



Needs Analysis to Inform IDEA's Strategic Partnership Application to Irish Aid for 2027

By Liverpool World Centre

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Executive Summary

This Needs Analysis sought to identify the current needs of IDEA members, and their likely needs from 2027 onwards, and make clear recommendations to inform IDEA's Strategic Partnership application to Irish Aid for 2027 onwards. Findings confirm that IDEA remains a highly valued national network for Development Education (DE) and Global Citizenship Education (GCE).

Members strongly support IDEA's existing strengths, particularly in professional development, sector collaboration, quality assurance and impact measurement, and policy advocacy. Rather than seeking significant expansion of activity, members want IDEA to focus more strategically on areas where it can have the greatest impact in an increasingly complex social, political and funding environment.

Key needs currently and from 2027 onwards are:

- **Building capacity to respond to emerging societal challenges** through enhanced knowledge and skills and to address misinformation, polarisation, racism, climate anxiety, artificial intelligence, and threats to democratic participation. Teachers and educators were seen as particularly in need of support as they navigate these issues with young people. There was also strong demand for more regional and in-person learning and collaboration opportunities.
- **Strengthening quality, impact and organisational resilience.** Members need a clearer long-term vision for the Code of Good Practice and how it connects with IDEA's Theory of Impact. and potential recognition mechanisms for participation. Funding remains a key concern, with interest in consortium-based fundraising. There is an ongoing need for practical approaches to measuring and communicating impact, particularly for organisations working in the non-formal sector.
- **Deepening collaboration through focused and structured opportunities to 'air and share'** particularly within professional subsectors, while reducing duplication and event overload.
- **Advancing diversity, inclusion and representation** through a more proactive approach to increasing representation from Black and Global Majority communities and others facing structural barriers to participation. Improved understanding of member diversity, engagement and needs through data monitoring will be essential to this.
- **Sustaining advocacy and strengthening the public case for GCE.** Members strongly support IDEA's advocacy role and want this maintained. Priorities include strengthening engagement with Irish Aid and key policy actors, supporting GCE in Northern Ireland, and improving public understanding of GCE as a response to contemporary societal challenges.

Introduction

Aims and Context

This Needs Analysis aims to identify IDEA members' needs and make clear recommendations to inform IDEA's Strategic Partnership application to Irish Aid for 2027 onwards (expected duration five years). It addresses the following questions:

- What needs do Development Education¹ practitioners and organisations currently have? And what are likely to be key needs during the period from 2027?
- What are the needs of subsectors, e.g. formal education (primary/post-primary/third level); youth work; adult & community education?
- What is IDEA's role in addressing these needs and how can this inform IDEA's future programme?

The Needs Analysis was conducted mid-way through the final year of IDEA's 2022-2026 strategic partnership with Irish Aid, and alongside the Final Evaluation of that programme. The wider geo-political context for Global Citizenship Education was significant in shaping members' responses. There are two interrelated dimensions: one consists of emerging and ongoing challenges such as the rise of far right and associated narratives globally and the other relates to the context of funding for overseas development aid (ODA) and education and awareness-raising on global issues. Ireland is one of the few countries to have maintained or increased ODA at a time when other nations are making significant cuts². Nevertheless, this context, and the implications for funding and *making the case for* GCE as a response to global challenges, framed the Needs Analysis process. Members' appreciation for IDEA's work meant that they struggled at times to identify how things might be done differently or discontinued in a future programme, focusing instead on more strategic approaches to emerging issues.

Methodology

Data collection

Data collection built on the logic-based, developmental and participatory approach to, and findings in, the Final Evaluation³. To balance, complement and inform the extensive quantitative data collected by IDEA, a decision was taken to focus on gathering more qualitative data via interviews and focus groups rather than surveys. Methods and sources for the Needs Analysis were as follows:

¹ Whilst IDEA has adopted the terminology of Irish Aid regarding Global Citizenship Education (GCE), they continue to use Development Education (DE) alongside this and these terms can be considered largely interchangeable in this report.

² [Irish Aid, foreign assistance, and ODA, explained | Concern Worldwide](#)

³ IDEA Irish Aid 2022-26 Global Citizenship Education Programme: Final Evaluation, by Liverpool World Centre, July 2026

- Review of documentation relevant to IDEA's strategy planning from 2027 onwards
- Analysis of quantitative and qualitative responses to the Annual Member Survey in Year 4⁴, where questions ask for members' views on their current needs and suggestions for improvements in programme delivery and support in future⁵
- One to one interviews with 7 team members, 1 Board member, 1 IDEA member and 4 key stakeholders, 4 focus groups with a total of 39 members, and one focus group with IDEA team members⁶.

The members and stakeholders consulted for this Needs Analysis and the Final Evaluation are the same, but interviews and focus groups included clearly demarcated questions to focus members on what IDEA should: *continue to include in programme delivery, what they should do more of, what they should reduce or stop, and what they should do differently or introduce/do as new*. Questions were orientated towards understanding members' 'felt' needs, as articulated by the members' experiencing those needs⁷. This was supported by participatory activities in focus groups. For example, Diamond Ranking was used to invite members to identify programme priorities relevant to their needs, and 'horizon scanning' was used to identify future challenges and opportunities for GCE. A table of data sources can be found in **Appendix 1**, a full list of those consulted can be found in **Appendix 2**, and examples of interview/ focus group questions and tools can be found in **Appendix 3**.

Data analysis

Conducting the Needs Analysis alongside the Final Evaluation inevitably meant there was overlap between data and findings. Similarly, whilst the Needs Analysis is mainly concerned with members' views about their needs, this was cross-referenced to data and findings from the Final evaluation, the views of wider stakeholders and the IDEA staff team⁸, and member responses to the Year 4 Annual Member Survey. This was only done where Final Evaluation data supported or added to Needs Analysis data from members' views. Where findings or recommendations build on the Final Evaluation or go beyond members' views, this is indicated in footnotes on the Needs Analysis tables. Tables also include notes to indicate where IDEA is responding to members' needs already or addressing these in their current strategic plan.

Report Format

The main body of the report is framed by the three Pillars of IDEA's current strategic plan and aims and outcomes relevant to IDEA's current strategic partnership with Irish Aid.

⁴ Each year (January – December) of IDEA's 2022-2026 strategic partnership programme is referred to as a year number between 1 – 5, so Year 1 in this report refers to 2022, Year 2 to 2023, Year 3 to 2024, Year 4 to 2025, and Year 5 to 2026. Where 'new' data has been collected specifically for this Needs Analysis this is dated as May or June 2026.

⁵ Questions 11, 14, 16, 21

⁶ As noted for the Final Evaluation, a review of the extensive quantitative data already collected by IDEA led to a decision to balance, complement and inform this data by gathering qualitative data via interviews and focus groups both for the Final Evaluation and the Needs Analysis. This was also important for engaging members' and stakeholders in the Needs Analysis as fully as possible.

⁷ [Needs analysis | Better Evaluation](#)

⁸ For example, the IDEA team were also conducting an internal review of Goals 1 - 6 of [IDEA's 2024-2029 strategic plan](#) during the Needs Analysis process.

Pillar sections begin with findings on members' **key needs** and brief discussion of these. Key needs focus on what is needed in terms of high and medium priority⁹ rather than how these needs might be met, whereas high, medium and low priority needs are addressed in more detail in the Needs Analysis tables which follow in each section. Tables also include responses to Needs Analysis questions about relevance to particular subsectors, how needs might be met and IDEA's role in addressing these, and implications for a future programme.

⁹ Based mainly on their importance and relevance to IDEA members expressed needs

Pillar 1: Cultivating

Aim: Cultivate and expand members' knowledge, skills and capacity; cultivate good practice and impact in Development Education (DE)

Outcomes

1.1 DE practitioners have relevant knowledge and skills to deliver Development Education	1.2 The Code of Good Practice is enhancing quality DE and mainstreamed in the DE sector	1.3 DE Organisations strengthen their effectiveness in key organisational management areas	2.1 IDEA acts internationally as a leader in Development Education	2.2 The collective positive impact of the Development Education sector in Ireland is showcased and shared
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Key needs of members:

- ❖ Increased knowledge/skills and strengthened practice to address emerging and urgent issues for learners and their communities, and more opportunities for in-person and regional events.
- ❖ Increased understanding of next steps for the Code of Good Practice, including any synergy with the Theory of Impact, and recognition of Code membership to share with others.
- ❖ Increased access to funding, including opportunities for consortium-based fund raising, and strengthened practice in areas of organisational effectiveness relating to strategy and planning, key DE values in organisation and advocacy.
- ❖ A clear and shared understanding of innovation in GCE in relation to IDEA's support for this, and increased capacity to articulate the impact of this.
- ❖ Skills and capabilities to measure impact in ways which are relevant to all members and communicate this impact clearly to others.

The Final Evaluation found that Pillar 1 outcomes were amongst the most important to members' work because of their close relationship with cultivating and strengthening practice. For IDEA to continue cultivating members' knowledge and skills through the work of 1.1 could be said to be a given.

So, it was big on the continuing supporting through CPD.... for members.

Members' responses to Focus Group 3 activity on what IDEA should continue to do, May 2026

The highest priority in this area though was the need to cultivate practice to respond to global challenges and a rapidly evolving socio-political context in Ireland¹⁰. In addition to

¹⁰ This was also supported by members' responses to a survey led by consultants (2into3) for development of IDEA's 2024-2029 strategy, which noted member priorities of: capacity development and responding to 'rapidly changing global context'; and 'the socio-political landscape in Ireland' as the biggest challenge facing GCE in Ireland in the coming years

members' concerns to respond to global issues such as the ongoing genocide in Gaza, concerns also related to events taking place in Ireland around the time of data collection, including violence towards minority and migrant communities, and populist protests about government policy on fuel. The Needs Analysis focused specifically on gaps in members' knowledge and skills to respond to this context and support those they work with. This identified needs in terms of:

- knowledge and skills to promote critical literacy as a response to misinformation and harmful narratives, especially online
- supporting teachers in formal education to respond to the needs of young people, including their critical engagement with Large Language Models (AI)
- supporting and standing in solidarity with communities most impacted by racist and divisive rhetoric, and pushing back against this positively
- responding to the climate emergency and addressing eco-anxiety
- naming and challenging capitalism more explicitly, making connections between economic systems and other issues, and providing alternative narratives for more equitable and just systems.

For some members, these needs were particularly acute for teachers in formal education who were seen to be on the frontline of navigating these issues with young people.

and confident to kind of dig deeper into root causes like that. For example, all of the misinformation or disinformation about migration and.., climate migration and kids coming in with like eco anxiety as well.

AI is definitely a thing in schools, like we have teachers asking about that.

Focus Group 1 responses, May 2026

[a] concern right now is the rise of fascism and the extreme right. As the USA and parts of Europe are being influenced by these political movements, I'm concerned about the impact this is having in Ireland.

AMS survey response to Q16, Year 4

Capitalism is the elephant, you have to see it, you can't ignore it

We have an opportunity to investigate better systems. How did we get here in the first place' education.

Focus Group 3, May 2026

There was also a recurring theme in members' responses, both here and for Outcome 3, on the need for more opportunities for in-person events, including events beyond Dublin.

As many in person meetings as can be managed. I think we need to get back to more person-to-person contact.

I wonder could there ever be more localised (outside of Dublin) meet ups.... not a fully thought through idea, but there is something about the presence of people and geographical presence in person beyond Dublin.

AMS survey responses to Q21, Year 4

Needs in relation to Outcome 1.2 on the Code of Good Practice and Outcome 2.2 on demonstrating, showcasing and sharing impact were focused on how these areas might develop and evolve in future. To some extent this reflected Final Evaluation findings that these two outcomes were amongst the most effective, impactful and responsive to members' needs across all areas of IDEA's current programme. Members raised questions about how the Code and Theory of Impact might connect together in future. A smaller number suggested that a form of 'badging' to promote themselves as Code members would be helpful. Whilst NOT suggested by members, there was a sense prompted partly by the IDEA team review of this area (Goal 1 in the 2024 – 2029 strategy) and the questions from members noted above, that the Code's success in member engagement called for a clear vision for its role and next steps in any future programme¹¹.

With regards to 1.3, as noted in the introduction to this report, funding remains a key organisational concern and there was interest generally in more consortium-based fund raising. Whilst relevant to many members, this need might be greatest for those whose work is perceived to be more distantly related GCE or focused on single issues, as highlighted by the survey response below.

We got a sense that Irish Aid is not interested in disability-inclusive GCE work, nor in more partnerships. If this trend continues, despite our organisational understanding of the importance of GCE work, we may have to step out of the space. We understand that IDEA does not engage in such conversations; however, as a member, we expect IDEA to emphasise the need for inclusive GCE work as an approach for Irish Aid's GCE work stream.

AMS survey response to Q21, Year 4

The Final Evaluation drew attention to gaps in organisational effectiveness where members' self-assessment against Code principles P10 – 12¹² found these to be the weakest. Again, although not expressed as such by members in the Needs Analysis process, this may be an area of need where targeted support could strengthen effectiveness in organisational management for some members and enhance their potential for funding.

Both the Final Evaluation and Needs Analysis noted members' interest in innovation in GCE (2.1), and this remains a feature of Goal 2 in the 2024-2029 strategic plan. However, a combination of members' broad interpretations and (a minority of) critical questions about a focus on innovation, suggested the need for IDEA to clarify and lead on a shared understanding of what innovation means and looks like in GCE and consider alternative

¹¹ The Code undergoes a separate independent review every three years. There is a report available for the Code review 2023, and the Code review for 2026 was ongoing at the same time as the Liverpool World Centre Final Evaluation of the whole programme.

¹² P10: Have a clear Development Education Strategy and Action Plan / P11: Reflect the Key Values of Development Education / P12: Advocate for Quality Development Education

ways to support this in a new programme. This could also support members to articulate the impact of this work on practice.

For 2.2, the interest in impact from funders and members and the evolving nature of this work, means that increasing skills and capacities to measure impact remains a priority need for many members. This also aligns with members' needs to communicate GCE and its impacts more effectively to others. Alongside this, there is a need to ensure that work on measuring impact is open and adaptable to members working in sectors where change outcomes may be more complex and less easily captured by logic or linear measures.

Final Evaluation findings of members' growing interest in research was supported by references to the need to draw on research by some members in Needs Analysis activities. Focus group responses highlighted the need for evidence-based research or 'what works' and areas that might be under-researched or require more nuanced understanding of lived experience, such as the example of 'intersectionality' noted below.

Invest more time to figure it out, research what works instead of jumping on solutions; And we also talk about the necessity of doing research on intersectionality and on vulnerabilities.

Focus Group 3, May 2026

Questions for Needs Analysis	Needs Priority	1.1 DE practitioners have relevant knowledge and skills to deliver Development Education	1.2 The Code of Good Practice is enhancing quality DE and mainstreamed in the DE sector	1.3 DE Organisations strengthen their effectiveness in key organisational management areas	2.1 IDEA acts internationally as a leader in Development Education	2.2 The collective positive impact of the Development Education sector in Ireland is showcased and shared
What needs do Development Education practitioners and organisations currently have? What are likely to be key needs during the period from 2027?¹³	High	Increased knowledge/skills and strengthened practice to address key issues for learners and their communities, contributing to wider societal divisions and injustice¹⁴ <i>These issues/themes are likely to continue to be relevant from 2027, but may have evolved or others emerged related or otherwise</i>	Increased understanding of next steps for the Code of Good Practice, including synergy with the Theory of Impact¹⁵ (also see 2.2)	Increased access to funding, including opportunities for 'consortium-based fundraising' <i>(also see 4 on this with regards to IDEA's organisational effectiveness)</i>	A clear and shared understanding of what innovation means in the context of GCE, and how IDEA's offering on GCE relates to this¹⁶	Skills and capabilities to measure impact and communicate this clearly to others, building on progress to date <i>(Also see Outcomes 5 and 6 on strengthening communication and representation of GCE)</i>
	Medium	More opportunities for participation in training/events that are: - in-person - in local/regional areas beyond Dublin - outside of busy times and short windows of time <i>(Also relevant to 3)</i>	Increased understanding of the relationship between the Code of Good Practice and Theory of Impact (TOI) (also see 2.2) Recognition of Code membership to promote with external partners and stakeholders	Strengthened practice and/or evidence of improvements in areas of organisational effectiveness relating to one or more of Code principles 10-12 (strategy and planning, key DE values in organisation, advocacy)¹⁷	Increased understanding/ability to articulate and demonstrate the impact of innovation on practice (also see 2.2)	Increased understanding of the relationship between impact measurement and GCE for all members¹⁸ Increased opportunities to demonstrate collective impact Increased research-informed knowledge of contemporary issues, and the intersection

¹³ This is only noted where relevant, e.g., as for 1.1

¹⁴ Builds on Final Evaluation recommendation for 1.1 to, more broadly, address emerging knowledge/skills gaps, and Needs Analysis

¹⁵ Builds on Final Evaluation recommendation for 1.2 and Needs Analysis

¹⁶ Builds on Final Evaluation findings that members had a broad understanding, some members' suggestions about the need for clarity/critique, and one stakeholder's suggestion that this might now be a lower priority for funders

¹⁷ This was a finding in the Final Evaluation based on members' self-assessment but not their expressed need. It is included here to build on because these areas may be relevant to their expressed need of increased access to funding. It also recognises advocacy is being addressed in 5

¹⁸ This relates to questions raised by some members about the relevance of existing (logic-based) evaluation tools to the non-formal sector

					between these and their impact on people (intersectionality)
	Low	Less overwhelmed by number of IDEA events on offer or fear of missing opportunities	Increased understanding of the Code's relevance to the non-formal sector and Higher Education		Increased opportunities to demonstrate longitudinal impact

What are the needs of particular subsectors, e.g. formal education (primary/post-primary/third level); youth work; adult & community education?		Teachers in formal education – both need support with addressing contemporary issues and may face barriers to participation in events which coincide with teaching hours ¹⁹	Non-formal sector (including youth, adult/ community)- where a minority of members perceive the Code of Good Practice as overly prescriptive for their work. <i>(Also links to related concerns for impact measurement tools in 2.2)</i>	Member organisations working on single issues or those more distant from GCE , who might be at greater risk from reduced funding opportunities and benefit from consortium-based funding		Non-formal sector (including youth/adult/community) – where there are doubts or resistance to the relevance of current impact measurement tools their work in this sector, or feeling that work in this sector is more difficult to measure
		Initial Teacher Education (ITE) - some members are experiencing increased demand to support trainee teachers because of curriculum reform influencing expectations for new teachers to demonstrate understanding/skills for GCE		Higher Education - also a (minority) perception of Code being overly prescriptive for their (research) needs		
		Formal and non-formal sector facing specific barriers , i.e. those where Irish is dominant language or those based in Northern Ireland. A need for more support, including relevant resources		Medium-sized and smaller member organisations who may lack capacity/infrastructure to address areas of organisational effectiveness noted above		

¹⁹ The Final Evaluation noted a drop-off in members' delivering teacher CPD in primary and post primary between Years 2 and 4 which might correspond with suggestions in focus groups that teachers are struggling to participate in CPD, particularly where this clashes with teaching commitments

What is IDEA's role in addressing these needs and how can this inform their future programme?		To respond to the issues/ themes and approaches indicated by members' below, building on IDEA team's current approach to choose 'topics consciously and collectively' Themes/ issues • Introduction to/ABC of GCE • Critical literacy, incl. challenging misinformation/ right wing discourse, navigating AI • Systems thinking, capitalism/ alternative systems, understanding root causes, intersectionality • Climate crisis & eco-anxiety Approaches • Critically and holistically (not single issues) • Global South voices <i>Looking ahead to 2027, emerging trends might point to the need for more focus on peace education e.g. see quote in Data Evidence below on preparing for more violence</i>	To develop a clear (5 year) vision for the Code of Good Practice, via consultation with members and stakeholders. To include consideration of: • A form of 'badging' for Code members to share with partners/ stakeholders • A second layer or level of assessment to deepen critical GCE knowledge and skills²⁰	To identify and share opportunities for consortium-based funding e.g. Erasmus +, DEAR, which could also respond to outcomes 3, 4 and 6 To map members' needs²¹, using the Code principles 10-12 as a springboard, but mapping other aspects of organisational management and functioning. Consider asset mapping To build on Final Evaluation recommendations (and ideally the above mapping) to target strategy and support. This might include (from IDEA team review of Goal 1): • Targeting support where it's most needed e.g. other funders/ funding or information about these • Accompanying members on a journey/ support programme linked to Code P11, to bring GCE values to life in organisational structure	To clearly articulate what IDEA means by innovation (building on the 2024-2029 strategy), to guide delivery of innovation-related work in a future programme. To build on Final Evaluation recommendations to review innovation content/delivery, to also consider: • The potential for innovation to be a theme across outcomes, or reframed and/or integrated with other outcomes	To convene (or build on findings from) the advisory group recommended in the Final Evaluation to identify next steps for this outcome, ideally with reference to points indicated in the medium priority row below
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²⁰ An example is the Global Learning Network's [Level 2 Global Teacher's Award](#) which drew on Vanessa Andreott's framework for soft-critical-others GCE. Also, Eilish Dillon's research (on IDEA web site)

²¹ This aims to complement and expand on Final Evaluation recommendations for 1.3. Also note, the Final Evaluation suggested funding was the priority for members.

				• Stopping general trainings e.g. pensions, or those where other organisations have more expertise • More in-person training for targeted areas		
		To consider increasing trainings/ events which are: • In-person - IDEA team also noted need for residential 2-day training on DE/GCE • Locality-based outside of Dublin • Avoiding busy times/short window, especially for teachers To consult with Formal Education working group on the needs of teachers and trainee teachers, and/or those members' representing these sectors on all needs Indicated above			Use learning from members' experiences and applications in practice to inform support for articulating and demonstrating impact	Theory of Impact (TOI) interaction with the Code of Good Practice, including data sets The relationship between impact measurement in GCE and existing tools, and the work of all members, especially those in the non-formal sector To identify potential for research support²² or insights into: • Contemporary/ emerging issues noted above • Measuring, tracking and demonstrating impact: collectively; in contexts less responsive to traditional evaluation models
		To consider reducing the number of events overall (this may come from other outcome areas e.g. see 3 below on Knowledge Shares				To identify potential for research support or insights into longitudinal impact

²² I would like IDEA to argue for more specific IRC (Irish Research Council) grants to GCE in 2026. At the moment, there are only 5 IRC New Foundations grants for GCE. I think this is far too few. When they were initiated, it was said that this would increase but it doesn't seem to have. At least double that number would seem appropriate to me. I know of a few of us who lost out this year because the numbers applying are growing, the need for research is there but the grants are not sufficient. (AMS survey response to Q21, Year 4)

Pillar 2: Strengthening

Aim: Strengthen and facilitate members' active participation, engagement, and inclusion within IDEA. Strengthen IDEA's organisational capacity and resilience.

Outcomes

3. IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector.	4. IDEA has the internal capacity to deliver a strategic and effective programme as the national network for DE
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Key needs of members:

- ❖ Opportunities to 'air & share' together, both within sectors and sub-sectors of work, and to a lesser extent issue-based
- ❖ Relevant, effective and flexible working groups to build on current high level of effectiveness
- ❖ Increased diversity in who is represented in members, particularly those representing Black and Global Majority communities, and those facing structural barriers to participation
- ❖ Further progress to be made on the Shared Island project/reporting and Vision 2030, to support GCE in Northern Ireland
- ❖ For IDEA to be a well-functioning organisation with the internal capacity and support to deliver a strategic and effective programme, including sharing learning with members on monitoring and evaluation, and ethical organisational practices.

The needs for 'air & share' spaces should be viewed within the context of Final Evaluation findings of strong evidence of IDEA facilitating collaboration, connection and learning between members, and their ongoing commitment to facilitate 'member-led' spaces in their 2024-2029 strategic plan. The Needs Analysis and recommendations made here build on these to ensure working groups and other spaces continue to evolve and respond to members' needs, including attention to how these are focused (in terms of sub-sector or issue) and the structure or ways groups function.

I think something that could maybe be explored a little bit more is sub-sector focus groups. So, like obviously based on what X was saying there....in that you both are having quite similar problems, but one is primary focus, one is secondary education focused.

Focus Group 1, May 2026

Clearer entry points for new members, time-bound objectives, and short summaries of outcomes from working groups would support engagement, particularly for those with limited capacity.

if there is a flexible approach where people can contribute more or less depending on their commitments at the time, they may be more inclined to join, if they are aware of this from the time of invitation.

AMS survey responses to Q14, Year 4

Members expressed needs in this area was balanced with recognition about the limits on IDEA's capacity to respond to these and a small number of responses suggesting that 'at times there is almost too much going on' (AMS survey response to Q16, Year 4)²³. A suggestion was also made in one focus group to reduce the number of events overall and, more specifically, to rethink and reduce the number of knowledge share events.

So, for example, instead of nine knowledge chairs across the year, that there might be 3 or that they might be more like multiple knowledge chairs across one session or that they would be woven into in-person events. So, to reduce that burden on the team.

Focus Group 2, May 2026

Recurring expressions of the need to increase diversity of representation in IDEA membership informed a recommendation for a more proactive focus on this in a future programme. This includes improved tracking and mapping of member engagement and recruitment, and more targeted data collection on ethnicity and other characteristics. There were references in focus groups to an ongoing need to ensure collaboration and support across the IDEA network extended to Northern Ireland. These were made with reference to recent initiatives on a Shared Island approach to GCE and all Ireland Vision 2030 advocacy document.

And also ... how far are we thinking about the global education as a kind of space of learning for everyone and developing that intersectionality approach into that work

We really don't want that only there are a few people who are facing the problem. They are part of this umbrella. Global education is a space for everyone.

Focus Group 3 responses, May 2026

How well IDEA functions as an organisation and has the capacity to deliver a strategic and effective programme was not addressed directly by members, but it was implicit to some extent in references to recognising limitations on IDEA's capacity (the Final Evaluation noted members' concerns and appreciation for the IDEA team in AMS survey responses in Year 3 of the current programme during a challenging period). This, combined with the IDEA team's review of staffing, capacities and wellbeing needs, has informed recommendations, including action to diversify funding.

²³ This was also a low-priority need in Pillar 1

Questions for Needs Analysis	Needs Priority	3. IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector.	4. IDEA has the internal capacity to deliver a strategic and effective programme as the national network for DE
What needs do Development Education practitioners and organisations currently have? What are likely to be key needs during the period from 2027?	High	Opportunities to ‘air & share’ together, both within sectors and sub-sectors of work, and to a lesser extent issue-based Relevant, effective and flexible working groups, which build on current high level of effectiveness²⁴	A well-functioning organisation with the internal capacity to deliver a strategic and effective programme as the national network for DE ²⁵
	Medium	Increased diversity in who is represented in members, particularly those representing Black and Global Majority communities, and those facing structural barriers to participation (<i>also see 1.1 on empowering Global South voices</i>)²⁶ Further progress to be made on the Shared Island project/reporting and Vision 2030, to support GCE in Northern Ireland (<i>also see 5 on this</i>)	An IDEA team which experiences an appropriate level of wellbeing, positive team relationships and opportunities for professional development to ensure effective delivery of the programme for members Learning from IDEA’s approach to monitoring and evaluation of their work Learning from IDEA on ethical practices and commitments to global justice
	Low	Less, or more strategically targeted, Internal communications	Sustained confidence in IDEA’s governance

²⁴ Builds on findings/recommendation in Final Evaluation and Needs Analysis

²⁵ As made clear in the narrative, both needs findings here and recommendations draw on analysis of members’ responses and the team’s own reviews and reflections

²⁶ Builds on findings/recommendations in Final Evaluation and Needs Analysis, but here addressed more specifically/strongly

What are the needs of particular subsectors, e.g. formal education (primary/post-primary/third level); youth work; adult & community education?		Formal education members would like opportunities to work together based on school level (other subsectors may have needs here too) Individual members who have respected an 'air and share' space of their own	
		Non-formal sector (including youth, adult/community) who are more likely to work with or represent Black and Global Majority communities, and those facing structural barriers to participation	

		To review current provision of 'air and share' spaces, building on or restructuring these through considering: - That 'air and share' spaces may or may not be current working groups, knowledge shares or other existing spaces, and should include consideration of a space or sharing event specifically for individual members - Findings from the Consultation with members for the 2024 - 2029 strategy review which suggested need for more member-led spaces for issue-based discussions (NB: there was less evidence for this in the Final Evaluation and Needs Analysis, apart from the more general concern to respond to contemporary issues) - The suggestion from members that Knowledge shares could be done differently, i.e. consolidated with other activities. <i>For example,</i>	To review internal capacity requirements and consider: - If and where to increase IDEA team capacity in 2 or more of the following areas: Communications, Code of Good Practice, Administration, Research for policy and advocacy - Opportunities to diversify funding beyond Irish Aid²⁹, e.g. IDEA being a lead Partner in an EU DEAR funding application (also see 1.3 and 1.5 on this)
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²⁹ I think it's no mystery that Irish Aid and other funders are probably out there looking to see where there might be duplication or lack of effectiveness and delivery, And, you know, it may not always be easy to raise that with members or to point that out. It's a delicate area, but I think that it's going to become more of an issue in the future. (Interview with key stakeholder, Year 5) – need to adjust footnote numbering

What is IDEA's role in addressing these needs and how can this inform their future programme?		<i>each Working Group does one, or we can do some at other events e.g. at an in-person event - members can propose a theme, do the event themselves and IDEA will circulate the invite/recording. Knowledge shares could also be done in groups of 3 – so only three events one in June/July/August (Focus Group 3, May 2026)</i> <i>(also see 1.1 on reducing events overall)</i> • That relevant, flexible and effective working groups takes account of members' suggestions of: - new groups (see examples above + 'forward-looking' group for strategy and planning²⁷), - re-igniting or regrouping of existing groups (Quality & Impact, DE in Palestine) - providing more clearly structured ways of working re: clarity of purpose, time-bound, clear outcomes, learning across groups) and more flexible ways of engaging²⁸ - balancing members' ownership/ participation with their capacities to engage and contribute	
		To respond to the need for increased diversity in membership by review and consideration of: • Increased/improved tracking of members engagement beyond events e.g. working, advisory and other groups • Mapping membership using network and/or SWOT mapping to gain a more holistic picture of members, connections between them, and strengths/gaps/opportunities/threats	To build on recent team review of Goal 4, to: • Identify or consolidate strategies for addressing team wellbeing, ways of working and professional development, including building in funds for this area in future funding applications if needed • Review external evaluation needs, including needs for funder reporting and extent to which IDEA could accommodate more 'in-house', allowing scope and time for more 'critical friend' support from external evaluator or other consultants

²⁷ A group to address strategy, programming and planning in the sector.... a lot of sector sharing is planning and doing our own thing - IMO the challenges of our world invite us to more collaborative planning and programming... (e.g. need to plan for collective impact, and work for collective impact before focusing on measuring it (AMS Survey Response to Q14, Year 4)

²⁸ The DE and Palestine group we are planning to have a debrief as ex convenors, there was feedback acted upon which was promising, and maybe feedback there that could be a learning for member group engagement and the leadership role of IDEA. (AMS Survey Response to Q14, Year 4)

		- Improved data collection on members' ethnicity and other characteristics, beyond self-definition (through conversation with members³⁰) - Implications for IDEA of managing a growing membership, as noted in the consultation for the 2024-2029 strategy review	Work towards modelling ethical practices by for example, divesting from operational platforms, systems and supply chains implicated in environmental and social harm
			Conduct a review of constitutional processes and systems e.g. emotions, member voice/participation, positioning

³⁰ See this [guidance from LWC](#) and [Talking-Race-Taking-Action-A-guide-to-talking-about-race-from-ARE-_-Acessible-Document.pdf](#)

Pillar 3: Championing

Aim: Champion and advocate for Development Education and its importance with political actors. Champion and build engagement with Development Education among key sectoral audiences.

Outcomes

5. IDEA network is a strong representative voice on policy and advocacy related to Development Education in Ireland and internationally	6. DE's contribution to global justice, global citizenship and sustainability is promoted through communications and representation with actors beyond DE
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Key needs of members:

- ❖ Sustain advocacy for GCE at the current level and maintain the current balance of advocacy between support for the GCE sector and advocacy on wider issues
- ❖ More opportunities for some members to have structured dialogue with Irish Aid and gain access to decision-makers and forums influencing GCE policy and practice
- ❖ Increased visibility and strengthened communication of the relevance of GCE and to contemporary challenges and promoting just and sustainable societies
- ❖ Sustain collaboration with partners and those beyond the DE sector, in Europe and internationally

Progress made in IDEA's work on policy and advocacy is likely to have been a factor in members' support for sustaining advocacy work at the current level. There was a lot of appreciation for progress made in this area. With regards to the finding on members' needs in relation to the balance between advocacy for the GCE sector and advocacy on wider issues, analysis of members' responses to an AMS survey question on this in Year 4 (Q11) and responses to questions in focus groups for the Needs Analysis, showed that a majority of members currently feel that this balance is about right. IDEA's responsiveness to meeting members' needs for working groups on key issues such as Palestine may also have been helpful here. However, as recommendations on IDEA's role make clear, this will need further review of strategic advocacy priorities, stakeholders and members' needs in responses to emerging issues.

The need for more progress on a Shared Island approach to GCE emerged again in relation to advocacy and members continued to express needs for ongoing dialogue with Irish Aid, whilst recognising IDEA's work in both areas to date. There was also a need expressed by

members supporting GCE in formal education to have more support to engage with and influence the Department of Education and related curriculum bodies.

X mentioned different educational groups and bodies there that X are trying to knock on the door of, and we're the same at Y. We would be trying to approach the Department of Education or IJA or the NCCA or the curriculum group, especially as the new curriculum frameworks are rolled out. We were kind of waving our hands saying like, we can help, we can help you put GCE into this really thoroughly. But if that was coming from IDEA, I think it would have a lot more weight.

Focus Group 1, May 2026

Notwithstanding members' overall satisfaction with the level of advocacy taking place, there were ongoing calls for advocacy on and collective responses to emerging issues. This overlapped with calls for increased visibility of GCE as a response to global challenges through external communications and representation with actors beyond DE. IDEA has targeted these concerns in their 2024-2029 strategic plan, but this points to a need for ongoing review of strategic priorities and activities across outcomes 5 and 6, and the role and capacities of IDEA and its members to respond to these issues. It also relates to the need for increased knowledge, skills and confidence to support educational and narrative responses to emerging issues, noted in discussion of 1.1

Members saw opportunities to address these calls through stakeholder and audience mapping and collaboration with organisations with expertise in promoting alternative and positive narratives, for example the [Hope and Courage Collective](#) and [Le Cheile](#). They also recognised the tensions for themselves and IDEA in terms of how to navigate and ensure capacity for this work, in some cases expressing a need for more clarity or leadership from Irish Aid on wider messaging of GCE. Although the need for sustaining collaboration with partners and those beyond the DE sector, including internationally, was not generally expressed by members, it is identified as medium priority for its role in supporting collective responses to global challenges. Reference was also made to the potential for civil society alliances at European level by a stakeholder.

So, to really kind of lean into that coordinating role around advocacy and external communication, like stakeholder mapping, audience mapping, and then a bit of coordination to lean into member strengths around that and linking into the worldview findings, framing GCE as a political concern.

our lowest rating [for effectiveness] ... was one that we added, which was around targeting public communications and the diversity of reach to broaden the awareness of GCE within the public psyche. However, we caveated that very much by saying, number one, is that a role of IDEA? And how do we ensure that there's capacity and financial supports for that to happen and linking that to Irish Aid and that whole development piece around what is the message, how is that message going to be developed?

Focus Group 3 responses, May 2026

Questions for Needs Analysis	Needs Priority	5. IDEA network is a strong representative voice on policy and advocacy related to Development Education in Ireland and internationally	6. DE's contribution to global justice, global citizenship and sustainability is promoted through communications and representation with actors beyond DE
What needs do Development Education practitioners and organisations currently have? What are likely to be key needs during the period from 2027?	High	Sustainment of advocacy for GCE and the sector at the current level³¹, with potential for increase in response to emerging issues. Similarly for 2027 onwards Maintain the current balance of advocacy between support for the GCE sector to secure funding, policy, curriculum change and other supports, and advocacy on wider issues. <i>This balance will need further review for 2027 onwards, recognising the need for a flexible, nuanced and responsive which avoids a mutually exclusive choosing between two options</i>	Increased visibility of the relevance of GCE and its value to equal, democratic, just and sustainable societies locally, nationally and globally Strengthened communication of GCE as an educational response to contemporary challenges relating to misinformation and harmful and divisive narratives, especially online (also see 1.1 on this
	Medium	Further progress to be made on the Shared Island project/reporting and Vision 2030, in advocating for and supporting GCE in Northern Ireland (also see 3 on this) More opportunities for some members to have structured dialogue with Irish Aid³² Increased access to (or increased capacities to access) stakeholders, decision-makers or forums influencing GCE policy and practice e.g. curriculum bodies	Increased collaboration and partnerships with organisations who can support sector needs identified above Sustainment of collaboration with partners and those beyond the DE sector, in Europe and internationally
	Low	Ongoing dialogue with networks overlapping with GCE to ensure sector representation is not siloed³³ Advocacy for coherence between government departments to ensure widest possible access to funding for members and IDEA³⁴	

³¹ Whilst there were calls for IDEA to respond to the 'emerging context' through advocacy or representation generally, there were no direct calls for increasing advocacy capacity, although members' were very appreciative of the level and extent of work taking place

³² This recognizes the work taking place and progress made already on some of these areas, including on 'structured institutionalised dialogue' between Irish Aid and partners (IDEA team member, Year 5). Also, the overlap with Goal 5 strategic actions in the 2024-2029 strategic plan

³³ This refers to dialogue with networks such as Dochas

³⁴ So, you know, IDEA gets its funding, as you know, from the Global Programs Unit. But a lot of the other GCE funding comes from the civil society unit within DFA and they don't always talk to each other. So, in terms of, you know, coherence and effectiveness of programmes, that's a challenge that they face (Interview with key stakeholder, Year 5)

What are the needs of particular subsectors, e.g. formal education (primary/post-primary/third level); youth work; adult & community education?		Formal education sub-sector would like increased access to (or increased skills to access) national education bodies e.g., JMB, IJA, NCCA (also see 1.3 on Code 'organisational' principles)	
		Non-formal sector (including youth, adult/community) and those working on single issues may benefit in particular from increased advocacy on policy coherence and access wider funding	

What is IDEA's role in addressing these needs and how can this inform our future programme?		To map and review strategic advocacy priorities, stakeholders, members' needs identified here and in other areas³⁵ (e.g. review of Code principles P10-12 in 1.3, which included advocacy; increased visibility of GCE more broadly (see 6), and members' capacities to engage. This could include: • a combination of power and/or asset mapping • addressing the lower priority needs relating to other overlapping networks, policy coherence and funding To review internal capacity for maintaining the current level of advocacy, and any increase decided by IDEA, subject to the above review.	Building on Final Evaluation recommendation 1, review and clarify strategy for this outcome and IDEA's role in meeting members' needs and expectations, including relevance to other outcomes e.g. 5 To review IDEA's role and capacity to deliver this outcome and respond to members' needs Following above review (or as alternative) to build on existing representation (noted as a strength in the Final Evaluation) and sharpen the focus on themes relevant to members' needs indicated above (as also noted in IDEA strategic plan, but for Goal 5). This could include: • audience and stakeholder mapping with members³⁷ • collaboration with partners able to support on themes indicated
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³⁷ For example, this from interview with key stakeholder, Year 5 - And maybe the linkage needs to be created a bit more clearly as to why GCE. You know, so for me, I am quite new to this space. I've only been in development for around a year. And also, GC is quite new to me, but for me it's also understanding and we discussed it as well internally. Their website doesn't really articulate what, why GC

		To review Q11 in the AMS on the balance of advocacy and reframe it in a way which avoids mutually exclusive options³⁶	reference to wider research and resources e.g. Dochas Worldview, Common Cause Foundation and other European alliances³⁸
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³⁶ This is the full response to Q11 in the AMS Year 4 - *By presenting the options as mutually exclusive, the question overlooks the possibility of a more integrated or flexible approach, and risks simplifying the nuanced decisions IDEA has to make in balancing sectoral priorities with broader societal concerns. A more constructive framing might recognise the need for IDEA to prioritise strategically while remaining responsive to emerging issues and could invite members to comment on how they think resources and attention could be allocated in a proportional or complementary way. In this sense, it is less about choosing one focus over another and more about supporting IDEA to navigate complexity effectively while reflecting the diversity of its membership and the urgent needs of the world we work within*

³⁸ *There are learning opportunities at a European level, and they are part of this new civil society alliance. I'm not sure exactly what it's called, but this kind of emerging structure that's... coming out of the lack of a... of a European coordination mechanism, so...* (Interview with key stakeholder, Year 5)

Conclusion

This Needs Analysis demonstrates that IDEA continues to play a highly valued and strategically important role as the national network for Development Education (DE) and Global Citizenship Education (GCE) in Ireland. Members consistently expressed strong support for core elements of IDEA's current programme, including building practitioner knowledge, skills and capacities, facilitating collaboration and learning, promoting quality through the Code of Good Practice and work on impact measurement, and advocating on behalf of the sector. At the same time, the analysis highlights a rapidly changing and fragile external context requiring a programme which is strategically focused and agile enough to respond to emerging challenges and opportunities.

What needs do Development Education practitioners and organisations currently have? And what are likely to be key needs during the period from 2027?

Members are seeking greater support to address increasingly complex societal challenges, including misinformation, polarisation, racism, climate anxiety, artificial intelligence, and growing pressures on democratic participation. Organisations face continued uncertainty around funding, increasing demands to demonstrate impact, and the need to strengthen organisational resilience.

Across all areas of activity, members do not necessarily want IDEA to expand activity, but to focus more strategically on the areas where it already brings great value and where potential exists to respond to the challenges noted. There is a clear call for deeper support rather than broader activity, more targeted opportunities for collaboration and sector leadership, and a clearer articulation of how GCE contributes to building just, inclusive and sustainable societies. These needs will continue to be relevant from 2027 onwards.

What are the needs of subsectors, e.g. formal education (primary/post-primary/third level); youth work; adult & community education?

Specific and more general needs have been identified across all subsectors. Teachers in formal education are perceived by some to be on the frontline of supporting young people to navigate the challenges outlined above, requiring support in turn with relevant knowledge and skills. Potential also exists to provide more support to trainee teachers in response to a raised profile for GCE in curriculums.

The non-formal subsector, encompassing youth work, and adult and community education, need more flexible and tailored opportunities to participate in quality assurance and impact evaluation. Support for these groups can also encourage increased diversity, inclusion, and representation amongst IDEA's membership, alongside more targeted activities to track and map member engagement from all communities.

What is IDEA's role in addressing these needs? How can this inform IDEA's future programme?

The strongest message from members is that **IDEA should focus on leading, connecting and enabling the sector to respond to a world where political movements and systems pose significant threats to communities globally and locally.** Members recognize the need to balance this with consideration of IDEA's capacity and role in relation to engagement with wider issues and public engagement, and the potential for collaboration with wider partners as a way of addressing this. However, by focusing largely on IDEA's existing strengths, members have identified a continuing role for IDEA in addressing their needs and building on these strengths to prioritize strategic depth over breadth.

This can inform a future programme by:

- Prioritising development of knowledge and skills, and capacity-building on emerging societal challenges, including those themes and issues identified as most urgent by members in the discussion under Pillar 1.
- Developing a clear long-term vision for the Code of Good Practice, including potential alignment with the Theory of Impact, recognisable accreditation or 'badging', and opportunities for advanced or deeper engagement and critical reflection on practice.
- Strengthening organisational resilience and funding opportunities, and supporting members to be more sustainable through consortium and collaborative funding applications, and targeting support in areas where weaknesses have been identified via Code self-assessment or areas identified through needs or asset mapping
- Building on impact measurement work to date to create a stronger sector-wide approach to impact, evidence and research which supports members to measure and communicate impact effectively and collectively, and to access and contribute to research on GCE and relevant and emerging issues.
- Enhancing collaboration through more targeted member engagement and opportunities for regional and in-person engagement and considering rationalizing/reducing events where there is overlap or duplication. 'Air & share' spaces should focus on sub-sectors, and be flexible, clearly structured and purpose-driven.
- Advancing diversity, inclusion and representation through more proactive approaches to tracking member diversity and engagement, addressing barriers to participation, and building on recruitment, support for and collaboration with Black and Global Majority communities.
- Sustaining and strengthening advocacy leadership with ongoing attention to Shared Island support and dialogue between members and Irish Aid, and wider policy actors across sectors and government departments. Alongside this, develop a clearer public narrative for GCE as an opportunity and response to societal challenges, and work with strategic partners to broaden public engagement.

Appendices

Appendix 1: Key documents referred to, data sources and data collected in May 2026³⁹

Outcomes	Documentation	Tracker Tool and survey data	Interviews	Focus groups
1.1 DE practitioners have relevant knowledge and skills to deliver Development Education	IDEA Strategic Planning Members' Survey, 14 March 2024, for consultation led by 2into3	IDEA team review of Goal 1 Code of Good Practice for Development Education in Ireland 2024 Research Report,	Interviews 1 and 5 with 3 IDEA team members	Focus group 1 with 5 IDEA members Focus Group 3 with 26 members
1.2 The Code of Good Practice is enhancing quality DE and mainstreamed in the DE sector				
1.3 DE Organisations strengthen their effectiveness in key organisational management areas (e.g. funding applications, governance)				
2.1 IDEA acts internationally as a leader in Development Education		Annual Member Survey Year 4, Q16: Do you have any other suggestions on how IDEA can better meet the needs of our members	Interview 1 with IDEA member	Focus Group 3 with 26 members Focus group 4 with 10 IDEA members
2.2 The collective positive impact of the Development Education sector in Ireland is showcased and shared			Interview 1 & 5 with 3 IDEA team members	
			Interview 1 with key stakeholder	
3. IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector.	IDEA Strategic Plan 2024-2029	Annual Member Survey, Year 4, Q14: IDEA convenes member-led working groups (Adult & Community, Formal Education, Quality & Impact, DE on Palestine) to provide a space for IDEA members to collaborate on tasks and issues that are important to you and your work. Please share any thoughts you have on how to strengthen these member-led spaces and what IDEA can do to facilitate member engagement in these working groups or future working groups	Interview 2 and 5 with 3 IDEA team members	Focus Group 3 with 26 members
			Interview 1 with key stakeholder	Focus group 2 with 4 IDEA members
4. IDEA has the internal capacity to deliver a strategic and effective programme as the national network for DE	Gallo, M. The Mid-Term Review of the Irish Aid GCE Strategy 2021-2025	IDEA team review of Goal 4	Interview 3 with 1 IDEA team member	
			Interview with IDEA Board member	
5. IDEA network is a strong representative voice on policy and advocacy related to Development Education in Ireland and internationally		Annual Member Survey, Year 4, Q11: IDEA's advocacy is mainly focused on advancing support for the GCE sector to secure funding, policy, curriculum change and other supports. At times, we also advocate on wider issues such as climate, Palestine and anti-racism. Keeping in mind staff capacity and resource limitations, as well as the need to represent our broad member base, do you think IDEA should: keep the balance as is in terms of advocacy focus/prioritise advocacy for GCE/prioritise	Interview 4 and 5 with 2 IDEA team members	
			Interview 1 with key stakeholder	
			Interviews 2 and 3 with 3 key stakeholders	
6. DE's contribution to global justice, global citizenship and sustainability is promoted through communications and representation with actors beyond DE			Interview 2 with 2 IDEA team members	
			Interview 1 with key stakeholder	

³⁹ 'Documentation' refers to reports, including guidance, reviews and research, whereas 'Tracker Tool and survey data' refers mainly to survey and quantitative data informing Results Framework targets + other supporting evidence e.g., qualitative examples provided in surveys and anecdotal evidence

Appendix 2: List of individuals/organisations consulted

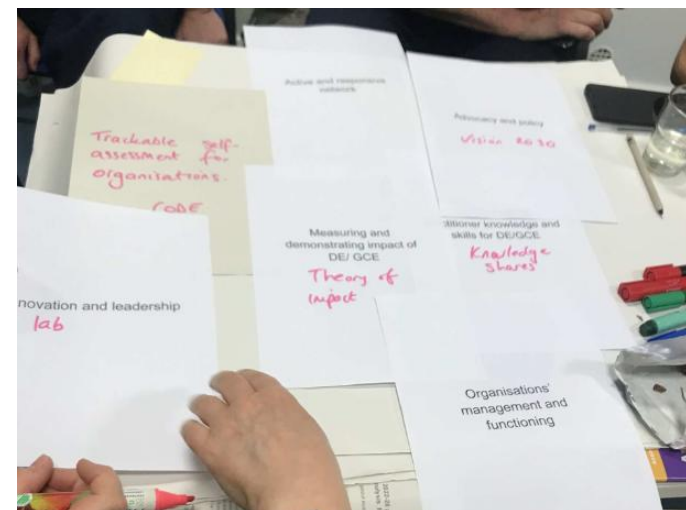
IDEA staff and National Council	IDEA Members	
Leigh Brady, Policy & Advocacy Manager	Richard Asare, Individual member of IDEA	Emma Lynch, Tearfund Ireland
Sal Healy, Operations & Finance Manager	Sue Bamford, Tools for Solidarity	Clíodhna Malone, Gaisce
Ruairí McKiernan, Chief Executive Officer	Sadhbh Bhreathnach, Worldwide Global Schools	Anna Martin, Irish Girl Guides
Elaine Mahon, Head of Membership, Quality & Impact	Charity Boateng, Self Help Africa	Róisín McAtamney, Sightsavers Ireland
Maximiliana Eligi Mtenga, Public Relations Officer	Adrienne (Gráinne) Boyle, Individual member of IDEA	Myra McAuliffe, Inishowen Development Partnership
Lizzy Noone, Capacity Development Manager	Susan Cabezas, Self Help Africa	Stephen McCloskey, Centre for Global Education
Pierre Yimbog, Company Secretary and individual member of IDEA	Ellen Corby, LYCS	Bobby McCormack, Development Perspectives
	Paul Crewe, Development Perspectives	Daniel Meister, National Youth Council of Ireland
	Fiona Duignan, Meath Partnership	Anita Melani, Concern Worldwide
	Georgina Eastaugh, Concern Worldwide	Kathryn Moore, APA
Wider stakeholders	Euphonia Edward, AkiDWA	Siobhán Murphy, Sightsavers Ireland
Niall Farrell, Irish Aid	Lisa Gallagher, Worldwide Global Schools	Fahmeda Naheed, Individual member of IDEA
Gillian Ivory, Dóchas	Jenny Gannon, Development & Cultural Education (DICE) Project	Onyewuchi Obirize, Africa Solidarity Centre Ireland
Jo McAuley, Global Education Network Europe	Emma Jayne Geraghty, Friends of the Earth	Eleftheria Papamichali, Worldwide Global Schools
Chantal Sciberras, Dóchas	Claire Glavey, Global Village Schools	Lassane Ouedraogo, Africa Solidarity Centre Ireland
	Sara Hakim, Schools of Sanctuary	Martina Ryan Doyle, Individual member of IDEA
	Ailbhe Joyce, Global Village Schools	Eiméar Savage, Voluntary Service International
	Dervla King, Comhlámh	Johnny Sheehan, The Wheel
	Emma Lutton, Habitat for Humanity Ireland	Killian Stokes, Proudly Made in Africa
	Ruth Lynam, Concern Worldwide	Rita Walsh, Worldwide Global Schools

Appendix 3: Example interview/focus group questions and tools

Considering all areas of IDEA's work, **how important is measuring/demonstrating impact?**

Use a rating of 1 - 10, where 10 = very important. Post in chat

development of practitioner knowledge/skills;	innovation	advocacy and policy
organisational management/functioning.....	Measuring / demonstrating impact	Comms..
		Other...



What should IDEA...	
Continue to do...	Do more of..
Do less of/discontinue....	Do differently or new...

