



IDEA Irish Aid 2022-26 Global Citizenship Education Programme: Final Evaluation

By Liverpool World Centre
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Executive Summary

This Final evaluation finds that IDEA's 2022–2026 Strategic Partnership Programme has delivered a **highly effective and impactful contribution to the Development Education (DE) and Global Citizenship Education (GCE) sector in Ireland**. Despite challenges of post-pandemic recovery, staff changes and organisational transitions, and funding uncertainty, IDEA successfully achieved or exceeded most programme targets and **strengthened the capacity, cohesion and influence of the sector**.

The evaluation highlights **IDEA's unique role as a trusted convenor, capacity builder, quality and innovation leader, advocate, and representative voice**. Members and stakeholders consistently described IDEA as a critical part of the DE/GCE infrastructure in Ireland. **Without IDEA, the sector would have fewer opportunities for collaboration, professional learning, advocacy, quality assurance, and collective impact measurement**.

IDEA has been highly effective in contributing to its overall goal of supporting a DE/GCE sector that delivers high-quality learning through training and capacity-building which is relevant to members' needs, especially the ABC of Global Citizenship Education and webinars on contemporary issues. This is supported by practical resources, sharing of sector intelligence, and **effective interaction between programme areas** such as the Code of Good Practice, Impact Measurement, and Advocacy.

The **Code of Good Practice** emerged as one of the programme's most significant achievements, evolving into a widely respected framework for critical reflection on practice. **Developing collective initiatives** to improve the quality of DE/GCE, demonstrating its impact (Theory of Impact for GCE) and communicating its relevance through advocacy have provided **practical tools and frameworks, and a shared language, common standards and collective direction for the sector**.

Across outcomes there is strong evidence that IDEA has increased practitioners' knowledge, skills and confidence, strengthened organisational and sector capacity, promoted collaboration and shared learning, and elevated the profile of DE/GCE within national and international policy spaces. **Many of these impacts appear sustainable because they have become embedded in structures, relationships and frameworks developed during the programme, to provide foundations upon which future development can build**.

Members consistently **identified networking, collaboration, and shared learning as some of the greatest benefits of IDEA membership**. Working groups, knowledge-sharing events and collaborative initiatives such as Vision 2030 enabled members to build partnerships, engage collectively on key sector issues and **reach more effectively across education sectors and society**.

Advocating on policy and championing GCE are identified as among IDEA's most impactful areas of work. Stakeholders view IDEA as a leading voice in this area, alongside work on quality assurance and impact measurement. Alongside development of sector-wide advocacy tools, **significant progress has been made in engaging members in collectively contributing to national and international policy consultations and shared policy visions for GCE.**

IDEA also **increased the visibility of GCE through communications, media outputs and engagement**, including ['What is GCE?'](#) an animated introduction to GCE and the **Global Voice of Humanity Award** presentation to President Michael D. Higgins.

Whilst the programme has been largely delivered as envisioned, and IDEA have acted responsively to adapt programme delivery where needed, **the evaluation has identified the following opportunities and areas for development:**

- Build on the strongest elements of the current programme, particularly professional development, the Code of Good Practice, measuring impact and the Theory of Impact for GCE, advocacy, networking and member collaboration.
- Expand participation from under-represented groups, communities and sectors to ensure IDEA's membership reflects the diversity of Irish society, and ensure that extensive opportunities remain accessible to organisations with differing capacities, resources and priorities
- Target support for members' organisational effectiveness in the likelihood of ongoing funding uncertainties and similarly review and clarify members' needs and relevance in relation to innovation in GCE.
- Clarify and strengthen the relationship between the Code of Good Practice and the Theory of Impact for GCE, and support members to capture and demonstrate evidence of longer-term, collective and systemic impact.
- Continue strengthening policy and advocacy by facilitating members' engagement and strengthen strategy on communications and public engagement with GCE as a response to emerging challenges, recognising the complex balance between IDEA's role in advocating for the sector and engagement in wider issues of global justice.
- Whilst IDEA is well positioned to build on the considerable achievements of this programme, there is a need to increase organisational resilience through continued investment in organisational capacity, partnership building and diversified opportunities for member engagement and funding.

Introduction

This report presents findings and recommendations from a final evaluation of IDEA's 5-year 2022 – 2026 strategic partnership programme funded by Irish Aid. A needs analysis, reported on separately, was carried out in parallel with the evaluation. Findings and recommendations across these two reports aim to inform IDEA's Strategic Partnership application to Irish Aid for 2027 onwards.

Both the final evaluation and the needs analysis have been completed by [Liverpool World Centre](#), who provided external evaluation support for IDEA throughout the 2022-2026 strategic partnership programme.

The overall goal of IDEA'S 2022-2026 programme has been:

“A Development Education sector which delivers quality life-long Development Education that reaches all of society, including marginalised groups, through formal, non-formal and informal education and supported by an active and responsive IDEA network that advances and champions global citizenship and sustainable development by supporting and representing our members' Development Education work”¹

To support delivery and evaluation of the 2022-2026 programme, IDEA developed a results framework of aims, key outcomes, indicators and targets which guides this evaluation. These align closely with IDEA's broader organisational strategy which for the first two years of the programme was framed by the following aims:

- **Strengthening:** Increasing the capacity of the Development Education sector
- **Pioneering:** Expanding the space for Development Education and illustrating impact
- **Championing:** Building awareness and advocating for the value of Development Education to wider audiences

In mid-2024, and during the time frame of 2022-2026, IDEA launched a new [2024 – 2029 strategic plan](#) which reframed their work in terms of the three pillars or aims below.

- **Cultivating:** Cultivate and expand members' knowledge, skills and capacity; Cultivate good practice and impact in DE.
- **Strengthening:** Strengthen and facilitate members' active participation, engagement, and inclusion within IDEA. Strengthen IDEA's organisational capacity and resilience.
- **Championing:** Development Education's central role in achieving a more just and sustainable world is recognised and valued by wider audiences including policy makers and other actors beyond DE.

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 the terms can be considered largely interchangeable in this report.

1. Aims and context for evaluation

Aims

Guided by IDEA's current Strategic Partnership aims and outcomes, this final evaluation builds on and responds to the [mid-term evaluation](#), also carried out by Liverpool World Centre (hereafter LWC). The latter focused on capacity building mainly in terms of development of practitioner's knowledge and skills, identifying the need for more evidence of sustained learning and impact. This evaluation has attempted to respond to that but aimed to take a more holistic view of building capacity across the sector, and the contributions of all areas of IDEA's work. In addition to understanding the effectiveness and impact of the programme, IDEA was keen to understand their distinctive contribution and value in the landscape of GCE provision in Ireland, as well as any gaps in provision. This dovetailed with a needs analysis, to identify members' current and future needs, across sectors and subsectors of formal, non-formal and informal education, youth work, adult, and community education. The needs analysis is intended to inform IDEA's Strategic Partnership application to Irish Aid for 2027 onwards.

Context

To fully evaluate the effectiveness and impact of IDEA's current strategic partnership programme, it has been important to take account of contextual factors and events shaping the programme process over five years. These include, where relevant, internal changes and developments impacting upon the IDEA team and their capacities to deliver the programme as intended, and external factors and events related to the wider social and political context for GCE.

Reflecting on the timeline of the whole programme, the team noted that delivery began in 2022 at the 'tail end' of the Covid 19 pandemic, when restrictions were only recently being lifted and hybrid working between online and in-person was still the norm to some extent. The team noted a number of impacts still influencing programme delivery. Like many organisations, IDEA continued to operate in a post-pandemic environment in which hybrid working had become established. This influenced how members engaged with one another and with IDEA, particularly in relation to opportunities for face-to-face collaboration and regional participation. The programme therefore continued to adapt its mix of online and in-person engagement over the evaluation period.

The team experienced challenges in 2024, around the mid-point of the programme, through a combination of staff and trustee sick leave and other staff changes, including the departure of IDEA's then long-term Director. It is to the remaining team's credit, especially those who stepped into leadership roles temporarily, that IDEA managed to sustain the level and quality of activities they did; albeit at the expense of severe pressure for the remaining staff team. Unrelated to this, it was also during this period that there was a temporary budget freeze by Irish Aid. This resulted in adjustments to a range of

activities, including innovation, and expectation of a planned phased increase in delivery based on expected increases in funding on phased basis

Following some team re-structuring and appointment of new team members with significant experience in areas of policy and advocacy, and capacity development, and a new Chief Executive Officer in 2025, the team experienced greater stability and more space to reflect strategically on their work. Their increased capacity is reflected in strides made in areas such as capacity building on key issues relevant to members' needs, measuring and demonstrating impact, including co-creation of a Theory of Impact for GCE with members, and advocacy work in relation to policy support for GCE.

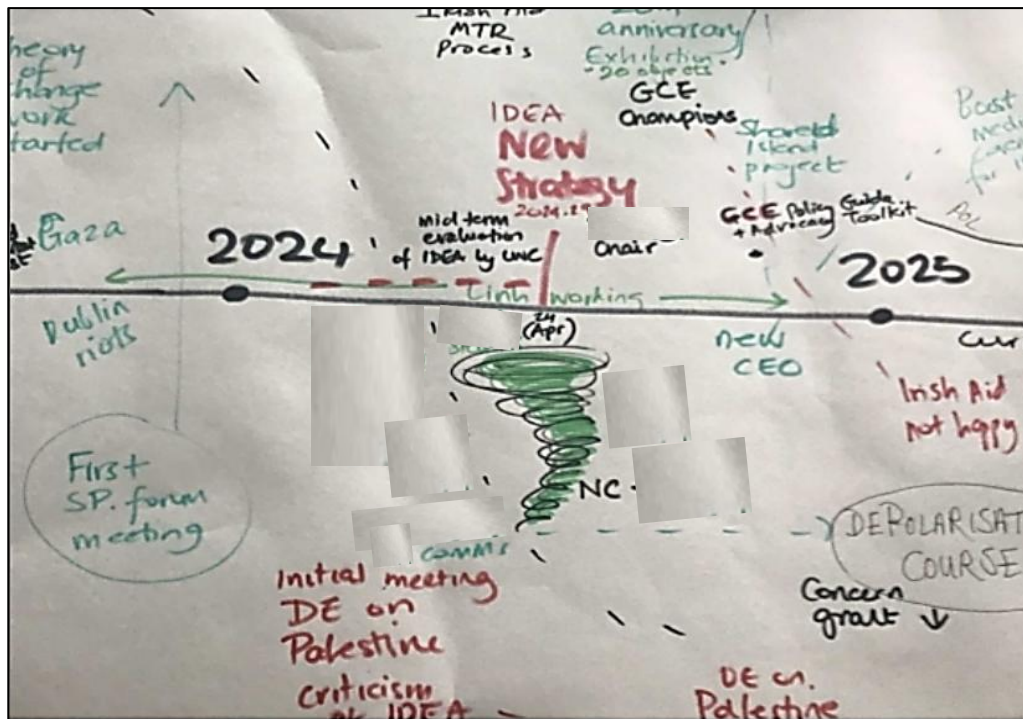


Figure 1: Organisational timeline activity with IDEA team for final evaluation, May 2026

In addition to the impact of the global pandemic the IDEA team, in common with many others, has wrestled with their role in responding to global challenges such as the ongoing genocide in Gaza. This has necessitated some working through with members to ensure diverse voices and perspectives are heard, and that IDEA remains focused on its role and retains the energy and capacity to do the 'things that need to be done'. Again, their willingness to support members in navigating these challenges is reflected in the topics addressed in their webinar series on contemporary issues and other events offered during the second half of the programme (2024-2026). Both IDEA and its members are also very alert to the need to clarify and articulate the role of GCE in responding to the rise of far-right discourse and politics, and its toll on communities.

2. Methodology and report structure

As indicated, the final evaluation and needs analysis have been guided by programme aims and outcomes articulated through a logic-based results framework, the [mid-term evaluation](#) and annual review of data collected by IDEA. It has also been guided by a developmental process of dialogue with IDEA's Head of Membership, Quality and Impact and the wider team, and reference to OECD² criteria for thoughtful evaluation. This resulted in the following evaluation and needs analysis questions:

1. How effectively is IDEA's programme achieving or contributing towards the overall goal of its current strategic partnership with Irish Aid? To include consideration of:

- a. the extent to which the programme is achieving its aims and related outcomes?
- b. the contribution of different features of the programme, and any overlap between these? Any unintended consequences?
- c. strengths and gaps in evidence, data collection and evaluation tools.

2. What has been the impact³ of the programme on IDEA members and the wider DE/GCE sector, in line with the overall programme goal? To include consideration of:

- a. IDEA's distinct value and contribution to the DE/GCE sector in Ireland over 4.5 years⁴? What would be different in its absence?
- b. How far implementation of the programme was appropriate to members' needs? How far it has increased their capacities? The current and likely future needs of members, across different sectors?
- c. The impact on the sector broadly, and the extent to which this is sustainable?

3. How far the programme has been delivered as envisioned? To include consideration of:

- a. Contextual and other factors impacting positively or negatively on delivery?
- b. Any adjustments, adaptations or changes made or resulting from internal or external developments?
- c. What learning has taken place through this process?

4. What recommendations can be made for the future? To include consideration of:

- a. The role of IDEA in addressing current and likely future needs of members, and implications for future programmes; Areas or activities in need of attention or to halt or change? Areas to build on, or of new potential, including those beyond the current programme?
- b. Future evaluation needs, and any areas for focus or development? The effectiveness of existing data collection tools?

² [Applying Evaluation Criteria Thoughtfully \(EN\)](#)

³ ["the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects"](#)

⁴ The final evaluation was completed in June 2026 to coincide with timing for a future funding application. Therefore, the majority of data was only available up to the end of December 2025, except for interview and focus group data collected in May 2026

- c. Any steps IDEA could take to pre-empt change/reduce risk/increase resilience and sustained impact?

To support a blended logic-based, developmental *and* participatory methodology, the methods and sources of data collection combine quantitative and qualitative approaches and tools. This included a review of existing documentation, analysis of quantitative and qualitative responses collected and recorded by IDEA via annual member and event surveys and anecdotal evidence, against programme outcomes in a monitoring 'tracker tool' tool for Years 1 - 4⁵. To balance, complement and inform the extensive quantitative data collected by IDEA, a decision was taken to focus on gathering qualitative data via the methods below:

- Online interviews with 7 IDEA team members and 1 Board member
- One online interview with an IDEA member and three online interviews with 4 key stakeholders
- 3 online focus groups and one face-to-face focus group, involving 39 IDEA members in total

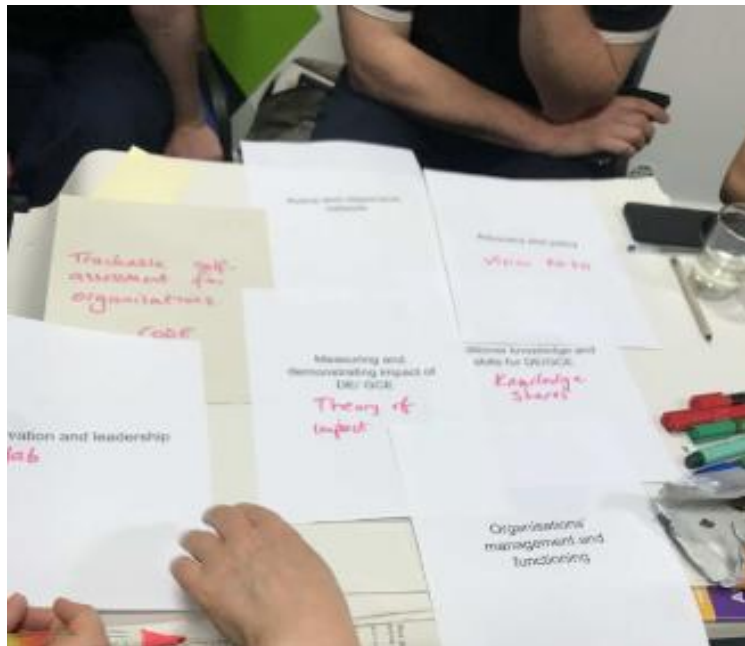
A table of key documents referred to, data sources and data collected in May 2026 can be found in **Appendix 1**, a full list of those consulted can be found in **Appendix 2**, and examples of interview and focus group questions and tools can be found in **Appendix 3**.

Whilst IDEA's organisational strategy is broader than the strategic partnership programme, which is the main focus of this evaluation, the closely aligned strategy pillars of Cultivating, Strengthening and Championing are used here to structure the report and provide headings for discussion of findings and recommendations. Beneath each pillar heading a table is provided listing programme aims, key outcomes and outcome indicators. Key findings are addressed at the beginning of each of these sections. This is followed by discussion of findings in relation to each outcome, framed by the evaluation questions outlined above. These are abridged to the following headings:

- How *effectively* is this outcome contributing towards IDEA's programme goal?
- What has been the *impact* of this outcome on IDEA members and the wider DE/GCE sector?
- How far has the outcome been delivered as envisioned? What *learning* has taken place?

⁵ Throughout the report, Year 1 refers to 2022 (running from January to December), and then as follows: Year 2 = 2023, Year 3 = 2024, Year 4 = 2025, and Year 5 = 2026

Recommendations are then addressed at the end of each section. A conclusion and overarching recommendations are provided at the end of the report.



Diamond ranking IDEA activities, Focus Group 3, Year 5

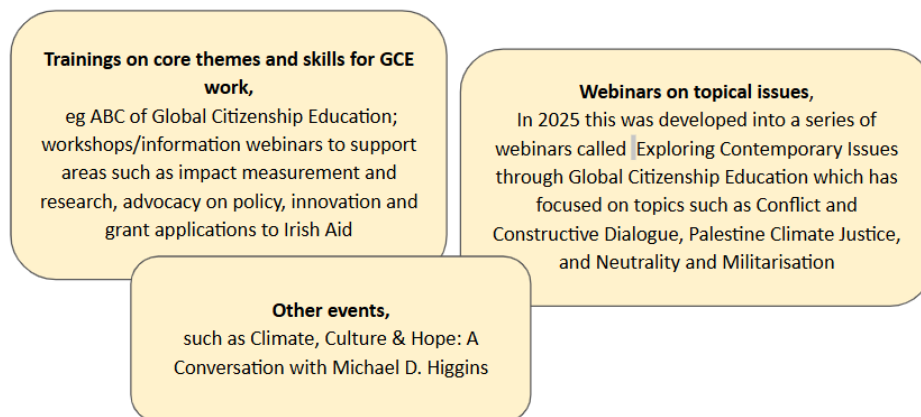
Pillar 1: CULTIVATING

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

Outcome 1.1

Outcome 1.1: DE practitioners have relevant knowledge and skills to deliver Development Education	
Outcome Indicators	Practitioners report an increase in knowledge and skills, and likelihood to apply these in practice, with examples of increased capacity

Activities relevant to this outcome include:



Key findings for this outcome:

- As a mainstay of IDEA's work, IDEA's trainings and events are *highly effective* in terms of their quality and relevance to members' needs for strengthening practice. In addition to quality of content and facilitation overall, the ABC of GCE and trainings on contemporary and topical issues stand out as particular strengths.
- IDEA's leadership through trainings and other events has been particularly effective in supporting an active network, able to respond to contemporary issues. Through a process of learning and negotiation with members, IDEA has reflected on its role in supporting members to address wider issues through GCE. Gaps in knowledge and skills identified by members and the IDEA team continue to reflect challenges facing educators from the wider socio-political context for their work.
- Evidence of strengthened knowledge and skills is supported by *increasing evidence* of likelihood to apply learning to practice over the course of the programme. The

Code of Good Practice has supported this by providing a framework and language to articulate impacts on practice in terms of 'how to do this'.

- **A recommendation is made to build on existing tools (Code of Good Practice, Theory of Impact) to support members to identify and articulate examples of significant and sustained impact,**

How effectively is this outcome contributing towards IDEA's programme goal?

The effectiveness of this outcome is supported by the quality of IDEA's trainings and events, where members' ratings have consistently and largely exceeded targets for quality.

Table 1

Outcome 1.1: DE practitioners have relevant knowledge and skills to deliver Development Education									
Outcome indicator: Evidence that IDEA interventions are strengthening practitioners' DE practice, knowledge and skills									
	<i>Baseline (2021)</i>	Targets and Results							
		Year 1		Year 2		Year 3		Year 4	
		<i>Target</i>	<i>Result</i>	<i>Target</i>	<i>Result</i>	<i>Target</i>	<i>Result</i>	<i>Target</i>	<i>Result</i>
Number of participants in DE Knowledge & Skills events	<i>189</i>	<i>160</i>	197	<i>160</i>	202	<i>170</i>	256	<i>100</i>	130
Participants surveyed rating the quality as 'excellent'	<i>64</i>	<i>64%</i>	68%	<i>62%</i>	69%	<i>64%</i>	79%	<i>66%</i>	88%
Participants surveyed rating the quality as 'good'	<i>21</i>	<i>29%</i>	21%	<i>28%</i>	28%	<i>26%</i>	15%	<i>24%</i>	11%
Data Source: Attendance lists after each event / PES (post-event surveys) / AER (Anecdotal Evidence record)									

These ratings are supported by qualitative responses in Annual Member Survey (AMS) comments and two focus groups in Year 5 with 31 members which addressed trainings and related events. Members emphasised the quality and usefulness of IDEA's events, including quality governance and standards driving practice (with reference to the Code of Good Practice in particular), the range and relevance of topics covered, and IDEA's navigation and leadership on topical issues. **There was also great emphasis on opportunities for networking, peer learning and collaboration through a 'community of practice'**⁶.

I think IDEA is getting better at this. For example, recent sessions on Palestine and decolonialism
AMS Survey Response, Year 4

We feel that IDEA facilitates a strong network and community of practice which enables us to access quality CPD for our staff,
AMS survey response, Year 3

⁶ The opportunity to collaborate as a 'community of practice' was also a key finding in the Report of a focus group on impact, Liverpool World Centre, 18 October 2023

The ABC of GCE, run annually since Year 2 and targeted at newcomers to GCE as well as those aiming to 'brush up on' their GCE skills⁷, was mentioned most frequently in survey responses. Members emphasised its usefulness as a form of 'foundational training', an 'entry point' into the sector and as a 'refresher'. There was recurring appreciation for the focus on contemporary issues such as Palestine, including resources made available on IDEA's web site. The emphasis on the ABC of GCE and contemporary issues was also referenced by the IDEA team in their review of training 'highlights' from the last five years (IDEA team review of Goal 1).

The workshop provided a great insight into the GCE/Development Education sector. It was extremely beneficial to me who has just begun my role in that it allowed me to gain crucial knowledge of the sector

Event Survey Response, Year 3

And it was great to have; there was a particular area in the IDEA website where you could get the resources and advice that you could give (on Palestine). That was really useful because as X was saying, these are the kind of topics that you need to know how far to go

Focus Group 1 response, Year 5

What has been the *impact* of this outcome on IDEA members and the wider DE/GCE sector?

The impact of this outcome can be viewed in terms of:

- Members' rating of this area as the *most important* to their work, of all areas of the programme (AMS Year 1 - 4)
- Increases in knowledge and skills beyond targets set across Years 1 to 4, alongside examples collated by the IDEA team, including anecdotal evidence. Evidence for these increases along with data for 'likely to apply learning' in practice can be seen in Figure 2 below
- Members' self-assessment based on the Code of Good Practice 'foundational' (to practice) principles most relevant to this area, rated these as the strongest of all principles
- Examples of significant or sustained impact shared by members participating in one interview and two focus groups in Year 5

⁷[The ABC of Global Citizenship Education 2026](#)

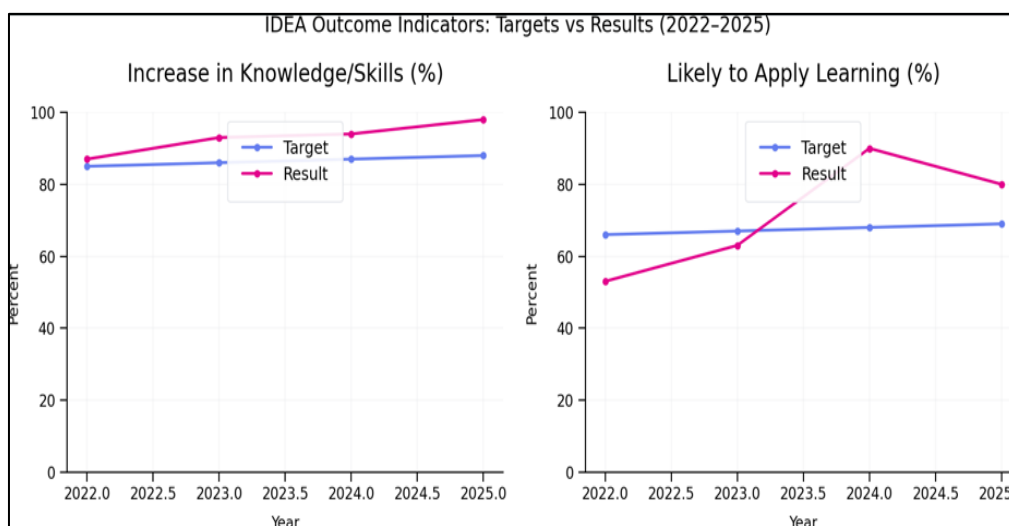


Figure 2: Targets and results for increases in DE practitioners' knowledge and skills, and likelihood of application in practice as a result of IDEA trainings and events

Comments on survey responses make clear that it is the centrality of knowledge, skills and good practice to DE/GCE which makes this area so important for members, especially for smaller organisations with less capacity to support this internally, or to engage with other areas. Comments also made links between developing knowledge, skills and practice and other areas of the programme, and strengthening practice in areas such as impact measurement and innovation.

I prioritised supporting members' DE knowledge, skills, good practice, and knowledge-sharing because if that is not maintained at a high level of quality, there's no point in advocating for DE

AMS survey response, Year 1

We focus on upskilling our trainers/staff in knowledge, attitudes and skills to support Development Ed/ GCE in all of our programming, and therefore impact measurement and innovative approaches are of real importance in our work

AMS survey response, Year 2

Results for *likelihood* of members applying learning to practice were slightly lower than targets for Year 1 and 2 but then improved to exceed targets in Years 3 and 4 (241 examples of increased capacity over Years 1 - 4). Survey responses and examples collated by IDEA also provide some evidence of examples focused *increasingly on specific impacts*. As noted previously, and highlighted in the final quote below, member engagement with 'quality governance' frameworks (the Code of Good Practice) may be supporting this shift, along with IDEA team's identification of relevant examples for evaluation monitoring.

This webinar has given me some new language and research to consider, which I will use in my practice immediately planning our up-and-coming workshop
 'Economic Paradigm' webinar participant, Year 2

I loved the idea of using water justice and access to water as a universal way of having these conversations... I will definitely be using this in the future.
 'We Need to talk about Gaza' webinar participant, Year 3

I thought I knew a lot, but x in particular shifted my thinking on the EU in particular. X's talk has helped me see new angles. I'm on an X committee and can speak with more confidence there
 Militarisation webinar participant, Year 4

This was some of the most useful, practical training I've ever had - real-world 'here's how to do this' underpinned with the 'here's why we do this' as per the IDEA Code of [Good Practice].
 AMS Survey Response, Year 4

In response to the LWC [mid-term evaluation](#) finding of the need for more evidence of sustained learning and impact on practice, an approach was taken in this final evaluation to explore the impact of IDEA trainings, events and interventions by asking 33 members participating in one interview and two focus groups to identify the most significant or sustained impact of trainings/events on their work/organisation. This should be supported by examples of *what* was being done differently (in members' work/organisations), by *who*, and *how* the training or event contributed to this change. Examples included the dual impact of the ABC of GCE, as a means of engaging volunteers (and those new to GCE) and through opportunities for more established staff to co-deliver this training with IDEA. Another example extrapolated the impact of learning about Boycott, Divestment and Sanctions on organisational culture and values, as seen in Figure 3 below.

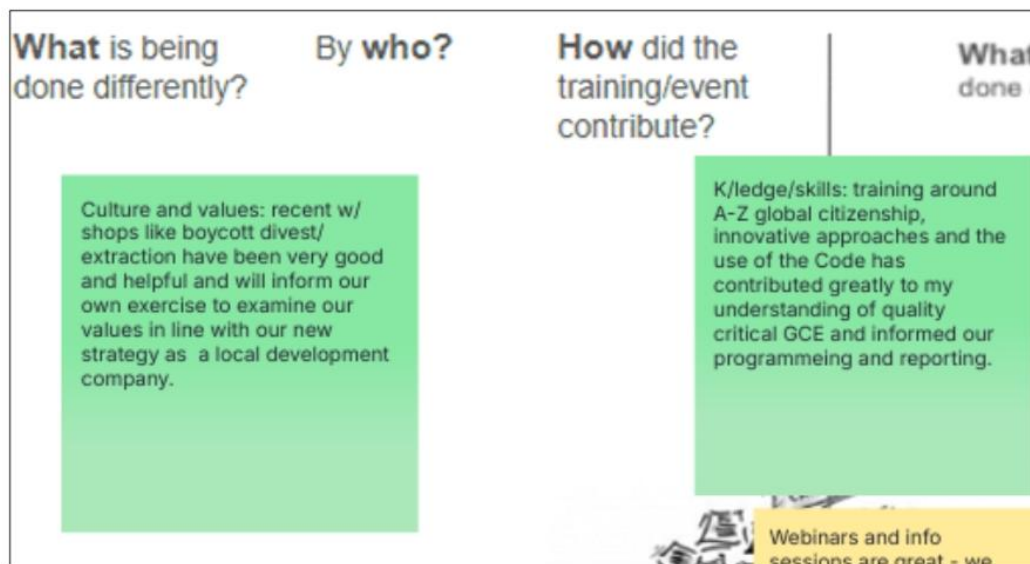


Figure 3: Focus Group response, Year 5

Participants in focus groups sometimes found it quite challenging to unpick and articulate the elements of significant or sustained impact in terms of ‘what’, ‘who’ and ‘how’. Time constraints in focus groups and trying to do this ‘on the spot’ and online, may have been factors here. Again, there was evidence in members’ responses in relation to this outcome and Outcome 1.2 to suggest that the Code of Practice might provide a ‘*common language and framework*’⁸ to articulate impacts on practice, but the challenge of articulating deeper or sustained practice is noted here and, in the recommendation, made below.

**How far has this outcome has been delivered as envisioned?
What *learning* has taken place?**

Navigating and responding to contemporary issues

As noted in the introduction to this report, a key challenge for IDEA as the programme evolved has been growing pressure from some members to respond to global events, including the ongoing genocide in Gaza. This has, inevitably, stimulated further debate about the role of DE in responding to injustice broadly and, for some, staying true to roots in radical education for change. IDEA was already offering webinars on topical issues. By consulting with members, they identified further themes which the team were narrowed down for delivery. Examples include, Critically Thinking About Critical Minerals, and Boycott, Divestments and Sanctions; the latter to be linked to advocacy whereby members could become an apartheid-free zone. This responsiveness is also reflected in support for a working group on Palestine (see 1.3) and the theme of ‘Education for Liberation’ for the Year 5 [annual conference](#).

In navigating their response to contemporary issues, IDEA has reflected on the extent to which they are best placed to deliver some of these trainings; concluding that they are within the context of GCE. At least two key stakeholders were also alert to this tension, and the potential for misalignment with IDEA’s aims and values, as well as funder expectations. For IDEA, the key learning has been around the need to consider choices of speakers and facilitation of events on ‘live’ issues.

Relevant knowledge and skills

Focus group conversations and IDEA team reflections on progress made for this outcome identified gaps in knowledge and skills, some of which reflect members’ concerns about responding to the challenges noted above. These include communicating GCE in the face of the far right (‘*we can’t explain ourselves as easily*’, Focus Group 3, Year 5), anti-racism and inclusion, and working with Global South voices non-tokenistically (also see 3). For the IDEA team specifically, potential gaps included: workforce union collaboration, advocacy, and organisational capacities linked to members’ self-assessment of Code

⁸ [Code of Good Practice for Development Education in Ireland 2022 Research Report](#)

Principles 10 - 12 (see 1.2). The team also noted the effectiveness of collaborating with external partners in delivery and facilitation of some events

Scheduling of events

The team have reviewed and reflected upon attendance levels in some events (including ABC of GCE in Year 5 where lower attendance was unusual). Possible adaptations include timing in terms of when events take place in the year; scheduling and sequencing of events over more than one day; providing a longer lead-in. They have also considered re-introducing a residential training on transformative learning. These all concur with members' responses in the AMS and focus groups, about the balance between capacities to attend and the value placed on in-person training with opportunities for deeper immersion.

Recommendations:

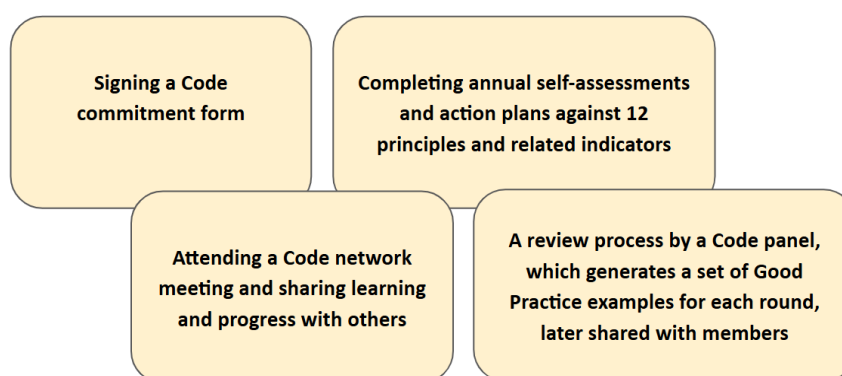
- Continue to address emerging knowledge and skills gaps, in consultation with members (and clarifying the process to do this). Key themes emerging in this evaluation and the needs analysis include the spread of misinformation and far-right politics, and anti-racism and inclusion.
- Build on collaboration with members or external groups/organisations who can support delivery and facilitation of trainings where gaps have been identified, particularly those bringing, representing or empowering Global South voices
- Build on existing tools (Code of Good Practice, Theory of Impact) to support members to identify and articulate examples of significant and sustained impact, including what has changed, who has been affected, and how IDEA training contributed to the change (this could also be incorporated into survey questions)

Outcome 1.2

1.2 The Code of Good Practice is enhancing quality DE and mainstreamed in the DE sector

Outcome Indicators	● Evidence that the Code of Good Practice is used to strengthen practice ● Evidence of an active Community of Practice sharing successes and learning ● Evidence that the Code continues to evolve, responding to needs of DE sector
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Launched in 2019, the Code of Good Practice built on work undertaken by IDEA members and working groups to develop good practice guidelines for DE/GCE activity across all areas. Members self-assess against [twelve Code principles](#). All members can become Code members and key elements of the Code process or journey include:



Key findings for this outcome:

- **The Code of Good Practice is one of the *most effective* outcomes from IDEA's current strategic partnership programme**, particularly through its contribution to programme aims of strengthening practice and promoting an active and responsive network. It also makes a *unique* contribution to advancing and championing GCE through wider sharing and dissemination with GCE actors beyond Ireland.
- **The Code's effectiveness in engaging members and wider GCE actors, and the learning and adaptation that has taken place in response to members' needs, makes it one of the strongest examples of the way in which IDEA's work has evolved and grown through this programme.**
- **The impact of the Code of Good Practice includes:** providing a common framework and language for GCE; enabling and driving improvements from critical reflection on practice to supporting organisational strategy and gaps in organisational capacities; fostering a community of practice between Code members.

- The Code stands at a pivotal point in terms of how IDEA builds on progress made and addresses its potential to expand or deepen impact. Recommendations are made to review and scope the Code's existing potential to inform capacity development across all programme areas and adapt further to the needs of individual members and those working across all sectors of society.

How effectively is this outcome contributing towards IDEA's programme goal?

Data collated by IDEA as evidence for the Code's effectiveness between Year 1 and the first quarter of Year 5 shows that, apart from targets for recruiting new members, Code activities have been very effective in meeting most targets:

- retention of members exceeds the 90% target across all years
- strengthening practice exceeds targets for mainstreaming DE in organisations
- examples of critical reflection on DE practice/or changed approaches (see Table 2 below)
- members actively sharing good practice (see Table 2 below)

Table 2

Outcome 1.2: The Code of Good Practice is enhancing quality DE and mainstreamed in the DE sector								
Outcome indicator: 1.2a Extent to which Code of Good Practice is used to strengthen practice								
	Targets and Results							
	Year 1		Year 2		Year 3		Year 4	
	Target	Result	Target	Result	Target	Result	Target	Result
Number of new members	12	9	10	7	6	6	6	1
Examples of how the Code can mainstream DE in organisations	1	1	2	2	1	5	1	3
Examples of critical reflection on DE practice and/or changed approaches	10	17	11	11	12	15	13	19
Members actively sharing examples of good practice with others	10	33	15	47	20	53	25	50
Data Source: Code Commitment Forms / Code Self-Assessment Workbooks / Code Lessons Learned Reports / AER								

This effectiveness is supported by evaluation observations of Code activities and development since the start of the programme, and analysis of data gathered from a range of sources⁹.

By the end of the first quarter of Year 5 there were 53 active members, and 4 who had left since 2020, resulting in a 93% retention rate. 26 members completed the self-assessment in the February submission round in Year 5. A 2024 Research Report¹⁰ found that '*the Code continued to operate effectively and efficiently in 2024*', citing two submission rounds with a total of 53 submissions from a total of 48 members. This report also

⁹ In addition to the interviews and focus groups conducted specifically for the final evaluation, this finding draws on observations and analysis from: LWC [Mid-Term Evaluation](#) of IDEA's GCE Programme 2022 - 2026, data collated by IDEA since that evaluation, an independent review of the Code conducted in 2023, and two research reports conducted in 2022 and 2024 which built on a baseline report conducted in 2020.

¹⁰ [16468_IDEA_Research+Report+2025_V4+FINAL.pdf](#)

highlights ‘considerable diversity in the Code membership, both in terms of types of organisation and sectors covered’. By the end of Year 3 Code membership and submission of at least one self-assessment ranked highest for the activity members were involved in, beyond any other.

IDEA’s work on ensuring that the Code continues to evolve in responding to needs of DE sector has been particularly impressive. For example, the Three-Year Review Report¹¹ identified a ‘core tension between Code members’ time and capacity and their ability to engage in the Code’s Community of Practice’. IDEA responded to recommendations made in this report and elsewhere, including:

- A new approach to analysis of Code data based on the number of submissions members have made (as well as looking at submission rounds)
- A new approach to ‘buddying’/mentoring of Code members by offering one-to-one consultation meetings with Code panel members (Year 3)
- Moving the self-assessment process to an [online platform](#) (for all submissions from February 2025) and introducing an alternative and lighter self-assessment process and peer-to-peer learning mechanism, ‘Option B’, for those who have been Code members for three years.
- Building upon Option B and contribution to Code community, by including clearer feedback from IDEA and report from option B members
- The Code adopted for use by members of the Latvian Platform for Development Cooperation (LAPAS) as partners (with IDEA) in an Erasmus + project¹², and the focus of an animated introduction to GCE, ‘[What is GCE?](#)’

Critique still appeared in the Year 4 AMS, from one member at least, about the Code being ‘too dense, too time consuming and focused more on local contexts’. There also remains a challenge of recruiting new Code members, including individuals (there are none currently).

What has been the impact of this outcome on IDEA members and the wider DE/GCE sector?

As noted in the LWC [mid-term evaluation](#), the Code of Good Practice ‘is seen as relevant and highly useful to the practice of DE/GCE’. This is supported by the high level of member involvement in the Code noted above, the very high number of positive references to the Code in AMS survey responses across outcomes and focus group expressions of ‘pride in

¹¹ [Code of Good Practice - Three-Year Review 2023 FINAL.pdf](#)

¹² In 2025, IDEA partnered with LAPAS, the Latvian Platform for Development Cooperation, which unites 35 NGOs across Latvia working for global sustainable development and global citizenship education (GCE). The aim was to work together to enhance the quality of GCE on local, national and European levels.

being part of a sector that is recognised in Europe as being strong in GCE'; attributed, in part at least, to the Code. The data around critical reflections on DE practice and sharing of good practice (see Table 2) illustrate these neatly.

Following review of results against relevant targets, key findings and themes in Code reviews and research reports, analysis of data from examples offered by members and collated by IDEA, and responses in focus groups, the Code's impact can be categorised in terms of:

- Providing a framework and common language for articulating practice and impacts on practice (as noted in 1.1). This was noted in 1.1 with regards to members' strong rating of their practice against Principles P1 - P5 (see Figure 4 below). It is also addressed in relation to P10 -P12 in 1.3
- Enabling and driving improvements in practice from individual critical reflection to support for more strategic development at team and organisational level.
- Increasing awareness of and attention to organisational principles and mainstreaming DE/GCE into all areas of work
- Fostering a community of practice within and across the sector, nationally and internationally
- Offering potential for connecting Code data with that collected via the Theory of Impact tool and throwing '*additional light on members' practice and its impact*' ([Code Research Report, 2024](#))¹³

It really caused us to kind of to reflect carefully on what's good, productive [in] GCE is and to make sure that we're incorporating it into how we're planning our programme year ahead.

Focus Group 4 response, Year 5

X mentioned that they had just put together a briefing document to X (policy actor) and a good chunk of it included work about the Code of GP and how important it is as a collective and how useful it is in communicating the work of GCE.

Anecdotal evidence recorded by IDEA team, Year 2

Participation in an IDEA Code Network meeting provided a helpful opportunity for shared learning and discussion with peers from across the sector.

AMS survey response, Year 4

¹³ The [LWC mid-term evaluation](#) also showed how relating development of knowledge and understanding to Code principles and indicators provide a benchmark against which impact on practice can be assessed, highlighting for example the 2023 Code Lessons Learned report findings Principles 1 (Global Development Knowledge), 2 (Root Causes of Injustice), and 3 (Ethos of DE) were particularly well integrated in the work of Code members.

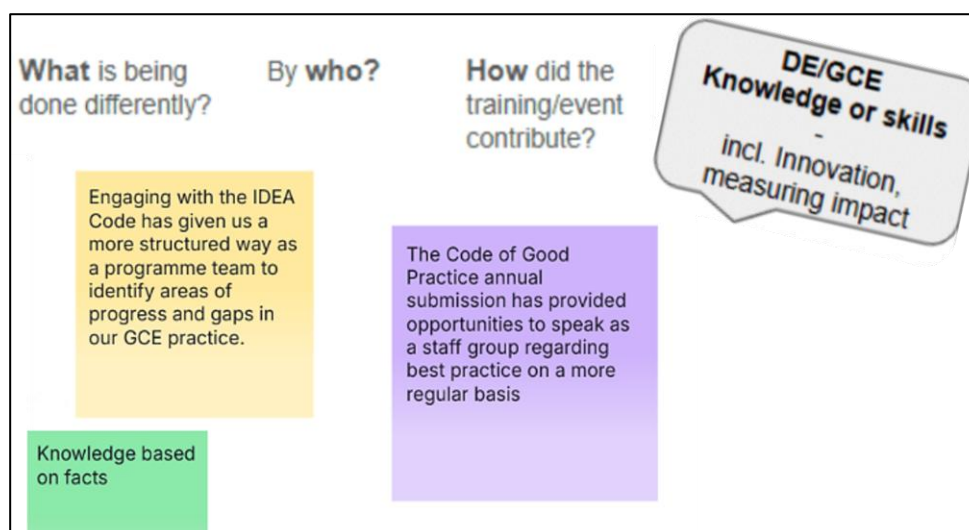


Figure 4: Focus Group 4 responses (Zoom whiteboard)

The caveat here, as raised in the [2024 Code Research Report](#), is the need to distinguish between the impact of the Code on members and the sector, and linking Code activities to overall DE/GCE practice impact which *'would require a specific impact evaluation and research methodology to identify causality links'*.

The success of the Code, its evolution and impact on members and the wider sector, can also be seen through its impact beyond the DE/GCE sector in Ireland, and recognition by key stakeholders nationally and internationally. **For one key stakeholder the Code of Good Practice has had one of the most significant impacts on the sector of all IDEA's activities in this programme.** It has also been promoted in at least five events internationally, including a presentation to the International Development Education Association Scotland (IDEAS) (Year 2), the Erasmus + project noted previously, in a meeting involving the Latvian Ministry of Education (Year 4), and via receipt of a Quality in Global Education Award from Global Education Network Europe (GENE) (Year 4).

How far has this outcome has been delivered as envisioned? What *learning* has taken place?

Delivery of the Code of Good Practice has been highly effective, informed by learning from a series of published reviews and research reports, member engagement as Code members in a community of practice, and in an advisory panel. This learning is reflected in the Code's evolution and the ways in which IDEA have responded to review and research recommendations, and members' needs, to make adaptations such as the online platform and an 'option B' self-assessment and learning for more long-standing Code members.

IDEA has also learned that:

- The Code has great potential for sharing and dissemination beyond the DE sector in Ireland.
- The Code can provide a lens on other areas of their work through members' self-assessment against Code principles (see 1.1 and 1.3 on this) and may have more potential to inform capacity development and IDEA's programme more broadly. As highlighted by the [2024 Code Research Report](#), some of this potential may be harnessed through looking at data sets combined from the Code and Theory of Impact tool.

The Code has been very successful in engaging members apart from individual members, although a minority of voices still find it overly time-consuming for their capacities. There has also been minor resistance from members in non-formal education and universities about the Code being overly prescriptive for their needs. Relatedly, a question has arisen for IDEA about whether or not the Code has reached its 'peak in growth'.

Recommendations:

- Expand the strategic use of the Code across IDEA's programme, by reviewing how Code data and principles can inform capacity-building and learning across all areas. To include review of potential interaction between the use of Code and Theory of impact data to inform practice and programme delivery.
- Grow and diversify participation by developing strategies to attract new members, particularly individual members and those in non-formal education contexts. This could also include adapting processes to wider members needs and capacities and mentoring and peer-learning mechanisms.
- Build on national and international momentum by continuing to promote the Code as a quality assurance and learning framework nationally and internationally, including partners and networks beyond the DE/GCE sector. This could also take place through sharing research findings on the impact of the Code on practice.

Outcome 1.3

1.3 DE Organisations strengthen their effectiveness in key organisational management areas (e.g. funding applications, governance)	
Outcome Indicators	● Evidence of IDEA interventions supporting members to strengthen work in areas relating to organisational management

Activities relevant to this outcome include:



Key findings for this outcome

- **IDEA has been highly effective in delivering organisational management support to members and achieving programme targets.** In addition to the value placed on this by some members, wider stakeholders recognise the value of IDEA's unique role in providing within the wider European context for GCE.
- **Survey responses and anecdotal evidence demonstrate evidence of training, advice/ signposting and one-to-one support resulting in tangible improvements in members' capacity** in areas such as funding, reporting via results frameworks, and other areas of operation and systems.
- **Organisational management support is essential for some members but not equally relevant to all.** At the same time, members' self-assessment of the Code of Good Practice's 'organisational' principles as '*weaker*' suggests that targeted support may be needed in this area
- **Funding remains a dominant organisational concern for many members.** Whilst this ties closely to policy and advocacy work (Outcome 5), there may be scope for targeted support here too

How effectively is this outcome contributing towards IDEA's programme goal?

Results against targets for this outcome suggest that IDEA's delivery of this area of their programme is very effective. This includes exceeding targets for the number of participants in relevant trainings and events by at least 10 or more members across Years 1 – 4, and all targets for impact on knowledge, skills and likelihood to apply in practice, improved organisational management capacity because of IDEA interventions in this area (see Table 3 below).

The LWC [mid-term evaluation](#) also noted that the views of those taking part in relevant events were generally very positive about the quality of IDEA's interventions in this area (this target was no longer applied for Years 3 and 4).

Table 3

Outcome 1.3: DE organisations strengthen their effectiveness in key organisational management areas (e.g. funding applications, governance)								
Outcome indicator: 1.3a Evidence of IDEA interventions supporting members to strengthen work in areas relating to organisational management								
	Targets and Results							
	Year 1		Year 2		Year 3		Year 4	
	Target	Result	Target	Result	Target	Result	Target	Result
Percentage of respondents reporting an increase in knowledge as a result of IDEA interventions	80	95	82	100	82	95	82	92
Percentage of respondents reporting an increase in confidence as a result of IDEA interventions	80	87	82	100	82	91	82	92
Percentage of respondents reporting that they are 'likely' to apply their learning to their practice	n/a	n/a	70	100	72	90	74	92
Number of examples of improved organisational management capacity as a result of IDEA interventions	15	24	15	17	15	23	15	16
Number of participants in IDEA's funding / organisational management training and support	20	54	20	32	20	34	20	31
Data Source: Attendance lists / PES / AER / AMS (Annual Member Surveys)								

What has been the impact of this outcome on IDEA members and the wider DE/GCE sector?

Again, building on findings in the LWC [mid-term evaluation](#), the examples provided of improved organisational management capacity offer evidence of impact, which is tangible, practical and immediately applicable. These results are supported by examples from event surveys and 34 'anecdotal evidence' examples of advice or support provided to member organisations between Years 2 and 4.

It is my first time completing this application for my organisation and I feel a lot more confident carrying this out now. Was great to get examples of what Irish Aid would be looking for.

Annual Grants Clinic, event survey response, Year 2

Thank you so much for agreeing to chatting to us about our finance procedures. We are just trying to decide if we should continue working with an external financial support provider or if we could take it on ourselves eventually.

Anecdotal evidence recorded by IDEA team, Year 3

We are looking to redesign our website to make it more intuitive and user-friendly. I thought I would check with you as the IDEA Code was only recently moved online, and the platform looks (and works) great!

Anecdotal evidence recorded by IDEA team, Year 3

As I am completing the RF right after attending the workshop, I am actively applying what I have learnt to the current draft of the framework.

Results Frameworks for GCE grants workshop, event survey response, Year 4

These results and impacts are complicated by survey responses on the importance of this area to members' work, the varying needs of members, and self-assessment of their effectiveness in organisational-related functions. Responses to AMS surveys show that across Years 1 – 4, the lowest rating for importance to their work compared to other outcomes, although ratings for 'quite important' increased quite significantly between Years 2 and 4. Members also rated 'organisational management and functioning' as lower priority than other areas in a Diamond Ranking activity in a focus group with 31 members in Year 5 (see Figure 5 below). At the same time, the [2024 Code Research Report](#) found that members ratings of Code principles 10 – 12¹⁴ were the 'weakest' area and continued to 'remain more challenging' after four rounds of self-assessment (Collins, 2025).

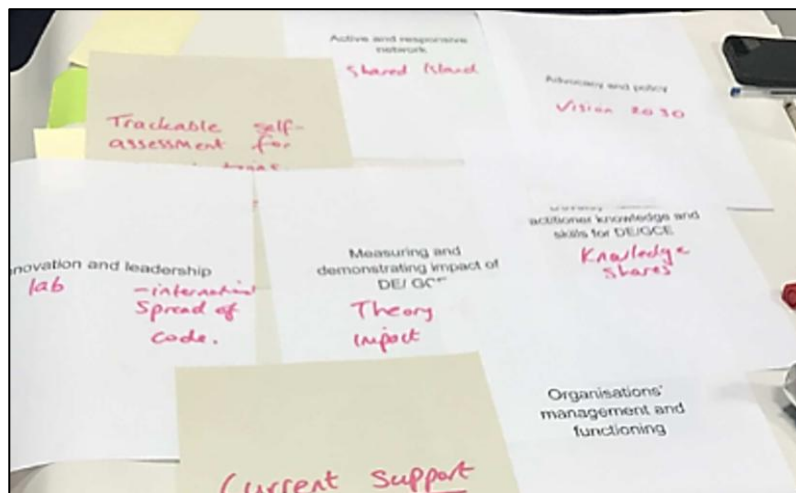


Figure 5: example of members' diamond nine from Focus Group 3

The caveat here is that members were reluctant to de-prioritise areas, based partly on what they saw as IDEA's effectiveness overall. It was evident from responses, and reflections in the [2024 Code Research Report](#), that varying sizes and needs of organisations was a factor here. Some larger organisations have their own 'in house'

¹⁴ DE Strategy and Plan (P10), Key DE Values in Organisation (P11), Advocacy (P12)

support for organisational management already. Smaller organisations might lack capacity to engage, or members feel they have little or no control over organisational practice or policy. These factors are reflected in the responses below, including one small organisation for whom this support is 'essential'. It also seems fair to assume this area would be less important for individual members, but there are no comments specific to this group to support this.

In our case, the support to organisational management is not as significant as it might be for others as we're tied into fairly established structures

AMS survey response Year 2

These are all hugely important, each in their own way, but many are beyond the capacity of a micro-organisation like ours.

AMS survey response Year 1

Effective organisational management is essential to our sustainability as a small NGO with limited resources

AMS survey response Year 4

How far has this outcome has been delivered as envisioned?

What *learning* has taken place?

The results on IDEA's effectiveness in delivery for this outcome underscore its role in leading sectoral support for members in areas of organisational management; a role noted by one key stakeholder as 'very rare in the European context' (Interview response from key stakeholder 3, Year 5).

Whilst the examples of impact collated provide evidence of IDEA's intervention across several areas, there was an emphasis in members' responses overall on increasing support for access to funders and wider funding streams. Members' suggestions included a 'coordination space' for dialogue with Irish Aid for all members, more opportunities for 'conversations and updates' for members not in strategic partnerships and more exploration of 'consortium-based fundraising' (Responses in Focus Group 3, Year 5). This is addressed further in discussion of Outcome 5.

The findings and recommendations noted above in relation to members' self-assessment of Code organisational principles have provided the IDEA team with insights which can inform the direction and targeting of this support. For example, the author of the [2024 Code Research Report](#) recommended using the insight to inform 'targeting and timing of CPD interventions as well as consideration of organisational capacity, and skills and therefore recruitment strategy in the sector'.

The evidence also suggests that organisational change may be more complex and slower to achieve than improvements in individual knowledge and skills.

Team considerations so far include:

- The timing and type of delivery (online or in-person), and targeting of CPD interventions and broader support for organisational capacity and skills
- The extent to which the [2024 Code Research Report](#) findings on the organisational principles 10 – 12 might be a ‘red herring’ given the caveats raised above about reasons for members responses, the significant work being done in areas related to the Code ‘organisational’ principles e.g. advocacy (see Outcome 5), and ongoing barriers to some members’ capacity to engage in this area of work
- The extent to which IDEA’s expertise may be limited in some areas too e.g. expertise in governance, requiring external support
- The extent to which trainings and events are closely tied to funding and reporting to funders, whereas aspects of organisational management might ‘sit with’ other areas of the programme, including the Code of Good Practice or work on impact.

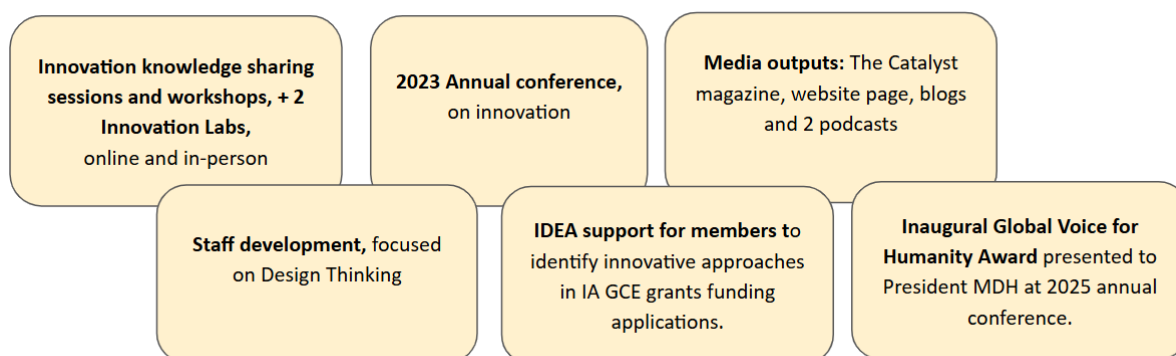
Recommendations:

- Review the targeting and design of organisational management support against members’ needs, including the potential for providing targeted support for those aspects of organisational management and functioning where members continue to struggle (Code Principles 10 - 12). This might benefit from integration with other programme areas e.g. Code of Good Practice, advocacy work or the Theory of Impact.
- Clarify IDEA’s role in and capacity for providing support relevant to this outcome. For example, to what extent expertise in some areas might be provided by partners or other organisations (governance was noted by the team).
- Continue to strengthen funding-related support. Whilst this relates closely to Outcome 5 on policy and advocacy, there may be scope here to increase support for understanding and diversifying funding streams

Outcome 2.1

2.1 IDEA acts internationally as a leader in Development Education	
Outcome Indicators	● Evidence of IDEA supporting innovative approaches among DE actors ● Evidence of IDEA developing innovative approaches in our own programme

Activities relevant to this outcome include:



Key findings for this outcome

- **IDEA successfully positioned innovation as an area of relevance to members and provided leadership in what innovation looks like in GCE in Ireland and internationally.** Members consistently show support for the role of innovation in GCE across the programme
- **Innovation is seen as a defining feature of IDEA's identity and leadership within the sector.** Members frequently associated innovation not only with dedicated innovation activities, but with IDEA's wider approach to leadership, participation and ways of working.
- **Innovation activities expanded members' understanding and skills, by offering practical tools and methodologies, and contributing to changes in the way members approached or delivered their work.** Members also benefited from spaces for reflection and experimentation, and opportunities to showcase their work through the Innovation Magazine.
- **Understanding of innovation remained broad and sometimes contested.** While many saw innovation as integral to DE/GCE practice, some questioned whether

the concept was sufficiently defined, critically examined or related to power and structural issues

- **Strong satisfaction did not always translate into sustained participation in innovation events** and issues of travel, time and other capacity commitments were raised as possible barriers to engagement

How effectively is this outcome contributing towards IDEA's programme goal?

Responses to innovation event surveys and the AMS have exceeded targets for effectiveness of IDEA's work in this area across Years 1 - 4. Survey responses from those participating in innovation activities are largely very positive (see table 4). Members appreciated space for reflection and experimentation, and opportunities to share and showcase their work, where IDEA's targets were also met or exceeded. Despite this appreciation, there was evidence that an overload of content, time commitments and travel or lone working made participation challenging for some members.

Table 4

Outcome 2.1: IDEA acts internationally as a leader in Development Education								
Outcome indicator: 2.1a Evidence of IDEA supporting innovative approaches among DE actors								
	Targets and Results							
	Year 1		Year 2		Year 3		Year 4	
	Target	Result	Target	Result	Target	Result	Target	Result
Percentage of members stating that IDEA's work in promoting innovation is 'very effective' or 'quite effective'	60	96	70	98	70	97	75	100
Percentage of members stating that IDEA's work in promoting innovation is 'very effective'	30	61	35	42	35	44	40	47
Number of innovative practices shared among IDEA network	5	6	5	8	5	5	5	5
Data Source: AMS / Web analytics / Attendance lists / IDEA internal quarterly review meeting / Training plans for 1.3								

I loved attending the innovation LAB training and hope it's something continued in the future
AMS survey response, Year 2

The Innovation Magazine was great, and we were really pleased to feature
AMS survey response, Year 3

I think my only concern for that day was it was way too much. I mean, x tried to include way more, a lot of tools and design thinking sometimes can be too overwhelming in terms of tools and approaches. So, I thought maybe it gave us plenty of materials and resources, but maybe it was a bit too much for just one day of training.

Interview with member participating in Innovation Lab, Year 4

the innovation lab idea was good although maybe challenging for those of us who largely work alone
AMS survey response, Year 4

IDEA's target of developing innovative approaches in their own programme, was met across relevant years of 2 and 4¹⁵. Evidence included the team using Design Thinking to explore support to small and specialist organisations, and sharing learning in the Innovation Magazine, and via an internal debrief following an Inaugural Global Voice for Humanity Award presented as part of the Year 4 annual conference. IDEA halted work on this target in Year 3 following to an Irish Aid budget freeze, whilst emphasising that, *'Innovation is however at the core of how we work with members and as a team'* (IDEA Results Framework report to Irish Aid). Preparation for further work in this area resumed, but at lower cost and priority.

What has been the impact of this outcome on IDEA members and the wider DE/GCE sector?

In addition to cultivating spaces for reflection and experimentation, and showcasing members work, IDEA's innovation events increased members' capacities in ways explicitly related to innovation principles or methodologies. This is demonstrated with reference to the examples further below.

Members' rating of the importance of innovation to their work occupies a fairly consistent middle ground between those areas rated as most and least important, reaching its highest rating for importance in Year 3. Consistent support for the role of innovation in GCE is also demonstrated by frequent references to innovation alongside strengthening practice, impact measurement and advocacy. A minority of members viewed the focus of this outcome as a distraction, or in need of more clarification or *'critical analysis'*.

For x I feel the areas around DE practice (especially innovation) and networking within the sector are super important

AMS survey response, Year 1

X is interested in all these areas - however, if prioritising within this space, we would focus first on delivery of GCE programming and supporting development of innovative approaches to GCE.

AMS survey response, Year 4

I think the focus on innovations needs to be better rooted in critical analysis, power relations, structural challenges - I think conversations about innovation should go hand in hand with context analysis and discussing the concrete needs we see in our communities and target groups.

AMS survey response, Year 2

¹⁵ This evolved from supporting 'members to identify innovative approaches in IA GCE grant funding applications' in Year 1

Members who participated in innovation events reported applying ideas, principles, activities and tools aligned with innovation and Design Thinking within their own programmes. Examples below include 'empathy mapping' and 'ideation' activities. This was also the case for one member organisation interviewed for this evaluation, who described applying Design Thinking principles to place learner needs at the centre of programme development.

Training events organised by IDEA has set our organisation, and me personally, on the path of innovation, in particularly through the Design Thinking training session

AMS survey response, Year 2

I deliver a workshop on sustainable design thinking, and I'll adapt some of the activities we've used in this session. I have also used the Crazy 8 (ideation) and empathy mapping to try to allow for some more creative idea generation to happen when designing different programme elements

Innovator's Toolkit training survey, Year 2

to understand more what the students need rather than us coming and telling them what

Interview with member who participated in Innovation Lab in Year 4

It was clear from the many references to innovation in members' survey responses that how innovation is understood and related to practice could be very broad (a similar point was made in the LWC [mid-term evaluation](#)). In addition to the response below, members saw innovation in the Code of Good Practice, and work on measuring impact and advocacy. At the heart of these and other responses, was a perception of IDEA as both leading innovation and innovative as an organisation. For instance, some members participating in a focus group in May 2026 (Focus Group 3), 'diamond ranked' 'innovation and leadership' as highest priority for IDEA amongst other areas.

It is always interesting to see and experience GCE at the IDEA Conference - Content is always shared in a creative and innovative form. This is something we take back to our own crafting of GCE events in X.

AMS survey response, Year 2

I'm saying 'quite effective' here because I only have a sense of this and I don't want to put N/A - my sense is that innovative approaches are very much promoted, including decoloniality, poetry and spoken word activities, anti-racism workshops etc

AMS survey response, Year 4

the innovation and leadership it links (the) organisation, management and functioning, it links everything to get all of these statements and make IDEA unique. It draws everything and everyone in and links statements together for impact.

Focus Group 3, Year 5

How far has this outcome has been delivered as envisioned?

What *learning* has taken place?

Innovation was a key theme within IDEA's Vision 2025 advocacy process, which “set out our aspirations and proposals for the future of Global Citizenship Education in Ireland and what is required to fulfil that vision.” Developed collaboratively with members, this work also aligned with Irish Aid's 2021–2025 GCE Strategy, which called for greater creativity and innovation in the sector, supported by an Innovation Challenge Fund¹⁶.

IDEA have used opportunities for CPD and members' feedback to learn and adapt programme delivery in this area. For example, team members participated in training on Design Thinking in Year 2 to explore support to small and specialist DE organisations (Annex A, GCE Results Framework, IDEA, Year 5). They also responded to members' suggestions to capture success stories and learning and sharing amongst the membership which was done in the Innovation Magazine.

Members' positive response to this area of work was at times tempered with concerns about 'intense' content and time investment needed to participate, along with other practical constraints. These may have been factors in a drop off attendance in the second day of a two-day Innovation Lab in Year 4, despite IDEA adapting this from a residential to two full day workshops (one in-person and one online). This was reflected in lower numbers of participants in Innovation events between Years 2 and 4 (from 21% to 8%, based on AMS survey responses about participation in IDEA activities across the programme). IDEA's organisational capacity to support these events was also reduced in response to the budget freeze noted in Year 3.

The IDEA team were alert to the uncertainties and critique about lack of clarity about what innovation means, and the extent to which Design Thinking and ideas originating in areas such as business and management are relevant to GCE. Whilst there may be elements of innovation fatigue, members ranked 'Innovative Approaches in GCE' as a priority for capacity building in a consultation survey for IDEA's 2024-2029 strategy¹⁷.

¹⁶ Gallo, M. The Mid-Term Review of the Irish Aid Global Citizenship Education Strategy 2021 - 2025. 12th May 2025

¹⁷ IDEA Strategic Planning Members' Survey, 14 March 2024

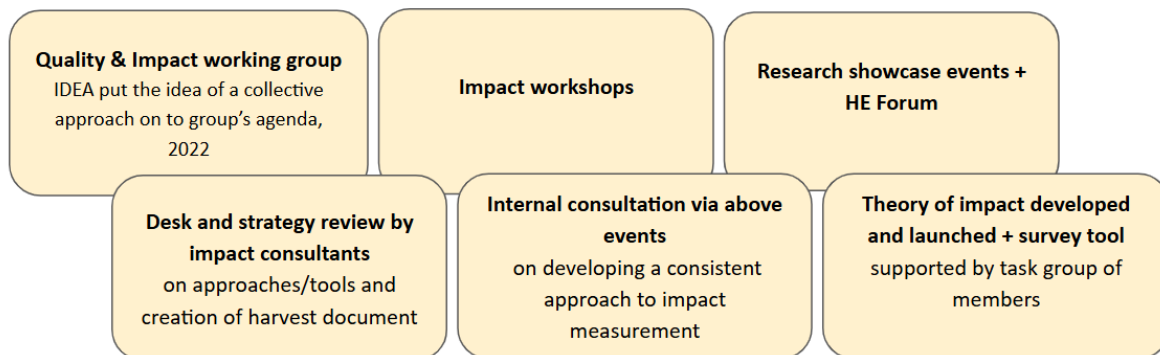
Recommendations:

- Review innovation content and delivery, and learning from members' experiences and application in practice, to inform future delivery. To include consideration of time and other investments needed, and opportunities to integrate with other areas of the programme.
- To clearly articulate IDEA's understanding of innovation and its relationship with GCE beyond 'new skills and learnings'. This could offer contextualisation in terms of key principles and influences, and relevance for different communities.
- Build on members' appreciation of IDEA as an innovative organisation by continuing to use and model innovative approaches in programme development and organisational processes and practices.

Outcome 2.2

2.2 The collective positive impact of the Development Education sector in Ireland is showcased and shared	
Outcome Indicators	● Evidence of a consistent approach to measuring impact in use in IDEA and among the sector ● Extent to which the Irish GCE sector is engaging with GCE research including on impact of GCE

Activities relevant to this outcome include:



Key findings for this outcome

- **This is one of the areas where IDEA's distinctive contribution has been strongest.** Evolving through consultations and capacity-building initiatives to the launch of the Theory of Impact (TOI) for GCE in Year 4, IDEA has made significant progress towards a consistent sector-wide approach to impact measurement over the programme
- **The 'distance of travel' in progress made is reflected in varying degrees of readiness and capacities to engage amongst members, coupled with high levels of interest in measuring impact and evidence of capacity development through members' adopting and using tools in programme planning and funding applications.**
- **Growing engagement with GCE research** has been supported by IDEA creating opportunities for participation in research events, and both drawing on and promoting research relevant to GCE. A GCE in Higher Education Forum has been successfully launched, established by members in collaboration with IDEA.

Members increasingly appreciate the role of research to inform GCE responses to emerging issues, impact measurement and advocacy.

- **Question and tensions remain** in terms of navigating between measuring short-term outcomes, and collective, comparable and ideally longer-term impact; member uncertainty about how the Theory of Impact relates to the Code of Good Practice; and ensuring this work can evolve to respond to the needs of all members.

How *effectively* is this outcome contributing towards IDEA's programme goal?

Building on existing work on Quality and Impact via a working group, from 2022 onwards IDEA began to lead a collaborative, sector-wide approach to understanding and demonstrating the impact of GCE. The overview of activities indicated above show how this work has evolved significantly from early work and consultation on developing a more consistent approach, to the [Theory of Impact for GCE](#) launched in November 2025.

Targets for IDEA's effectiveness in this area were all met or exceeded across Years 1 - 4 (except for Year 2 examples- see Figure 6 below). Targets included: using a consistent and collaborative approach to measuring impact, developing relevant materials and tools, and sharing these and learning with stakeholders, and identifying examples of impact. Analysis of member responses to survey questions about IDEA's effectiveness in this area show that, apart from Year 2 for the AMS¹⁸, more people rated this area as 'quite effective' than 'very effective'. Across Years 1 - 4, a significant percentage of members responding to the AMS also indicated that this area was 'not applicable' (between 31% in Year 4 and 36% in Year 2).

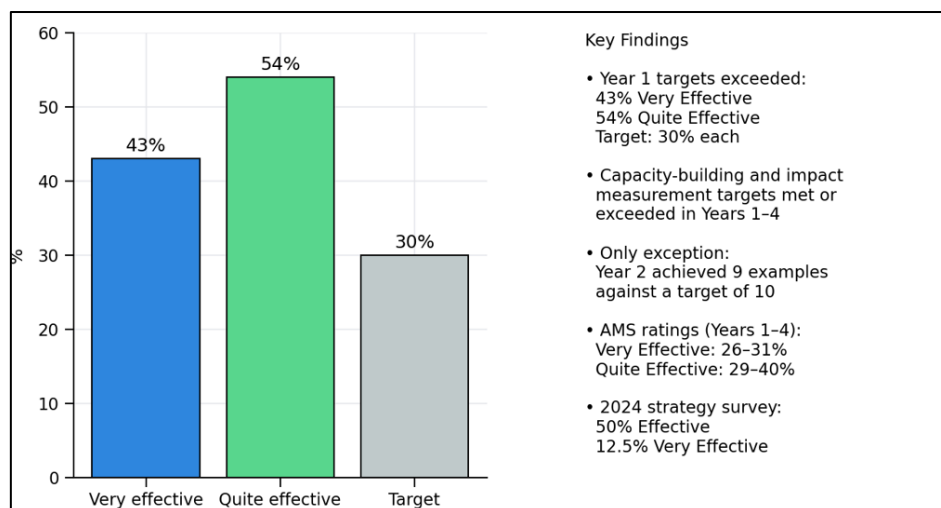


Figure 6: Averages across years 1- 4 of the programme of members' perceptions of effectiveness of IDEA's work in supporting impact measurement (Data source: AMS / 2024 Strategy Survey).

¹⁸ When 31% of members responding rated this area as 'very effective' and 29% as 'quite effective'

Analysis of members' comments on survey ratings suggests that reasons for ratings of 'quite effective' and 'not applicable' are related partly to lack of capacity to engage, even where members note working taking place and register interest. As the responses below also show, there is a sense of both IDEA's increasing effectiveness in this area and members' growing engagement. **This progress was also noted by wider stakeholders, at national and European level.**

I still feel IDEA, ourselves and the whole sector have some distance to travel still in this area.

AMS survey response, Year 1

The impact measurement workshop as stated allowed us to increase our scope of how we might go about measuring impact in ways different to what we have historically done.

AMS survey response, Year 2

IDEA has been tackling this thorny problem collaboratively across the sector, and made great progress with the Theory of Impact model this year...

AMS survey response, Year 4

*I think broadly the impact work, and I would include the code as part of that
And that's not to say it's been easy. I know they've been on a bit of a journey with...
that whole idea of impact ... But I think they've ended in a very good place.*

Interview response from key stakeholder 2, Year 5

Targets for effectiveness in relation to the GCE sector engaging with research, including on impact of GCE, have been met largely through activities delivered. Again, these chart an evolution from consultation activities to Research Showcase events in collaboration with members and partners in universities involving 78 participants across Years 2 - 4. IDEA also publishes members' research on their web site and draws on research evidence to inform its programme. Where qualitative comments on the effectiveness of this area do appear¹⁹, these tend to come from those linked to universities, concerned with making more progress. More recently a 'GCE in Higher Education' Forum has been established, led by IDEA members working in or with universities, which attracted more than 40 participants to its first meeting.

¹⁹ A question about the effectiveness of engagement in research is not asked specifically in the AMS

I commend IDEA for its recent focus on this in its October seminar and call on IDEA to seek further funding for research from Irish Aid through the IRC and other avenues which would allow organisations as well as academics to apply for funding.

AMS survey response, Year 2

I would also like to see progress on the institutional partnership with Higher education The research seminar was a great start.

AMS survey response, Year 2

Such an excellent session - and so thoughtfully and expertly facilitated by X..... I would LOVE more sessions and workshops inviting in voices on how we can better understand and respond collectively to the challenges we face through considering decolonial perspectives and indigenous ways of being

Research Showcase survey response, Year 4

What has been the *impact* of this outcome on IDEA members and the wider DE/GCE sector?

IDEA's growing effectiveness to members and the sector's needs for measuring impact is supported by members' ratings of 'very important' for this area of work, their references to impact measurement across all AMS questions, and responses in a focus group on measuring impact in May 2026 (Focus Group 4). Again, these draw attention to the progress of this work, as well as its relationship with key funders.

Examples of specific impact and increased capacity of members demonstrate a similar trajectory of members learning from IDEA initiatives in this area and applying these in practice. This work is also frequently related to the Code of Good Practice, and increasingly to the Theory of Impact work.

It was through a knowledge share that X developed a tool for capturing participants' experiences and development through narrative and aimed at uncovering impact.

AMS survey response, Year 1

I think that IDEA is a leader in building capacity and developing ways of thinking in M&E, including the critical reflection tool which I have used in my work.

AMS survey response, Year 2

This is really important work and one which we are constantly seeking to evolve in the working group is a really valuable forum for this as is the Code in terms of encouraging annual reflection on the quality and delivery of programmes

AMS survey response, Year 3

Theory of Impact GCE Model was utilised to guide our Results Framework for the Irish Aid Grants Application 2025 I believe we could be engaging more with these materials to keep us up to date

AMS survey response, Year 4

The impact of engaging with GCE research

Ratings for the importance of collaboration or engagement in research are lower than those for impact measurement, which is not surprising given that many members' work is practice orientated. Again, comments about the impact of IDEA/the sector in this area tended to be from members based in higher education or linked to research.

The LWC [mid-term evaluation](#) noted that member's survey responses tended to focus on the need for more research rather than how they were or would use existing research to inform their work. However, in line with increased interest in impact measurement, **focus group conversations conducted in Year 5 again pointed to growing appreciation of the role of research amongst practitioners** through: participation in research related events; the contribution of research to other areas, including up-to-date '*background information*' and evidence for addressing contemporary issues (intersectionality was mentioned specifically), as well as advocacy; and awareness of the need to demonstrate impact and articulate this for others.

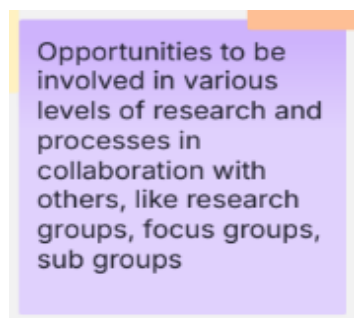


Figure 7. Focus Group 1 response to question about what members valued most about IDEA training

The resource [knowledge] Hub was a vital resource for our own research on GE awareness in X.

AMS survey response, Year 1

I attended the research showcase and found it extremely beneficial as I would be keen over the coming years to see in what ways X can embed research for the sector into our work planning

AMS survey response, Year 4

I think IDEA has a valuable role and hopefully a growing role to play in developing research that those of us on the ground don't have the bandwidth to develop. But a piece around intersectionality, I think, would be really illuminating. and echo well with some of the emphasis of late on themes like extractionism or boycotting or militarization, those kinds of themes that IDEA has focused on of late.

Focus Group 4 response, Year 5

How far has this outcome has been delivered as envisioned?

What *learning* has taken place?

As indicated in the introduction to this section, IDEA's work on impact measurement has evolved over a considerable period of time. During the period of this strategic partnership, this has been supported by a redefining of team roles which enhanced the focus and delivery of this outcome.

x taking over capacity development, taking over the conference and impact.... was brilliant, like it really worked well

Interview with IDEA team member, Year 5

Members' engagement with research has a lower profile, and IDEA team members have reservations about the extent to which research 'sits' within their (IDEA's) programme. An early GCE in Higher Education Forum meeting was very well attended, suggesting a lot of interest in this area.

The extent to which this area of work is an evolving area of practice is also reflected in a combination of highly affirming responses and those raising questions or critique, including in relation to the Theory of Impact for GCE (TOI). Key questions are captured through the responses from members and one stakeholder below, including 10 members who participated in a focus group on impact in Year 5. In addition to the bulleted points below, these highlight again a question (for members) about the relationship between the Code of Good Practice and TOI, and, separately, the role of impact measurement in the non-formal education sector.

- The risk of 'risk of using kind of outcome data as impact data' and becoming 'totally focused on certain kinds of impact' (linked to funders) and losing 'track of the importance of quality'
- 'Issues about how comparable our data is, because we're all measuring really different things'.
- 'a tiny risk that it's another slightly time-consuming task. we spend more time measuring'
- 'I think we tend in global education and international development to focus on issues individually as part of our practice, rather than to capture the systemic causes of problems' and 'To what extent does IDEA's evaluation tools try to measure that action outcome?'
- And I just wonder the challenges that's going to have for IDEA as to how the theory of impact itself might evolve and change and how that tool will need to evolve and change

Responses in Focus Group 4, Year 5

X is very interested in using the new Theory of Change [Impact] document, but so far it's unclear how this would be used in conjunction with the Code of Good Practice.

AMS Survey Response, Year 4

that's a constant piece of work that we need to keep reminding of the importance of the informal side of the house, even if it is more difficult to measure impact.

Interview response from key stakeholder, Year 5

Recommendations

- Convene a members group to review and guide sector-wide implementation of the Theory of Impact for GCE (TOI), including consideration of adaptations needed for different organisational types and sectors, and questions and critique raised above
- Continue building members' capacity for impact measurement by clarifying the relationship between the Theory of Impact and the Code of Good Practice, showing how quality assurance and impact measurement can work together, and exploring potential for combining data sets
- Build on increased engagement in research and successful research activities (research showcase) to promote research-practice connections and institutional partnerships, including research funding opportunities, and identify research evidence on emerging sector priority issues (see Outcomes 1, 3 and 6)

Pillar 2: STRENGTHENING

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

Outcome 3

3. IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector.	
Outcome Indicators	● Evidence of IDEA facilitating collaboration and connections between DE practitioners ● Evidence of effective internal communications within the DE sector ● Evidence of IDEA retaining and actively engaging members

Activities relevant to this outcome include:



Key findings for this outcome:

- **The evidence indicates that this outcome has been successfully delivered and is making a substantial contribution to IDEA's programme aim of promoting an active and responsive network.** IDEA has retained and grown membership, maintained effective internal communications, and built a community valued for: *developing and aligning practice with standards and values, collective consciousness raising on key issues, and being a leading voice in GCE.* **Members' ratings on IDEA's overall effectiveness in this area showed that targets for 'very effective' were exceeded across Years 1 - 4**

- **The strongest evidence relates to IDEA's role in facilitating practical collaboration, connections, and collective learning**, which members and stakeholders consistently identify as one of the organisation's greatest strengths. In addition to opportunities for collaboration on specific initiatives such as the Code of Good Practice, members valued the common spaces of knowledge shares and working groups.
- **The difference made to members includes** opportunities to collaborate and make strategic connections for funding applications, build capacities in collective approaches to policy advocacy and measuring impact, and reach communities beyond the traditional DE sector (through forming alliances on specific issues). Stakeholders welcomed IDEA's role in convening members for consultation and dialogue, including working groups.
- **Communications enabled members to stay informed about policy developments and 'sector intelligence' broadly.** A small number of members found the volume of communications challenging to keep pace with.
- **Areas for attention include:** the need to expand and increase the diversity of representation in membership, especially from under-represented communities; ensure networking and collaboration activities are accessible to all members, including individual members.

How effectively is this outcome contributing towards IDEA's programme goal?

As the 'national network for DE in Ireland' and the representative body for its members, this outcome is central to IDEA's role and mission. **Evidence of the effectiveness for IDEA retaining and actively engaging, and facilitating collaboration and connection between, members present a very positive picture overall.** It is strengthened by qualitative feedback from members and wider stakeholders.

The number of members in June 2026 is 124, representing an increase from 110 in Year 1. AMS responses across Years 2 - 4²⁰ consistently show that the largest group of members identify as International NGOs. This is followed by Civil Society Organisations, and Domestic NGOs, with the smallest group identifying as Educational Institutions. Responses to the 'other' option ranged from members identifying as a mixture of options, for example identifying as both domestic and international NGO, or members identifying as individual development consultants or trainer/facilitators.

Similar consistency is seen in the snapshot of sectors of work across the same years for Year 3 in Figure 8 below. There are two exceptions here. Adult and Community Work/Education were omitted in error until Year 4, which showed that 38% and 51% of

²⁰ This data was not collected in the Year 1 AMS

respondents to the AMS worked in Adult Education and Community Work/Education respectively. The other exception is Teacher CPD in primary and post primary, where representation amongst those responding to the AMS decreased from 20% to 9%, and 22% to 13%, across Years 2 and 4

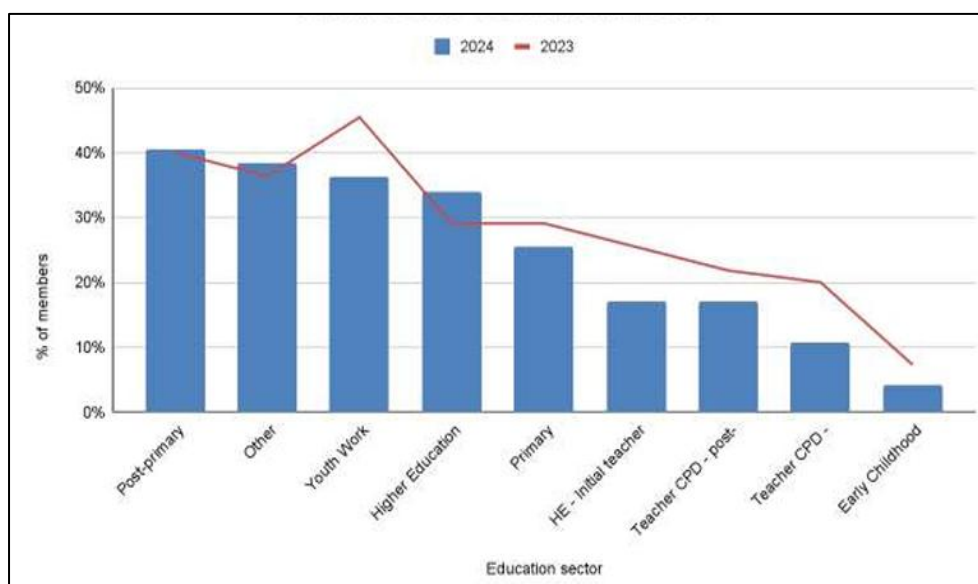


Figure 8: Sector representation of members, Year 3: IDEA Report on Annual Members' Survey 2024

Evidence for IDEA effectively retaining and actively engaging members is supported by:

- Targets for membership renewals exceeded across Years 2 - 4²¹.
- Targets for attendance at a training or event all met or exceeded²², and the highest ranking for attendance across the programme, along with participation in the Code of Good Practice (as members who have submitted at least one self-assessment) and working groups for Years 2, 3 and 4²³.
- Members' ratings on IDEA's overall effectiveness, where targets for 'very effective' were exceeded across Years 1 - 4.

It is further supported by evidence of IDEA's effective internal communications:

- Across Years 1 - 4, targets for members' perceptions of the effectiveness of internal communications are generally exceeded when ratings of 'very effective' and 'quite effective' are combined.
- Targets for regularly engaging members with, and promoting their work through, IDEA's communications are all exceeded.

²¹ This data not included in Year 1

²² Except for attendance at the AGM, except for Year 4 when 45% of members attended against a target of 40%.

²³ Participation on Slack was highest for Year 1, followed by attendance at the annual conference. This reflects sustained remote working as a result of the Covid 19 pandemic

Consistent and informative
AMS survey response, Year 1

there is a lot of sector intelligence communicated - innovation, conference, applications...
AMS survey response, Year 2

I check IDEA communications each time they come into my in-box as I see IDEA as an essential communications hub for my work in GCE in Ireland
AMS survey response, Year 3

I was able to stay updated on key policy developments and align our organisation's strategies with broader advocacy goals.
AMS survey response, Year 4

There were one or two caveats to this overall picture. Targets for new members joining who worked with 'marginalised learners' were met for Years 2 and 3, but no new members from this category joined in Year 4. Results for IDEA's internal communications were below targets for 'very effective' each year, and a minority of responses suggested IDEA's communications could be 'too high for my needs' (AMS survey response, Year 3).

The most powerful evidence for the effectiveness of IDEA's engagement of members is in relation to facilitation of collaboration, connections and shared learning. Targets are generally met or exceeded, and both survey ratings and qualitative responses in surveys and focus groups highlight IDEA's contribution to fostering an active and responsive network. Survey ratings²⁴ and responses across Years 1 - 4 show that targets combining data for 'very effective' and 'quite effective' for this element of the outcome were all exceeded, although ratings for 'very effective' are just under the target of 75%.

Survey comments from members and feedback from members in a focus group specific to this outcome (Focus Group 2, Year 5), built on LWC [mid-term evaluation](#) findings that events that enabled 'sharing and learning from the experience of colleagues' were highly valued. Examples of activities referred to include those listed below, where targets were also generally met or exceeded. They also included annual conferences, work on

²⁴ AMS and IDEA Strategic Planning Members' Survey, 14 March 2024

innovation, the Code of Good Practice and the Theory of Impact, and policy initiatives such as Vision 2030.

- **Knowledge exchange/shares** - The only exception here was in Year 1, when there were 9 events with 56 participants, against targets of 10 and 80 respectively. However, in Years 3 and 4 the number of participants in events was exceeded with 112 against a target of 60, and 99 against a target of 60 respectively.
- **Working groups collaborating on common initiatives** - with at least 3 groups collaborating each year. So far in Year 5, the new forum on GCE in Higher Education (similar to a working group but open to non-members), and ongoing inputs to a GCE strategy consultation led by Irish Aid
- **Examples provided to demonstrate how IDEA's interventions helped to make strategic connections for collaboration and shared learning** - with 206 examples across Years 1 - 4
- **Opportunities for members to connect and exchange informally**²⁵ - examples include member lunches and evening socials post conference

This evidence and its contribution to IDEA promoting an active and responsive network were supported by interviews with key stakeholders who emphasised IDEA's work on promoting collaboration and the helpful structure of the working groups in particular.

Obviously what they do [is] promote collaboration amongst their members in a very practical way. I'm finding the IDEA working group structure really useful.... It is a practical example of how the members are IDEA's strength....

Interview response from key stakeholder 1, Year 5

I would say that, as in every country, and even at the European level, having a reference point that... provides coordination and that also knows all the actors is hugely valuable and saves so much time for others who wish to interact with the civil society sector.

Interview response from key stakeholder 3, Year 5

One stakeholder was also keen to emphasise IDEA's 'exponential growth' and 'broadening and deepening reach' in 'getting out to kind of harder to reach areas and making it an all island approach' (Interview with Key Stakeholder 1, Year 5); an observation both supported and critiqued in wider conversations. **Whilst progress in this area was also acknowledged by**

²⁵ This target not present in Year 1

members participating in a focus group on IDEA as a network, this was tempered with ‘quite strong, but always need for more and deeper engagement’; a point made in different ways via survey responses.

What has been the *impact* of this outcome on IDEA members and the wider DE/GCE sector?

For members responding to the AMS across Years 1 - 4, Communication, Shared Learning and Collaboration within the DE Sector²⁶ follows closely behind Practitioners’ Knowledge and Skills, and Strengthening Good Practice, as the most important area of IDEA’s work²⁷.

When focus group participants were asked what they valued most about IDEA as a network, key themes included IDEA’s role in facilitating collaboration, knowledge sharing and support, along with spaces for reflection, challenge and dissent. Responses also expanded on IDEA’s role as a network to suggest more of a ‘learning community’, with the following features: support for developing practice and ‘*raising consciousness*’ on issues; alignment of values, language, practice, and standards; pride in being a leading voice in GCE; and a space where new members could ‘*anchor ourselves*’ in the sector.

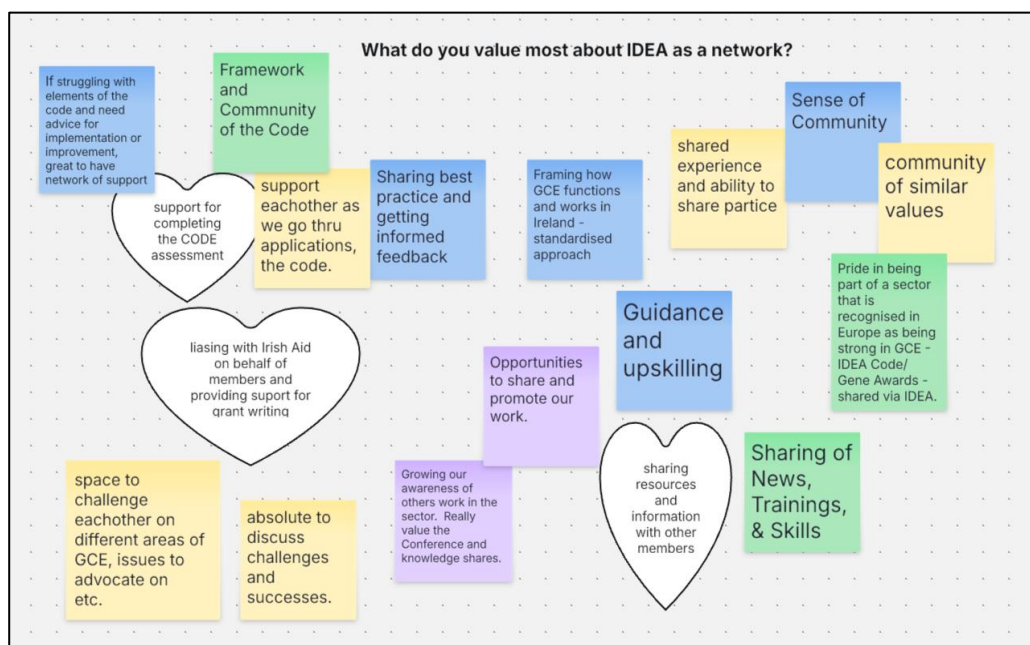


Figure 9: Focus Group 2 and 3 responses via Zoom whiteboard, Year 5

²⁶ Making Strategic Connections for Collaboration and Shared Learning, was added to this question in Year 4

²⁷ This includes responses to a question about Facilitating and Cultivating a Space for Community and Solidarity Among Peers, when this was added to the AMS in Years 3 and 4.

Examples of specific impact show how opportunities to collaborate and make strategic connections, supported by IDEA communications, build capacities that impact upon funding, policy and measuring impact, and practice with communities beyond the traditional DE sector (through forming alliances on specific issues).

Connecting with other education providers and DE organisations has been hugely beneficial to our work, understanding of DE in the sector and for influencing our applications to grant programmes and to influence and impact policy.

AMS survey response, Year 5

The consultative process for Vision2030 increased our capacity to understand and engage with strategic planning processes

AMS survey response, Year 3

The Theory of Impact work this year has been significant as an approach/process for the DE/GCE community to collaborate on demonstrating a shared vision for our work and how we expect to be able to track its impact at different levels.

AMS survey response, Year 4

For the first time, X led one of the Summer Knowledge Share sessions in July. This provided a valuable platform to disseminate our recent study and to call for allies on issues

affecting migrant women in Ireland.

AMS survey response, Year 4

How far has this outcome has been delivered as envisioned?

What *learning* has taken place?

Adjustments were made for the Covid 19 pandemic during the initial year of the programme and as noted in the introduction, the team have reflected on the pros and cons of the shift to hybrid working. The team are aware of the value of in-person events for members where possible (and revisiting these for events in relation to 1.1 and work on innovation in 1.2), and requests for more regional or local events beyond Dublin.

Working groups have offered a particularly successful vehicle for collaboration on common interests and initiatives, and a way for IDEA to respond to members' concerns about the role of GCE in responding to contemporary issues (for example, facilitating establishment of a group on 'DE and Palestine'). Member support for these groups was also reflected in suggestions about the need for more flexible ways to engage to respond to different capacities, a need to address the way these are structured or reviewed (for example where they have run their course). Again, IDEA has responded to this by adding a question to the Year 4 AMS, asking for members' *'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 group’.

As noted above, the contribution of IDEA’s programme to reaching all of society is recognised by a key stakeholder and some members. Responses in focus groups highlighted an ongoing need for more diverse representation and engagement of members and communities beyond the *‘still very white and able bodied’*, and the intersectionality of barriers to participation. This also aligns with suggestions of more attention to the non-formal education space in how to go about measuring impact (for example, 2.2). Again, following no new members working with marginalised groups being recruited in Year 4, IDEA noted the need to address this by, for instance, offering more places to potential new members in this category at annual conferences in future and promoting participation in introductory training such as the *‘ABC of GCE’*.

Recommendations

- Target recruitment and engagement of under-represented and marginalised groups as members in organisational strategy and planning, and review reductions in member representation where relevant and reasons for this e.g. those representing teacher CPD in primary and post-primary
- Review communication formats and frequency to address concerns around information overload, and consider possibilities for targeting or prioritising communications for different sub-sectors
- Build on working groups, and respond to members suggestions for improving member-led spaces²⁸, with a view to improving access, opportunities for engagement, and more flexible participation, and facilitate a network space for individual members

²⁸ In responses to the new Question 14 added to Year 4 AMS

Outcome 4

4. IDEA has the internal capacity to deliver a strategic and effective programme as the national network for DE	
Outcome Indicators	Evidence of increased organisational capacity and effective functioning of IDEA (e.g. board development, new/updated policies, M&E systems)

Activities relevant to this outcome include:



Key findings for this outcome:

- **The outcome has made a strong contribution to IDEA's ability to deliver a strategic and effective national programme.** Evidence from results against targets for governance and systems, including M&E, and staff and strategy development, showed that IDEA increased capacity over the lifetime of this programme. This has also been recognised through governance awards and stakeholder feedback.
- **IDEA demonstrated resilience, effectiveness and strength despite significant organisational challenges,** particularly in Year 3
- **Members perceive IDEA as effective and well-governed.** Whilst some members felt unable to comment on this specifically, responses in evaluation data demonstrate the high regard held by members for the IDEA staff team, whose capabilities and leadership are key drivers of the success of the organisation. The goodwill this engenders was noted in some members support for IDEA during the difficult mid-point of the programme.
- **Monitoring and evaluation systems have evolved through the programme, including development of an online monitoring 'Tracker Tool'.** This has benefited from clear oversight by IDEA's Head of Membership, Quality and Impact, and the

wider team's willingness to engage and take responsibility for collating data. Learning is ongoing, including how to ensure monitoring tools can work effectively for data which is activity-based or not quantifiable.

How *effectively* is this outcome contributing towards IDEA's programme goal?

In spite of challenges noted in the introduction, IDEA has managed to deliver a strategic and effective programme.

Despite the unprecedented disruption caused by Covid 19 IDEA's strategy has remained robust and on target.

IDEA Annex A GCE Results Framework for Irish Aid, Year 1

Strategy sign-off completed by 17 May which was a significant achievement given the changes in staff in Feb/March/April

IDEA Tracker Tool, Year 3

Targets relating to the activities identified above were largely met or exceeded via:

- Work commencing on the review of IDEA's organisational strategy in Year 2, supported by external consultants and a small task group of two staff and two Board members, and consultation with 43 members, representing approximately 33% of the membership. A new strategy was 'signed off' by the board (National Council) in Year 3, followed by a redesigned work plan, Results Framework and Budget for Irish Aid for 2025 and 2026 to align with the new areas of the revised Strategy 2024-2029
- Ten board members by Year 3, with required number of meetings taking place, and IDEA winning a Good Governance Award in Year 4
- All auditing and reporting completed as required
- A monitoring and evaluation system refined with external evaluator (LWC), including development of monitoring 'tracker tool', a [mid-term evaluation](#) (Year 3) and ongoing meetings with IDEA's Head of Membership, Quality and Impact, and the team
- At least 26 occasions of CPD completed by staff, ranging from Advanced Excel course and Innovation training to Humanitarian Leadership and study leave for a PhD

Whilst the AMS does not ask members about this outcome specifically, a survey circulated to members for the LWC [mid-term evaluation](#) found that whilst a quarter of survey respondents felt unable to answer, those who did feel able to respond were '*generally of the*

opinion that IDEA was ‘fully meeting’ (39%) or ‘largely meeting’ (44%) this objective’²⁹. Similar results were reflected in a survey with members consulted for IDEA’s 2024 - 2029 strategy review.

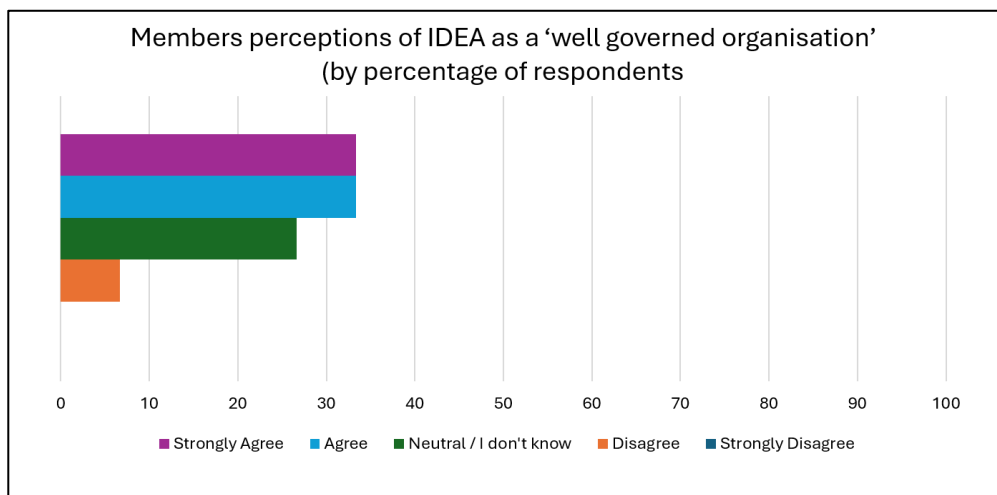


Figure 10. IDEA Strategic Planning Members Survey, 2024

It seems likely that some members’ will have felt that they had insufficient knowledge of or insight into IDEA’s organisational functioning to comment on effectiveness. However, reference to members’ responses to the AMS point to several features pertinent to understanding how IDEA has been effective in this area and successfully navigated the challenges noted. These features include the ‘high level’ at which the team operate in terms of knowledge, skills, effort and responsiveness to members, and the goodwill and support engendered with members (see below for their support during Year 3). A very small minority also raise a question about the risk of the team being stretched ‘too thin’, alongside ‘too much going on’.

I think all the staff members in IDEA operate at a very high level and their professionalism is unparalleled.

AMS Survey Responses, Year 1

IDEA works incredibly hard for its members and to the benefit of the sector. Perhaps stretched too thin?

AMS Survey Responses, Year 2

Well done to the team on working through so many changes this year and really pulling together to maintain not only the delivery of work but also the highest standards of quality in that work.

AMS Survey Responses, Year 3

²⁹. LWC [Mid-Term Evaluation](#) of IDEA’s Global Citizenship Education Programme 2022 – 2026, October 2024

Maybe at times there is almost too much going on, but that said, people can decide what they opt in and out of.

AMS Survey Response, Year 4

What has been the impact of this outcome on IDEA members and the wider DE/GCE sector?

Whilst members sometimes felt unable to comment on IDEA's effectiveness on this area, there was a sense from those who did respond that confidence in IDEA was related to perceptions that it functions well as an organisation. AMS survey responses also suggest that IDEA appears to have been able to work through the challenges faced in Year 3 without any substantial or negative impact noted by members. By acting strategically, they ensured members' needs were met as far as possible (see Delivery and Learning below). This does not include the impact of Irish Aid's budget freeze and IDEA's decision to halt work on Innovation in Year 3, noted in 2.1.

The confidence and trust engendered in members is part of IDEA's distinct value and contribution to the sector. The '*high level*' of standards related to governance and operations, including monitoring and evaluation, contributes to the overall sense of IDEA providing the '*benchmark*' or leadership for members and the sector.

I guess overall I see IDEA [is that it] definitely serves as a good benchmark or I guess provides the framework or the tools for different organisations to deliver on their activities.....similar to what I see in terms of the way they organise themselves, their structure, their governance side of things, again, I think definitely serves as a very good benchmark.

Interview response from key stakeholder 4, Year 5

How far has this outcome been delivered as envisioned? What *learning* has taken place?

As noted in the introduction to this report, this strategic partnership began at the tail end of the Covid 19 pandemic. The team also experienced several challenges mid-way through the programme (Year 3), arising partly from long term sick leave and changes in staffing, including the departure of IDEA's then Director and the Chair of the Board. In the face of these significant challenges, the team responded by focusing on '*absolute essentials*' to '*keep the light going*', and managed to deliver the 20th anniversary annual conference, work on a new organisational strategy and recruit a new CEO (IDEA team member response, Year 5). IDEA's '*resilience*' in '*keeping the show on the road*' was noted by at least one key stakeholder in interview (Year 5). The team also appreciated the support of the external consultants leading the strategy review, who '*well handled*' changes of Director

and Chair of Board, and the significant support given to the interim Director and Assistant Director by board members, including the vice-chair acting as Chair.

The mid-term crises also acted as a catalyst for change in staffing and leadership, and rearranged and re-focused responsibilities. These included a new role of 'Head of Membership, Quality and Impact', and a sharper focus on impact. Further changes have taken place through recruitment of a new CEO, a Policy and Advocacy Manager and Capacity Development Manager. Currently, IDEA is recruiting a staff member for lead work on communications, but the overall impression is one of a team that has emerged strengthened and able to deliver very effectively for the sector.

Monitoring and evaluation have been led by IDEA's Head of Membership, Quality and Impact, with external support from Liverpool World Centre (LWC). Initial support focused on developing a monitoring 'Tracker Tool' to collate and monitor data. This has been an ongoing process of learning what works for the team tasked with inputting data and programme areas, including those which are activity-based or where outcomes are less easily quantifiable. As indicated below, IDEA is confident in its approach to aligning aims, outcomes, activities and resourcing

the RF [results framework] is very much a living document and using the tracker tool. And also, very much aligning as well with our budget...there always has been this kind of triangle... which is our work plan, the target that we're going to reach and also what are the resources that we're using. And it's kind of like they all need to talk to each other

IDEA team member response, Year 5

Recommendations

- Strengthen communication with members about organisational effectiveness (or revisit this question in the AMS), given that many members felt unable to comment on internal organisational capacity. This could build on IDEA's role as a sector benchmark, bearing in mind members and stakeholders already regard IDEA as a model of good governance and effective practice. It could include sharing learning more actively in areas such as governance and Monitoring and Evaluation
- Build on progress in Monitoring and Evaluation to review processes and systems, including the Tracker Tool, its useability and relevance for areas which are more activity-based or where evidence is less quantifiable e.g., Outcomes 2.1 and 4 (as raised by team members).

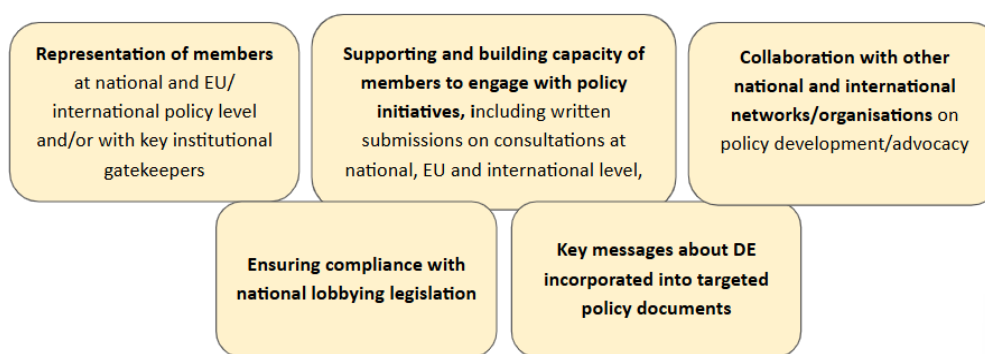
Pillar 3: CHAMPIONING

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

Outcome 5

5.IDEA network is a strong representative voice on policy and advocacy related to Development Education in Ireland and internationally	
Outcome Indicators	● Evidence of IDEA supporting engagement of members and representing the sector at national and EU policy level ● Extent to which key messages about DE are incorporated into policy agenda by key actors (policymakers, other civil society actors etc.)

Activities relevant to this outcome include:



Key findings for this outcome:

- **Members' and stakeholders perceive IDEA's effectiveness in this area as one of the strongest contributions to achieving its overall programme goal, and leading GCE at European level**
- **These perceptions are supported by robust evidence of sector representation, policy influence and incorporation of DE messages, through contributions to significant policy consultations at national and international level. This includes 41 documented examples and securing commitments from key policy actors to champion Education for Sustainable Development and GCE**

- **Significant capacity-building for members** has been supported by development of resources for advocacy, access to policy updates and opportunities to engage in advocacy processes and representation. The co-creation of **Vision 2030** has been particularly impactful for some members
- **Collaborative advocacy which is 'invitational' and recognises varying capacities of members has contributed significantly to an active and responsive network.** This approach has supported the convening power of IDEA appreciated by wider stakeholders
- **Strong impact for the sector is tempered by uneven member engagement.** Again, members' capacities and relevance to their work may be factors here. **Delivery and learning have also highlighted a need to manage members' expectations** about issues to be advocated on, and IDEA's role in leading this work.

How *effectively* is this outcome contributing towards IDEA's programme goal?

Members' ratings and perception of IDEA's effectiveness in meeting this outcome is supported by strong evidence of activities on policy influence through IDEA's contributions to multiple policy consultations, incorporation of key messages about DE in policy agendas by key actors and building advocacy capacities of members through development and co-creation of resources and policy documents.

IDEA's contributions to policy consultations included:

- the Irish Aid GCE Strategy Mid-Term Review
- the [Global Education Network Europe \(GENE\) Peer Review of Global Education in Ireland 2025](#)
- the UN Pact for the Future
- the SDG National Implementation Plan 2022-2024
- the SDGs' Voluntary National Review of Ireland and Ireland's Presidency of the Council of the EU.

Additionally, the IDEA Formal Education Working Group made 19 submissions on new curriculum subjects and/or curriculum frameworks. This also included incorporating key messages about DE in the Irish Aid GCE Strategy Mid-Term Review, the GENE Peer Review, and Pre-Budget Submission of an organisation lead in a related sector, resulting in achievement of a result of 100% against a target of 80%.

Other standout activities supporting achievement of this outcome have been:

- Securing commitments from key policy actors to champion Education for Sustainable Development and GCE - to date, 40 TDs and Ministers, and 13 Senators
- Development of an Advocacy Toolkit, GCE Policy Guide and accompanying resources and capacity building events for IDEA members and other GCE practitioners to draw on when learning or planning to advocate with policymakers and actively engage in policy processes related to GCE in Ireland and globally.
- Co-creation of the Vision 2030 policy document with members, providing an up-to-date vision as a sector for GCE across the island of Ireland, including priorities in terms of what is needed to achieve the vision

Vision 2030... So that was a huge piece of work.
IDEA team member, Year 5

The LWC [mid-term evaluation](#) found that 'the overwhelming majority of the mid-term survey respondents' felt that IDEA was either 'fully' or 'largely' meeting this outcome. This is in keeping with results for targets across Years 1 - 4 which were all exceeded. Evidence of IDEA supporting and representing members at a national and EU/ international policy level and/or with key institutional 'gatekeepers' was demonstrated by 41 examples across Years 1 - 4, including advocacy on investment in and prioritisation of GCE at national, European and international level, and on GCE grants at national level.

IDEA's success in incorporating key messages about DE into targeted policy documents is also supported by members' ratings which exceed targets for effectiveness year on year where ratings of either 'very effective' or 'effective' are combined. By the end of Year 4, 100% of members are rating this work as 'very effective' or 'effective'. Ratings in the AMS show that across Years 1 - 4, the majority of respondents rate as 'very effective' or 'quite effective' IDEA's work to support and strengthen the DE/GCE sector in engaging with policy and advocacy broadly, and the majority of these are 'very effective' (except for Year 3 where 30% of members rated this area as 'very effective' and 45% as 'quite effective', perhaps reflecting reduced activity in this area as a result of staff changes).

I think in terms of effort, of trying to strategically influence, trying to be in the right place at the right time, saying the right things with the right people, trying to access the decision makers, or trying to access those with influence, I think we are doing well with the capacity that we have.

IDEA team member, Year 5

Qualitative feedback in survey comments show that members appreciate the ‘many opportunities’ provided by IDEA to engage and contribute to advocacy activities, and the ‘invitational’ approach which takes account of members’ capacities. Opportunities for collective advocacy contributed to Outcome 3, and IDEA’s programme aim to support an active and responsive network. Examples of some of these opportunities are identified in the quotes below. Feedback also included reference to participation in working groups and receive updates ‘from the regular bulletin³⁰ the breadth and extent of both engagement and thinking from IDEA staff on this’ (AMS survey response, Year 4). As with work on measuring impact, members’ responses across Years 1 - 4 convey a sense of this work building and gaining pace, particularly in Year 4 onwards.

*Very strong area for IDEA! I always look to partake in whatever is happening in this area
..., the message is always well thought out and collaboratively created.*

AMS Survey Response, Year 1

A well-heeled work horse of activity, led by members and supported by IDEA actively. Years in the making and doesn't happen on its own.

AMS Survey Response, Year 2

IDEA is a great organization for collectively engaging with Irish Aid on behalf of the GCE community in Ireland

AMS Survey Response, Year 3

I have always felt that I 'know' that IDEA is effective in engaging with policy and advocacy. I did feel very much consulted on Vision 2030

AMS Survey Responses, Year 4

Further evidence of and insight into IDEA’s work on this outcome was obtained in focus group ratings on effectiveness of this area in contributing to IDEA’s programme goal and accompanying discussion. 9 members rated this as the most effective aspect of the goal.

So, it's a very collaborative space. It's not just, you know, we're firing ahead and we're speaking on your behalf, but it's really them navigating the political space that a lot of smaller organizations or kind of government affiliated, I suppose, organisations can't do, ... So that stuff that goes on behind the scenes, the research pieces, the kind of advocacy points and advocacy pieces, they are huge

Focus Group 1 response, Year 5

AMS ratings for IDEA being ‘not effective’ in this area were minimal and non-existent in Years 1 and 4. However, it is important to note that between 22% and 33% of members felt this question (on IDEA’s effectiveness) was not applicable to them. Some members

³⁰ Policy and Advocacy digest (newsletter)

commented on this rating with expressions of support and enthusiasm to get involved in future, but critique and questions were raised in some members' responses. Key themes are highlighted in Figure 11 below because they recurred between earlier survey responses and more recent focus group conversations (Year 5). They feature concerns about the focus on one donor, the need to respond to the 'multi-crises' and make progress on the Shared Island approach (to supporting GCE in Northern Ireland), and recognition of IDEA's responses to these.

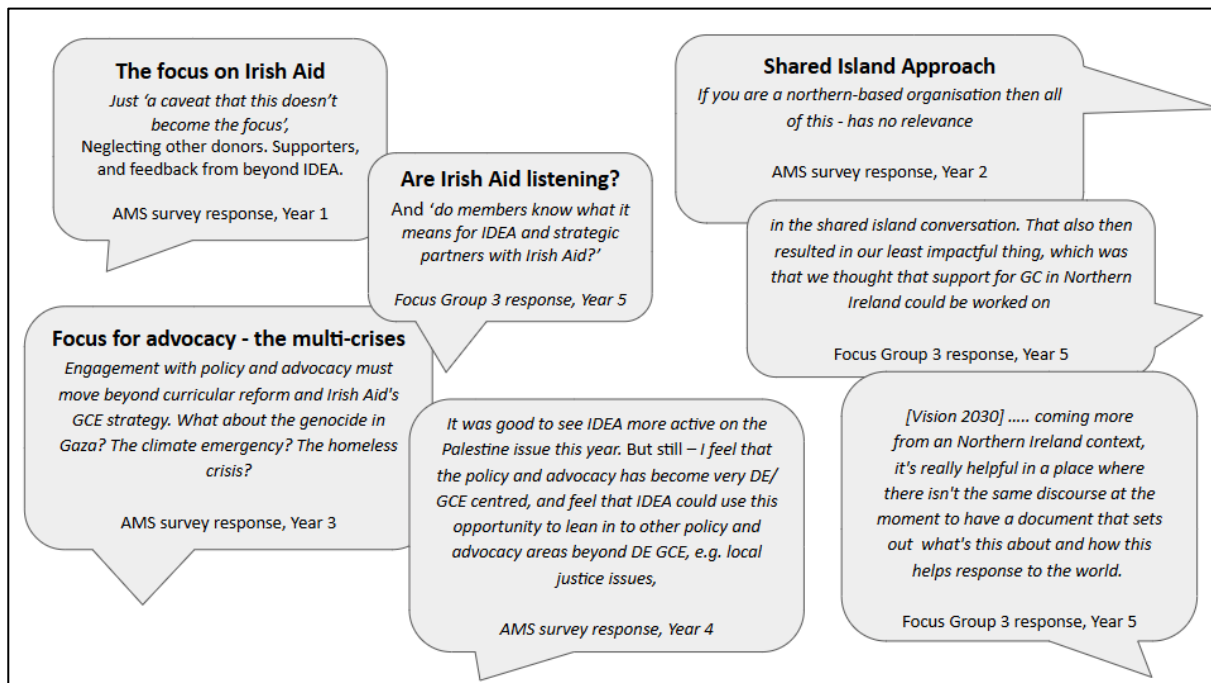


Figure 11. Members responses in AMS surveys Year 1 - 4, and in Focus Group 3

What has been the impact of this outcome on IDEA members and the wider DE/GCE sector?

There was an anomaly between strong evidence of the impact of this area on members and the sector, and members' ratings and responses on the importance to their work.

In contrast to findings on effectiveness, members' rating of the importance of this area in the AMS is lower than for areas such as collaboration, innovation and impact measurement. Where comments exist, they varied between those for whom cultivating practice is more important, to those who appreciate IDEA's work in this area *because of* their limited capacities, or because DE is not the main focus of their advocacy work (i.e., bigger organisations), and those for whom it is 'vital'. Like Outcome 1.3, these responses suggest that members' engagement with this area may depend on organisational needs and capacity. Again, the paucity of responses contrasts with ratings and feedback on effectiveness, and the evidence of impact illustrated below.

Evidence from examples shared by members relating to Policy & Advocacy offered some of the best evidence of impact. This included outputs such as Vision 2030 which in Year 4 was the resource used most frequently by members after the Code of Good Practice. Again, this evidence was supported by responses from members participating in more recent focus groups, and key stakeholders at national and European level who emphasised IDEA's leadership and convening power to bring members' voices together for advocacy.

Earlier this year, I was a delegate on the IDEA study visit to EU parliament, where I observed the level of engagement with Director Generals and Members of Parliament, It was reported that several of the DG and MEPs actively sought to attend the meeting, a clear indicator of the level of engagement and interest in GCE and the work of IDEA

AMS Survey Response, Year 2

We adapted the notes from IDEA's submission for our own. This was an incredibly effective way for us, an organisation with very limited capacity, to contribute meaningfully to the submission process

AMS Survey Response, Year 2

IDEA's work in supporting engagement with policy and advocacy has helped us better contextualise and position our own work within broader sector priorities. For example, through participation in workshops and access to Vision 2030 and policy submissions, we have been able to align with wider sector goals and ensure our approaches are informed by current policy discussions.

AMS Survey Response, Year 4

[I] think the work that IDEA does in going out and actually representing the sector is great because it's... one of the very, very few sectors.... in which we can actually say we're one of the leaders, ...we're recognised internationally as being good

Interview response from key stakeholder 1, Year 5

I would say that, as in every country, and even at the European level, having a reference point that... provides coordination and that also knows all the actors is hugely valuable and saves so much time for others who wish to interact with the civil society sector.

Interview response from key stakeholder 3, Year 5

How far has this outcome has been delivered as envisioned?

What *learning* has taken place?

Similar to IDEA's work on impact measurement, this area could be viewed as '*years in the making*' (AMS Survey Response, Year 2). It has also been supported by strong staff leads who sustained momentum even where staff changes have taken place. The efforts and skills of IDEA's current Policy and Advocacy Manager were seen as key to recent successes by some members. IDEA's '*invitational*' and '*warmly/strongly encouraging*' approach appears to have been particularly effective at engaging members, recognising as it does the limits on capacities to engage and risk of consultation fatigue.

Whilst the need to identify alternative or collaborative funding opportunities continues to be a 'live' issue for members (as Figure 11), IDEA has responded by to members' needs for more '*structured institutionalised dialogue between Irish Aid and partners*' by advocating for this in policy initiatives such as Vision 2030 and recommendations made to the GENE Peer Review (IDEA team member). They have also provided coordinating support to meetings of the Strategic Partners forum which is a group bringing together the nine Strategic Partners of Irish Aid in GCE, including communicating with IA on behalf of the group.

Progress made in in relation to this outcome has also raised questions for IDEA about:

- IDEA's internal capacity to sustain or build on current levels of effectiveness
- Managing members' expectations on leading advocacy, between IDEA as the organisation and a network of members
- Managing members' expectations about the issues to be campaigned on. A question was added to Year 4 AMS about this: *to what extent IDEA should keep a balance between mainly advancing support for the GCE sector (funding etc) and advocating on wider issues*. 47% responded to keep the balance/focus as is, 28% to prioritise advocacy for GCE; 21% to prioritise advocacy on urgent/emerging issues; 5% don't know.

Recommendations

- Build on and strengthen IDEA's policy leadership because of its contribution to programme goals and impact on members and the sector. This will necessitate a review of internal capacity, strategic priorities and any investment needed in future
- Clarify advocacy priorities and member expectations (this can also support the recommendation above), assessing the balance between IDEA's role and that of a member-led network, and between advocating for the GCE sector and strategic priorities, and related local and global justice issues
- Strengthen member participation in advocacy. To include consideration of opportunities through existing activities such as working groups, and increasing visibility of advocacy impacts e.g. how IDEA/members' contributions affect policy change

Outcome 6

6. DE's contribution to global justice, global citizenship and sustainability is promoted through communications and representation with actors beyond DE	
Outcome Indicators	• Evidence of IDEA communications and representation reaching actors beyond DE • Extent to which IDEA's support and resources enable members to approach and engage with external actors

Activities relevant to this outcome include:



Key findings for this outcome:

- This outcome has been most effective and achieved most impact through communications reaching actors beyond DE and increasing the visibility of IDEA, GCE and the wider DE/GCE sector. This was especially so through social media, podcasts and videos, including an animated video '[What is GCE?](#)' Another key standout was media coverage for the [Global Voice of Humanity Award to President Michael D. Higgins](#) at IDEA's annual conference in Year 4
- Targets for support and resources to enable members to approach and engage with external actors were met and exceeded until Year 4, when reduced demand for this support coincided with a reduced focus in IDEA's 2024 - 2029 strategy. Members' limited awareness of or capacities to engage in this area may have influenced relevance and demand.
- At the same time, there was evidence of IDEA members' growing recognition of the importance of engaging with external actors over the course of the programme, and IDEA enabling members to engage more effectively. Impact appeared strongest where IDEA actively promoted members' work with wider actors.

- Members' interpretation of engaging external actors was broad and there was a running theme of wanting to engage more with wider civil society groups and broadening and deepening the reach of the DE/GCE sector in order to tackle misinformation, and populist, far right and racist discourse (whilst recognising progress made; Outcome 3)

How *effectively* is this outcome contributing towards IDEA's programme goal?

Targets for the outcome indicator on IDEA communications and representation reaching actors beyond DE are largely met and often exceeded quite substantially, especially in relation to media coverage of IDEA and reaching actors through social media, podcasts and videos. Examples of videos range from 'stories of change' (Year 1, despite no target) to an animation, '[What is GCE?](#)', designed to bring GCE and the Code of Good Practice to a wider audience in Year 4. Significant media coverage was also achieved through the Global Voice of Humanity Award to President Michael D. Higgins at IDEA's Annual Conference in Year 4.

The picture for website reach and reaching people about IDEA and DE through representation to external stakeholders is a bit more mixed (see Table 5). The data on website reach shows that whilst targets for website visits are not met across Years 2, 3 and 4, targets for page views are exceeded considerably (Year 2 only has a target for overall engagement). Targets for communications and representation with external stakeholders, ranging from national and international stakeholder forums to government representatives, are met or exceeded except for Year 3 when 409 people were reached against a target of 550.

Table 5³¹

Outcome 6: DE's contribution to global justice, global citizenship and sustainability is promoted through communications and representation with actors beyond DE								
Outcome indicator: 6.1a Evidence of IDEA communications and representation reaching actors beyond DE								
	Targets and Results							
	Year 1		Year 2		Year 3		Year 4	
	Target	Result	Target	Result	Target	Result	Target	Result
Numbers engaging with the IDEA website	n/a	29,153	31,000	15,406	15,500	9,641	16,000	12,376
Number of page views on the IDEA website	n/a	n/a	n/a	35,742	31,000	61,220	32,000	53,217
Number of individuals reached about IDEA and DE through representation to external stakeholders	5	5	500	820	550	409	600	601
Data Source: Website analytics / media monitoring								

³¹ Additionally, Year 5 to the end of Q2 has seen 91 individuals reached, and website engagement of 4,419 visitors and 8,364 page views.

When it comes to IDEA's support for members to approach and engage with external actors, responses to an AMS survey question on this ranged between 'very effective' and 'quite effective', with a majority rating this work as 'quite effective'. Overall targets in this area were exceeded, except for Year 4³². Targets for sharing of learning on members' approaching external actors were also met except for Year 4, when this did not take place because of limited demand from members.

In members' comments on responses to AMS questions about IDEA's effectiveness in relation to outcome indicators on partnerships and engaging with external actors, there was wide interpretation of what approaching and engaging with external actors means and how this related to members' work. For instance, some members related this to representation and advocacy with Irish Aid, rather than actors further beyond the DE sector. Consistently across Years 1 - 4 there were responses indicating lack of awareness (of activities) or time to engage, which might explain the quite high percentages of members who felt unable to rate IDEA's effectiveness in these areas. Apart from early references to IDEA's involvement in Bridge 47 (an EU funded project, 2017 - 2021), there was also a running theme of engaging with wider civil society groups. This continued in focus group discussions in Year 5, where members felt that IDEA's effectiveness in reaching all of society was due partly to broadening and deepening its reach and public engagement, including through social media. This echoed the view of a key stakeholder shared in discussion of Outcome 3. **Again, for some members in surveys and focus groups there was still work to do here, especially in countering racism, far right politics and populism.**

I am not overly aware of what work is done towards external stakeholders, but I imagine it is very strong such as the podcast participation for community radio and advocacy towards departments.

AMS Survey Responses, Year 1

I think more could be done to liaise with civil society organisations in Ireland working on similar poverty issues in a local context like X and X to join up the dots between local and global poverty.

AMS Survey Response, Year 2

One of the challenges we faced was creating useful partnership outside of the DE sector when it came to disability group engagement in our DE training

AMS Survey Response, Year 3

It would be great to be in a position to connect more globally on DE for organisations who have not done so.

AMS Survey Response, Year 4

³² 100% of members found it either 'very effective' or 'effective', exceeding the overall target of 70%, but 27% finding it 'very effective', falling short of the target of 40%

What has been the impact of this outcome on IDEA members and the wider DE/GCE sector?

Members' ratings of the importance of communications and representations, and members' engaging with actors beyond DE, broadly align. For example, a majority of members responding to AMS questions relevant to both indicators indicated they were either 'very important' or 'quite important' to their work. For a significant minority they were 'not very important', and this increased for partnerships and collaboration in Year 4, along with drop off in 'very important' for both indicators (see Figure 12 and Figure 13 below). This also aligns with lower ratings for Year 4 noted further above and may be part of the pattern of reduced demand for partnership support and reduced focus on these activities more generally, including de-prioritisation of partnerships' support in the 2024 – 2029 strategy.

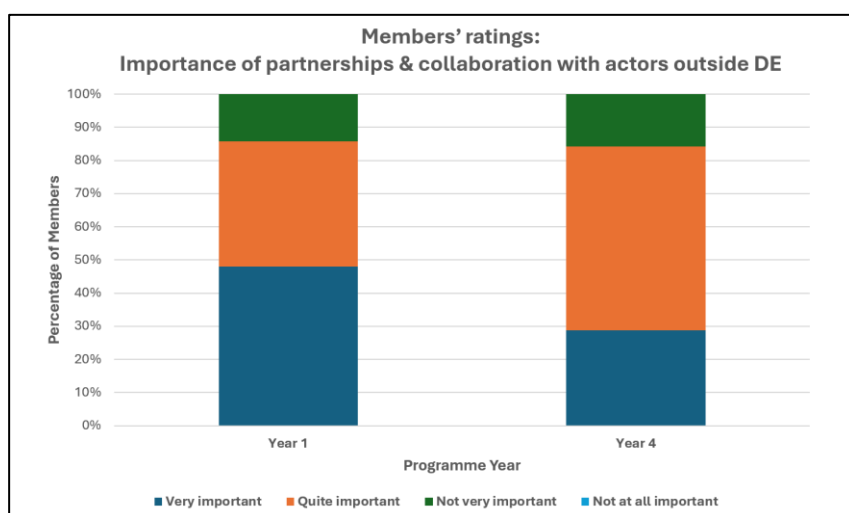


Figure 12: Members' ratings for the importance of partnerships and collaboration in AMS surveys between Years 1 - 4

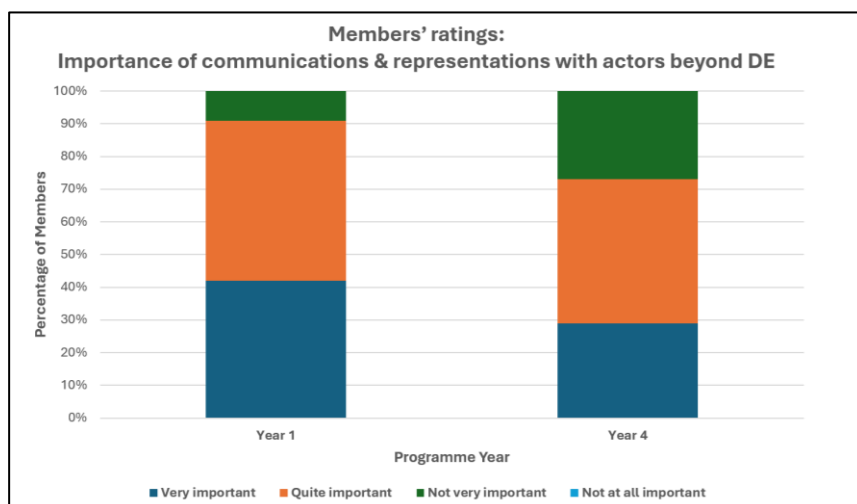


Figure 13: Members' ratings for the importance of communications and representation with actors beyond DE in AMS surveys between Years 1 - 4

Where members commented on these areas (infrequently) there is evidence of progress made between Year 1 and 4, from this outcome being a 'a long way off' to increasing emphasis on the need to engage with actors beyond DE.

I think we are a long way off seriously addressing things like partnerships and collaborations outside the sector, which I feel is important, but wouldn't consider it a priority

AMS Survey Response, Year 1

While we engage with a variety of different stakeholders within the university, we have less capacity to engage with stakeholders outside of the university.

AMS Survey Response, Year 2

As a development education network, IDEA should look beyond its members to try to work with civil society organisations that share our values and objectives and focused on the big issues impacting our world such as the rise of the far-right, neoliberalism, homelessness, global heating and the genocide in Gaza.

AMS Survey Response, Year 3

Communicating with actors beyond GCE broadens our reach to universities, businesses, and the public.

AMS Survey Response, Year 4

Examples of impact from members, whilst similarly small in number, offer good examples of evidence where IDEA communications and support have represented or enabled member organisations to engage with external actors. References were also made to the '[What is GCE?](#)' video animation created by IDEA in Year 4, which IDEA associated with a 'significant proportion of video views' (IDEA Annex A GCE Results Framework for Irish Aid, Year 4). Examples also included the Erasmus + project detailed in discussion of Outcome 1.2, involving a task group of 15 members, which highlights the contribution of the Code of Good Practice in contributing to this outcome.

Events and reports from our organisation have been published and circulated by IDEA, greatly increasing our presence and giving us confidence in the GE/DE sector and our community. It's evident that IDEA actively promotes the work of its members across the country.

AMS Survey Response, Year 1

IDEA have been very supportive of X and shared our reports and events under our GCE programme,

AMS Survey Responses Year 2

IDEA was well represented internationally in Budapest and South Korea respectively and this type of outreach can reap longer term benefits for the sector.

AMS Survey Responses, Year 4

**How far has this outcome been delivered as envisioned?
What *learning* has taken place?**

Changes were identified in IDEA's approach to partnerships and enabling members to approach and engage with external actors as a result of member feedback on reduced demand in Year 4. There was also de-prioritisation of support for partnerships in IDEA's 2024 - 2029 organisational strategy.

IDEA's capacity for external communications was affected by staffing gaps/changes, particularly between Year 3 and Year 5. Recruitment for a new communications manager is ongoing at the time of the evaluation being carried out. Significant support came from a new CEO with communications expertise and leverage which contributed to 'significant wins' such as the Global Voice for Humanity Award to President Michael D. Higgins. This highlights the potential for increasing impact in relation to communications and representation reaching actors beyond DE; an area identified by one key stakeholder as '*communications.... probably the next big tranche*' (Interview with key stakeholder 1, Year 5).

Countering misinformation, populism and far right discourse through stronger articulation of GCE is a very live issue across areas of work, and members clearly related it strongly to this outcome, as well as the role of policy and advocacy in campaigning on specific issues. Members viewed potential in '*that comms piece*' and increasing '*visibility so that people know what GCE is*', whilst recognising the need for a '*sector-wide conversation*' about if and how IDEA and its members go about wider public engagement (Focus group 3 response, Year 5)

Recommendations

- Develop a clearer and more explicit strategy for engaging with external actors, including clarification of priority groups (e.g., civil society, businesses, public audiences etc); the relationship with policy, advocacy and campaigning; and impact to be achieved and measured
- Focus on sustaining and strengthening communications, and the success of initiatives such as the '[What is GCE?](#)' video animation. Investment in a new communications lead is part of this.
- Facilitate strategic partnerships and opportunities for members to collaborate with actors beyond DE. Evidence suggests the impact of similar activities (where members have collaborated with other GCE partners beyond Ireland) have been significant e.g., Erasmus +. These also provide a vehicle for addressing wider GCE- related issues.

Conclusion and Final Recommendations

The findings of this Final Evaluation show that IDEA's 2022–2026 Strategic Partnership Programme has made a substantial, distinctive and lasting contribution to strengthening, supporting and advancing the DE/ GCE sector in Ireland. Despite a period marked by significant external and internal challenges, including a rapidly evolving geo-political context, IDEA has delivered a programme that has not only met the majority of its targets but also contributed to longer-term sectoral development, cohesion and influence.

Perhaps the most significant finding concerns IDEA's distinct value and contribution to the DE/GCE sector. Members and stakeholders repeatedly described IDEA as a trusted convenor, capacity builder, quality and innovation leader, advocate and representative voice for the sector. In its absence, the collective infrastructure that supports the Irish DE/GCE sector would be diminished. There would be fewer opportunities for collaboration and shared learning, less coordination around policy and advocacy, no sector-wide quality framework equivalent to the Code of Good Practice, and less progress towards a shared understanding of impact. Importantly, smaller organisations especially would lose access to expertise, resources and networks that they do not possess internally.

In response to evaluation questions the following conclusions are made:

On effectiveness

IDEA has been highly effective in contributing to its overall goal of supporting a DE/GCE sector that delivers high-quality learning that increasingly reaches across sectors and audiences, supported by an active and responsive network. IDEA has met or exceeded most of its targets for outcomes across its three strategic Pillars of Cultivating, Strengthening and Championing, while also demonstrating adaptability in response to organisational and external challenges. This includes growing its membership and sustaining strong internal communications and sharing of sector intelligence.

The programme's effectiveness also results from the interaction across different programme areas. Knowledge and skills (1.1) developed through training are strengthened through use of the Code of Good Practice (1.2) and increased capacity in impact measurement (2.2). Work on advocacy, networking, and collaboration create opportunities for shared learning and collective engagement with policy which raises the profile and influence of the entire sector. In turn, this is supported by the Code's contribution to international leadership in GCE. This interconnected approach has amplified the contribution of individual outcomes and strengthened overall sector capacity.

The programme has benefited from increasingly robust monitoring and evaluation systems. The introduction of the monitoring Tracker Tool, stronger outcome monitoring, and the development of the Theory of Impact for GCE have strengthened the potential for a strong evidence base.

On impact

Across outcomes there is strong evidence that IDEA has increased practitioners' knowledge, skills and confidence, strengthened organisational and sector capacity, promoted collaboration and shared learning, and elevated the profile of DE/GCE within national and international policy spaces. Many of these impacts appear sustainable because they have become embedded in structures, relationships and frameworks developed during the programme, to provide foundations upon which future development can build.

The evaluation found particularly strong evidence of impact in areas where IDEA has provided leadership on collective initiatives and responses to improving the quality of DE/GCE, demonstrating its impact and communicating its relevance. The development and evolution of the Code of Good Practice stands out as one of the programme's most significant achievements, along with sector-wide work on impact measurement culminating in the Theory of Impact for GCE, collaborative policy and advocacy initiatives such as Vision 2030, and the creation of spaces for dialogue on contemporary and often challenging global issues. These initiatives have provided not only practical tools and frameworks but also a shared language, common standards, and collective direction for the sector.

The programme has overall been highly responsive to members' needs, particularly in relation to professional development, good practice, networking, and organisational support. Evidence suggests that IDEA has been successful in identifying and responding to emerging priorities, including decolonisation, anti-racism, Palestine, misinformation, impact measurement and public engagement. The evidence also demonstrates that IDEA's capacity-building and strengthening of practice remains highly relevant and valued. Training provision, particularly the ABC of GCE programme and events addressing contemporary issues, are regarded as one of IDEA's greatest strengths. There is increasing evidence that participants are moving beyond immediate satisfaction and knowledge gain to apply learning and make meaningful changes in practice.

A recurring theme throughout the evaluation is IDEA's unique value as a network organisation. Members consistently highlighted the value of collaboration, networking, peer learning, and collective problem-solving. IDEA is viewed not simply as a provider of

services but as a trusted facilitator of a vibrant community of learning and practice across sectors, through working groups, knowledge-sharing, training and conferences.

On delivery and learning

The programme has largely been delivered as envisioned, despite challenges in the operating environment. Delivery was shaped by the continuing effects of the COVID-19 pandemic, changing patterns of member engagement, an Irish Aid funding freeze, staff transitions, Board changes and broader political developments. Members were particularly concerned about the ongoing genocide in Gaza, increasing public polarisation and misinformation, and the influence of far-right narratives. Notwithstanding these challenges, IDEA demonstrated considerable resilience. The organisation maintained programme quality and continuity during a period of significant internal change and subsequently emerged with increased organisational capacity and new leadership, and a renewed strategic focus.

The evaluation highlights several examples of learning and adaptation. IDEA ensured the Code of Good Practice evolved in response to member feedback and refined its approach to impact measurement through extensive consultation and the development of the Theory of Impact for GCE. Working groups emerged as an important mechanism for engagement, participation, and collective problem-solving. IDEA also adapted its programme content to address contemporary issues and emerging learning needs.

The evaluation also identified the following challenges or areas for development:

- Maintaining participation and engagement while avoiding overload for members (particularly given the increasing breadth of IDEA's offer, including the area of innovation where more clarity is needed), and ensuring that IDEA continues to broaden representation and participation from under-represented communities, sectors and perspectives.
- Managing the complexity of members' expectations of IDEA's leadership role and balancing between advocacy on behalf of the sector and wider engagement with the changing social and political environment. Issues of misinformation, racism and the rise of far-right narratives reinforce the importance of GCE while simultaneously increasing the complexity of communicating its value to wider audiences.
- Supporting members' organisational effectiveness in a challenging funding environment, and ensuring IDEA's resilience through capacity investment and seeking opportunities for diversified funding
- Ensuring that quality assurance via the Code of Good Practice and impact measurement complement each other and building on these to capture and

articulate more clearly the deeper, longer-term and systemic impacts arising from changes and improvements in learning and capacity development.

Final Recommendations

Looking forward, IDEA is well positioned to build on the considerable achievements of this programme. This includes enhanced organisational capacity and a strong team with new leadership, well-established frameworks for quality and impact, and a high level of trust among members and stakeholders. Importantly, IDEA's contribution extends beyond the delivery of individual activities or outcomes. Its greatest impact lies in strengthening the conditions that enable DE and GCE to flourish: fostering collaboration, promoting shared standards, building confidence and capability, and creating opportunities for collective action and leadership.

The following recommendations are made overall:

- Future programmes should build on the strongest elements of the current programme, particularly professional development, the Code of Good Practice by recruiting new members and building on dissemination internationally, impact measurement, advocacy, networking, and member collaboration.
- Ensure that the breadth of opportunities remain accessible to organisations with differing capacities, resources, and priorities, and expand participation from under-represented groups, sectors, and communities to ensure IDEA's membership reflects the diversity of Irish society.
- Review, clarify and target support for members' organizational effectiveness and innovation, ensuring the relationship between innovation and GCE is clearly made.
- Clarify and strengthen the relationship between the Code of Good Practice and its role in informing capacity-building across all areas and the Theory of Impact for GCE, and build on existing tools and research to capture and articulate more clearly the deeper, longer-term and systemic impacts of GCE.
- Continue strengthening policy and advocacy capacity, and '*invitationally*' facilitating members' engagement, while managing expectations regarding IDEA's role and priorities.
- Strengthen strategy and support for communications, public engagement, and members' capacities to respond to emerging challenges, especially misinformation and harmful narratives,
- Finally, IDEA can further increase resilience and reduce future risks through continued investment in organisational capacity, partnership building and diversified opportunities for member engagement and funding.

Appendices

Appendix 1: Key documents referred to, data sources and data collected in May 2026³³

Outcomes	Documentation	Tracker Tool and survey data	Interviews	Focus groups
1.1 DE practitioners have relevant knowledge and skills to deliver Development Education	Mid-Term Evaluation	Report of a Focus Group on Impact, Liverpool World Centre, October 2023	Interview 1 & 5 with 3 IDEA team members Interview 1 with key stakeholder	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		Code of Good Practice for Development Education, IDEA, August 2023		
		Code of Good Practice for Development Education in Ireland 2022 Research Report, Celine del Felice et al,		
		Code of Good Practice for Development Education in Ireland Three Year Review Report, 2023. Aine O'Gorman/Jamie Gorman		
1.3 DE Organisations strengthen their effectiveness in key organisational management areas (e.g. funding applications, governance)	Liverpool World Centre + IDEA meeting notes, Years 1 - 4.5	Code of Good Practice for Development Education in Ireland 2024 Research Report, Alasdhair Collins	Interview 1 with IDEA member Interview 1 & 5 with 3 IDEA team members	Focus Group 3 with 26 members
2.1 IDEA acts internationally as a leader in Development Education		Using Results-Based Approaches in GCE/DE: A Practical Toolkit, IDEA		
		IDEA Strategic Planning Members' Survey, 14 March 2024	Interview 1 with key stakeholder	Focus group 4 with 10 IDEA members
2.2 The collective positive impact of the Development Education sector in Ireland is showcased and shared	Gallo, M. The Mid-Term Review of the Irish Aid GCE Strategy 2021-2025	Theory of Impact for GCE, IDEA	Interview 2 and 5 with 3 IDEA team members	Focus Group 3 with 26 members
3. IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector.		IDEA Strategic Planning Members' Survey, 14 March 2024	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		IDEA team work plans	Interview 3 with IDEA team member	Focus Group 3 with 26 members
		IDEA Strategic Planning Members' Survey, 14 March 2024	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	IDEA Strategic Plan 2024-2029	Advocacy Toolkit. IDEA	Interview 4 and 5 with 2 IDEA team members	
		Global Education in Ireland. Global Education Network Europe	Interview 1 with key stakeholder	
6. DE's contribution to global justice, global citizenship and sustainability is promoted through communications and representation with actors beyond DE		Vision 2030: Towards a Society of Active Global Citizens. IDEA	Interviews 2 and 3 with 3 key stakeholders Interview 2 with 2 IDEA team members Interview 1 with key stakeholder	

³³ '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: Individuals/organisations consulted for the evaluation

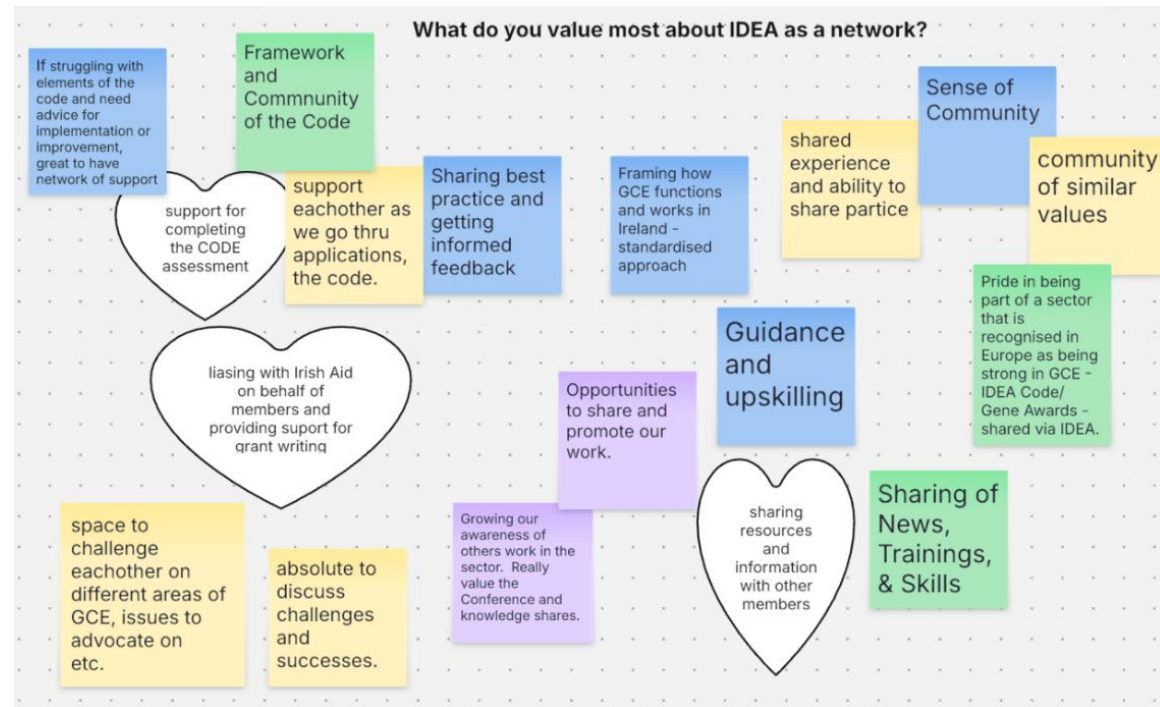
IDEA staff and National Council	IDEA Members	
Leigh Brady, Policy & Advocacy Manager	Richard Asare, Individual member of IDEA	Emma Lynch, Tearfund Ireland
Sal Healy, Operations & Finance Manager	Sue Bamford, Tools for Solidarity	Clíodhna Malone, Gaisce
Ruairí McKiernan, Chief Executive Officer	Sadhbh 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 Obirizei, 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

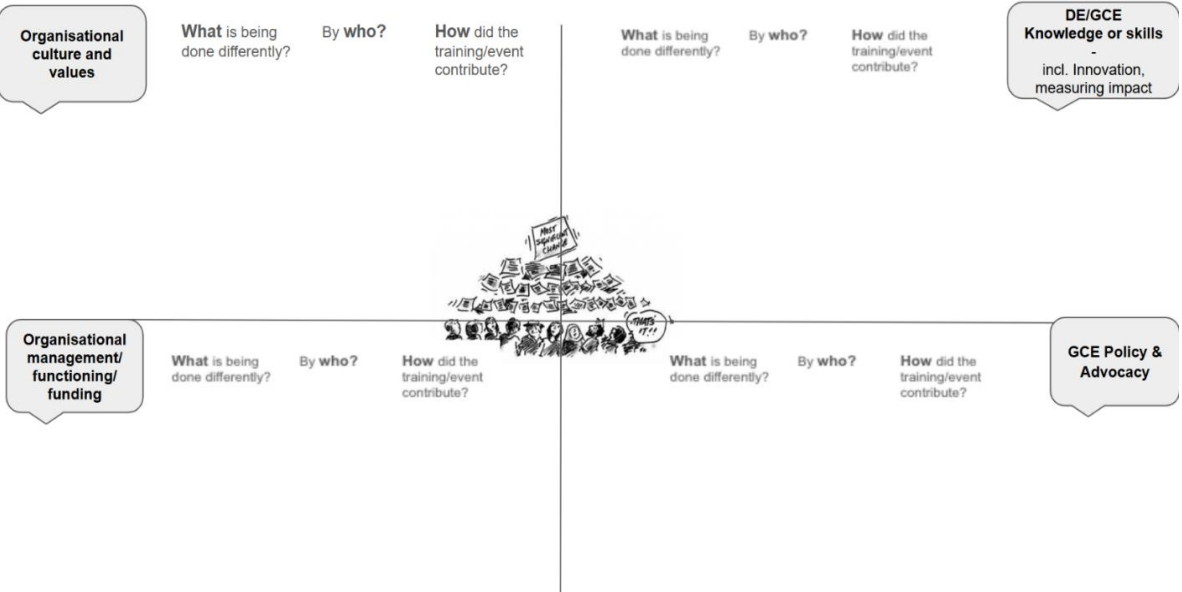
Appendix 3: Example interview/focus group questions and tools

Theme of questions	Questions to participant	Activities/ tools in focus groups
Effectiveness	- Reflecting on your experience of IDEA's ..., to what extent is this element of IDEA's programme contributing to the overall goal? How effective do you think IDEA's work has been broadly, in relation to their overall goal? What challenges or areas for improvement have you noted in relation to IDEA's work/the wider GCE sector?	A Development Education sector which delivers quality life-long DE that.... Reaches all of society including marginalised groups, through formal/non-formal/informal education Is supported by an active and responsive IDEA network Advances and champions global citizenship and sustainable development by supporting and representing our members' Development Education work" The diagram features a large triangle on a grid. The left side of the triangle is labeled with numbers 1 through 10 from bottom to top. The right side is labeled with numbers 10 through 1 from top to bottom. The bottom side is labeled with numbers 1 through 10 from left to right. Three colored boxes with text are positioned around the triangle: a yellow box at the top left, a pink box at the top right, and a blue box at the bottom left.

Impact

- Why do you attend trainings/events led by IDEA? **What do you value about** these trainings/events over trainings/events offered by others?
- **What do you value most** about IDEA as a network (or community)? **What does IDEA offer that is distinct or unique?**
- **What do you value or find distinct/unique** about IDEA's work in in particular? What would happen in their **absence**?



Impact	- Reflecting on you/your organisation's experience of..... over the last 5 years, what has been the most significant/sustained impact on you or your organisation? Who is doing what differently in your organisation/work? How did...contribute? - What has been the most significant/sustained impact(s) of IDEA's work over the last 5 years?	 The diagram illustrates a framework for impact assessment, centered around four key areas: Organisational culture and values, Organisational management/functioning/funding, DE/GCE Knowledge or skills, and GCE Policy & Advocacy. Each area is connected to a central point by a line that prompts reflection on three questions: 'What is being done differently?', 'By who?', and 'How did the training/event contribute?'. A central illustration depicts a group of people gathered around a table, with a sign on the table that reads 'Not Separated'.
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