

Code of Good Practice for Development Education in Ireland

2022 Research Report





Acknowledgements

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Executive Summary

About the Code

The Code of Good Practice for Development Education in Ireland (hereafter 'the Code') is a unique framework that articulates what quality Development/Global Citizenship Education means in the form of twelve shared Principles and related practice Indicators. The Code's main aim is to contribute to Development/Global Citizenship Education practice improvement through several activities. Being a Code member, organisation or individual, includes:

- ▶ signing a Code Commitment form annually.
- ▶ carrying out a Self-Assessment process which includes:
 - ▶ completing a Self-Assessment Workbook – Code members must self-assess themselves as 'Fully', 'Substantially', 'Partially' or 'Minimally' fulfilling each Principle
 - ▶ developing an Action plan that is shared with IDEA.

Aim of the report

The aim of this report is to contribute to knowledge of Development/Global Citizenship Education practice in Ireland, by analysing the evidence emerging from the Code members' activities, including the evidence gathered via the self-assessment workbooks, insights from the 2022 Lessons Learned Report and Code Network meetings during 2022.

This research identifies trends and changes since 2020, comparing 2022 data with that presented in the [2020 Baseline Report](#). By the end of 2022, six rounds of Code self-assessment had taken place. This report analyses the workbooks submitted in both rounds in 2022 – 47 submissions by 42 organisations – and compares them to the submissions of 2020 in the first two self-assessment rounds – 33 submissions by 20 organisations. It also compares against the [2020 Baseline Report](#) findings.

In this sense, it aims to contribute to the continued efforts of IDEA to examine data over an extended period to identify trends, challenges, and opportunities. More specifically, the report identifies Development/Global Citizenship Education practice strengths and gaps at a sectoral level using the Code's Principles.

Key findings

Based on self-assessment ratings in 2022, it can be observed that overall practice is perceived as strong across all Principles by Code members. An analysis of self-assessment ratings per Principle helps to identify those principles for which practice is perceived as stronger in 2022:

- ▶ the educational principles (1-9) continue to appear as relatively stronger in comparison to organisational Principles (10-12) as also identified in the [2020 Baseline Report](#).
- ▶ Principle 5 *Use Participatory, Creative methodologies* and Principle 3 *Be explicit about the ethos of Development Education* appear as the strongest in 2022 data¹.

An important trend is that the Code members who have engaged longer, self-assess their practice with higher ratings in 2022.

Comparing 2020 and 2022 overall ratings more closely, there is a change within Principle 11 in particular from most Code members self-Assessing “Partially” to more self-assessing “Substantially” and “Fully”.

In general, qualitative insights indicate more awareness of the importance of organisational Principles. For example, in their Workbooks, Code members refer to new commitments to improve and complete their strategies to mainstream Development/Global Citizenship Education into all areas of work of the organisation (Principle 10) and in two interviews they explained how the Code helped them guide reflection and conversations about organisational practices beyond those working specifically in educational activities.

Comparing the average ratings of these Organisational Principles in 2020 and in 2022 for all Code members, there is also a trend towards improved self-assessment ratings at an aggregate level in these Principles over time which needs to be further monitored.

A qualitative analysis of the evidence provided shows that overall, there is a good understanding of the Principles as evidence provided is well aligned with the Indicators in most cases. Evidence is rich and shows a wide range of thematic and methodological approaches and types of activities. It is noteworthy that evidence in 2022 explains how activities were adapted to the online space during the Pandemic, leading to challenges but also to innovation and development of more options using digital spaces. At the same time, there are challenges in understanding all aspects of some Indicators, leading to relevant evidence being more limited at times. Evidence provided for certain Indicators is less clear and specific, for example, on how practices engage with different models of development (Indicator 1.2), and with global systems (4.2.).

The growth in the Code's membership over the past years, Code members' level of engagement with the Code's activities and the evidence of the Code's contributions to improved educational and organisational practice demonstrate the relevance and effectiveness of the Code of Good Practice for Development Education.

¹ Note that the language of some principles and indicators was revised as part of the 2023 Code review. The wording of the principles and indicators in this report reflects the wording used in 2022.

Insights shared by Code members interviewed confirm the findings of the [Code Review Report](#)² which concludes that the Code has provided practitioners with “*a common language and framework for practice*”. The Code is considered a useful tool for systematic internal reflection and planning, and efforts towards practice improvement.

Note: Development Education, Global Citizenship Education, Education for Sustainable Development and Global Youth Work are all terms used by Code members depending on the nature of their work or their areas of specialisation. For the purposes of the Code and this report, we use both Development Education and Global Citizenship Education interchangeably to encompass all relevant terms and approaches within the area of education for global citizenship and sustainable development.

2 The Code Review Report considered all aspects of the Code, including the wording of principles and indicators, processes and support structures and aimed to establish whether the Code Principles and Indicators fully reflected all aspects of quality DE, and to consider how the Code's processes and support structures can support sustained engagement of the sector in a process of peer-led practice development. This second aim overlapped in focus with this report's focus on the Code's contributions to learning and ideas for its further development. However, the Code's Review did not analyse the evidence gathered through Workbooks as this report does.

1. Introduction

The Code of Good Practice for Development Education in Ireland (hereafter ‘the Code’) is a unique framework that articulates what quality Development Education means in the form of twelve shared Principles and related practice Indicators. Development Education, Global Citizenship Education, Education for Sustainable Development and Global Youth Work are all terms used by Code members depending on the nature of their work or their areas of specialisation. For the purposes of the Code and this report, we use both Development Education and Global Citizenship Education interchangeably to encompass all relevant terms and approaches within the area of education for global citizenship and sustainable development.

The Code was developed by members of the Irish Development Education Association, IDEA, between 2016 and 2019, a period which included a piloting phase. The Code builds on previous work by IDEA Working Groups and partners in developing Good Practice Guidelines for key areas of Development Education. The Code was launched at the end of 2019 with the first self-assessments received in April 2020. In 2021, the Code was recognised with a Global Education Network Europe (GENE) Quality in Global Education Award.

The Code’s main aim is to strengthen Development Education practice through several activities. Code members – organisations or individuals – sign a Code Commitment form annually. They carry out a self-assessment process which includes completing a Self-Assessment Workbook and developing an Action Plan that is shared with IDEA. When completing the Self-Assessment Workbook, Code members must self-assess their practice as ‘Fully’, ‘Substantially’, ‘Partially’ or ‘Minimally’ fulfilling each Principle. They then receive a feedback letter from IDEA which summarises their submission, identifies good practices and makes suggestions on how to strengthen future self-assessments.

The review of the workbooks and development of feedback is supported by a [panel of experts](#). The role of the panel is to review the Self-Assessment Workbooks and Action Plans and contribute to IDEA’s feedback to the Code members. This panel was appointed in June 2021, it was expanded in July 2022 to 11 members, and in 2023 to 13 members.

There are two equally important elements of the Code, the process of self-assessment and the Code Community of Practice. IDEA facilitates a Community of Practice to share experiences and learning using the good practice framework the Code provides. Importantly, there are two Code network meetings per year and members must attend at least one per year. The Code membership has grown over the years, 20 members joined in 2020, an additional 9 in 2021, and a further 13 in 2022, leading to a total membership of 42 organisations by the end of 2022.

Between November 2022 and March 2023, a comprehensive and independent [review of the Code](#) was carried out which concluded that: *"the Code has supported the Development Education sector to achieve greater clarity and coherence while fostering a culture of reflective practice and peer support"* and that overall, members were engaged and satisfied with the Code activities and feedback mechanisms. However, that review did not analyse specific evidence gathered through Workbooks nor self-assessment ratings. This type of analysis of the evidence submitted by members through their self-assessment workbooks took place based on the first year of the Code roll-out in 2020 and there has been a commitment from IDEA to repeat the analysis of the Code workbooks every second year (i.e. 2020, 2022, 2024 etc.)

Therefore, the purpose of this report is to contribute to knowledge of Development/Global Citizenship Education practice in Ireland, by analysing the valuable evidence emerging from the Code members' activities, including the evidence gathered via the Self-Assessment Workbooks, insights from Lessons Learned Reports and Code Network meetings during 2022. This 2022 research report also identified trends and changes since 2020, comparing 2022 data with that presented in the [2020 Baseline Report](#).

In this sense, it aims to contribute to the continued efforts of IDEA to examine data over an extended period to identify trends, shortfalls, and opportunities. More specifically, the report identifies strengths and gaps at a sectoral level using the Code's Principles. Finally, the report identifies and discusses areas of strategic development.

This analysis was conducted between August and November 2023 by Celina Del Felice, supported by Elaine Mahon (IDEA staff). Additionally, Alasdhair Collins and Morína O'Neill provided valuable inputs and comments on a draft of this report. All four individuals are members of the [Code panel](#). You can learn more about IDEA and the report team in Appendix V.

2. Methodology

The research was guided by the following questions, in line with the [2020 Baseline Study](#):

1. What does the Code data reveal about Development Education practice in Ireland among Code members?
2. What are the main trends and changes from the 2020 Baseline Study?
3. How does the Code contribute to learning?
4. How could the Code be developed in the future, operationally and strategically?

An additional question was included in the [2020 Baseline Report](#), to guide a reflection on the possible/potential contribution to the impact of Development/Global Citizenship Education. This aimed to offer clarity on what the Code is and the kind of evidence that it has yielded in the period 2020–2022, acknowledging that the Code was not created to gather evidence of impact, but rather serve as a quality framework:

5. Does the Code data reveal anecdotal evidence about the impact of Development Education in Ireland?³

2.1. Data gathering details

The data analysis included documentation and interviews as described in detail below.

Relevant documentation was identified (See Appendix I). The most important source was the data (evidence) contained in the Code members' self-assessment workbooks submitted in 2022. There were 47 self-assessment submissions in 2022 (23 self-assessment workbooks in February 2022 and 24 in August 2022). Five organisations submitted two Workbooks in this period⁴, so findings are based on data from 42 organisations. Workbooks contain evidence per Indicator and self-assessment ratings per Principle, as well as a section to include additional information such as any reflections on gaps, challenges, and possible actions. Workbooks also include current and, from the second submission onwards, previous Action Plans. These Plans consist of a series of actions members decide to work on in the future. Through a template included at the end of the Workbook, these actions are organised

³ Note that the question asked in 2020 was, "What can the Code data reveal about the impact of Development Education in Ireland?"

⁴ Note it is a requirement of Code membership to submit two self-assessments within the first year of joining the Code (six months apart), and after that the self-assessment is submitted annually.

per Indicator and members describe the planned actions briefly, indicate the resources or support needed, the person/s responsible for each action as well as a timeframe and notes on progress. It is important to note that the Code Workbook instructions encourage members to address gaps and prioritise actions on Principles 1-3 as they are considered the foundations of quality Development/ Global Citizenship Education, or 'building blocks' of the Code.

Secondly, other documents relating to the submissions were examined: evidence grids (which gather all evidence per Indicator and organisation); good practice grids (which bring together all good practice examples identified by the Code panel), action plan grids (which highlight areas of focus for members' action plans) and feedback letters sent to members from IDEA.

Thirdly, demographic data of Code members was identified via organisational websites, surveys carried out by IDEA (including Annual Members' Survey and the survey of members applying to Irish Aid for GCE grants).

Finally, past reports and studies were taken into consideration: importantly, the [Baseline Report of 2020](#) which served as a reference point for this study and the Lessons Learned Report of 2022 which reviewed the Code's operations in 2022, including an analysis of self-assessment ratings and feedback from members. Additionally, the [Code Review report](#) was reviewed as it considered all aspects of the Code, including a review of processes and support structures since the Code's inception. While the Code review report was published in May 2023 (after the period being analysed for this report), the review began in November 2022, and included Code activities in 2022 so was deemed relevant to this study.

The second data gathering method comprised short online interviews with a selection of Code members. Selection criteria included: representatives of different Code cycles/years of engagement (2020-2022), different sectors of education, sizes and types of organisations, and geographical representation. 11 Code members were approached, and interviews were conducted with six of them in the period between 11th and 26th October 2023 as detailed in Appendix III.

2.2. Data analysis details

To understand the approach to data analysis it is necessary to explain how the Code's self-assessment process works. The Code consists of twelve Principles. For each Principle there are between two and five detailed Practice Indicators which set out elements of good practice within each Principle. Code members provide evidence at the level of each indicator, and then rate their practice against each overall Principle ('Fully', 'Substantially', 'Partially' or 'Minimally' fulfilling each Principle). The data analysed was contained in the Workbooks – both the Self-Assessment ratings per Principle across all workbooks/Code members and evidence descriptions supporting the Indicators per Principle. It is worth pointing out that 'evidence' according to the Code is a description of the Code members' practice, i.e. how they 'do' DE.

Code of Good Practice for Development Education

12 Core Principles

Educational Practice



01 Contribute to **Knowledge** in Ireland about global development



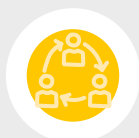
02 Explore the **Root Causes** of local and global injustices and inequalities in our interdependent world



03 Be explicit about the **ethos** of Development Education



04 Encourage **Critical Thinking** in our exploration of local and global justice issues and seeking of solutions



05 Use **Participatory, Creative** approaches in our educational practice



06 Produce and use **Quality Resources** and **Materials**, based on continuous learning



07 Build **Knowledge, Skills and Attitudes** for informed action that is collective in nature



08 **Imagine** and **Explore Solutions** for a better world



09 Actively and consistently **Reflect and Learn** from our own Development Education practice and participants' feedback

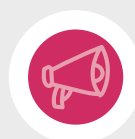
Organisational Practice



10 Have a clear **Development Education Strategy and Action Plan**



11 Reflect the **Key Values** of Development Education



12 **Advocate** for **Quality Development Education**

It is also important to explain how Code members have been grouped. There are two self-assessment deadlines per year so members can join in advance of either deadline. Depending on when they join the Code and therefore, submit their first Workbook, they are assigned to a group. For example, Group A is composed of Code members who submitted their first Workbook in April 2020 and Group B by those who joined in October 2020 and so on, as the years progress. As the [2020 Baseline Report](#) notes (p.9), *"it is important to analyse the Code membership in terms of 'groups', (members joining at the same time) because comparing all-member-based snapshots over time could be misleading since the overall picture can be influenced by new members joining the Code"*. Appendix IV contains a table with an overview of groups and number of rounds. Using these groupings, the ratings and evidence is collated by IDEA into common files and grids at each round.

Overall, the same method of analysis is used as in the [2020 Baseline Report](#), that is, comparing Code members' self-assessments and the strength of evidence they provided for their ratings; as well as comparing ratings in 2020 and 2022 for the groups of Code members that joined the Code in 2020 and at an aggregate level ratings of all submissions in 2020 and in 2022. Quantitative analysis was used to assess the proportion of Code members reporting their practice at each of the various levels of self-assessment (Fully, Substantially, Partially and Minimally) for each of the principles to identify strengths and weaknesses in Development Education practice. Finally, qualitative analysis of the evidence was conducted to reveal more about the nature of these strengths and weaknesses.

For easier comparison, Self-Assessment ratings were converted into numerical values:

- ▶ 'Fully': 4 points
- ▶ 'Substantially': 3 point,
- ▶ 'Partially': 2 points, and
- ▶ 'Minimally': 1 point, leading to a maximum 'score' of 48 points (four per Principle), and a minimum of 12 points per member).

The calculation of the total number of points per organisation per round and for the 12 Principles in 2022 (combined/averages for the Code members that submitted twice that year) allowed the identification of strong and less strong areas at the sectoral level as perceived by Code members. It is important to note that it is not the aim of the Code to measure or assess quantitatively the progress or internal learning of Code members; nor to compare Code members with each other. Self-Assessment ratings are used as subjective *indications* of strength, not as rigorous evidence of strength. Furthermore, given the diversity of organisations, comparison between Code members is not relevant or appropriate.

The numerical values used in this report only aim to support analysis of overall trends and should not by any means be considered conclusive or an evaluation of the quality of Development Education of an organisation or of the sector.

Secondly, good practices at the level of Indicator are identified by the Code panel in reviewing the workbooks and collected in separate grids for the February and August 2022 rounds. These good practices are also included in the feedback letters sent to each member from IDEA. The documentation of these practices also includes excerpts from the workbooks, that is, the exact

descriptions as presented by the Code member in their self-assessment workbooks. This information helped to establish the number of good practices identified per Principle and per Indicator as *illustrations* of good practice, and not necessarily as indicators of strength of practice. It is important to note that there is not an agreed and systematic way to select good practice examples among panel members, but based on the panel members' experience and expertise, they identify practices which stand out to them. In addition, most workbooks are reviewed by two panel members which also leads to strengthened review of the practices within the workbooks. The good practices are identified to recognise the Code member's efforts in the specific organisational and learning context of each submission. For example, the same practice can be considered regular or routine practice in some settings, while for others, it may represent a significant achievement or innovation.

Thirdly, actions planned by Code Members at the level of Indicator had also been listed in "Action Plan Grids", that is, shared documents for the February and August 2022 rounds. This information identifies the areas of practice that Code Members plan to focus efforts on for the period following their submission and serves as extra indication of areas to be further strengthened and considered relevant.

Finally, the evidence included in Workbooks was collected in "Evidence Grids" per Indicator, that is, shared documents for the two rounds. This represents a rich source of qualitative data which could give insights into how each Indicator is interpreted and what the practices consist of. Given that the Self-Assessment rating aims to capture the overall member's perception on their fulfilment of each Principle ([Guidance Note on Self-Assessment, 2022](#)), it seemed worthy to explore and illustrate some examples of practice and identify the main ways of approaching specific aspects of practice, as well as possible challenging aspects, even within Principles that show overall strong practice. It was considered important to unpack overall trends in evidence with some analysis of the descriptive evidence submitted by members within their workbooks. However, the amount of evidence is considerable, and it was not feasible to analyse it all. This is why evidence for a selection of Principles, and their related Indicators was analysed. The selected Principles were those four in which Self-Assessment ratings were comparatively stronger (More "Fully" and "Substantially" self-assessment ratings) – Principles 1, 3, 4 and 5 – and those three in which these self-assessment ratings were less strong (More "Partially" and "Minimally" self-assessment ratings), Principles 10, 11 and 12.

Within each Principle, illustrative examples were identified, and a descriptive summary of the main kinds of practices and approaches was made. Additionally, in order to identify specific challenging aspects, the number of good practices identified by the Code panel was used to signpost possible challenging areas. The content of evidence presented for those Indicators with relatively fewer good practices was then further analysed to identify any specific challenges.

The analysis of a selection of members' experiences in more depth through interviews helped to complete the identification of trends and changes since 2020 and examples of how the Code activities contributed to learning.

2.3. Research limitations

As in the [Baseline Report of 2020](#) this research also assumes that Self-Assessments of Code members are largely accurate. Though the evidence analysed comes from subjective perceptions, there are two factors that suggest this evidence can be seen as reliable. Firstly, as stated in the [Baseline Report](#) and

evident from Code members' commitment to the Code activities, Self-Assessments ratings seem to result from an honest engagement with the Code, motivated by Code members' interest in improving their practice. These ratings are not published and therefore it can be assumed there is little incentive for members to be over-generous in rating their own practice. It is just as likely that members may be over-critical in their Self-Assessment. Secondly, Self-Assessment ratings in subsequent submissions (2nd-4th submissions) are likely to have become more accurate because of their consideration of the detailed feedback in the letters received from IDEA which are developed with the support of the Code panel. These letters indicate areas in which evidence could be stronger and clearer and any discrepancies between the evidence presented and the Self-Assessment rating (including, as mentioned above, when these may seem overly harsh). Interviews and other communications with Code members reveal that the feedback letters were helpful when completing new submissions. So, it can be assumed that the feedback contained in the letters helped Code members decide on more accurate Self-Assessment ratings and in providing more robust evidence. In any case, it is important to reiterate that the evidence gathered was not originally developed for research purposes, but for internal organisational and sectoral learning.

It is important to note that all the quantitative analysis is based on a small number of Code members for statistical purposes. However, 47 submissions by 42 organisations represents a large sample, representative of the Development Education sector in Ireland, and together with the data collected and analysed in 2020, some patterns are being confirmed.

Given that the Code membership in 2022 is larger than in 2020 (20 members in 2020 and 42 in 2022) and the fact that different kinds of organisations joined, this research assumes that the Code membership continues to be to a great extent representative of the wider IDEA membership (with the exception of the under-representation of individual members of which there was one in 2020 and none in 2022). The [Baseline Report](#) compared basic organisational data of Code members and of IDEA members and found it quite similar (2021: 9-11). This report did not compare this data again for 2022 given the fact that a diverse set of organisations working in multiple sectors joined in 2021 and 2022, not over-representing one type of organisation or sector as shown in Table 1. However, it is important to monitor the composition of Code membership and its representativeness of IDEA's membership in future analyses since *"it allows us to draw conclusions from the Code data and apply them with some confidence to the whole sector"* (2021: 9) as stated in the [Baseline Report](#).

3. About the Code Membership

The Code's Development Education organisational landscape is rich and diverse. From Code members' data, it is clear there are diverse kinds and sizes of organisations that develop activities in formal, non-formal and informal education settings, and sectors, as illustrated in Table 1.

	2020	2022
Early Childhood Education	10%	6%
Primary Education	14%	13%
Post-primary Education	21%	20%
Higher Education	18%	15%
Adult/Community Education	21%	26%
Youth	16%	20%
Total	100%	100%

Table 1: Percentage of Code Members per sector in 2020 and 2022 (based on all sectors worked in - many members work in more than one sector)

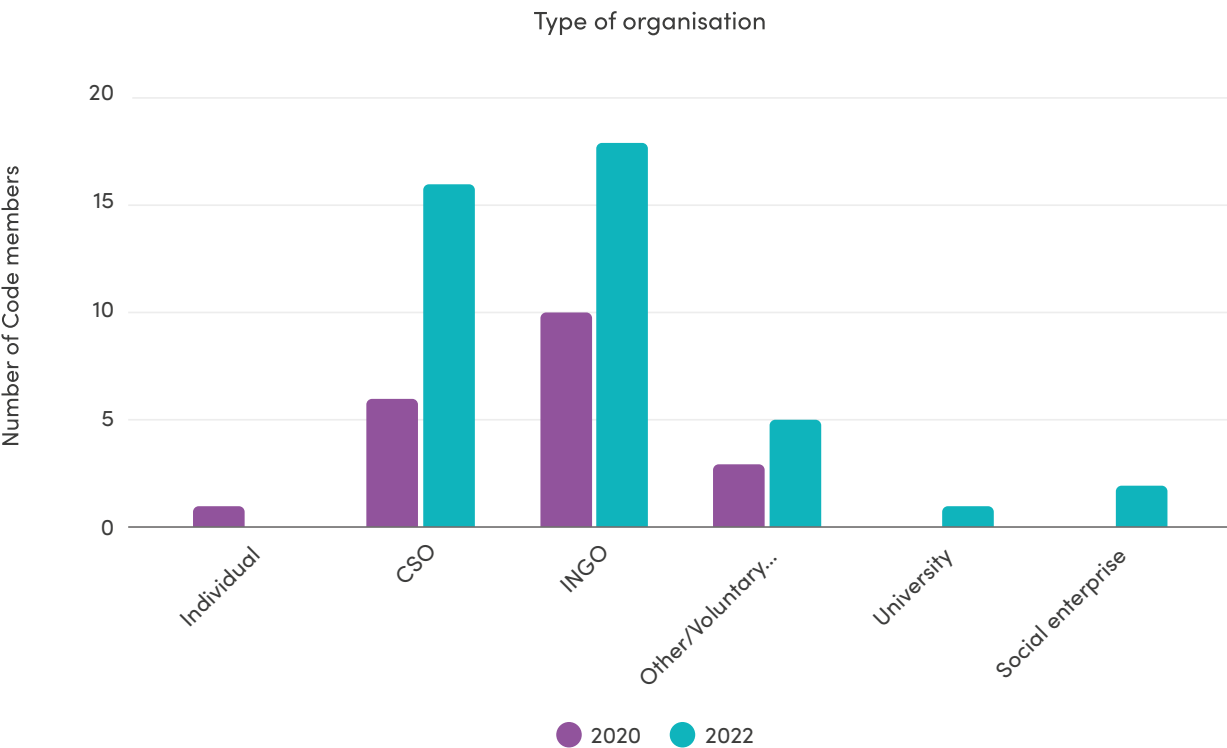
This diversity was also present in Code membership as described in the Baseline study (p.10) and 2022 data continues to show a similar pattern to that of 2020, that members work in all sectors, many members in more than one sector. However, some changes because of the growth in membership from 20 Code members in 2020 to 42 in 2022 are worth noting:

- ▶ as in 2020 the percentage of Code members working in Adult/Community Education continues to be the highest, though this percentage is slightly higher in 2022 (21% in 2020, and 26% in 2022).
- ▶ Similarly, the percentage of Code members working in the Youth Sector rose from 16% in 2020 to 20% in 2022 (11 of the 22 organisations joining in either 2021 or 2022 work with youth, in comparison to 9 of the 20 organisations that joined in 2020).
- ▶ At the same time, a small decrease in the percentages of Code members working in other sectors can be observed: Early Childhood education shrank from 10% in 2020 to 6% in 2022; Primary Education from 14% to 13%; Post Primary Education from 21% to 20% and Higher Education from 19% to 15%.

There continues to be a good spread of location of activities, although most continue to be in Dublin or through organisations based in Dublin (25 organisations out of the 42 have offices in Dublin) but organising activities across the island with other local partners. Representation of Code members based in other locations continues to be limited but more diversity in locations is observed than in 2020: organisations have their head office in ten other locations (Belfast, Derry / Londonderry, Cork, Kildare, Donegal, Meath, Waterford, Wicklow, Galway and Louth) on the island of Ireland, five more than in 2020.

In terms of types of organisations, most Code members are – as in 2020 – Civil Society Organisations (CSOs) and International Development Non-Governmental Organisations working overseas (INGOs). However, as illustrated in Figure 1, new types of organisations joined the Code in 2022: two social enterprises and one university.

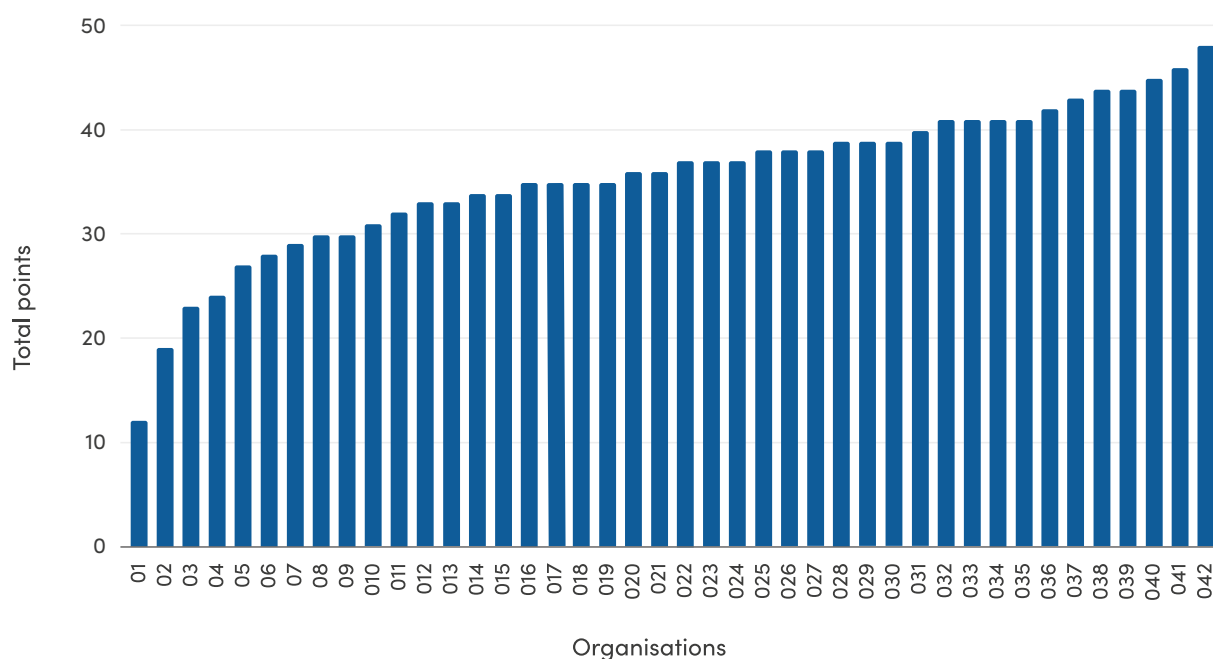
Figure 1: Number of Code members per type in 2020 and in 2022



4. Overall trends in Self-Assessment ratings in 2022

A significant majority of Code members perceive their practice as strong overall. This is indicated through their Self-Assessment ratings in 2022 submissions. Using the conversion of Self-Assessment ratings to points as specified above (see Section 2.2) allows us to have an overview of the ratings per Code member⁵ and as a group, with an average of 35.45 points for 2022. Figure 2 illustrates the number of points for the 42 Code members in 2022: more than half of the Code members (23 of 42 Code members) have self-assessment ratings that add up to 36 points – three quarters of the total ‘points’ available – or more.

Figure 2: Total points of Self-Assessment ratings of 42 Code members in 2022



The Baseline study did not find any strong correlation between the demographic characteristics (type, number of dedicated staff, sectors) and overall self-assessed strong practice. The analysis of 2022 data did not either. First, the self-assessed strength of practice indicated by the total number of points is largely similar for the main types of Code members as shown in Table 2.

⁵ It is important to note that for those five organisations which submitted twice in 2022 a combined average rating for the year is given. For example, if the total points of the February submission of one organisation were 32 and of the August submission, 34, the points for 2022 of that organisation is calculated as the average between the two, that is, 33 points.

Type of organisation	Number of Code members	Average Self-Assessment points in 2022*
Civil Society Organisation	16	35
International Development Organisation	18	36
Others, including social enterprises and university	8	35
	Total number of Code members: 42	Total average Self-Assessment points: 35.45 points

Table 2: Type of organisation and self-assessed strength of practice

***Based on 47 submissions or 42 Code members (with five of the 42 having an average score across two submissions).**

Secondly, the analysis found a weak correlation between overall self-assessed strength of practice and the number of dedicated staff⁶ working on Development Education as shown in Table 3. This is a correlation that should continue to be explored as points are slightly higher for those organisations with 5 or more dedicated staff. A hypothesis to be tested is that larger organisations have more dedicated and specialised staff that can both lead on Development Education and thus collect and describe relevant evidence to complete the Workbook. Thirdly, as most organisations work in multiple sectors, the relation between sector and self-assessed strength of practice was not analysed. This would require categorising organisations as per the main sector they are active in.

Number of dedicated staff to DE	Number of Code members	Average Self-Assessment points in 2022*
0-1	14	33.35
2-4	23	35.43
5 or more	5	41.40
Average number of staff	Total number of Code members: 42	Total average Self-Assessment points: 35.45 points

Table 3: Number of dedicated staff and self-assessed strength of practice

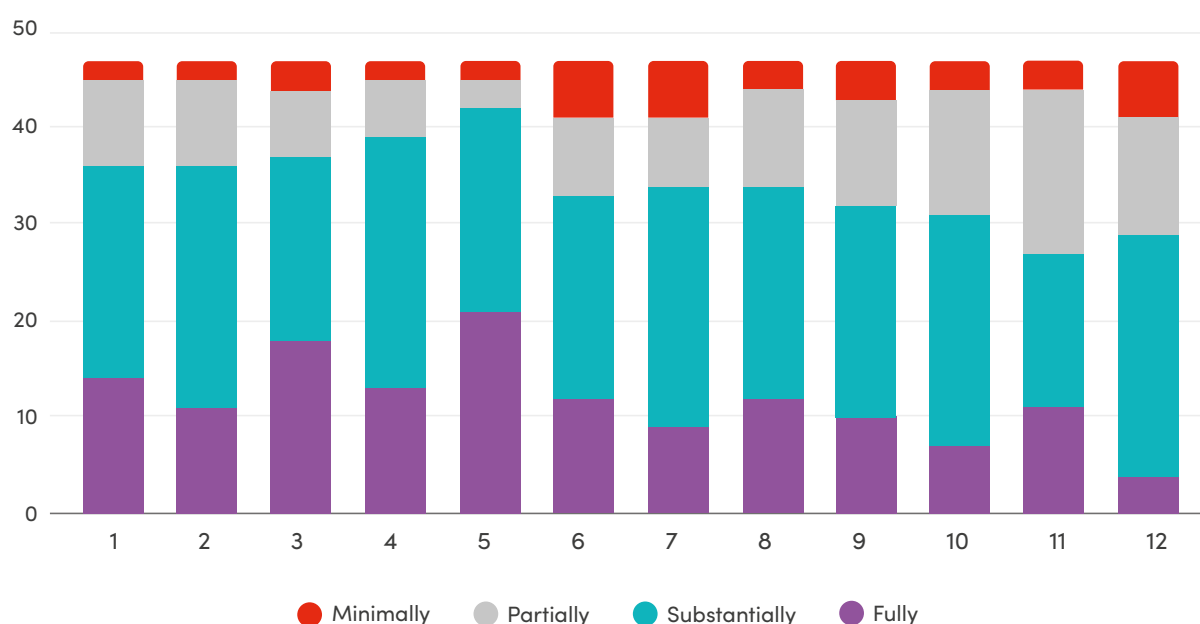
***Based on 47 submissions or 42 Code members (with five of the 42 having a combined score across two submissions).**

⁶ The number of dedicated staff to Development Education was identified via organisational websites and surveys carried out by IDEA including Annual Members' Survey and the survey of members applying to Irish Aid GCE grants from May 2023 (Question 4 requests respondents to indicate the total number of staff in the organisation and to estimate the percentage of total staff time dedicated to DE work in the organisation).

5. Strengths in Code members' Development Education practice

While the overall practice is perceived as strong, an analysis of Self-Assessment ratings per Principle helps to identify those Principles for which practice is perceived as stronger in 2022. As illustrated in figure 3, taking only those Principles that are rated as “Fully” most often, Principle 5 *Use Participatory, Creative methodologies* and Principle 3 *Be explicit about the methods of Development Education* appear as the strongest.

Figure 3: Self-Assessment ratings per Principle in 2022.



Taking Principles rated as Fully or Substantially, Principle 5 *Use Participatory, Creative methodologies* appears as the strongest, followed by Principles 4 (Critical thinking), 3 (Ethos of Development Education), 2 (Root causes of injustice) and 1 (Knowledge about global development) in that order. Self-Assessment ratings from 2022 clearly indicate that Principles 1-9 – educational Principles – are perceived as those in which practice is stronger. This contrasts with Principles 10-12 – organisational Principles – in which Self-Assessments indicate a less strong practice, however, overall, still strong.

In the context of the organisational Principles, it is worth noting that the [Baseline Report](#) identified Principle 11 *Reflect the Key Values of Development Education* as one in which a much higher proportion of members assessed themselves as only “Partially” fulfilling the Principle in 2020 (2021:18). Self-Assessment ratings in the 2022 submissions confirm this trend of Principle 11 as being the one in which practice is perceived by Code members to be more challenging as illustrated in Figure 4, yet, with an important change in comparison to 2020: while 56% percent of Code members rated

themselves as “Partially” fulfilling this Principle in 2020 (Groups A and B), this percentage decreases for the same groups to 47% in 2022 as shown in Table 4. Additionally, 36% of all groups together rate themselves as fulfilling Principle 11 (Values of DE) “Partially”, followed by 34% “Substantially” and 23% “Fully” in 2022. This change may indicate an improvement in practice in Principle 11. Additional elements which may support this as a trend in improvement are the qualitative insights provided in evidence describing organisational changes (See section 6.1. for more details) and the relatively higher number of good practices that were identified by panel members for this Principle in 2022. Though this must be taken with caution as internal communication among panel members revealed that there was an extra effort made to proactively pull-out good practice in this Principle to be included in feedback letters and also share with the Code Community of Practice (for example through the Code Background Notes published in 2022). This was done considering that overall, this Principle was challenging for members, and it was deemed necessary to recognise efforts and find inspiring examples for other members. However, a more systematic analysis of evidence should be conducted in the future to monitor the evolution of this trend.

Self-assessment ratings for Principle 11	2020 Groups A and B	2022 Groups A and B	2022 All groups
Fully	24%	32%	23%
Substantially	20%	21%	34%
Partially	56%	47%	36%
Minimally	0%	0%	7%

Table 4: Principle 11 Self-Assessment ratings for Groups A and B

Though organisational Principles continue to be perceived by Code members as less strong than educational ones, there are signs of strengthened practice in Principle 11 (Reflect the key values of Development Education in organisational practice) which should be further explored.

5.1. Exploring Good Practices

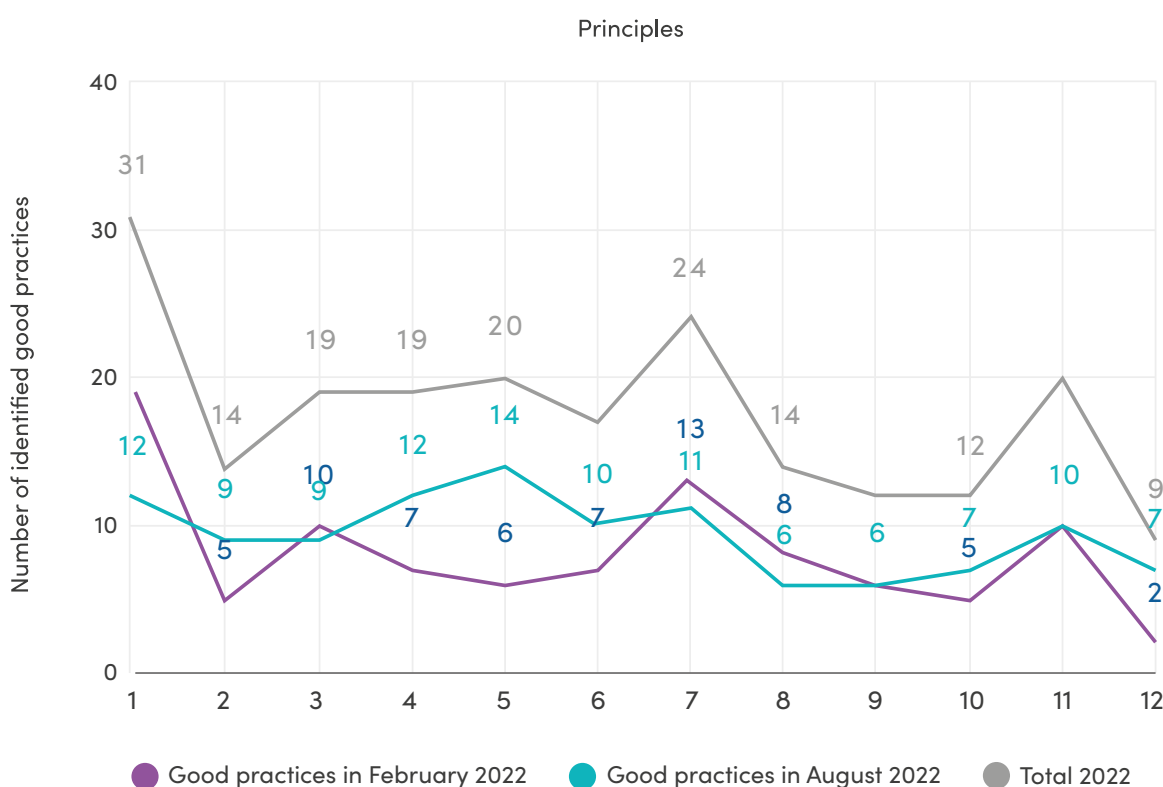
Though it is assumed that Self-Assessment of the educational practice is a good measure of strength of practice, the number of good practice examples that were identified by Panel members were also explored as illustrative examples of the kind of work Code members were engaged in. As explained in section 2.2. the Code panel does not have a systematic way of identifying good practice but rather highlights relevant and innovative examples in the context of particular Workbooks from their own perspective. Despite this limitation, this data was explored to identify overall trends and gaps.

The first general finding is that good practices were identified for all Principles (Indicator by Indicator). Yet there are notably more examples identified for Principle 1 (knowledge about global development) and and Principle 7 (Taking Action)⁷, with 32 and 24 good practices identified respectively, and fewer for Principles 9 (Reflect and Learn), 10 (DE Strategy) and 12 (Advocacy for

⁷ This may be explained by the fact that Code members focus on skills building to support action which is a sign of strong Development Education praxis and this may be considered valuable by panel members, and the fact that this Principle has 5 Indicators

DE) as illustrated in Figure 4. This shows that there are more good practices identified in relation to educational practice – Principles 1-9 (average 18.8 good practices per educational Principle⁸) than to organisational practice – Principles 10-12 (average 13.6 good practices per Organisational Principle)⁹. This difference coincides with the Code members self-assessment of stronger practice in educational Principles than in organisational Principles as explained above. Yet, the number of good practices in organisational Principles is considerable. Good practices identified, together with other insights shared in Code Network meetings and interviews, may indicate there is at least an awareness of the complementarities and relevance of both sets of Principles. In the May 2022 Code Network meeting “members identified the importance of ensuring the methods and values of DE permeated all of the organisation, and particularly, organisational governance” (Lessons Learned Report, 2022:11). In any case, self-assessment ratings, good practices identified, and other qualitative evidence support the relevance of having educational and organisational Principles in the Code of Good Practice.

Figure 4: Number of good practices identified by panel members in 2022



5.2. Explaining and Illustrating Self-Assessment ratings

This section aims to explain and illustrate strong areas of practice, highlighting and describing some examples and approaches to interpreting the indicators. A qualitative analysis of evidence presented in Workbooks for these Principles as well as insights from interviews on perceptions of strong

⁸ The number of good practices identified were listed per Principle and per round, February and August 2022. Good practices per Principle of the two rounds were added up as Panel members tend to refer to practices identified in previous letters and only add/select new ones if the organisation submitted two Workbooks in that year (the case of five organisations in 2022). Then all good practices identified for educational Principles 1-9 were added up, making 170 good practices, resulting in an average of 18.8 practices per Principle. The same procedure was adopted for organisational principles. A total of 41 good practices were identified in organisational Principles 10-12, resulting in an average of 13.6 Good practice per Organisational Principle.

⁹ These are a) an average of the number of good practices identified per Principle across Principles 1-9 and b) an average of the number of good practices identified per Principle across Principles 10-12.

practice can help explain and unpack what these trends mean and identify gaps or challenges. Since analysing and presenting all the examples of strong practice of all Principles and Indicators is not possible in this report, this section focuses on Principles 4 (Critical thinking) and 5 (Creative, participatory methodologies) being the ones that are self-assessed as stronger (see most self-assessments ratings adding “Substantially” and “Fully” for these Principles as shown in Figure 3). 19 good practices were identified within Principle 4 (Critical thinking) in 2022: ten for Indicator 4.3; six for Indicator 4.1. and three for Indicator 4.2. Under Principle 5, 20 good practices were identified in 2022: Nine for Indicator 5.3; six for Indicator 5.1. and five for Indicator 5.2. An analysis of the good practices and evidence for each Indicator of these Principles can show how Code members realise them in their practice and offer an insight into what Code members perceive to be strong practice under these indicators.

Principle 4: Encourage critical thinking in our exploration of local and global justice issues and seeking of solutions

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

The descriptions of the six good practices identified for this Indicator refer to seven dimensions of diversity¹⁰. In four of them, there are references to activities including voices from the Global North and the Global South. Descriptions also refer to having considered the voices of different genders, ethnicities and of indigenous groups, rural/urban environments, low-income backgrounds, age, and academic background. This trend is confirmed by an analysis of all evidence for this Indicator in which 20 of 42¹¹ Code members referred explicitly to engaging voices from Ireland, the Global North and the Global South. Other dimensions of diversity mentioned in addition to the ones identified in good practices were refugee/migrant status (two Code members), and type of political activism (two Code members). Considering that analysing global injustices and inequalities is at the core of Development Education, this interpretation of diversity is to be expected and indicates that involving diverse perspectives to understand the local/global dimensions of issues is at the centre of Code members’ Development Education practice. It is noteworthy however, that dimensions such as race, religion/spiritual beliefs and disability/physical-cognitive ability were not explicitly mentioned in any of the evidence submitted for this Indicator. Additionally, this area was noted in the May 2022 Code Network Meeting as challenging and discussions in the context of the Code Review on the need to further elaborate on this aspect in the Background Notes (p.26) indicate this is an area that needs further attention.

► Indicator 4.2. Enable critical exploration of how global systems work

The descriptions of the three good practices identified for this indicator refer to different methods used to enable a critical exploration: practices include drama, experiential learning and systems-thinking as well as creating spaces for participants to write reflective blog posts. Only in one example is there a reference to a global system, that of regulations of asylum seeking. An analysis of all evidence gathered for this Indicator shows that while some Code members provide clear and relevant evidence, for others, it seems more challenging as further analysed in the next section.

¹⁰ The most common dimensions of diversity analysed in diversity studies are 12: race, ethnicity, religion, gender, disability, sexuality, age, class, language, locality, lifestyle, legal status, see: Vertovec (2014).

¹¹ 42 Code members completed 47 submissions in 2022, the five organisations who submitted twice that year had the same evidence in both submissions for this indicator.

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

The 10 identified good practices for this Indicator provide examples of specific methods and techniques used to ensure a safe space, four of them mentioning groups discussing and agreeing on ground rules/group contract at the beginning of activities. Four practices refer to relying on skilled facilitators or ensuring good facilitation. Two of them mention that activities included specific training on facilitation. The analysis of all evidence for this Indicator confirms this is an area of strong practice. Most Code members provide details of specific methods and appealing to values of respect and confidentiality, and one organisation even has a specific “Safer space policy”. Skilled facilitation using specific techniques and ground rules is mentioned consistently and is a good Indicator of how seriously this aspect is taken in educational practice. However, 7 Code members out of the 42¹² provide only general evidence, for example, stating they do it through facilitation and not mentioning any specific example or method, and three Code members do not provide any description of their practice which is relevant to this indicator.

Principle 5: Use participatory, creative methodologies

The approaches and types of activities both in formal and non-formal education described in Workbooks indicate a wide and rich diversity of participatory methodologies. Experiential methodologies, gamification, the use of the arts, theatre and outdoor activities stand out as participatory and creative methodologies mentioned in evidence. One of the interviewees (Interviewee 1) explained the following when asked about the stronger areas of practice:

“We believe that working with a team of very skilled DE facilitators allows us to use a variety of creative and participatory methodologies. DE issues are explored through dialogue, discussion, music, poetry, food-sharing, tree-planting, theatre, and drama”.

► **Indicator 5.1. Use participative methodologies that reflect our Development Education ethos**

The six identified good practices for this Indicator provide examples of participative methodologies including games, simulations, group projects and outdoors and adventure education. They mention explicitly experiential learning, or it is clear in their descriptions. Notably, three out of the six mentioned online components that allowed more accessibility, for example, to include captioning in videos, and group participation via digital tools like mentimeter. One organisation explicitly mentioned the learning process of moving activities online as a result of the Pandemic.

The analysis of all evidence for this Indicator confirms this is an area of strong practice. All Code members (42) except one provide clear and relevant evidence. It is interesting to note that participatory methodologies faced challenges when Code members were forced to move their activities online during the Pandemic: one organisation explained “This [this Indicator] is significantly challenging online. However, we use tools like Mentimeter, Zoom polls and slido to increase participation and engagement online.” This can be an area of further exploration of good practices in an era of digitalisation.

12 The evidence provided by the five organisations who submitted twice in 2022 was the same in the two submissions for indicator 4.3.

► **Indicator 5.2. Continuously develop the use of participatory methodologies through our practice, learning from within the Development Education sector and other education sectors**

The five identified good practices for this Indicator provide examples of workshops, courses and new resources developed, mentioning nine organisations and networks with whom the Code members cooperated and learned from, some being mentioned several times, including IDEA activities. The analysis of all evidence for this Indicator confirms this is an area of strong practice. All Code members explain how they strive to develop their methodologies and learn from other organisations, except for one which states only that they participate in capacity building events.

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

The nine identified good practices for this Indicator provide examples of how spaces are created and facilitated to ensure they are relevant and appropriate for learners. Three examples mention the importance of assessing needs and of requesting feedback from participants to adapt activities accordingly. Issues mentioned were language, accessibility, physical and online spaces, preferences on the length of activities, flexibility to adapt to new needs, for example, offering additional individual follow-up and mentoring activities, and suitability of the methodologies depending on the participants' backgrounds, more or less formal spaces depending on the group and aim of the activity. The analysis of all evidence for this Indicator confirms this is an area of strong practice. Three Code members do not provide any evidence which is relevant to this indicator. Other prominent issues mentioned in evidence, besides those already identified, were the use of outdoors spaces, materials, the importance of considering ages of the learners to decide on physical spaces, and again, the challenge of facilitating activities in the online space during lockdown. On the latter, one organisation explained: *"Since lockdown, this has been challenging over Zoom, but tools such as Miro and Jamboard can create participatory environments."* One area to explore further are the different interpretations of space, while some described more their choices in relation to the physical spaces (indoors/outdoors, formal/less formal) other descriptions focused more on the overall atmosphere, facilitation, and organisational setting.

The analysis of evidence for Principles 4 and 5 – self-assessed as two in which practice is strong – shows a rich and wide range of thematic and methodological approaches. Code members present relevant and complete evidence, and some highlight the innovations and changes adopted when having to move activities to the digital space.

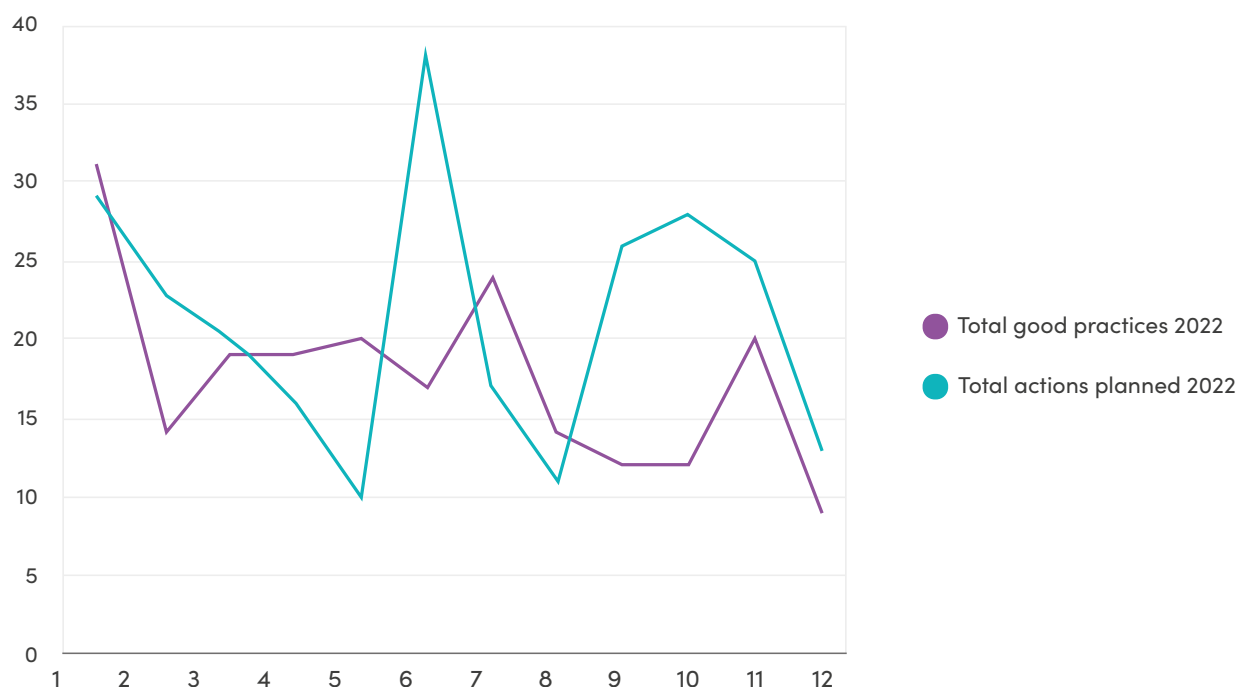
5.3. Challenges within strong areas of practice: engaging with models of development and global systems

This section investigates the gaps identified in evidence of Principles perceived as strong. Principles 1–5 are perceived as those in which educational practice is strongest. Despite the strength of practice in these Principles being clear, it is also important to identify challenges and gaps in relation to some specific Indicators for these Principles. Strikingly, in the case of Principle 1 (Knowledge about global development), perceived as one of the strongest areas of practice and in which most good practices

are identified, it is also the case that a high number of planned actions – within Code members' action plans – is found (See Figure 5). It is worth recalling that the Workbook instructions encourage members to prioritise actions – where practice is self-assessed as less strong – on Principles 1–3 being the foundations of quality Development Education. Yet, the number of planned actions in areas of strong practice may indicate the need for continued improvement efforts, even when the overall Self-Assessment rating is “Fully.” A Self-Assessment rating of “Fully” or “Substantially” usually indicates supporting evidence was provided by the Code member to illustrate the rating, yet not precluding the identification of specific challenges and gaps. Figure 5 also shows that relatively fewer actions are planned for Principle 5 (Participatory and creative approaches) which is perceived as a strong area of practice according to self-assessment ratings so we can interpret that Code members de-prioritize this area in their action plans. In contrast, a high number of actions were planned for Principles 6, 9, 10 and 11, coinciding with areas that are perceived as relatively less strong.

Observations from Panel Members on specific Indicators being more challenging to demonstrate evidence, together with the number of good practices identified by them – with the limitations above specified¹³ – helped to select some Indicators to examine more closely to identify specific gaps and challenges. The main gaps were found in Indicators that require more precise conceptualisations and theoretical definitions such as “models of development” (Indicator 1.2.) and “global systems” (Indicator 4.2.).

Figure 5: Number of good practices and actions planned in 2022



¹³ For example, only 6 of the 31 good practices identified for Principle 1 relate to Indicator 1.2., in comparison to 12 for 1.1., and 13 for 1.3. Additionally, only three of the 19 good practices identified for Principle 4 relate to 4.2., in comparison with six for 4.1., and ten for 4.3.

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

An analysis of evidence provided for this Indicator reveals that only 10 out of 42 Code members (including the 47 submissions¹⁴) provide evidence which directly addresses the indicator, by explaining how they engage with different dominant and alternative models of development and mentioning at least one example of a model. For example, one Code member explains how their resources discuss different conceptual and theoretical perspectives on development and include the following examples: “Modernisation theory, Sustainable Development, Post Development, Marxism, Feminist Theory (...)”. Other self-assessments provide limited or partial evidence such as referring to topics discussed such as inequality, climate change or consumerism (9 Code members), discussing the SDGs¹⁵ (8 Code members), stating they do engage with different models of development but without providing details (7 Code members) or referring to educational or other models, for example, critical pedagogy, which is not per se a model of development. This shows that there may still be a limited understanding of what development models are, or that this area is not prioritised in educational practice and therefore, tends not to be clearly described in the evidence. This finding converges with those of research commissioned by the Centre for Global Education and Financial Justice Ireland,¹⁶ which explored the extent to which the Irish international development and Development Education sectors consider and incorporate a critical analysis of the currently dominant form of economics underpinning the predominant development model, neoliberalism, in their education work. This research concludes that only some Code members critically explore this model in their educational activities. Rather, educational work seems to focus on the negative effects of global systems without discussing the economic paradigms underpinning the different models of development.

► **Indicator 4.2. Enable critical exploration of how global systems work**

An analysis of evidence presented for this Indicator also indicates a lack of clarity about what is understood by “global systems.” Few Code members give clear and specific examples (global trade, migration policies, human rights, governance), and most provide general or limited evidence.

Various sources clearly indicate Principles 1, 3, 4 and 5 as those in which practice is strongest. However, at the same time, specific Indicators (1.2; 4.2.) appear as requiring clearer and stronger evidence for a considerable proportion of Code members.

¹⁴ The content of the evidence for the five repeated submissions in 2022 was largely the same.

¹⁵ The Sustainable Development Goals are a set of targets which compose the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015. Though the process of their identification and adoption has benefited from a diversity of perspectives on development models, they do not per se represent a specific set of models of development.

¹⁶ Available at: <https://www.centreforglobaleducation.com/why-are-ingos-avoiding-question-neoliberalism> (accessed 25th October 2023).

6. Organisational Principles: progress and challenges

Within the Code of Good Practice for Development Education, the first nine Principles focus on educational practice, while Principles 10–12 focus on organisational practice. Principles 10 (DE Strategy), 11 (Values of DE) and 12 (Advocacy for DE) are areas in which Self-Assessment ratings indicate a perception of practice being more challenging as illustrated in Figure 3. An analysis of evidence presented in Workbooks for these Principles and interviews yield some insights into more specific challenges related to organisational principles – which are often beyond the control of those directly involved in Development Education especially in bigger organisations – and why these are self-assessed as comparatively less strong than other areas of the Code.

Principle 10: Have a clear Development Education strategy and action plan and be clear how it fits into and is supported by our organisation.

A considerable number of Code members (26 out of 42 or 62%) explain they do not have a specific and dedicated DE strategy, but rather they have an overall organisational strategy, within which Development Education objectives and activities are embedded. This is very much the case for small organisations focusing mostly on Development Education where their Development Education strategy is their organisational strategy or overlaps with it. In some cases, organisations explained they have specific action plans or results-based frameworks for DE. In the case of smaller organisations, challenges to lead strategic planning processes are mentioned in combination with overall capacity issues. Challenges of funding and adequate human resources are also mentioned. In several cases, references are made to limited staff capacities, changes of staff or limited number of staff dedicated to DE.

Principle 11: Reflect the Key Values of Development Education

The [Baseline Report](#) identified that the proportion of members self-assessing this Principle as “partially” was much higher than for other Principles. One of the explanations given for this was that Code members may have been holding themselves to a remarkably high standard. Anecdotal evidence was also referenced in relation to Indicator 11.1. *Act out of an awareness of the importance of diversity when recruiting staff, volunteers, and external facilitators.* There is a perception among some IDEA members that all those involved in the work of the organisation are still “largely white and middle class and not as diverse as would be ideal” (2021:19). However, changes in recruitment and human resource policies require institutional changes and having a proactive approach to promoting diversity in the organisation. Though this perception may persist, Self-Assessment ratings have changed in 2022 showing a sense of strengthening practice in this Principle.

Principle 12. Advocate for quality Development Education for all learners in Ireland which is adequately funded and in line with Sustainable Development Goal target 4.7

While most organisations participate in platforms and support advocacy efforts, few take the lead and focus instead on their educational practice given limitations in capacity. Most contribute to advocacy efforts of networks, platforms, or federations that they belong to. As set out in the Code Background Notes, this approach provides relevant evidence for Principle 12: *'Examples of any advocacy, campaigning, policy submissions or related meetings in relation to Development Education can usefully contribute to evidence for this principle. For example, advocacy happening as part of a network or umbrella group such as IDEA, Dóchas etc. This could be through providing reports or case studies to strengthen submissions, for example.'*

Though organisational Principles continue to be perceived as less strong than educational ones, there are signs of increased awareness of the importance of these Principles as evident in the growing examples of practice.

6.1. Organisational Principles: areas of strong practice

Though Principles 10 (DE Strategy), 11 (Values of DE) and 12 (Advocacy for DE) appear as more challenging, there is also evidence of good practice and increased attention to these areas. Notably, in relation to Principle 10 *Have a clear Development Education strategy and action plan and be clear how it fits into and is supported by our organisation*: strategic goals and specific objectives related to DE appear as increasingly being integrated into overall organisational strategies. One organisation writes “Development Education is embedded into (name of organisation)’s strategic plan,” and a second organisation, focusing on Development/Global Citizenship Education, explains: “GCE is central to our work, so for example, our Strategic Plan is a DE plan.”

In relation to Principle 11, *Reflect the key values of Development Education: Equality, diversity, sustainability and human rights, and responsibilities, and challenging unequal and unjust power relations across all issues we work on*: organisations refer to having specific institutional mechanisms such as an Equality, Diversity and Inclusion Committee, and specific resources. One organisation provides a detailed description of their organisational learning path in this regard in their Workbook and explains that they went through a transition and a process of internal reflection and change through which they became much more aware of the impact of discrimination on any basis and that they moved towards more active stands in solidarity with marginalised groups. Another organisation describes in their Workbook a similar process and mentioned migrants and refugees in Ireland and people with disabilities as examples of marginalised groups. This organisation explained:

“We can point to a lot of soul searching, as the group has strived to reflect on the place of its work in supporting migrants and refugees in Ireland. As a predominantly white Irish and settled group, members have reflected on their positionality and with the support and facilitation of staff. This has led to the group developing a vision, mission and values document laying out how it considers and progresses allyship with communities that are marginalised.” (excerpt from self-assessment workbook under Principle 11)

Several organisations explain that they are working to strengthen evidence for this Indicator but that institutional changes take time. Though there is a limited number of good practices, the motivation and perception of relevance of this Principle seems to be growing. This is also indicated in the fact that changes were introduced in this Principle in the process of the Code's Review (2023), adding Indicator 11.5 *Build understanding of and capacity for anti-oppressive, anti-racist and decolonial practice in the organisation*.

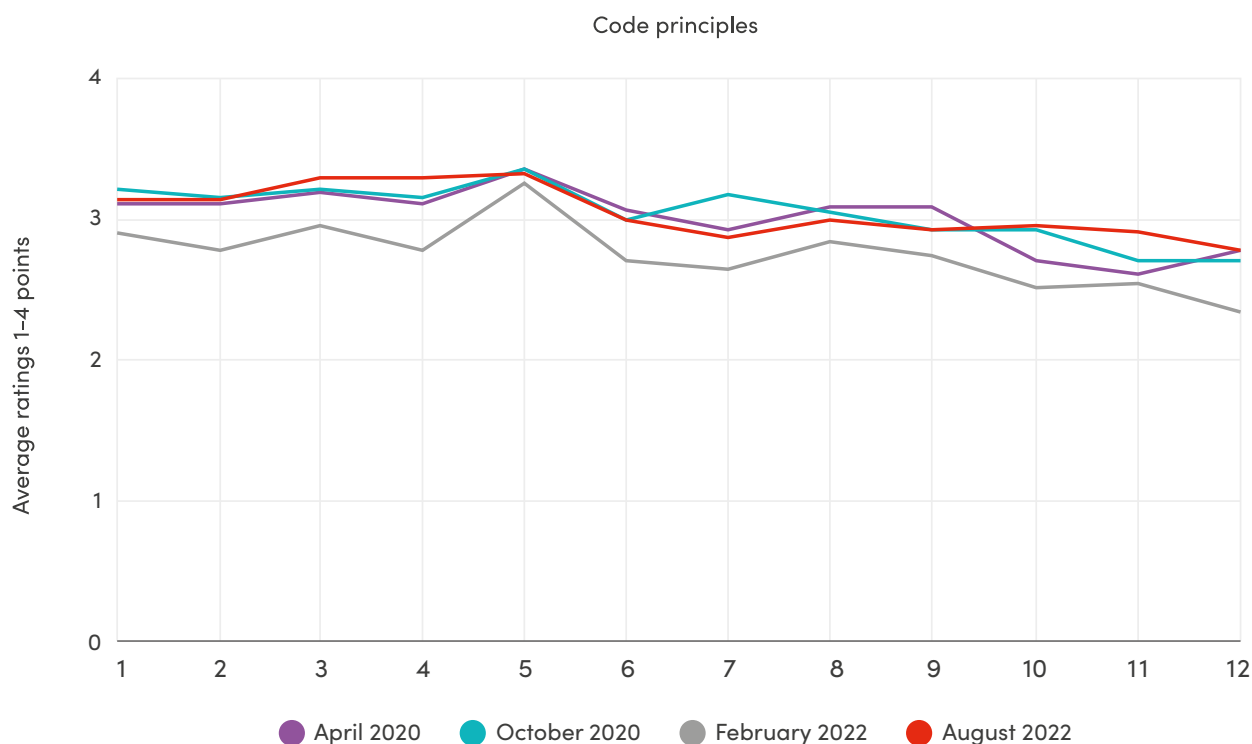
Though organisational Principles 10 (DE Strategy), 11 (Values of DE) and 12 (Advocacy for DE) remain those in which practice is perceived as less strong, there are important indications of improvement such as more elaborated strategies within organisations and specific organisational mechanisms that reflect the values and ethos of Development Education.

7. Trends and changes since 2020

7.1. Changes in Self-Assessment ratings at an aggregate level

Comparing Self-Assessment average ratings of the 12 Principles¹⁷ in the four submission rounds: April and October 2020, and February and August 2022 as illustrated in Figure 6 allows one to take a “picture” at an aggregate level of the trends per Round (acknowledging 13 organisations submitted twice in 2020 and 5 submitted twice in 2022). We can observe that average ratings are overall similar, with slightly lower ratings in February 2022, but all following a similar pattern: educational principles (1-9) having higher average ratings in comparison to organisational principles (10-12). There is a small yet significant increase in average rating in Principle 11 (Key values of DE) and to a lesser extent, Principle 10 (DE Strategy), if we compare average ratings in April 2020 with those of August 2022 (distance from purple to red line in Figure 6). Even if limited, and at an aggregate level – all Groups of members – this is an encouraging trend to observe as these are organisational Principles which have appeared as relatively less strong in the past.

Figure 6: Average ratings per Principle in 2020 and 2022

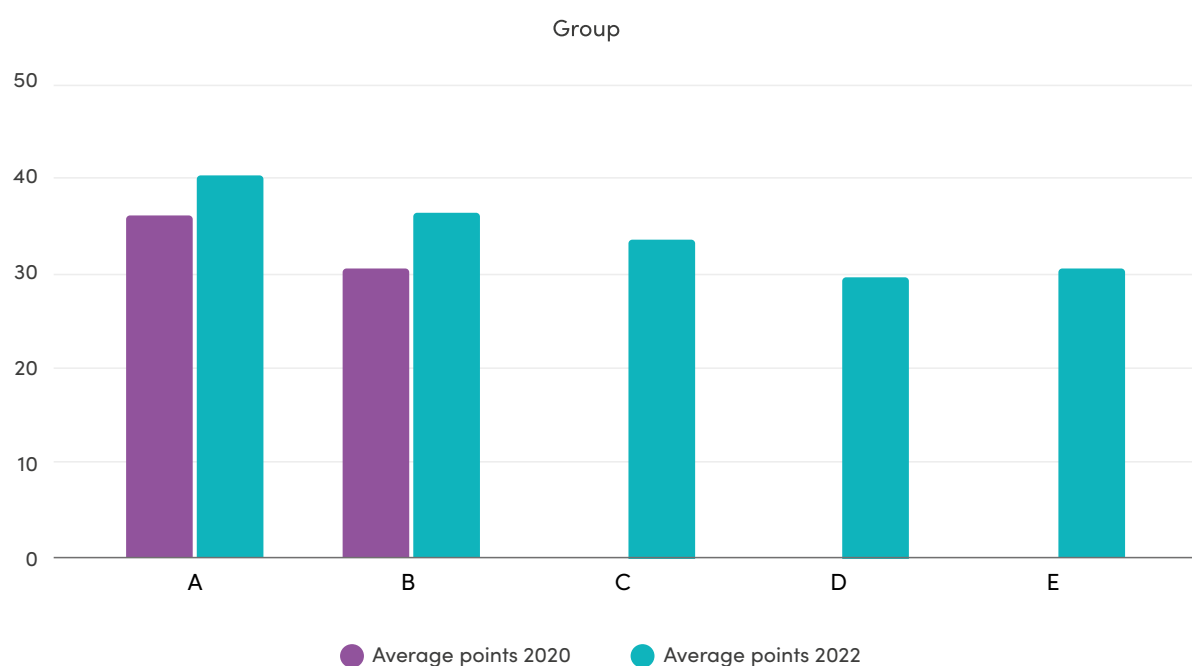


¹⁷ Converting Self-Assessment ratings into numerical values ('Fully': 4 points, 'Substantially': 3 points, 'Partially': 2 points, and 'Minimally': 1 point, per Principle of all Workbooks in 2020 and 2022.

Comparing total self-assessment ratings per group in 2020 and 2022, there is an increase in ratings in both Group A and B as illustrated in Figure 7. This indicates a perception of stronger practice among Code members. It is noteworthy the starting overall average of self-assessment ratings of Group A in their first submission in April 2020 is high (35.64 points out of the maximum of 48), in comparison to the starting average of Group B in their first submission in October 2020 (30.60 points). This may be explained by the fact that Code members in Group A were part of the Code's development, so an awareness of quality standards and understanding of the good practice framework set out by the Code is more likely.

Figure 7 also illustrates through 2022 average points in turquoise an emerging pattern: the more years of engagement, the higher average ratings. Though the difference is limited – organisational points are all in the range between 30 and 40 – there seems to be a tendency towards improved Self-Assessment ratings.

Figure 7: Average total organisational ratings per Group¹⁸ in 2020 and 2022



An important trend is that Code members having engaged longer, self-assess their practice with higher ratings in 2022.

7.2. Changes in Code support systems since 2020

With the growth in Code membership, and because of learning emerging from the rolling out of the Code, there were important efforts to strengthen support systems in 2022 as described in detail in the Lessons Learned Report of December 2022.

¹⁸ As above in Section 2.2, Code members are grouped according to the self-assessment deadlines when they joined the Code. Depending on when they join the Code and therefore, submit their first Workbook they are assigned to a group. For example, Group A is composed of organisations who submitted their first Workbook in April 2020 and Group B by those who did it in October 2020; Group C joined the Code in July 2021; Group D joined the Code in February 2022 and Group E in August 2022.

Firstly, several publications and supporting documents were updated and shared to help members when self-assessing their work: [Developing Your Evidence Guidance Note](#) (the most valued by members according to the post-round survey 2022); [Background Notes for All Principles](#); and the [Self-Assessment and Subjectivity Guidance Note](#). These documents are often referred to in feedback letters to further specify suggestions or clarifications needed. Additionally, a checklist was added to the Workbook for members to use before submission, and sections were developed so that previous action plans could be included, to facilitate an overview of all actions across all rounds within the Workbook, and progress on these. Despite the enhanced documentation, availability of IDEA staff to answer questions and Code Network meetings, members continue to raise the issue of how time-consuming the Self-Assessment is (See Code Review, 2023: 15-16; Lessons Learned Report 2022: 5; 13). One of the interviewees (Interviewee 2) suggested that members should report on the number of hours/costs they spend on Code-related activities and that this is acknowledged as in-kind contributions. It was implied that this could be useful both for internal and external accountability purposes.

Secondly, the work of the Code Panel was also strengthened. The panel¹⁹ expanded from seven to twelve members, two of whom are based outside of Ireland, and they met six times in 2022. Panel members who were involved with the development of the Code from the beginning shared their knowledge and experiences with new members in these meetings. The work of the panel was supported by an Operational Manual for Panel Members; a Checklist for Panel Members; and FAQs for Panel Members. Post-round surveys revealed that Panel members felt well prepared for the work.

Thirdly, a pilot mentoring scheme for Code members was established following consultations with Code members who had expressed the need for this. Five Code members requested mentoring and five panel members signed up to mentor, with an additional panel member acting as coordinator. The Lessons Learned report explains “Overall, mentors felt that mentees benefited from having a one-to-one relationship with a panel member, which dispelled some anxieties and concerns about the Code (...). It was recommended that future mentoring continues to highlight the “human face” of the Code” (Lessons Learned Report, 2022:4). One of the interviewees (interviewee 5) in the context of this research expressed how valuable the mentorship had been to strengthen their practice. They found the mentor very competent and accessible, and they integrated suggestions into their internal organisational practices.

In terms of members' engagement, the level of completion of Workbooks overall by the proposed deadlines, the participation in Code Network meetings and other Code activities, such as the Review process, indicate the interest and high continued support of organisations for the Code of Practice. Some Code members expressed that though they value the learning resulting from Code activities, these are time-consuming – particularly completing the Workbook – and a few perceive it as a burdensome task in the context of limited capacity as noted in the Lessons Learned Report. Overall, Code self-assessments are considered by members as part of their capacity building and organisational strengthening efforts that are necessary for quality improvement. However, some may de-prioritise them against other pressing demands and in the context of capacity challenges.

19 The Code panel was established in July 2021. You can view the members [here](#).

8. The Code's contribution to practice improvement

8.1. Systematic internal reflection and a collective understanding of quality Development Education

The [Baseline Report](#) pointed out that there had been a clear need for critical reflection on Development Education and making time for it as expressed in the IDEA membership [Needs Analysis exercise conducted in 2017](#)²⁰. The creation of the Code and its launch in 2019 responded to this need. Its growing membership and the level of engagement with it over the years are additional proofs of the Code's relevance. The [Baseline Report](#) explains how the Code addressed existing needs and in fact was "a tool and vehicle for critical reflection and discussion and can shape members' behaviour in a positive way" (2021: 14).

Code members' experiences expressed during interviews, in Workbooks, in post-round surveys and in information gathered in the context of the Code Review clearly support this view. Evidence provided refers in several cases to internal reflection and strategic planning process as being ongoing and supported by the Code of Good Practice as a reference point. Additionally, as concluded by the Code Review (2023: 11):

"Following three years of implementation, the Code has provided the sector with a common basis for understanding and practising DE. The members survey demonstrates that there is broad satisfaction with the language of the Code."

Furthermore, members expressed the contribution to their practice improvement as follows:

"I think our engagement with the Code activities has been very beneficial to [name of organisation] as it has helped us to reflect on our practice and assess it critically on a regular basis. It has also been very useful as a framework for our DE work especially at a time of staff change. I find the Self-Assessment Workbook and the Action Plan in particular to be very useful in addressing weaker areas of our DE practice." (Interviewed organisation, 2023)

²⁰ This needs analysis was carried out by an independent consultant as part of external evaluation of the IDEA programme and in preparation for a new programme 2018–2022. The document is available to IDEA members only via the link above.

"It affirmed all the good practices... and helped us identify any gaps." (Lessons Learned report 2022)

"We are in the process of developing our organisational strategy and re-examining our mission statement, vision statement, and theory of change. As a part of this, [name of CEO] used the Code to facilitate a session with all staff in December." (Evidence provided in August 2022 Workbook)

"The Code had been hugely helpful (in) bring(ing) DE perspectives into... organisations." (May 2022 Code Network Meeting Harvest document, as in Lessons Learned report 2022)

According to IDEA staff, the Code has also helped IDEA to know its members' work better, to create more cohesion in the Development Education sector and has helped those involved to "make the case" for Development Education, as well as building IDEA's profile as Ireland's platform for Development Education (Lessons Learned Report, 2022: 20)

Evidence from Workbooks and interviews converges on the fact that the Code has been a useful tool to guide internal systematic reflection and consequently, actions for improvement.

8.2. Clarifying the purpose of the Code in the context of the debate on impact of Development Education in Ireland

As explained in the previous section, there is plenty of evidence of the contribution of the Code to organisational and sectoral learning. The increasing Self-Assessment ratings and the depth and scope of dialogue and debate on specific aspects of practice are signs of the importance of this contribution. The sharing of good practice, challenges and lessons learned appear to be highly enriching for all involved.

Evidence on quality of practice gathered through Workbooks does not necessarily provide specific evidence of impact on individual learners. There is no specific Indicator or question asked in relation to short, medium or long-term outcomes in the form of changes in attitudes, behaviour, or other forms of change. It is important to note that the Code was intended as a quality framework for practitioners and has not aimed to gather this kind of data directly from learners/participants in DE activities.

The [Baseline Report](#) suggested that as the evidence gathered grew "it may begin to illustrate the impact of Development Education in Ireland". While the writers of this report were alert to whether such evidence would appear even if unrequested, no substantial evidence of impact on the learners has been identified. This was to be expected as completing the Code's Workbook does not require Code members to provide evidence on the impact of their work, indeed it focuses on the members' perceptions of the work, not the perceptions of the learners they work with. As discussed with one of the organisations during an interview, impact assessment is challenging in educational settings

in which participation in one programme is only one of the many contributing factors in a complex process of individual, organisational, policy and ultimately political and societal change.

However, the wealth of evidence gathered via the Code self-assessment process does create a very clear picture of the collective work of the DE/GCE sector. This collective work is an important aspect of impact. Each Code member contributes to the collective work of the sector. Therefore, each Code member's programme has an impact on strengthening DE/GCE in Ireland. In doing so, each member contributes to the reach and quality of DE/GCE in Ireland. Each Code member is contributing to increased quality of GCE in Ireland, and GCE in Ireland has a greater impact through the contribution of each member. The Code enables that collective work to be seen and this is an aspect of 'impact' facilitated by the use of the Code as a common framework for practitioners and the sector in Ireland.

Specific impact studies or evaluations at organisational or sectoral level could be conducted to assess impact of the Code on collective practice using specific evaluation criteria and methods. This could be of interest to the sector and learning and exchange about evaluation is part of Principle 9 (Reflect and Learn).

9. Conclusion and Recommendations

The growth in the Code's membership, Code members' level of engagement with the Code's activities and the evidence of the Code's contributions to a perception of strengthened educational and organisational practice are strong Indicators of the relevance and effectiveness of the Code of Good Practice for Development Education. This report therefore aligns with the findings of the Code Review Report (2023) which concludes that the Code has provided practitioners with "*a common language and framework for practice*".

The areas of strategic development suggested in the following section are all oriented towards deepening, strengthening and further institutionalising the Code as a tool for reflection and collective learning.

9.1. Understanding of Principles and Indicators

Considering the diversity of Code membership and the staff turnover in the Development Education sector, as well as the fact that the Principles and Indicators were revised in 2023 following the Code review, it is important to continue to offer support to enhance understanding of each Principle and its related Indicators. A collective understanding of the Code should not be taken for granted and the Background Notes – enriched since 2020 – should continue to be a key reference document in these activities. Specific suggestions are:

- ▶ Continue to facilitate activities addressing lack of clarity or challenges in understanding of specific aspects of Principles and Indicators (for example, 1.2.; 4.1.; 4.2. as discussed above) and provide spaces for ongoing dialogue and reflection on them in the Code Network Meetings or other specifically dedicated events
- ▶ Organise specific capacity building activities on demand, using for example the post self-assessment surveys to ask what is most useful. One example could be effective strategy development, as suggested in the Lessons Learned Report 2022.

9.2. Mutual learning among Code members

Again, considering the diversity of Code members, each one of them with specific expertise and approaches to Development Education, developing knowledge exchanges could build more on their complementarities. Specific suggestions are:

- ▶ To create specific working groups of organisations with commonly shared interests or challenges
- ▶ To facilitate member-to-member mentoring or informal exchanges by matching organisations with a specific expertise with those that need that expertise. This suggestion is in line with the one in the Baseline Study (2021: 23) and the Lessons Learned report (2022:4 and 22) which proposed member-to-member mentoring in which more experienced members could be invited to act as mentors for newer Code members and in this way, also contribute to increase a collective sense of ownership of the Code.

9.3. Meaningful commitment and support

It is important that Code members prioritise Code self-assessment as part of their organisational development and learning processes. IDEA can support these efforts and continue its efforts in communicating the relevance and value of the Code through members' testimonies and recognising their work. Specific suggestions are:

- ▶ to document the time invested by Code members in Code activities and its contributions to organisational learning and improvement to give visibility to the efforts made by organisations and the results. Details on the number of hours invested, the number of staff involved, the internal process or type of activities Members go through in completing the Workbook could be an additional question in the workbook.
- ▶ to calculate and communicate to Code members the time invested by IDEA staff and the Panel of Experts in specific Code activities. This would show the level of efforts and care in facilitating quality feedback and support.
- ▶ to continue efforts to make the Self-Assessment process more efficient and easier to manage for all involved. The online system being developed by IDEA responding to a recommendation of the Code Review report of May 2023 may partially address this aspect as it may help to optimise data management.
- ▶ to create a funding scheme for capacity building, Community of Practice and knowledge exchange activities focused on specific challenging areas/ areas of interest of Code members inspired by other similar funding schemes which support shared learning paths, thematic networks or action-research initiatives done in partnerships.²¹
- ▶ To continue to be flexible and responsive to each Code member's needs and interests, and "meeting people where they are at" as noted in the May 2022 Code Network Meeting (Lessons Learned Report, 2022: 12). The [option for an alternative way to complete the Workbook](#) in the fifth submission (after three years of Code membership), together with the organisation of a practice exchange activity introduced in 2023 indicates efforts in this direction, and these should be evaluated in the future.

21 See for example, de Lange (2013).

10. Appendices

Appendix I - Documents and Code data reviewed

- ▶ Workbooks, evidence grids, good practice grids, action plans grids, feedback letters for Rounds 5 and 6 in 2022 (obtained from IDEA).
- ▶ Code Network Meetings Slides (May and November 2022) (obtained from IDEA).
- ▶ Code of Good Practice for Development Education, Lessons Learned Report, December 2022, written by Boyle, A. and Gallwey, S.
- ▶ Code of Good Practice for Development Education in Ireland [Baseline Report 2020](#), written by Collins, A. Available [here](#) (accessed 10 October 2023)
- ▶ Code of Good Practice for Development Education in Ireland Three Year Review Report May 2023, by O'Gorman, Á. and Gorman, J. Available [here](#) (accessed 10 October 2023).
- ▶ [Background Notes for all Principles for 2022](#) (note this document was updated in October 2023 and is available [here](#) (accessed 15 November 2023)
- ▶ Code members' demographic information for 2020 members and updated to include 42 members in 2022 (obtained from IDEA).

Appendix II – Bibliography

- ▶ Bamber, P., Bullivant, A and Stead, D. (2013) Measuring Attitudes towards Global Learning among Future Educators in England, *International Journal of Development Education and Global Learning*, v5 n3 p5–27 2013; available at: <https://eric.ed.gov/?id=EJ1173655> (accessed 3 November 2023)
- ▶ “What is diversity about? Human Resources and Gender Equality, University of Vienna. Available at: <https://personalwesen.univie.ac.at/en/culture-equality/diversity/what-is-diversity-about/> (accessed 27 October 2023)
- ▶ de Lange, P. (2013) Evaluation of Dutch support to capacity development, *Development in Practice*, Vol. 23, No. 1 (February 2013), pp. 33–45.
- ▶ Van Ongevalle, J. and Fonteneau, B. (2014) Learning about the effects of Development Education Programmes, Towards a learning centred monitoring and evaluation practice, Working Paper. KU Leuven HIVA – Research Institute for Work and Society, available at: <https://lirias.kuleuven.be/retrieve/260110> (accessed 3 November 2023).
- ▶ Vertovec, S. (Ed.). (2014). *Routledge International Handbook of Diversity Studies* (1st ed.). Routledge, available at: <https://doi.org/10.4324/9781315747224> (accessed 28 October 2023)

Appendix III – List of Interviewees

Group A

1. Mr. Bobby McCormack and Katie Martin, Development Perspectives
2. Mr. Stephen McCloskey, Centre for Global Education
3. Ms. Larysa Karankovich, Afri

Group C

4. Ms. Eilish Dillon, Department of International Development Maynooth University
5. Mr. Thomas Mc Donagh, Financial Justice Ireland

Group E

6. Mr. Mahbub Kabir, CBM Ireland

Appendix IV- Data Management by Group

(updated from [2020 Baseline Report](#), p.49)

Month/Year	Group Name (year/month of 1st SA) ²²	Self-assessment round
April 2020 (15 Submissions)	Group A (April 2020) 14 organisations and one individual submitted a SA	SA 1
October 2020 (18 Submissions)	Group A (April 2020) 13 organisations submitted a SA	SA 2
	Group B (October 2020) 5 organisations submitted a SA	SA 1
April 2021 (6 submissions)	Group A (April 2020) 1 organisation and 1 individual submitted a SA	SA 2
	Group B (October 2020) 5 organisations submitted a SA	SA 2
July 2021 (22 submissions)	Group A (April 2020) 7 organisations submitted a SA	SA 3
	Group B (October 2020) 1 organisation submitted a SA	SA 2
	Group C (July 2021) 14 organisations submitted a SA	SA 1
February 2022 (23 submissions)	Group A (April 2020) 5 organisations submitted a SA	SA 3
	Group C (July 2021) 13 organisations submitted a SA	SA 2
	Group D (February 2022) 5 organisations submitted a SA	SA 1

²² SA stands for self-assessment

August 2022 (24 submissions)	Group A (April 2020) 9 organisations submitted a SA	SA 4
	Group B (October 2020) 5 organisations submitted a SA	SA 3
	Group C (July 2021) 1 organisation submitted a SA	SA 2
	Group D (February 2022) 5 organisations submitted a SA	SA 2
	Group E (August 2022) 4 organisations submitted a SA	SA 1

Appendix V – About IDEA and the report authors

About IDEA

The Irish Development Education Association (IDEA) is the national network for Global Citizenship Education in Ireland and a leading voice for the sector. We represent over 80 members involved in the practice, promotion, and advancement of Global Citizenship Education in formal, non-formal and informal settings. Together we work to strengthen Global Citizenship Education on the island of Ireland and to raise awareness of the crucial role it has to play in fostering global citizenship and achieving the Sustainable Development Goals.

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The ideas, opinions and comments herein are entirely the responsibility of IDEA and do not necessarily represent or reflect Irish Aid, Concern or Trócaire's policies.

About the report authors

Celina Del Felice is an independent educator and researcher specialised in development and peace education, youth peace work and global justice movements. Celina is based in Spain and has been a Member of the Panel of Experts since 2022. Celina is the principal author of this research report.

Elaine Mahon is IDEA's Capacity Development Programme manager. Elaine Mahon has worked in Development Education since 2009 and with IDEA since 2013. She is the lead staff member on the implementation of the IDEA Code of Good Practice for Development Education working on it since the idea to develop a Code began in 2016.

Alasdhair Collins was the author of the 2020 [Baseline Report](#) and was the external evaluator for IDEA from 2013–2021. He has extensive experience of the Irish Development Education Sector. He has been a Member of the Panel of Experts since 2022.

Morina O'Neil supported Code Development since its inception, both as a freelance consultant and as an IDEA member of staff from 2018 to 2019. She has worked in Development Education in Ireland for over 20 years.



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