

Background Note on Advocacy Toolkit & Policy Guide



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Acronyms/Initialisms

Agenda 2030	2030 Agenda for Sustainable Development	ESD	Education for Sustainable Development
CoE	Council of Europe	GCE	Global Citizenship Education
CoGP	Code of Good Practice for Development Education	GEM	Global Education Monitoring
COREPER	Committee of Permanent Representatives of the Governments of the Member States to the European Union	ITE	Initial Teacher Education
CSOs	Civil society organisations	JCFAD	Joint Committee on Foreign Affairs and Defence
DAC	Development Assistance Committee	JCEFHE	Joint Committee on Education and Further and Higher Education
DCDE	Department of Children, Disability and Equality	LCDC	Local Community and Development Committee
DE	Development Education	LGRA	Local Government Reform Act
DEC	Department of Environment and Climate	MEP	Member of European Parliament
DoE	Department of Education and Youth	NAPAR	National Action Plan Against Racism
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science	NCCA	National Council for Curriculum and Assessment
DG INTPA	Directorate-General of International Partnerships of the European Commission	ODA	Official Development Assistance
DHLGH	Department of Housing, Local Government and Heritage	OECD	Organisation of Economic Cooperation and Development
DRCD	Department of Rural and Community Development	PPN	Public Participation Network
ECOSOC	UN Economic and Social Council	SDGs	Sustainable Development Goals
EDSC	Education Data and Statistics Commission	SDO	Sustainable Development Observatory
EP	European Parliament	UNECE	UN Economic Commission for Europe
		UNESCO	United Nations Economic Social and Cultural Organisation
		UN HLPF	United Nations High Level Political Forum on Sustainable Development
		VNR	Voluntary national reviews

IDEA's Advocacy Toolkit & Policy Guide – what is it and who is it for?



The IDEA Advocacy Toolkit and Policy Guide on Global Citizenship Education in Ireland and the Wider World are two complementary resources presented in one package. Referred to in this note as the advocacy toolkit and policy guide for short, they were developed in 2024 for IDEA members to strengthen their capacity to effectively advocate with policymakers and to actively engage in policy processes on Global Citizenship Education (GCE).

While targeting all IDEA members, the advocacy toolkit and policy guide aims to support members of IDEA's Code of Good Practice in Development Education (CoGP) in particular, in their ability to apply principle 12 of the CoGP in their organisational practice, which encourages development education practitioners to “advocate for quality development education for all learners on the island of Ireland which is adequately funded and in line with Sustainable Development Goal target 4.7.” The contents of the toolkit and guide have been designed to relate specifically to indicator 12.2 (lobby donors and policymakers for adequate, diversified funding and support for quality Development Education...) and indicator 12.3 (shape local/ national/ international policies through engaging in policy processes and contributing to submissions on issues related to Development Education).

In this regard, the contents of the toolkit and guide build upon the information provided on principle 12 in the [Background Note for all Principles \(p.45-48\)](#).

Why develop a Global Citizenship Education advocacy toolkit & policy guide?



In recognition of recent **important policy developments** at national and international levels in relation to GCE, **changes to institutional responsibility for GCE** at national level and of some **persistent challenges** faced by GCE advocates in Ireland and globally, this toolkit and guide were designed with the aim to enable IDEA members to harness **key opportunities** for GCE advocacy in 2025 and beyond, and to equip them to mitigate some of the challenges.

What does the toolkit and guide contain and how to use them?



The [Advocacy Toolkit](#) contains or signposts a range of tools IDEA members might find useful for the planning, implementation, monitoring and evaluation of GCE advocacy. It also includes some tips and guidance around using these tools. Furthermore, it features an analysis of practical and conceptual challenges that GCE advocates may encounter and offers some tactics to mitigate these challenges.

Among the planning tools included:

- The ten advocacy questions
- The advocacy cycle
- Understanding the change process
- Stakeholder analysis
- Capacity assessment
- Risk analysis
- Crafting effective messages
- Choosing tactics and methods
- Advocacy budget

Among the implementation tools included¹:

- Advocacy messages about the multiple positive impacts of GCE
- Priority advocacy asks at local, national, and EU level
- GCE briefing
- Letter to advocacy target
- Preparing for a lobby meeting
- GCE Champion election pledge
- GCE election manifesto

Monitoring, evaluation and reporting tools:

- Tracking efforts, successes and lessons
- Checklist to avoid common pitfalls in reporting on advocacy

¹. Most of the tools under this section are examples of real advocacy tools IDEA has used in the past year.

The Policy Guide contains key information needed to be able to engage with GCE-related policy processes and influencing opportunities. This includes:

- A narrative mapping of the GCE policy environment at global, EU, national and local level². It encompasses the relevant policy frameworks, processes, institutional actors & other stakeholders, key policy opportunities, entry points and advocacy targets.
- A visual map of the GCE policy environment at global, EU, national and local level.
- Information on elections as key entry points for GCE advocacy.
- Top tips to engaging with policy processes.

The toolkit and the guide have been designed as both reference documents for IDEA members and learning material for capacity-strengthening and planning workshops offered to IDEA members. The toolkit and guide can be used independently by IDEA members according to their needs and capacity level. As such, users can either engage with the full content of both documents and/or scan the table of contents and choose which section(s) of the toolkit and/or guide is most useful to them in the given context.

². Accurate at the time of writing (Dec 2024). Political contexts and policy environments can change quite frequently and require constant monitoring.

A note on terminology



As the name suggests, the Irish Development Education Association is the national network for Development Education in Ireland. Development Education (DE) has been practiced in Ireland since the 1970s and has a long and rich history. Over time in Ireland, and especially in the last decade, other terms have emerged that have similar content and pedagogical approaches to DE, namely Global Citizenship Education (GCE) and Global Education. The term Education for Sustainable Development (ESD) is also a very important educational practice with much overlap with DE/GCE. IDEA uses DE interchangeably with GCE in much of our literature and IDEA members use the terms Development Education, Global Citizenship Education, Education for Sustainable Development and others such as Global Youth work, which are in line with Sustainable Development Goal (SDG) target 4.7. While IDEA uses DE in our name, our strategic plan, our Code of Good Practice and other communications, we use the term GCE when carrying out policy advocacy, because it is the term that policymakers in Ireland, Europe and globally use. For this reason, GCE has been used throughout this advocacy toolkit and policy guide on GCE.

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