



Mid-term Evaluation

of IDEA's Global Citizenship Education Programme 2022-2026

Developed by Liverpool World Centre for the Irish Development Education Association

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The findings and conclusions presented in this report are those of the authors. Views expressed are not necessarily those of the Irish Development Education Association

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Summary

1. **This report sets out findings and recommendations from a mid-term review of the Irish Development Education Association's (IDEA) 2022 - 26 programme funded by Irish Aid.**

It addresses progress made in relation to IDEA's programme aims of: **1. Strengthening** the capacity of the sector to deliver quality DE; **2. Pioneering** through innovation, collaboration and articulating impact; **3. Championing** DE with wider audiences. Programme outcomes are assessed through the lenses of relevance, effectiveness and sustainability.

2. **The review focuses mainly on the effect of IDEA activities on the knowledge, skills, actions and capacity development of educators and those delivering DE in practice.**

This means that analysis of results was more orientated towards events and the effect on educators' capabilities and actions, rather than activities which may contribute to broader capacity development, particularly through programme aims of pioneering and championing

3. **IDEA is contributing to Aim 1 of strengthening the capacity of the sector to deliver quality DE and achieving related outcomes by delivering high quality and relevant events which develop new or further existing knowledge and skills.**

Events provide new and quality information, creative and critical approaches to issues, and opportunities for participants to share experiences and learning. Quality, relevance, development of knowledge and applicability to practice is also highly rated in relation to IDEA's support for key organisational management areas (funding, governance, impact measurement). A minority of respondents are less sure about the extent to which IDEA is meeting Aim 1 so far. Reasons for this varied from suggestions for content reflecting more diverse perspectives or more 'radical' DE, to content with less theory and more applicability to practice.

4. **The Code of Good Practice has been highly successful in contributing to strengthening capacity of organisations and individual practitioners.**

This is supported by evidence of examples of how it assists their work and intentions to mainstream the Code at organisational level.

5. **IDEA also contributes to strengthening the capacity of the DE sector by fostering a network of members who are engaged and learn and collaborate together.**

Evidence for this is provided through activities and events tracked, and reported annually to Irish Aid, and the high value and level of appreciation placed on this in survey and focus group responses.

6. **IDEA's work on pioneering is strongest in relation to leading innovation in DE, which is rated highly for quality and relevance, although how 'innovation' is understood can vary amongst members and participants.**

Within the pioneering aim of IDEA's programme, there is significant interest from members in sharing the collective impact of DE and appreciation of learning on impact measurement, although more evidence is needed of how practitioners apply this and understand and use research.

7. **IDEA's championing of DE's role with wider audiences is considered important by members who, based on those responding to the mid-term survey for this evaluation report, feel that IDEA is meeting this outcome.**

This is supported by evidence from examples of IDEA supporting members to engage with advocacy

on policy and examples of members applying learning in practice. A majority of respondents appreciate how much IDEA achieve as a 'relatively small team'.

8. **It is clear that the programme is making significant progress towards achieving its intended outcomes**, because the effect of IDEA's programme on the knowledge, skills, actions and capacity development of individual practitioners, and the contribution which this makes to achievement of programme objectives, is well documented and evidenced.

9. **However, the extent to which the results of IDEA's programme on participants' knowledge and skills is sustained in the longer term has been more difficult to gauge.**

Linked to this is the need to identify specific knowledge and skills to be developed in individual events, beyond those knowledge and skills stated more broadly for the programme and in the Code of Good Practice. Similarly, the effect on educators and organisations of events that promote innovation, impact measurement, research and partnerships or that champion DE, requires more attention.

10. **On the basis of its findings the report makes four recommendations for consideration by IDEA in the further planning and implementation of the programme.** These recommendations relate to:

- i. An increase and improvement of processes that collect evidence of the application and sustainability of learning from events amongst IDEA event participants;
- ii. An increase in support for the application of specific knowledge and skills in the practice of DE practitioners (beyond those who are involved as Code members);
- iii. A review of the relationship between Aims 2 (Pioneering) and 3 (Championing), and their contribution to capacity development and the role of DE educators in supporting this
- iv. Within documentation about the programme, distinguishing more clearly between information that is relevant to, respectively, strategies, tactics and operations in support of evaluation of IDEA actions over the whole implementation period of the programme.

1. Overview of report and evaluation

This report is the outcome of a mid-term evaluation of the Irish Aid 2022-2026 supported programme of the Irish Development Education Association (IDEA). The activities of that programme are primarily concerned with the capacity development of the Development Education (DE) sector and of IDEA as a network: aiming to improve the delivery of “quality Development Education [...] through formal, non-formal and informal education [and advancing and championing] global citizenship and sustainable development ...”.¹

The evaluation and this report draw on documentation gathered by IDEA, including post-event feedback from event participants and an annual survey of its mainly organisational membership.² This provides up-to-date information about the network’s quality of its support, its relevance and the issues which members would propose for future development. As part of this documentation a ‘Tracker Tool’ provides ongoing information about activities and their immediate effects, while an annual report reflects, with reference to the programme’s Results Framework, on the delivery and achievements of the programme.

The review focuses in particular on the results of IDEA’s programme on the knowledge, skills, actions and capacity development of individual practitioners. Whilst recognising that IDEA views capacity development more broadly, to include support for organisational development and fostering an enabling environment for the whole DE sector, this focus and the use of a survey (as opposed to interviews/focus group) was influenced partly by the time and resources available. It also enabled a more detailed assessment of the effect of the work done on those who participate in IDEA events and the *potential* for capacity development which is sustained over time. This was weighed against a broader ‘light touch’ review of all aspects of IDEA’s programme which will form part of the end of programme evaluation.

The programme primarily affects event participant knowledge, skills and actions by means of *capacity development* workshops, seminars and webinars, and working group meetings. Based on this the evaluation aimed to assess:

1. The extent to which participants in IDEA interventions have developed their capability, including in respect of the mission and objectives of participant organisations/institutions;
2. If developed capabilities affect participants’ actions;
3. The likelihood that the outcomes³ of the programme will be achieved.

¹ Goal statement included in the proposal for the programme submitted to Irish Aid.

² Of the 120 members of IDEA (y.e. 2023) 68% are organisations.

³ IDEA uses the term ‘outcomes’ as a term to identify what it wants to achieve in the short and medium term. Traditionally and as still common in many evaluations ‘short-term and medium-term objectives’ have been used to describe such (intended, aimed for) outcomes. ‘Outcomes’ were, and arguably are, more commonly used to identify the observable (intended and unintended) effects as a result of work done (e.g. see OECD 2024 which defines ‘outcomes’ as “the short-term and medium-term *effects* of an intervention’s outputs” – emphasis added). Following IDEA’s interpretation, this report uses the term ‘outcome’ to refer to short and medium term goals, and ‘outcome indicators’ as the term for evidence of ‘outcomes’. For various interpretations of planning and evaluation terms see, for example:

OECD, 2024: *Glossary of Key Terms in Evaluation and Results Based Management*,

https://www.oecd.org/en/publications/glossary-of-key-terms-in-evaluation-and-results-based-management-for-sustainable-development-second-edition_74f41029-en-zh.html

European Commission DEAR Programme, 2022: *Guide for DEAR Project Implementers*,

https://capacity4dev.europa.eu/library/dear-meal-guide-monitoring-evaluation-accountability-and-learning_en

European Court of Auditors, 2014: *EuropeAid’s evaluation and results-oriented monitoring systems*,

https://www.eca.europa.eu/Lists/ECADocuments/SR14_18/SR14_18_EN.pdf

Although the evaluation is not an evaluation of the totality of IDEA's GCE Programme but instead is focussed on an aspect of it, it does refer to all of the intended outcomes of the programme. It assesses these outcomes through the lens of criteria identified by the OECD⁴ as:

- *relevance* to participants: i.e. "the extent to which the intervention's objectives and design respond to beneficiaries' needs and priorities"⁵
- *effectiveness* in developing participant capabilities: i.e. "the extent to which the intervention achieved, or is expected to achieve, its objectives and its results", and
- *sustainability*: i.e. "the extent to which the net benefits of the intervention continue or are likely to continue".

In drawing conclusions from the gathered information and from assessing these three criteria some attention is also given to *impact* (i.e. "the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects"), but this is not explored as an explicit focus of the evaluation. The evaluation has *not* investigated the programme's *coherence* ("the extent to which other interventions (particularly policies) support or undermine the intervention and vice versa"), or *efficiency* ("the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way").⁶

A draft version of this report was submitted to IDEA for comment and queries. This final report is based on considerations and where relevant incorporation of the comments that were received.

Throughout the report, key findings are highlighted in bold and quotes from respondents which illustrate these, and other key points are distinguished by use of italics⁷.

2. Accountability and declaration of interest

During the first year of the programme (2022) IDEA contracted Liverpool World Centre (LWC) to:

1. Support the further development of the programme's existing Results Framework⁸,

⁴ OECD (2021), Applying Evaluation Criteria Thoughtfully, OECD Publishing, Paris, <https://doi.org/10.1787/543e84ed-en>.
https://www.oecd.org/en/publications/2021/03/applying-evaluation-criteria-thoughtfully_45a54ea7.html#:~:text=Relevance%2C%20coherence%2C%20effectiveness%2C%20efficiency,%2C%20policies%2C%20programmes%20or%20projects

⁵ 'Intervention' as it is used in the text where this quote originates refers to the whole programme, while in this report 'intervention', unless otherwise indicated, refers largely to capacity development focused events and activities such as workshops, seminars and webinars, sessions at annual membership meetings, and working group meetings.

⁶ The listed criteria and their definitions have provided a framework for evaluations of development and DE projects, and are commonly used for this, particularly within governmental development (grant funding) agencies and departments. The definitions of the criteria are taken from: OECD, 2021: Applying Evaluation Criteria Thoughtfully, <https://doi.org/10.1787/543e84ed-en>

⁷ Shorter quotes are also included in italics in bulleted lists as examples to support data analysis and findings

⁸ A 'results framework' is a monitoring and evaluation tool to support implementation and management of projects, programmes and strategies. First introduced by USAID in 1993 to improve insights into and management of the effectiveness of projects, it is now widely used by international aid and development agencies (including Irish Aid). Results frameworks can be seen as a further development of the Logical Framework model, but where the LF is primarily concerned with Outputs and Outcomes, the RF is primarily concerned with Outcomes and Impact. For a comparison of different planning and evaluation

2. Design and support the implementation of a 'tracker tool' that provides an ongoing, coherent overview of the extent to which programme activities have taken place (when set against key indicators identified in the Results Framework),
3. Provide an annual reflection, based on information in the tracker tool, on the extent to which activities have been successful, and
4. Implement and report on a mid-term and an end-term evaluation of the programme.

Liverpool World Centre (LWC), including the authors of this report, has been implementing work towards these four objectives. Although independent from IDEA, the work done by LWC can be seen as actively contributing to IDEA. Hence the work done by the authors in this evaluation cannot be seen as fully detached from IDEA. However, the evaluation work done and the reporting of findings, conclusions and recommendations has been carried out by the authors autonomously from IDEA.

3. Methodology

As described above the focus of the evaluation is on:

- The extent to which participants in IDEA interventions have developed their capability, including in respect of the mission and objectives of participant organisations/institutions;
- If developed capabilities affect participants' actions;
- The likelihood that the outcome of the programme will be achieved.

To assess these issues information relevant to the implementation of the programme from its start in the Spring of 2022 to May 2024 was reviewed.

Sources of information

Sources of information drawn on were:

- a. Documentation: including observations and reports by IDEA staff, post-event feedback on individual events by participants, and surveys of IDEA membership,
- b. Survey questionnaire: circulated to 424 unique participants in IDEA capacity development events

The information drawn on primarily involves participant self-reported opinions and examples. With the information available and the time allocated to the evaluation it has not been possible to validate those opinions, for example, no formal assessments of actual knowledge and skills gained or formal tests of capacities that have been developed has been carried out.

a. Documentation

IDEA has developed a comprehensive approach to documenting activities and to obtaining participant and member feedback and suggestions. Together they enable assessment and learning from individual events and from the tactics of the organisation. The organisation's staff are to be commended on the range and depth of information that has been and is being gathered. In this respect IDEA provides a

models see for example: <https://www.evalacademy.com/articles/differences-between-theory-of-change-log-frames-results-frameworks-and-logic-models-what-are-they-and-when-to-use-them>

positive role model for its members and is seen as such by many, in particular in relation to its work on the Results Framework and reporting on activities and results.

The evaluation has particularly drawn on the following documentation:

- The Results Framework 2022-2026,
- Annual Project Narrative Reports provided by IDEA to Irish Aid, January 2023 and January 2024
- Tracker Tool, a 'live' document that relates planned and executed activities to performance indicators and objectives. It includes participant comments on IDEA organised events and examples of the use of learning by participants
- The 2023 Annual Member Survey
- Code of Good Practice for Development Education - Three Year Review Report, May 2023, and Code of Good Practice – Lessons Learned Report 2023
- LWC focus group report for IDEA, October 2023
- IDEA Strategic Planning: members survey, March 2024

Apart from providing a general overview of the programme, documentation has been reviewed to:

- Inform the design of a survey questionnaire, involving an initial scan of available information,
- Provide answers to and a perspective on evaluation question 1 (the extent to which participants have developed their capability), question 2 (examples of how IDEA interventions have affected actions), question 3 (likelihood of achieving the outcome) and question 4 (suggestions for improving the effectiveness of the programme). This involved a more detailed review of selected documents which are referred to when discussing specific outcomes.

The wealth of available information has sometimes made it difficult to see 'the wood for the trees'. For staff and management of IDEA (and for external evaluators) it might be helpful to distinguish amongst (and possibly within) future documentation gathered by IDEA:

- Those that are *strategically* important - providing an insight into and information relevant to the way in which longer term aims or goals are achieved: i.e. giving information about the approaches, main processes, ways of working that contribute to the aims,
- Those that are *tactically* important - providing an insight into the steps taken to implement the strategy, focusing on medium and short-term tasks and their effects, i.e. at the level of outcomes,
- Those that are *operationally* important, i.e. giving details of particular, short-term, activities and their immediate results.

Significant information is gathered by IDEA about individual activities and outcome indicators, enabling assessment of operational and tactical issues. Information about the value of particular strategies, however, is largely implied, particularly in the statements of aims and outcomes. As part of further development of the Tracker Tool - to make it more user-friendly, whilst still providing quality and depth of information – it may be worthwhile to consider how a differentiation of documentation can be achieved to make available information more useful to management, monitoring and evaluation: not only at operational and tactical levels but also at a strategic level. See Recommendation 4.

b. Survey questionnaire

A survey questionnaire was designed and circulated by LWC to those who had taken part in capacity development events organised by IDEA since the beginning of the programme (Spring 2022) to the end of May 2024 (see Appendix 1). Precise events were identified by IDEA (see Appendix 2) and contact was

made with 470 unique participants who had been involved in one or more * Webinars on a DE/GCE theme or issue, * Webinars on a DE/GCE organisational issue, * Knowledge sharing sessions, * DE/GCE training courses, * Capacity development sessions at IDEA's annual conferences, * Code of Good Practice for DE events, and * IDEA working group meetings.

The survey asked about:

- Respondents' involvement in IDEA and its capacity development events since 2022,
- The main themes of the events and the approaches the events used and how they developed respondents' understanding of issues and of DE/GCE relevant skills,
- The use of IDEA publications and resources,
- Challenges respondents faced in applying (new) DE/GCE relevant knowledge and skills,
- Respondents' opinion about the extent to which IDEA's programme objectives were being achieved.

Open-ended questions gave opportunities to give examples of how knowledge and skills had been applied in respondents' work and to provide general comments and opinions about the work of IDEA.

With reference to the evaluation objectives, the survey questionnaire aimed to obtain:

- Information about and perspectives on IDEA capacity development interventions (evaluation question 1),
- Insights into and examples of the application of (new) capabilities by event participants after participating in one or more IDEA interventions, including the challenges that they face in applying learning (evaluation question 2),
- Perspectives on the extent to which IDEA is meeting the programme's Outcomes (evaluation question 3), (and suggestions that could assist IDEA in improving its effectiveness in achieving the programme's Aims and in working towards its goal).

After each event IDEA tends to offer participants an opportunity for an immediate assessment of the event. The mid-term survey, carried out from end of June to early August, took place a few months after the period which is evaluated (Spring 2022 to e.o. May 2024), thereby providing a more distant reflection on the work in which participants took part.

Immediate post-event feedback, organised by IDEA staff, tends to offer respondents a four-point scale to express opinions (e.g. 'very effective', 'quite effective', 'not very effective', 'ineffective'). The mid-term survey on the other hand, taking place well after the events, offered a seven-point scale of opinion about respondents' experiences (e.g. from 1=not at all effective, to 7=highly effective). Particularly where opinion about the quality and effect of an organisation's interventions is generally highly rated (as is typically the case for IDEA events) an increased range gives an opportunity to be somewhat more specific about what really worked well and what somewhat less so. In most questions the survey also focused on the extent to which respondents felt that they had gained from the event(s) to increase their capability.

The survey obtained a response rate of 11%. From IDEA staff we understand that this is an "extremely low" response rate (IDEA comment on the draft report), quite possibly due to the number of surveys involving the same audience that had been circulated in the few months before this survey. Given the rate of response, the collation of answers (including percentages shown) should only be taken as indicative rather than as an accurate representation of all those who took part in the activities. However, mid-term survey responses do give an opportunity to compare and contrast its information with those of other sources – and it is proposed that in that sense the information should be primarily used.

Of the 47 respondents a large majority worked in an organisational member of IDEA (87%), about one-tenth describing themselves as an individual member (9%), and the remainder as non-members (either as an individual or as an employee in a non-member organisation). When compared with information from the Annual Project Narrative Report (submitted by IDEA to Irish Aid in early 2024) this suggests that individual membership of the network is underrepresented, and organisational membership is over-represented in the survey responses.⁹

Of the mid-term survey respondents one-third (36%) had taken part in more than five events in the period under consideration, two-fifths (40%) had taken part in three to five events, and the remaining quarter (23%) had taken part in one or two events.

The major types of events in which survey respondents had taken part were as follows (percentages show number of responses for each type of event):

- | | |
|--|-----|
| • Webinar on a DE theme or issue | 77% |
| • Code of Good Practice related online or in-person events | 75% |
| • IDEA Annual Conference | 64% |
| • IDEA working group meetings (Formal Education, Adult & Community Education, Quality & Impact) | 49% |
| • Knowledge sharing session (DE practitioners sharing their experiences) | 47% |
| • Training course (for instance, 'ABC of GCE' in 2023/4, Decolonising DE in 2022, Innovators' toolkit in 2023) | 45% |
| • Webinar on a DE/GCE organisational issue (e.g. fundraising, governance) | 13% |

Survey respondents were mainly involved in or with the following sectors (with 11 of 47 mid-term survey respondents involved in more than one sector):

- | | |
|---|-----|
| • Formal Education (early years, primary, post-primary, higher education) | 60% |
| • Adult/Community Education | 30% |
| • Youth work/Youth sector | 23% |

In comparison, the 2023 Annual Member Survey suggests that almost three-quarters of the membership is working in or with formal education, slightly less than half in or with Youth work/the Youth sector and about a quarter in or with Adult & Community Education.¹⁰ The mid-term survey results therefore suggest an underrepresentation of those working in or with the Youth sector.

The results of the mid-term survey cannot be seen as fully representative of all those engaged through relevant events. However, when compared with other surveys and documentation, the results are largely complementary rather than providing deviating information about perspectives and opinions, as will be seen.

⁹ At the end of 2023 IDEA had 120 members. Of these 82 were organisational members (68%) with the remainder individual members (32%) (calculations based on information in the Annual Project Narrative Report submitted by IDEA to Irish Aid in early 2024).

¹⁰ Based on information in <Final AMS all responses 64 replies.docx> question 15 and related questions. Many respondents were involved in more than one sector.

4. IDEA's 2022-2026 Development Education Programme

This chapter outlines the intentions of the 2022-2026 programme. Chapters 5 to 7 review each of the three aims of the programme and its specific outcomes, presenting the evaluation findings as they relate to the evaluation questions. Each chapter addresses findings according to: Quality and Relevance, Development of Knowledge/Understanding and Skills, Application of Learning, Achievement of Outcome and Creating Sustainable Change, where these are relevant. Chapter 8 draws conclusions from the findings in the previous chapters. Finally, chapter 9 provides a number of recommendations and suggestions for consideration by IDEA in implementing the remainder of the GCE programme.

In applying its Mission (“to advance and champion global citizenship and sustainable development by supporting and representing our members’ Development Education work”) IDEA’s goal in implementing the programme is to contribute to:

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

In formulating the programme, IDEA has largely adopted the terminology of Irish Aid regarding Global Citizenship Education (GCE). However, in this terminology Irish Aid has largely adopted, and included in its relevant strategy document, IDEA’s *Code of Good Practice for Development Education*. Hence DE and GCE are treated as more-or-less the same with terminologies that are largely interchangeable.¹¹

Developed by and with IDEA’s members, the Code is “a collective agreement to both strengthen and articulate quality Development Education across all of our work”.¹² As a result of a review of the implementation of the Code it was updated in the autumn of 2023. The Code (see Appendix 2) specifies nine principles relating to the practice of education and a further three involving organisational issues. In exploring any particular theme the Code promotes attention to a range of knowledges, skills and dispositions. Table 1 provides our categorisation of those aspects of the Code that appear to be particularly important by being frequently referred to in documentation and mid-term survey responses.

¹¹Irish Aid, ‘GCE strategy 2021-2025’: <https://www.developmenteducation.ie/wp-content/uploads/2022/09/Global-Citizenship-Education-Strategy-2021-2025.pdf> It seems that until the launch of the Irish Aid programme, and still now, IDEA preferred to use the term ‘Development Education’ rather than ‘Global Citizenship Education’ to describe its work.

¹²See https://irp.cdn-website.com/9e15ba29/files/uploaded/16020_IDEA%20Code%20of%20Good%20Practice_Leaflet_V1%20Jan%202024.pdf.

Knowledge and understanding of ...	Skills to be developed and applied ...	Values to be incorporated and addressed ...	Organisational context and application ...
Global development processes and Models of development	Critical thinking, Investigation and Analysis	Participation, Dialogue and Co-creation	Strategy and plan (to implement the Code)
Interdependence/Local-global connections	Collaboration	Addressing (own and others') bias and subjectivity	Dedicated DE human and financial resources
Root causes (of injustices and inequalities)	Exploration (of controversial issues and different perspectives)	Equality in partnerships	Professional staff development
Decision making (esp. in the context of power relationships)	Facilitation	Challenging stereotypes, discrimination and injustice	Reflecting values in organisational practice
Sustainability	Action approaches	Informed action	Sustainability in organisational policies and practices
Justice	Imagination and Creativity	Learning	Advocacy for DE relevant policies and funding
		Drawing on experiences of those affected by/involved in an issue	

Table 1: Categories identified from the Code of Good Practice for Development Education

The Code provides guidance and an approach to the interventions that contribute to the three Aims of the programme.¹³

Aim 1: Strengthening Capacity of the Development Education Sector

“DE practitioners possess up-to-date knowledge and skills through IDEA interventions and reflective practice in order to deliver quality DE. They articulate and share good practice and can access support for organisational management as necessary”

Aim 2: Pioneering

“The Development Education sector is an arena for innovation and collaboration with national and international actors. The positive impact of DE in Ireland is effectively articulated and communicated”

Aim 3: Championing

“Development Education’s central role in achieving a more just and sustainable world is recognised and valued by wider audiences including policymakers, media and other actors beyond DE”

Each of the aims is further defined through a series of outcomes, which in turn have their specific outcome indicators (outcomes and outcome indicators are shown in the following chapters). In working towards the aims and outcomes are ideas such as those highlighted in Table 1 which the GCE Programme wishes to develop amongst and with participants.

¹³ In the proposal to Irish Aid and in the Results Frameworks used in 2022 and 2023 the ‘Aims’ were identified as ‘Key Objectives’. The change in terminology better reflects what the intention is, i.e. ‘Aim’ = something to which activities, outputs and outcomes contribute, while ‘Objective’ = something which activities and outputs intend to achieve or realise, i.e. what the intended outcome is.

5. Aim 1: Strengthening the capacity of the DE sector

In implementing activities that contribute to the first aim of the programme, five outcomes and related indicators have been developed by IDEA. Baseline information for each of these is stated in the Results Framework which for each indicator also specifies targets and milestones.

Aim 1: Strengthening Capacity of the Development Education Sector DE practitioners possess up-to-date knowledge and skills through IDEA interventions and reflective practice in order to deliver quality DE. They articulate and share good practice and can access support for organisational management as necessary	
Outcome	Outcome Indicators
1.1 DE practitioners have relevant knowledge and skills to deliver Development Education	a) Evidence that IDEA interventions are strengthening practitioners' DE practice, knowledge and skills
1.2 The Code of Good Practice is enhancing quality DE and mainstreamed in the DE sector	a) Extent to which Code of Good Practice is used to strengthen practice b) Evidence of an active Community of Practice sharing successes and learning c) Evidence that the Code continues to evolve in responding to needs of DE sector
1.3 DE Organisations strengthen their effectiveness in key organisational management areas (e.g. funding applications, governance)	a) Evidence of IDEA interventions supporting members to strengthen work in areas relating to organisational management
1.4 IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector.	a) Evidence of IDEA facilitating collaboration and connections between DE practitioners b) Evidence of effective internal communications within the DE sector c) Evidence of IDEA retaining and actively engaging members
1.5 IDEA has the internal capacity to deliver a strategic and effective programme as the national network for DE	a) Evidence of increased organisational capacity and effective functioning of IDEA (e.g. board development, new/updated policies, M&E systems)

Table 2: Aim 1 Outcomes and Outcome Indicators
(Source: IDEA Results Framework 2022-2026)

Outcome 1.1 DE practitioners have relevant knowledge and skills to deliver Development Education

A range of online and in-person events have been organised during the past two and a half years to achieve outcome 1.1 focussing on themes relating to:

- Content issues, for example, rights of indigenous women, global business and human rights, Gaza/Palestine, greenwashing, migration and xenophobia,

- DE/GCE as an approach to education, for instance, ABC of GCE, DE and economics, Decolonial practice in DE, transformative education,
- Organisational and strategic issues, for instance, promoting organisational culture change, promoting inclusion and diversity in DE/GCE activities, innovation in DE/GCE (some of these events also relate to outcome 1.3 Organisational Management and 2.1 Innovation).

The number of participants in such events – 528 in the period 2022 (Yr 1 of the programme) to e.o. May 2024 (5 months into Yr 3 of the programme) – well exceeds the intention for the first three years (490 participants).

Quality and relevance

Those who have provided feedback immediately after each event report a great deal of appreciation for the quality of the knowledge and skills development events organised by IDEA. Typical targets set for this in the Results Framework are ‘excellent’ at 60% or more, and a combined target of participants assessing the events as ‘excellent’ or ‘good’ of 85% or more. In practice, feedback suggests that these targets are well met and exceedingly so the longer the programme is implemented (with events in 2024 to end of May rated as ‘excellent’ by 86% of participants with a further 11% rating them as ‘good’).

The mid-term survey results and examples of its usefulness and application collected by IDEA as part of the Tracker Tool confirm the appreciation for the quality of the events

This is the case not only in relation to outcome 1.1 but also for other objectives. Participants observe, amongst others that:

- The events provide access to “Fresh, factual information that I have been able to apply, disseminate and share through CPD with school staff”
- “IDEA invariably bring very knowledgeable/skilled personnel to take part in their events”
- “IDEA [...] brings creative ways and methods of engaging with a topic”
- “[The event] was excellent for helping to engage with [...] critical thought and analysis”
- “[The event] was ‘mind-blowing’ and an area I had thought about in my professional workplace but not to that same dept [sic] as I do now follow this facilitation”

When referring to the usefulness of the events to their own work, mid-term survey respondents' comments included:

- “Helped me understand the importance of considering root causes” e.g. “Interesting to understand the underlying structural issues e.g. colonialism. This helps with questioning because you can probe students for deeper thinking”
- “The webinar on decoloniality gave me a framework to re-think my work [and develop] an [...] exchange within my organisation ...”
- “I have used some of my learning on decolonising GCE in my facilitation of courses in higher education”
- “My understanding of political processes and decision making at Irish and EU levels [...] has helped me in the policy work I do [...] and has increased my self-confidence in undertaking this work ...”
- “In [...] teaching climate change, some of the more nuanced understanding arising from IDEA related work was most helpful”

In relation to the development of knowledge and understanding, the number of mid-term survey respondents that were of the opinion that particular events were ‘not at all useful’ or ‘not at all effective’

was very small. One or two respondents (generally less than 5% of respondents) felt that this was the case (scale point 1). The number of respondents who gave a relative low usefulness or effectiveness score was usually one-fifth to one-third of all respondents (combined responses at scale points 2 to 4). In other words, a not insignificant minority was of the opinion that their knowledge and understanding had only increased somewhat. Given the open-ended comments received this seems to have more to do with the existence of previous knowledge rather than a failure of the event to increase that knowledge (e.g. as one respondent said “We would have quite a strong understanding of most aspects of GCE, so we would be starting from quite a high baseline”). However, at least some respondents were of the opinion that more attention should be given to “... hear different perspectives – this would help us understand why others think in a different way [...] opening [us] up to new ideas or to understanding opposing views”.

Development of knowledge and understanding

Event participants, in their immediate post-event feedback, report a significant increase in their knowledge (and skills) – all well above the targets mentioned in the Results Framework and Tracker Tool:

- During year 1 a self-reported increase in event participant knowledge of 93% and of skills of 81%
- During year 2 a self-reported increase in knowledge and skills of 98%
- During year 3 (to end of May) a self-reported increase in knowledge of 96% and of skills of 91%

The mid-term survey gives more details about the effectiveness of events in furthering participants’ understanding of particular themes or issues. When asked about the effectiveness of events in increasing their understanding of social, economic, political or environmental themes and issues, respondents were particularly positive about events that had dealt with ‘*social justice, human rights or other social development issues*’ (n=40) almost half (48%) reported that the event(s) had ‘very much’ improved their understanding (scale point 7) with a further two-fifths also indicating a significant increase (scale points 6 and 5, respectively 20% each).¹⁴

¹⁴ N.B. This is not to say that those who gave a scale score of 4, 3 or 2 were of the opinion that their understanding had not increased – just that this was less markedly so.

- N.B. (i) With reference to the mid-term survey, although the graphs shown in the following pages include those who answered 'Not Applicable' or 'Don't Know', the percentages provided in the text do not include these.
- (ii) Content of the figures, as in Fig 2 and similar figures, are indicative of the range of opinions. The left-hand axis indicates the number of individual responses for each opinion.
- (iii) Percentages given in the text are rounded to the nearest full percent.
- (iv) Detailed responses are included in Appendix 1.

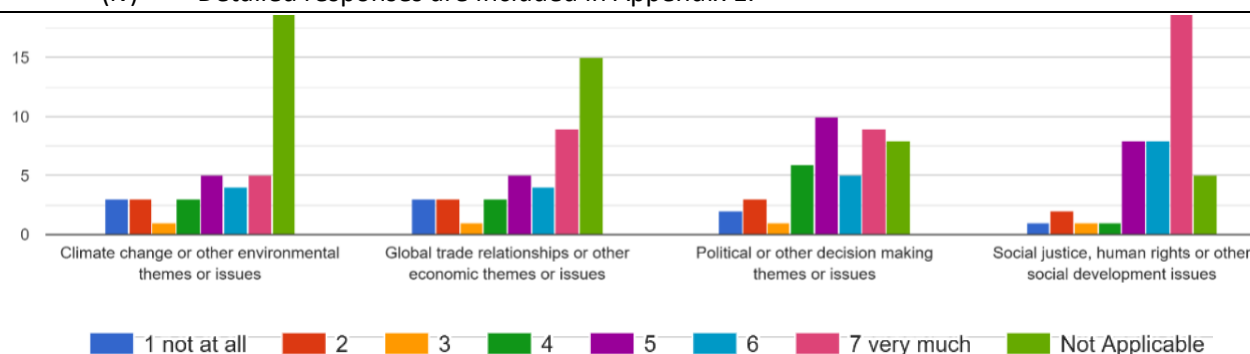


Fig 2. Indicative reported increase in understanding through social, economic, political and environmental themed events on a scale of 1 to 7
(Source: Mid-term survey)

Opinions about understanding developed through events to do with 'climate change or other environmental themes or issues' (n= 24) were more evenly distributed amongst mid-term survey respondents than those to do with economic, political or social issues (see Fig 2), although still significantly positive: one-fifth of respondents (21%) of the opinion that their understanding had 'very much' improved (scale point 7) with a third also reporting an important increase (scale points 6 and 5, 17% and 22% respectively). The large number of 'Not Applicable' mentions from respondents for this (and for the economic themed events) reflects that the programme has not given as much attention to such issues as to those with a political decision-making or social justice/social development focus. A finding that is confirmed by the titles and themes of the events held to-date.

When referring to events that dealt with 'global trade relationships or other economic themes or issues' (n= 28) a third of mid-term survey respondents (32%) reported that their understanding had increased 'very much' (scale point 7), with a further third also indicating a significant increase (scale points 6 and 5, 14% and 18% respectively).

With reference to events dealing with 'political or other decision-making themes or issues' (n= 36) a quarter of survey respondents (25%) reported that their understanding had improved 'very much' (scale point 7), with a further two-fifths also indicating a noteworthy increase (scale points 6 and 5, respectively 14% and 28%).

Development of Skills

Apart from developing knowledge and understanding the events to do with this outcome 1.1 ("DE practitioners have relevant knowledge and skills to deliver Development Education") also aimed to develop participants skills.

As with the knowledge development of the IDEA interventions, responses on skills development ranged between effective and highly effective for the majority of respondents

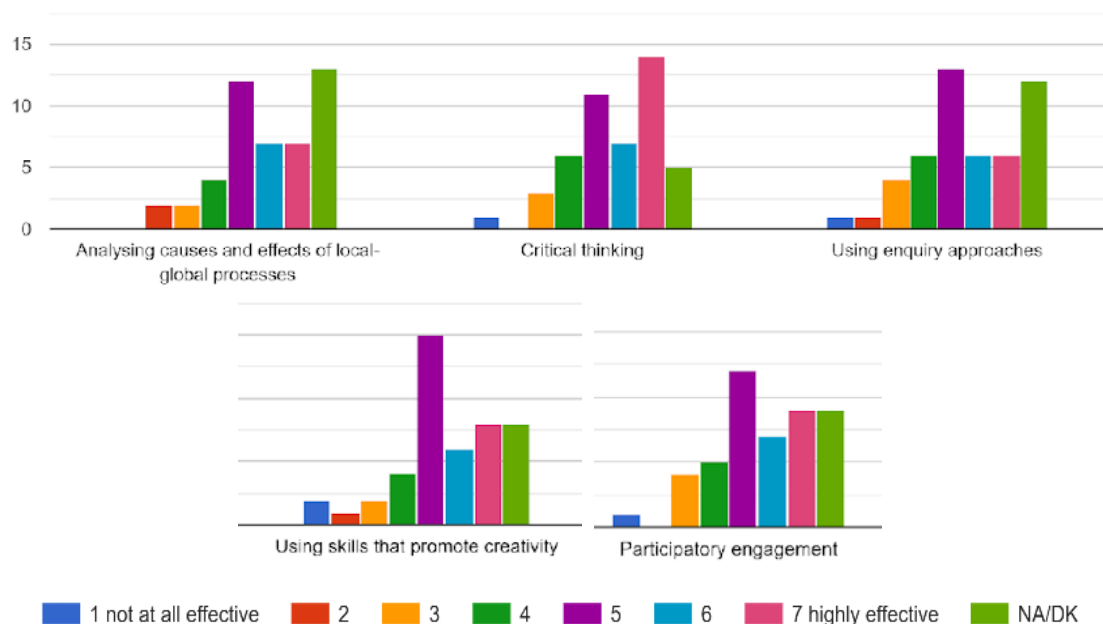


Fig 3. Indicative effectiveness of selected skills development through IDEA interventions
(Source: Mid-term survey)

When mid-term survey respondents were asked to rate the effectiveness of the events in developing their skills, responses were as indicated in the graphs of Figure 3 and detailed below, including events that were concerned with:

Analysing causes and effects of local-global processes (n= 34) were rated as ‘highly effective’ by approximately one-fifth of survey respondents (scale point 7, 21%). Additionally, slightly more than half rated it as marginally less effective (at scale points 6 and 5, 21% and 32% respectively)

Development of ‘critical thinking’ skills (n= 42) was given top rating by one-third of respondents (scale point 7, 33%), while a further two-fifths rated it as only slightly less effective (at scale points 6 and 5, respectively 17% and 26%)

Development of the use of approaches to promote questioning, critical thinking and reflection (n= 36) was rated most highly (scale point 7) by one-sixth (17%), with almost half of respondents additionally indicating that they rated it at scale points 6 or 5 (17% and 31% respectively)

Increasing or developing familiarity with the use of skills that promote creativity (n= 38) was rated as ‘highly effective’ (scale point 7) by one-fifth of respondents (20%), with more than half rating it slightly less at scale points 6 or 5 (16% and 40% respectively)

Developing skills of participatory engagement (n=38) was also rated highly with a quarter (24%) considering it ‘highly effective’ (scale point 7) and a further three-fifths at slightly less (scale points 6 and 5, 18% and 32% respectively)

When asked for examples of participants’ use of learned skills mid-term survey respondents referred to similar issues as those who had given examples of their learning in post-event questionnaires. Typical responses had to do with:

- Improvement in the use of critical thinking (“we are more critical in our approach to GCE”)

- The use of creative and fun interaction in explorations of serious topics
- “Utilisation of new resources and delivery techniques ...”
- “Ideas about how to approach topics that might be challenging”

As was the case with the development of knowledge and understanding there does appear to be room for improvement.

Although only one or two (out of 40 to 47 respondents) feel that the event(s) were ‘not at all effective’ in developing their skill, one-fifth to a quarter were of the opinion that the events were relatively marginally successful (scales 2 to 4). As with the acquisition of new knowledge this seems to be primarily because relevant respondents were already familiar with the skills that were being developed. If not explicitly at least implicitly a very few comments seemed to advocate that greater attention should be given to skills that support a more ‘radical’ interpretation of Development Education, reflecting its roots in (Freirean) community development and social change pedagogies:

“Development Education needs to go back to its political and radical roots and utilised as the impetus to demand real change at systemic level. Leadership and support from IDEA would be extremely welcome here.”

Application of learning

As indicated in the previous sections both the post-event questionnaires and the mid-term survey gave examples of how event participants have used or aimed to use their learning. Instances mentioned by mid-term survey respondents are also mentioned in the anecdotal evidence collected by IDEA staff (as part of the Tracker Tool) and by a focus group meeting held by LWC in the autumn of 2023.

Anecdotal Evidence relating to the practical use participants make of newly developed insights and skills forms an explicit part of the Tracker Tool¹⁵. In the first two years of the programme 116 examples were collected and recorded in this way for all areas of the programme. Most of these reflect on:

- *personal learning* (“feeling more confident in discussing [the] issue”, “raising my own racial consciousness and bias”, “helped bring my focus back on why I am doing this work to begin with”), or
- the *sharing of experiences and networking* opportunities offered by the events (“... great to hear what different organisations are working on”, “contact two people I met [...] to explore collaboration”), or
- *intentions* (“applying [the DE/GCE] approach into our planning, strategies”, “explore reframing our work around controversial issues”, “... begin to look for allies to embed this work [beyond my own team] into the entire organisation”)

Examples from both post-event feedback and from the mid-term survey indicate an immediate effect on practice (“adding in some of the methodologies [...] from the workshop [in my own work]”, “I will deliver safeguarding and inclusion sessions to the rest of my team ...”). The comment below is typical of opinions in this respect

“This webinar has given me some new language and research to consider, which I will use in my practice immediately planning our upcoming workshop”.

¹⁵ The Anecdotal Evidence record was an approach developed by DP Evaluation (IDEA’s external evaluator up to 2021).

What is noticeable too in the comments given by event participants is their increase in confidence in dealing with particular topics, be it to do with controversies or, as in the following example, with new perspectives on and approaches to DE/GCE:

"I feel more confident to open these conversations and discussions within our own movement building circle in work and reflect on decoloniality."

Achievement of the outcome

IDEA's interventions are highly successful in developing new and/or furthering existing *knowledge and understanding*. When set against the knowledge aspects highlighted by the Code of Good Practice for Development Education, events have successfully given attention to * root causes, * decision making processes, * local-global connections/interdependence, * justice and * global development processes. The mid-term survey and other responses from participants show that various participants were able to provide examples of how they are planning to, are starting to use or have used newly gained insights and knowledge in their work.

In the area of participant *skills* development too events have been rated as successful, as is clear not only from explicit questions in the survey but also from open-ended responses by survey respondents and from examples reported via the Tracker Tool by IDEA staff.

Where there was criticism about the knowledge and skills development of the events it, apart from the need to give more attention to different perspectives (already mentioned above), appears to be mainly related to the approach to DE/GCE that is applied, reflected in the quote highlighted above about DE returning to more radical roots.

About one-third of mid-term survey respondents (31%) were of the opinion that IDEA was 'fully' meeting the outcome 1.1 ('DE/GCE practitioners have relevant knowledge and skills to deliver DE/GCE', n=45) with a further two-fifths (44%) of the opinion that this was 'largely' the case. Nevertheless, when asked to rate the success of IDEA in meeting this objective, almost a quarter of mid-term survey respondents were of the opinion that IDEA was 'not' (4%) or only 'somewhat' (20%) meeting the objective. From comments by mid-term survey respondents such a more negative assessment seems to be because one or more events were too theoretical and not "actionable in my work" as one respondent (echoed by a few others) wrote.

Creating sustained change?

The evidence for the creation of lasting change within the DE sector and its organisations appears primarily related to the acquisition and application by individuals of skills of becoming, for example, a more reflective facilitator, able to use different methods to introduce new ideas and perspectives to groups.

However, in the available information there is little evidence of how gained skills and knowledge are applied to lasting effect in the participants' own work. The mid-term survey may give some indication of why this is the case for many respondents: almost one-third (33%) of respondents (n=43) see the absence of practical guidelines or models to guide implementation as a major problem or only slightly less so (scale points 7, 6 and 5). To address this both the mid-term survey and conclusions from the autumn 2023 focus group meeting imply or suggest a potential role for IDEA in terms of:

Creating sustained change and wider impact by facilitating individuals to meet as part of an ongoing mutual support group - providing implementation aid, professional support and feedback - or as a 'community of practice' with an established purpose and practice

So, providing ongoing interaction and knowledge sharing to improve practice on a specific knowledge or skills theme or issue – perhaps leading to the collation or creation of guidelines or models of implementation. Although a community of practice exists for organisations signed up to the Code (see objective 1.2), a similar support mechanism may be of assistance too to individuals (and potentially to organisations who are unable to formally join as ‘Code members’) – a possibility that was mentioned too in a focus group with Quality & Impact Working Group members organised by LWC in the autumn of 2023.

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

The Code as a guide to organisational practice

As mentioned in chapter 4 the Code (see Fig 1 and Table 1) is informing the programme and its capacity development interventions. In addition, since its launch in 2019, the Code is also something organisations can become members of: endeavouring to implement the Code’s principles in the strategies and ways of working of the organisation. Amongst the 82 organisational members of IDEA (y.e. 2023) 47 are Code members.¹⁶

Indicators for each of the twelve principles give a benchmark against which progress and achievement can be assessed. (Self-)assessment carried out by Code members is collated and reviewed in an annual ‘Code Lessons Learned report’. A ‘community of practice’ supported by IDEA helps Code member organisations and their staff to exchange experiences and learn from each other’s work.

An independent review of the Code and its implementation in 2023 came to the conclusion that “the Code of Good Practice for DE in Ireland has been a successful initiative that has supported the DE sector to achieve greater clarity and coherence while fostering a culture of reflective practice and peer support”, providing “the sector with a common basis for understanding and practising DE”.¹⁷ The review and work done with Code members led to a further development of the Code’s principles and indicators.¹⁸

The 2023 Code Lessons Learned report comes to the conclusion that Principles 3 (Ethos of DE), 2 (Root Causes of Injustice), 1 (Global Development Knowledge) are (currently) particularly well integrated in the work of Code members, with explicit attention to the other nine principles also given by most.¹⁹ The report also highlights that over time all principles become better integrated in the work of Code members (Fig 5).

¹⁶ The total number of organisational and individual members at y.e. 2023 was 120.

¹⁷ ‘Code of Good Practice for Development Education in Ireland Three Year Review Report’, May 2023, pp. 43 and 13

¹⁸ ‘Code Principles and Indicators’, August 2023

¹⁹ ‘2023 Code Lessons Learned report’, p. 6

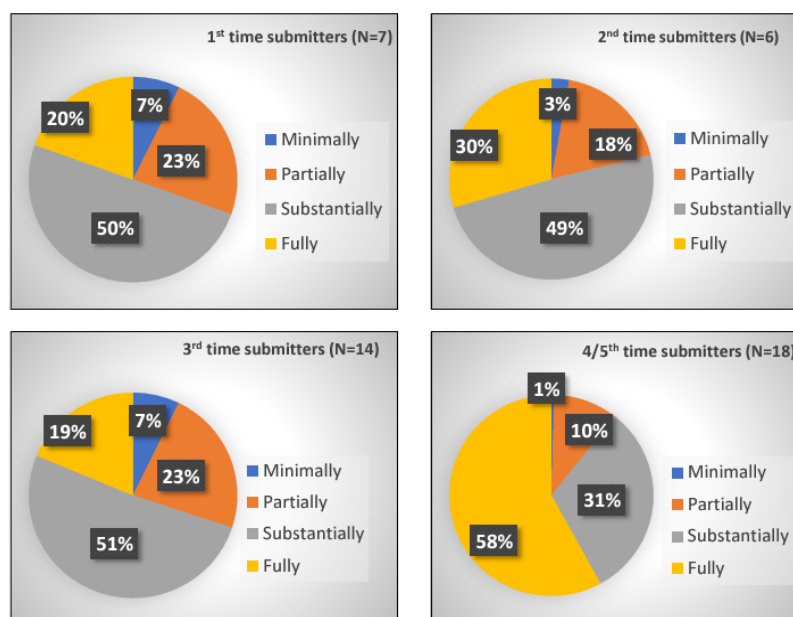


Fig 4. The integration over time of the Code principles in Code members' work
(Source: 2023 Code Lesson Learned report, p. 8)

Quality and relevance

The Code of Good Practice is not only valuable to Code members. Although this outcome may be mainly aimed at Code members, feedback on events that address aspects of the Code (see for example outcome 1.1 events) and the mid-term survey record that participants generally value the quality of the events organised by IDEA that relate to it.

Although the Code may currently be particularly valuable to organisations, individuals (be it staff of an organisation or not) too find it extremely helpful.

95% of mid-term survey respondents have used the Code of Good Practice and when asked to rate the *usefulness of 'applying the Code of Good Practice for DE'* (n=41) half of mid-term survey respondents (49%) mentioned it as 'highly useful' (scale point 7) with a further two-fifths rating it only slightly less so (at scale points 6 and 5, 32% and 10% respectively).



Fig 5. Responses to survey question about the usefulness of applying the Code of Good Practice for DE (Source: Mid-term survey)

Development of knowledge and understanding

Relating the developed knowledge and understanding to aspects of the Code of Good Practice, both feedback received by IDEA after events (reported on under outcome 1.1) and mid-term survey illustrate the effectiveness of IDEA's work.

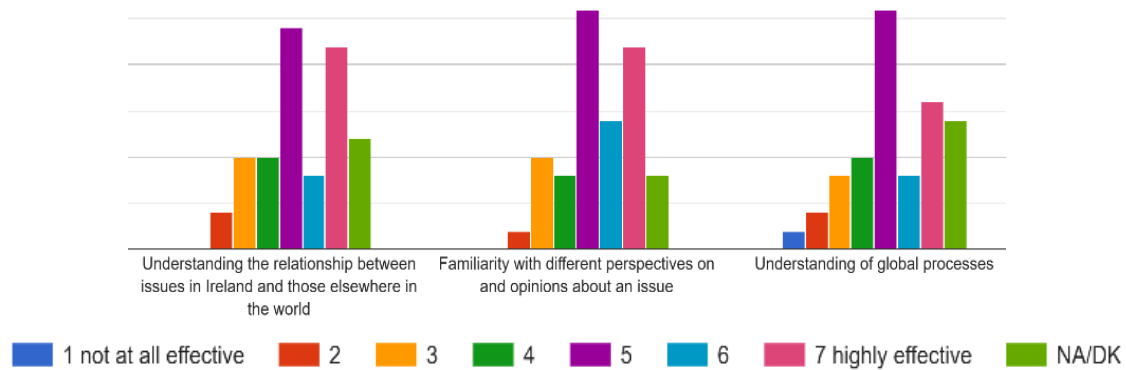


Fig 6. Indicative effectiveness of events in developing participant understanding of selected themes highlighted by the Code of Good Practice
(Source: Mid-term survey)

Developing an insight into *local-global connections between Ireland and elsewhere* forms a key part of the DE/GCE approach as expressed in the Code of Good Practice. According to mid-term survey respondents (n=41) IDEA interventions to date have been effective in doing so, with a quarter of the opinion that this has been 'highly effective' (scale point 7, 27%) and a further two-fifths giving a more nuanced but still very positive response (scale points 6 and 5, respectively 12% and 29%)

The events have assisted participants to significantly become familiar with *different perspectives and opinions* about an issue: one-quarter of survey respondents (n=43) were of the opinion that the events have been 'highly effective' in doing this (scale point 7, 28%) and almost half indicated that was largely the case (scale points 6 and 5, 16% and 30% respectively).

In respect of developing *understanding of global processes*, survey respondents (n=39) were again largely of the opinion that IDEA's interventions had been 'highly effective' (according to a quarter of respondents – scale point 7, 23%) or largely so (according to two-fifths of respondents, scale points 6, 10%, and 5, 33%).

Application of learning

Although, in both post-event commentary and mid-term survey responses, most references to the value of the Code (and of Code membership) refer to its organisational learning and follow-up (e.g. "we ... have been working hard to embed the code principles deeper across our strategy and Results Framework ..."), individual learning is clear too, for example: "... the Code has provided a valuable framework ...". What is appreciated by practitioners is not only that "The code of good practice is very helpful and accessible" with events providing opportunities for "Great learning from CODE members ...". At a personal level the Code helps in for example:

- "Identifying how my work aligns with the Code principles"
- "... [using] the Code to reflect on and guide ... some [GCE formal education] work"
- "... guiding work [with teachers] particularly around sensitive and controversial issues"

Exemplifying such opinions further, the Tracker Tool during 2022 and 2023 collected 28 examples and comments from Code members on their ‘critical reflection on DE practice’. Comments mention staff development, strategic reviews and attention to specific principles undertaken by Code members, for instance:

- Staff training in DE/GCE using the Code’s principles as a prompt and guideline (e.g. “... addressing our own bias and assumptions ...”, principle 1)
- Development of an organisational action plan to improve attention to, for example, root cause of global injustice in planned publications (principles 2 and 6)
- Using the Code as a means “to re-group and thread together the dev ed that is alive across the different spheres of work ...”
- Improvements in design of quantitative and qualitative feedback surveys (principle 9)
- Using the self-assessment to “[inform] what we do, how we do and what needs to be in place to do better” (principle 9)
- Strategic development of the organisation (principle 10): “[the] GCE approach ... has been clearly moved to the heart of everything we do ...”
- “... the Code serves as a centralised space [fuelling] reflection on our organisational practice ...”
- Explicit attention to the ethos of DE (principle 3) aimed to ensure that “resources do not perpetuate bias and unequal power relationships”

Achievement of the outcome

Mid-term survey respondents rated IDEA’s Code of Good Practice objective as the most successful of all twelve programme objectives

More than half of the respondents were of the opinion that IDEA ‘fully’ meets the objective and a further two-fifths finding that it is ‘largely’ met (n=43).²⁰

Evidence from participant feedback on events and from examples given by them of how it assists in their work, serve to illustrate the success of activities in which the Code is used to enhance the quality of DE. At an organisational level evidence exists about the extent to which the intentions of the Code are mainstreamed. It would be worth exploring what the *extent* of such mainstreaming is in the practice of individuals – also see discussion about outcome 1.1 above.

Outcome 1.3: DE organisations strengthen their effectiveness in key organisational management areas (e.g. funding applications, governance)

Work on this aspect has to date involved participants in events that gave attention to such issues as formulating grant applications and exploring funding opportunities (particularly relating to the EU and to Irish Aid), the use of results frameworks (including the use of a Toolkit). In addition to organising such events, IDEA also offers an ad-hoc support service to its members.

²⁰ Most respondents to the mid-term survey (38 out of 47) represented members of IDEA. No question was included in the survey if these organisations were also ‘Code members’. However, from answers to open-ended questions it is estimated that about one-third to half of mid-term survey respondents were *not* employed by Code members. Therefore opinions expressed about the Code and its usefulness (n=41) and about the achievement of this particular outcome (n=43) can largely be taken as similar for both those involved in Code member organisations and those who are not.

Quality and relevance

As with events for other objectives, participation and quality targets for relevant events were typically exceeded

In the first year (2022), 73% of the 54 participants in organisational development events rated their quality as 'excellent' and a further 23% as 'good', and similar results were seen for the 32 participants in these events in year two (2023).

According to the 2023 Annual Member Survey, one-fifth of survey respondents were of the opinion that IDEA's 'support to organisational management' is very important with an additional half of respondents considering it 'quite important' (n=62).²¹ Although, amongst the ten areas of IDEA work listed in the survey, this aspect is considered the least important amongst member survey respondents, opinions of those who have taken part in relevant events tend to be (very) positive about the quality of IDEA's interventions.

Only a minority of those who took part in the mid-term survey had taken part in any event that was concerned with this objective. Those who had taken part in results framework focused events (n=20) were particularly complimentary, with a fifth (20%) rating it as 'highly effective' in developing their work (scale point 7) and a further two-thirds as only slightly less so (at scale points 6 and 5, resp. 25% and 40%).

One-fifth of those who had taken part in events that explored fundraising opportunities/grant application events (n=16) gave a rating of 'highly effective' (19%) in developing their work (scale point 7), with a further third rating it slightly less (at scale points 6 and 5, 31% and 6% respectively).

Development of knowledge and understanding

For individual events virtually all participants reported an increase in their knowledge, with typically three-quarters to 100% reporting their intention to apply their learning. Post-event comments highlighted, amongst others:

- "I have a better understanding of how [to] formulate the goal, outcomes, etc. and what the indicators, baseline etc is"
- "[Made] the application process ... more manageable"

Development of skills

Respondents to the mid-term survey show the effectiveness of events in developing their organisational management skills as a little less relevant to them than other areas relating to outcome 1.3 – only still significantly positive. Of those respondents who had an opinion about this (n=29) a fifth (21%) were of the opinion that IDEA's interventions had been 'highly effective' (scale point 7) in developing their skills, with a further one-third rating it slightly less (at scale points 6 and 5, 7% and 28% respectively). 45% of respondents rated the effectiveness of the events in developing management skills at scale point 4 or below to 'not at all effective', but did not offer reasons for these ratings specifically. They may have been influenced by feelings that organisational management skills were less relevant to them, indicated above.

²¹ Of the ten areas of work identified in the Member Survey, this aspect of IDEA's work is considered least important (see responses to question 3 of the survey).

Application of learning

Feedback on the use of gained information (in this case from the 2023 Annual Member Survey) shows that the events are very practical and immediately useable by event participants, for example:

"[IDEA's events are] very beneficial for our team applying ... for funding ... The development and provision of the IDEA Results Based Framework is a fantastic resource which we used for our ... application"

Post-event feedback and mid-term survey responses reinforce such a statement, showing the practical application of learning by participants:

- "Has been useful in completing our RF [results framework]"
- "Will definitely apply today's learning in completing our [Results Framework]"

A number of events (and not only those explicitly relating to this outcome) included attention to impact measurement (see outcome 2.2). One-seventh of mid-term survey respondents (14%) rated attention to this in IDEA organised events as 'highly effective' in development of their work (scale point 7) and a significant majority only slightly less so (scale points 6 and 5, 36% of respondents for each) (n=28). Respondents found their learning and the impact and results tools highlighted by the events "... useful for programme management M&E", and "[incorporating] qualitative and quantitative impact accounts/stories in my Irish Aid reporting".

Achievement of the outcome

The outcome is not focused on individual capacity development, but where practitioners have commented on events in which they have taken a part their assessment of the quality and usefulness of the events tends to be very positive as shown above.

Nevertheless, there is a sense – at least amongst mid-term survey respondents – that IDEA has not yet met the objective.

Although a third of respondents (n=28) was of the opinion that IDEA is already 'fully meeting' this objective (32%), almost two-fifths were of the opinion that this was 'not' or only 'somewhat' the case (39%).

Outcome 1.4: IDEA is a vibrant, active network with diverse and engaged members to ensure shared learning and collaboration within the DE sector

Quality and relevance

The work highlighted by the Tracker Tool and by annual reports of IDEA to Irish Aid refers to the various activities and outputs that illustrate the organisation as a network of engaged members, promoting sharing of learning and collaboration amongst the membership. The effect of the existence of e.g. working groups (on Quality and Impact, Formal Education, and Adult and Community Education²²) and 'Knowledge Exchange' events on the development of capabilities have been highlighted in relation to other objectives to do with Aim 1.

²² The working groups provide, amongst other services, a means for the network's membership to develop a collective voice for input into e.g. governmental education and global development and national curriculum reviews.

Comments from IDEA members and mid-term survey respondents reflect the value that is placed on the work of IDEA as a network:

- “IDEA is uniquely placed to facilitate the building and sharing of DE/GCE knowledge and skills and does so very effectively”
- “Many of the conversations started in the online learning spaces (e.g. Decolonising workshop) spill over into other places where I meet IDEA members. These have the effect of building a shared larger community engaged in GCE”
- “... Shared learning is great, and the peer exchange opportunities provide a space to work on issues together, such as the working groups”

Events that enabled ‘sharing and learning from the experiences of colleagues’ was highly valued by participants, as illustrated by the following figure:

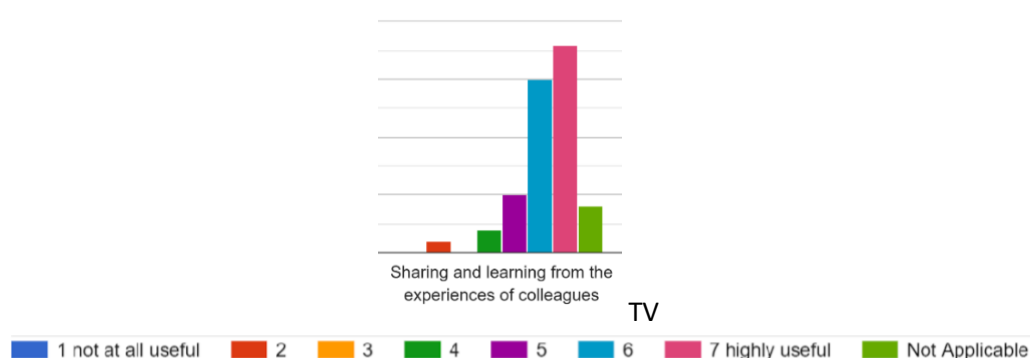


Fig 7 Indication of opinion about the usefulness of IDEA’s sharing and learning events
(Source: Mid-term survey)

Respondents to both the Annual Member Survey and the mid-term survey, however, also realise the limitations of organisations and individuals to be involved in sharing activities, let alone in practical collaboration:

- “It's clear that IDEA are continuously encouraging organisations and individuals to participate. ... I personally have only been able to participate in two The only reason for such a low number is time constraints ...”
- “... staff ... have not attended knowledge sharing when we would have liked to on account of staffing capacity ...”
- “IDEA has been doing well with different opportunities for members to share but I'm not aware of many examples of [collaboration] being realised”

An indication that some of the benefits of IDEA’s work are not easily obtained by individual members of IDEA comes from the following request (in the 2023 Annual Member Survey): “A financial package to allow individuals to attend events, working groups and trainings. Most people attending these are being paid while there by an organisation”.

Development of knowledge, understanding and skills

The most significant knowledge and skills that participants have gained from IDEA as a network have been discussed under objectives 1.1 and 1.2 – and their effect on actions taken as a result was highlighted there. In mid-term survey respondents’ commentary the reasons given for this positive assessment of gained knowledge and skills include:

- “Learning from colleagues [leads] to my greater understanding and ability to incorporate different approaches in my work. It helps with new ideas and has inspired methodologies I am using now”
- “... learning from one another ... is important to help us consider what other work is happening across the sector”

Where criticism was voiced about some of the events these appear to relate primarily to workshops not being “... actionable in my work”.

Achievement of the outcome

For those who have taken part in network events and who have an opinion about the extent to which IDEA is meeting this objective (n=43), half felt that the network is ‘fully’ meeting it (49%), with a further third of the opinion that it is ‘largely’ met (37%).

Although, in the mid-term survey, no respondent was of the opinion that IDEA was ‘not meeting’ the objective there were some suggestions on how it could improve on it

Apart from making more events practically accessible to individuals, most of the suggestions were to do with IDEA taking a more active role in representing the sector particularly through advocacy (also see chapter 7). Generally however, opinions of participants are along the lines of one who wrote that “IDEA provides a varied and accessible range of opportunities to learn, network and deepen engagement with DE/GCE”.

Outcome 1.5: IDEA has the internal capacity to deliver a strategic and effective programme as the national network for DE

As indicated in the introduction, assessment of IDEA’s resourcing and its application to the various tasks of the programme (i.e. its efficiency) does not form part of this review. When asked about this aspect of the programme a quarter of mid-term survey respondents felt unable to answer if the organisation was meeting this outcome. Those who did feel able to address this (n=36) were generally of the opinion that IDEA was ‘fully meeting’ (39%) or ‘largely meeting’ (44%) this objective.

That IDEA may have adequate internal capacity for the tasks it has set itself (as far as participants in capacity development events are concerned) may be inferred from comments such as:

- “For a relatively small team, I think they have been outstanding and really punch above their weight”
- “The team in IDEA are phenomenal. All very skilled in their work and helpful and accessible”

6. Aim 2: Pioneering

Aim 2: Pioneering The Development Education sector is an arena for innovation and collaboration with national and international actors. The positive impact of DE in Ireland is effectively articulated and communicated	
Outcome	Outcome Indicators
2.1 IDEA acts internationally as a leader in innovation Development Education	a) Evidence of IDEA supporting innovative approaches among DE actors b) Evidence of IDEA developing innovative approaches in its own programme
2.2 The collective positive impact of the Development Education sector in Ireland is showcased and shared	a) Evidence of a consistent approach to measuring impact in use in IDEA and among the sector b) Extent to which the sector is engaged on the topic of research of the Impact of GCE in Ireland
2.3 The IDEA network will incorporate new ways of working through partnerships and collaboration	a) Extent to which IDEA's support and resources enable members to approach and engage with external actors

Table 3: Aim 2 Outcomes and Outcome Indicators
(Source: IDEA Results Framework 2022-2026)

During the first year of the programme activities in relation to this aim were mainly focused on recruitment and induction of a new staff member to lead this area of work, whilst at the same time disseminating learning from a previous EU funded Partnership project.

Outcome 2.1: IDEA acts internationally as a leader in innovation in Development Education

During the first two-and-a-half years of the programme IDEA organised various (in-person and online) meetings and workshops to do with this outcome, including:

- Innovation knowledge sharing sessions and workshops
- Innovation Labs focused on skills development in the use of 'Design Thinking'
- 2023 Annual conference, on innovation
- Innovation magazine: The Catalyst

Quality and relevance

In keeping with other events, those organised with a focus on innovation are rated by participants as very highly on their quality (see discussion about outcome 1.1).

What is less clear, is how innovation is understood.

As indicated in relation to knowledge, understanding and skills below, the relevance of innovation for participants appears to relate broadly to introducing approaches or techniques seen as new or creative. For one or two respondents innovation is either overrated or, in the case of one response to the 2023 Annual Member Survey, an integral part of DE.

"Innovation is interesting and important ... but ... I prefer to get the basics right in the first place. I think all GCE work is innovative!"

However, at least for the DE/GCE sector, attention to the relevance to DE/GCE of issues around decolonisation also appear to be seen as innovative from comments by mid-term survey respondents. This is despite DE/GCE and decolonisation being listed in the Results Framework as relating to outcome 1.1. According to the mid-term survey respondents, events that addressed this issue (n=38) were considered very useful: two-fifths of respondents (45%) rating it as ‘highly useful’ for their work (scale point 7) with a further third rating it slightly less (at scale points 6 and 5, respectively 13% and 24%).

Similarly, events that give attention to issues of social, ethnic, and racial diversity in DE/GCE can be considered innovative. Even though the issue is not ‘new’ to DE/GCE, new ideas for approaches and ways of working that address it in a meaningful way are innovative.

When asked about the usefulness of events that aimed at ‘Improving social/ethnic/racial diversity amongst DE/GCE event participants’ one-third of mid-term survey respondents (32%) rated such events as ‘highly useful’ (scale point 7), with a further third rating it at scale points 6 or 5 (resp. 23% and 10%) (n=31). Nevertheless, although written comments in the mid-term survey on occasion refer to the usefulness of the events, and 16% had made use of The Catalyst magazine on innovation, few specific examples are provided on how this informs participants’ work.

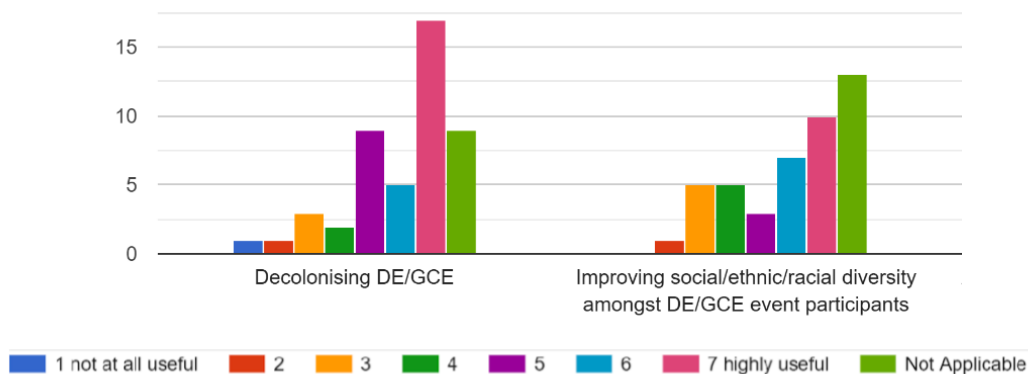


Fig 8 Illustrative opinions about the usefulness of events relating to Decolonisation and Diversity
(Source: Mid-term survey)

Development of knowledge, understanding and skills

Gained capabilities were primarily related to being introduced to particular approaches to thinking, of using the local environment, or of using different perspectives. This was generally seen as highly useful: two-fifths of mid-term survey respondents (n=38) rating them as ‘highly useful’ (scale point 7, 40%) and a similar number rating them only slightly less so (at scale points 6 and 5, at 24% and 21% respectively). Comments were primarily to do with the way in which workshops and meetings had “opened up my creative approach [for example] to developing materials” or they made positive reference to particular techniques introduced at the events (such as the ‘Design Thinking’ approach).

As indicated in discussion of outcome 1.3, a majority of people responding to the mid-term survey rated events on impact measurement either very or ‘highly effective’, offering some examples of application (below). Otherwise, examples of specific knowledge or skills developed in relation to this outcome were harder to come by.

Application of learning

Comments from respondents to the mid-term survey gave illustrations of what participants had gained and what they were planning to do with these gains. Again, these tended to be quite broad, although the example relating to impact measurement (also in 1.3) is more specific:

- “... has set our organisation, and me personally, on the path of innovation ...”
- “... committed to making issues more relatable ... such as [through] outdoor practice [and] want to revisit Forum theatre and explore its use in my work ...”
- “... it impacted [our planning meeting,] how we did it and who we had in mind: it put the user in the centre of our planning again!”
- “integrate some of what I learned ... in workshops”
- “[incorporating] qualitative and quantitative impact accounts/stories in my Irish Aid reporting”.

The suggestion by some respondents that work on DE/GCE and decolonisation was innovative was also supported by examples of practical application, including:

- “The webinar on decoloniality gave me a framework to re-think my work”
- “I have used some of my learning on decolonising GCE in my facilitation of courses in higher education ...”
- “Since the Decolonising GCE event I've explored and proposed partnerships differently to work towards a practice that is conscious of the issues discussed”

i. Achievement of the outcome

Despite that no references were made (and few can be found in the documentation) to IDEA's international leadership on this objective, in the opinion of one-third of mid-term survey respondents (n=40) IDEA is 'fully' meeting this particular outcome (33%), with almost half thinking that the organisation is 'largely' doing so (45%).

Outcome 2.2: The collective positive impact of the Development Education sector in Ireland is showcased and shared

This is still a fairly new area of work for IDEA and the programme and the development of a 'Consistent approach to measuring impact in use and supporting materials are developed and disseminated' and the setting up of an 'Impact measurement learning community' are still in development. The main activities to date include:

- An informal internal consultation of members on developing a consistent approach to impact measurement
- A process of reviewing of 42 documents on existing impact measurement tools and creating and reviewing a harvest document and strategy going forward, via an Impact Measurement workshop (see information relating to this under outcome 1.3)
- Quality & Impact working group

The interest of both the IDEA membership and of mid-term survey respondents in the need to develop this area of work is clear. As one mid-term survey respondent wrote (but echoed by others): “The sector needs to measure impact and be confident in the telling of whatever emerges”.

Quality and relevance

A large majority of mid-term survey respondents who took part in relevant events (n=28) are very positive about their learning from relevant events (e.g. “impact measurement workshop outlined ... creative methods which can be quite innovative and make our own practices more accessible”).

What is appreciated is the provision of insights into different techniques of gathering evidence about impact, but it is also clear that many respondents struggle or are somewhat mystified by how this can be incorporated in their work:

- “sometimes feel all the direction gets in the way of exploring among members how we could really work together to be an impact network ...”
- “sometimes we feel the sessions are not pitched at the right level, can be too technical rather than practical. The Impact Measurement session for example ...”

Part of the activities to reach this outcome are concerned with promoting the engagement of the sector in research into impact. An event about existing research into DE/GCE relating to the needs and interests of IDEA members was well received with a reported 100% of participants rating it is ‘excellent’.²³

Most commentary from mid-term survey respondents was for the need for more research rather than how they are or would use existing research to inform their work:

- “I think a lot more needs to be done to support research on GCE in Ireland - not just on its impact and effect (which is important), but also on approaches to it, on its relevance, barriers to it and changing requirements in facilitation etc. There's a real dearth of research in this area in Ireland”
- “More specific research and guidance into the changing curricula of schools, youth sector and adult education and teacher training to keep the GCE sector up to date and relevant”

Application of learning

Few if any examples appear to exist about how learning about impact measurement is applied or about how research is used to inform practice by DE practitioners. However, a number of mid-term survey respondents mentioned that “examples [given at the impact measurement event] are helpful in demystifying how we measure impact” and some respondents provided examples of application of learning from that, for example, “... conducted focus group interviews on the impact of youth work”.

Achievement of the outcome

The results of work done on this outcome are to date minimal with few examples available of applied learning. For almost half of mid-term survey respondents who felt able to answer the relevant question (n=34) IDEA was ‘not’ or only ‘somewhat’ achieving this objective (47%) with similar opinions expressed about the engagement of the DE sector in research into impact. Regarding the latter one mid-term survey respondent commented that “I'm not aware of IDEA research on development education practice”.

²³ 2023 Annual Project Narrative Report

Outcome 2.3: The IDEA network will incorporate new ways of working through partnerships and collaboration

Quality and relevance

To date, beyond a few Knowledge and Exchange sessions, most of the activities relating to this objective do not involve specific online or in-person events but instead focus on information provision through newsletters and distribution of similar resources, including examples of partnership in The Catalyst magazine noted in relation to 2.1 above. Hence, only a minority of mid-term survey respondents had an opinion about the effectiveness of activities that addressed partnership development (n=20). Of those who did, one-fifth rated its effectiveness in developing their work as 'highly effective' (scale point 7), with a further one-third slightly less at scale points 6 or 5. For at least one respondent the partnership focused events provided valuable facilitation (by IDEA) of "opportunities for collaboration and potential partnerships" but specific examples of how participants in events have developed collaboration with others let alone partnerships appear absent.

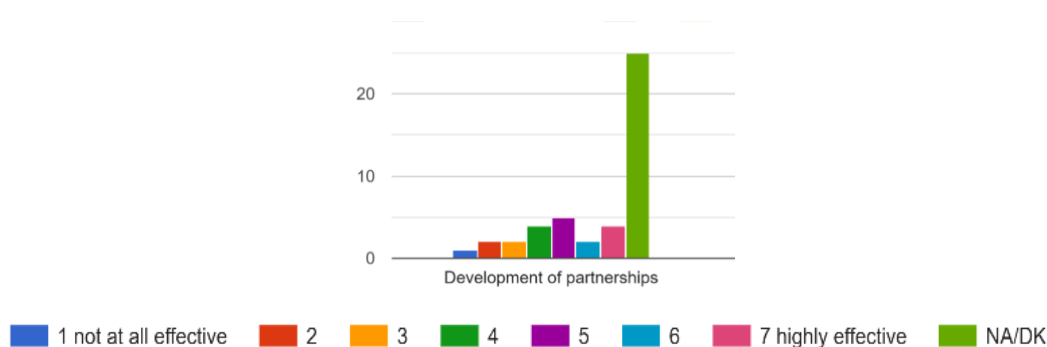


Fig 8 Illustrative opinion about the effectiveness of Partnership related events
(Source: Mid-term survey)

Amongst the mid-term survey respondents (n=43) 12% had made use of the Partnerships Bulletin and 16% had made use of The Catalyst Innovation Magazine, but few examples were given by mid-term survey respondents of how they have used their learning from relevant events or from such resources. Those that did give examples tended to refer to collaboration, e.g. "we collaborated with other members and created a training for practitioners ...".

7. Aim 3: Championing

Aim 3: Championing	
Development Education's central role in achieving a more just and sustainable world is recognised and valued by wider audiences including policymakers, media and other actors beyond DE	
Outcome	Outcome Indicators
3.1 IDEA network is a strong representative voice on policy and advocacy related to Development Education in Ireland and internationally	a) Evidence of IDEA supporting engagement of members and representing the sector at national and EU policy level b) Extent to which key messages about DE are incorporated into policy agenda by key actors (policymakers, other civil society actors etc.)

3.2 DE's contribution to global justice, global citizenship and sustainability is promoted	a) Evidence of IDEA communications and representation reaching actors beyond DE
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Table 4 Aim 3 Outcome and Outcome Indicators
(Source: IDEA Results Framework 2022-2026)

Outcome 3.1: IDEA network is a strong representative voice on policy and advocacy related to Development Education in Ireland and internationally

This outcome is set within a context of IDEA “[creating] a more enabling environment for Global Citizenship Education [ensuring] that its impact and value in creating engaged global citizens is recognised at national and international level”. This means capacity development may be more organic and less focused on individual knowledge, skills and actions. During 2022 work on the objective involved the appointment of a full-time staff member to take this aspect of the programme forward. Targets set for 2022 and 2023 were either met or exceeded in relation to, for example support for members to engage with policy opportunities (e.g. to do with Irish Aid’s grant’s process, the governmental (and EU) implementation of the SDGs, and the National Council for Curriculum and Assessment).

In aiming to achieve the objective much work was also done by means of collaboration with other organisations and institutions on shared initiatives and on representing the Irish DE/GCE sector at international platforms (examples include: EU, UNESCO and UN policy platforms such as the UN High-Level Political Forum on Sustainable Development). Apart from written and one-to-one support the main capacity development events (online and in person) have been through Formal Education working group meetings.

Quality and relevance

According to the 2023 Annual Member Survey work on this objective is seen almost universally as important, with slightly more than half of respondents rating it as ‘very important’ and almost all of the remainder considering it as ‘quite important’.

The mid-term survey confirmed the findings of 2023 annual member survey organised by IDEA, with respondents of the opinion that advocacy and policy influencing work is important for the success of DE/GCE

One in eight (12%) described ‘education curricula that do not support DE/GCE approaches’ as a ‘major problem’ (scale point 7), with a further third (33%) rating it only slightly less of a problem (at scale point 6 and 5) (n=42).

Inadequate support from decision makers was also seen by many respondents as a major problem by one in seven (14%) (scale point 7) mid-term survey respondents, with a further one third (37%) seeing at only slightly less so (at scale points 6 and 5) (n=43). That IDEA is recognising and addressing such concerns is made clear through comments of mid-term survey respondents:

- “... IDEA is playing a really important and effective role in promoting GCE and that significant efforts are made [by IDEA] to include the breadth and depth of its member engagement in this and related educations in its priorities”
- “there is very open consultation around policy development, curriculum consultations and policy priorities”

Development of knowledge, understanding and skills/Application of learning

Actions that aimed to develop the capacity and capability of members (and others) have included one-to-one support and advice (to members), facilitation of meetings between members to inform IDEA's advocacy work, involvement of members in contacts with targeted policy makers and through a regular 'Policy and Advocacy Digest'.

The mid-term survey gives examples of how respondents make use of relevant processes organised by IDEA, with a response such as the following typical:

"My understanding of political processes and decision making at Irish and EU levels has increased ... This understanding has helped me in the policy work I do ... and has increased my self-confidence".

Achievement of the outcome

In their assessment of the extent to which IDEA is meeting its policy and advocacy focussed objective, providing a strong voice for the sector, the overwhelming majority of the mid-term survey respondents either feels that the organisation is 'fully' or 'largely' meeting its objective (see Fig 9)

Although, a minority of respondents indicate a difference of opinion about the extent to which IDEA should be *following* its members (and agendas set by others, such as Irish Aid) or *leading* discussions and communications to improve DE and its influence. There was one opinion expressed that "IDEA's activities and advocacy on behalf of members in regard to the key issues influencing our world and shaping Irish society has been totally inadequate". Presumably IDEA strategic review which has recently been completed will explore and address this issue further.

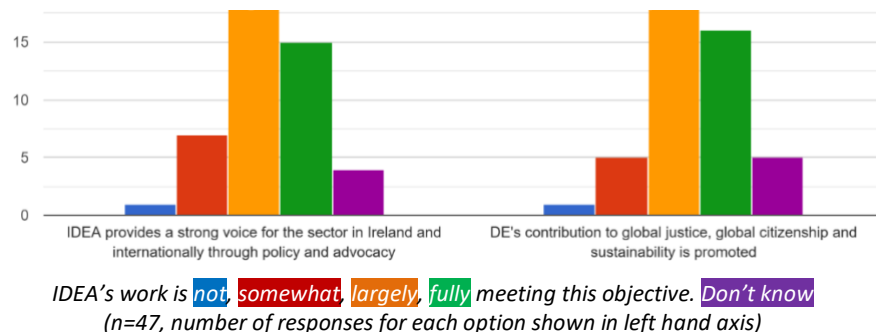


Fig 9 Mid-term survey respondents opinions relating to objectives 3.1 and 3.2
(Source: Mid-term survey)

Outcome 3.2: DE's contribution to global justice, global citizenship and sustainability is promoted

This objective deals mainly with communications and representation of DE with members and those beyond DE. Again, capacity development in this case takes place through fostering a more enabling environment for DE/GCE and promoting its value beyond those directly involved in the sector. The work done involves regular newsletters, social media and web site engagement, as well as podcasts and webinars on various themes and issues. There has been a growth in the use of multimedia content (videos, infographics) to make information more engaging and accessible to members and others, and targets for engagement are either met or 'on track'.

The 2023 Annual Member Survey includes the following observations relating to this objective:

- “There is a wealth of information on the IDEA website, from reports, articles to supports, essentially constantly facilitating increased awareness and new developments in GCE.”
- “IDEA has clearly been active nationally and internationally in the promotion of GCE, providing regular updates and reports on activities. This inspires member organisations in their work and also encourages new member to sign up.”
- “The newsletter is a very useful way of promoting our [i.e. this member organisation’s] work.”

Mid-term survey respondents also reflected on the importance of promotion of such issues. Of 42 respondents, two-fifths (38%) felt that IDEA is ‘fully’ meeting this objective, with an additional half of respondents of the opinion that the organisation was ‘largely’ meeting it.

Some of the more critical commentary of survey respondents that appears to relate to this issue is similar to that already mentioned in the previous section, e.g. “Leadership and support from IDEA would be extremely welcome ... [in positioning Development Education] ... as the impetus to demand real change at the systemic level.”

8. Conclusions

Evaluation question 1: Have IDEA interventions developed participants’ capabilities, including in respect of the mission and objectives of participant organisations/institutions?

Relevance of the programme to participants (and their organisations) – “the extent to which the programme meets participants’ capacity development needs and priorities”:

1. Quantitative take up of IDEA interventions and qualitative assessment by participants and documentation provide evidence that the programme’s interventions are seen to be of high quality and as highly relevant to DE/GCE practitioners – and their organisations.
2. Relevance of the programme is evidenced both by the level of attendance at events which typically exceeds planned and anticipated turn-out and by post-event and survey feedback from participants.
3. The Code of Good Practice for Development Education is seen as relevant and highly useful to the practice of DE/GCE – not only by organisations but also by individual practitioners.
4. Where less enthusiasm about the relevance of the programme is expressed – by a minority of participants - it is primarily related to:
 - a. a wish for greater attention to diverse opinions and perspectives,
 - b. the perceived absence of attention to the more radical origins of development education as an approach to global development and social change (e.g. in the content of its knowledge and skills development events) and to the need for IDEA to take more initiative and take the lead on advocacy for DE with decision makers,
 - c. the theoretical level of information and discussion at some events which made the events less relevant to participants

Effectiveness in developing participant capabilities – “the extent to which capacity development interventions have met their intentions and contributed to the outcomes of the programme”

5. IDEA’s interventions are highly successful in developing new and/or furthering existing *knowledge and understanding*.
 - a. When set against the knowledge aspects highlighted by the Code of Good Practice for Development Education events appear to have been particularly successful in giving attention to * root causes, * decision making processes, * local-global connections/interdependence, * justice and * global development processes.
 - b. Many event participants report an increase in confidence in dealing with a variety of topics, introducing discussions with their own audiences of controversial issues and including new perspectives on and approaches to DE/GCE are mentioned I particular.
 - c. A very significant majority of event participants record a major increase in both their DE/GCE relevant knowledge and understanding as well as their skills.
 - d. Where increases in participant knowledge, understanding or skills are absent or less marked this appears to mainly due to a self-reported pre-existing level of knowledge, understanding or skills.
6. What appears to make the effectiveness of events particularly good is their attention to:
 - a. the introduction of quality factual information
 - b. the use of creative and fun participatory, interactive methods
 - c. the application of critical thinking about the issues under consideration
 - d. the introduction of what for participants are new ways of thinking about, and of different approaches to, planning and implementing work in DE/GCE
 - e. opportunities for participants to share experiences and learning.
7. The Code of Good Practice successfully provides a major input into and guideline for the effectiveness of capacity development interventions – and seen as such not only by Code member organisations but also by individual event participants.
8. Although the *type* of knowledge, understanding and skills that the programme tries to develop is stated (particularly in the Code of Good Practice for Development Education), the *specific* knowledge and skills that are developed as part of individual events is not assessed as part of the programme. Documentation therefore largely relies on participant self-reported increases in such knowledge, understanding and skills. This means that more accurate information about the *extent* to which capabilities have been developed (e.g. by means of pre- and post-assessment) cannot be ascertained.
9. Development of the capabilities of practitioners (and organisations) – and their application - in relation to the outcomes and activities of Aims 2 (Pioneering) and 3 (Championing) is still in development to some extent. This requires further review.

Evaluation question 2: Have developed capabilities affected participants’ action?

Sustainability of learning: “the extent to which the net benefits of the intervention continue or are likely to continue”

10. Documentation and mid-term survey provide multiple examples of how gained knowledge, understanding and skills have affected or are intending to affect personal and organisational

practice. The value of being introduced to new information – especially those to do with political, economic and justice issues –, and skills – of analysis, critical thinking and creativity – is particularly highlighted in the evidence as a means to influence practice.

11. With exception of information about how the Code is affecting organisational practice, the *extent* to which gained knowledge, understanding and skills *continues* to affect *individual* practice is more difficult to assess from the evidence.
12. For Aims 2 and 3 (areas of work focused on innovation, impact measurement, research, collaboration and championing DE), relevant activities and events are generally positively commented on. Determining the effect of these activities on what is, at this stage, mid-way through the programme is more difficult to gauge. This is partly due to this review's focus on outcomes most relevant to Aim 1 and the need for more attention to the contribution of Aims 2 and 3 to capacity development broadly.
13. For Aims 2 and 3 (areas of work focused on innovation, impact measurement, research, collaboration and championing DE), relevant activities and events are generally positively commented on. Determining the effect of these activities on what is, at this stage, mid-way through the programme is more difficult to gauge. This is partly due to this review's focus on Aims 2 and 3 and the need for more attention to their contribution to capacity development broadly.

Impact on wider practice: “the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects”

As mentioned in the introduction (chapter 1), this aspect was not explicitly explored in the evaluation. Nevertheless, from information obtained a number of observations can be made:

14. Participants report that discussions about for example development of Results Framework and discussions about management of DE/GCE programmes has had an impact on the work done by participants' organisations, for example in respect of development of their management of M&E, and in the use of stories to report successes.
15. Although IDEA has enabled inputs into various (governmental) consultations and policy discussions, the effect of such inputs (i.e. their impact) is not made clear from documentations or from feedback from participants in capacity development events.

Evaluation question 3: Based on the assessment of capacity development interventions, how likely is it that the objectives of the programme will be achieved?

Effectiveness: “the extent to which capacity development interventions have contributed to the outcomes of the programme”

16. Capacity development interventions are achieving the outcomes relating to Aim 1 (Strengthening). Whilst recognising that capacity interventions in the form of events are less relevant to Aims 2 (Pioneering) and 3 (Championing), more attention to the effect of activities in 2 and 3 and their contribution to programme outcomes is needed going forward (and leading up to the final evaluation review in particular)
17. Although many mid-term survey respondents did not feel able to address the relevant questions, responses from those who did feel able to do so indicated that, in their opinion, IDEA is already 'fully' or 'largely' meeting all of the programme's objectives. This is particularly the case for

outcome objectives * 1.2 (The Code of Good Practice is enhancing quality DE/GCE) and * 1.4 (IDEA is a vibrant, active and diverse network that ensures shared learning and collaboration). For a number of other objectives a (sometimes not insignificant) minority of event participants was of the opinion that IDEA was 'not' or only 'somewhat' meeting these objectives, particularly so in the case of objectives * 2.1 relating to innovation, * 2.2 relating to research and showcasing impact and * 3.1 relating to IDEA providing a strong voice for the sector in Ireland and internationally.

9. Recommendations

Based on the findings of this evaluation the following recommendations are proposed to IDEA for consideration in the further planning and implementation of the GCE programme.

1. Sustainability of learning from events:

In order to assess the sustainability of learning from events, for IDEA to identify, at the start of each of the following years, for each outcome objective one knowledge and/or skills development event (online or in-person) for which sustainability of learning will be assessed after a period of time. This conclude include, for example, as part of the existing post-event evaluation/feedback:

- a. A statement by IDEA/event organiser that identifies the relevant knowledge and/or skill(s) the event aimed to address
- b. A question asking for the participant's assessment about the level of their *pre-event* existing * knowledge and/or * skills in respect of the focus of the event ²⁴
- c. A question asking for the participant's assessment about the level of *post-event* * knowledge and * skills ²⁵
- d. A question about how the participant thinks they will use the gained knowledge and/or skill(s) in their future work (if at all)
- e. Ask for the participant's contact details and their permission to contact them as a follow-up to their answers in 3 to 6 months' time.

For IDEA to follow up on this (3 to 6 months after the event) through contact with each participant to see what the application of the learning has been and collate and assess the information to inform its future activities.

2. Implementation of new ideas/concepts/processes/skills:

With reference to discussion about outcome objective 1.1, in particular the finding that many mid-

²⁴ For instance based on a version of Bloom's taxonomy. The question could ask if the respondent Was/Is: - **aware** of the basic idea/concept/skill, - able to **explain** the idea/concept/skill, - able to **apply** the idea/concept or skill in their existing work, - able to **analyse** the idea/concept/skill and place it in a broader context of education activities, - able to **evaluate/critique** the value of using the idea/concept/skill, - able to **create/develop** the application of the idea/concept/skill in a new situation.

²⁵ As previous footnote

term survey respondents find the absence of guidelines and models a hindrance, and discussions at a focus group meeting between LWC and Quality & Impact Group members in 2023, the suggestion is:

For IDEA to facilitate groups of individuals who are interested in meeting (in person or online) as a 'mutual support group' to:

- ② explore how specific knowledge and understanding or a particular skill can be applied within DE/GCE activities planned and executed by the individuals in the group.

The group would exist for a limited time (e.g. a year) and be concerned with the application of a concept (e.g. decoloniality), process (e.g. attention to different, potentially controversial, perspectives) or skill about which little practical experience exists within DE/GCE.

IDEA's facilitator would record the process the group and its individuals are going through and at the end of the process develop a document that shares suggestions that relate to practice on a specific knowledge or skills theme or process issue – possibly leading to the collation or creation of guidelines or models of implementation.

Although a community of practice exists for Code member organisations (see objective 1.2), a similar support mechanism may be of assistance too to DE sector practitioners (and potentially organisations) who are unable to formally become Code members.

3. Development of capabilities and capacity in innovation, collaboration, and advocacy:

This review focused mainly on strengthening capacity in relation to activities and events most relevant to Aim 1. Again, whilst recognising the contribution of Aims 2 and 3, Pioneering and Championing, to 'soft' and broader capacity development, this review has highlighted a need to review the relationship between these areas, their activities and the role of DE educators in supporting these aims. This includes reviewing targets for outcomes, and the potential for identifying more specific evidence relating to development of knowledge and skills of DE practitioners where relevant.

4. Documentation:

Although not directly related to the main concern of this evaluation, it would be useful for a final evaluation of the whole GCE Programme if available documentation, for instance in the Tracker Tool, distinguished between:

- ② Those that are *strategically* important - providing an insight into and information relevant to the way in which longer term programme aims are achieved: i.e. giving information about the approaches, main processes, ways of working that contribute to the aims,
- ② Those that are *tactically* important - providing an insight into the steps taken to implement the strategies, focusing on medium and short-term tasks and their effects, i.e. at the level of outcome objectives,
- ② Those that are *operationally* important, i.e. giving details of particular, short-term, activities and their immediate results.

Appendix 1: Responses to the Mid-Term Survey

470 invitations to take part in the survey were sent by email to participants in capacity development events organised by IDEA from the Spring of 2022 to the end of May 2024. 46 'bounce backs' were received from email addresses that were no longer valid (this also includes a small number of addressees who informed us that they felt unable to complete the survey). This leaves 424 contacts that were made. The survey received 47 responses, meaning a response rate of 11.1%.

The survey was organised as a Google Form. A link to the form was included in the invitation email. The form introduced the survey as follows:

Mid-term Evaluation of IDEA Programme 2022-2026

Welcome to our survey on the effects of the events organised by IDEA since 2022. IDEA has asked Liverpool World Centre (the external evaluator of IDEA's programme) to organise this survey as part of a mid-term evaluation of its 2022-2026 Irish Aid funded programme.

The focus of this survey is events run by IDEA in 2022, 2023 and up to May 2024.

We are interested in finding out about the understandings and skills that you may have developed as a result of taking part in one or more IDEA organised events, and the opportunities and challenges you have in applying those. In addition we are also interested in your general opinion about the extent to which IDEA is meeting its objectives.

As a previous participant in one or more events organised by IDEA (workshops, seminars, webinars, training courses, working group meetings, or sessions at an annual meeting) your responses will be very much appreciated. All responses are confidential and will not be shared with IDEA or any of its staff or trustees. Except for questions 1 and 2, answers to all questions are optional.

The survey should take about 15 to 20 minutes to complete (although responses to open-ended questions may take less or more time). If you have any difficulties in responding then please contact us via <https://liverpoolworldcentre.org/contact/>

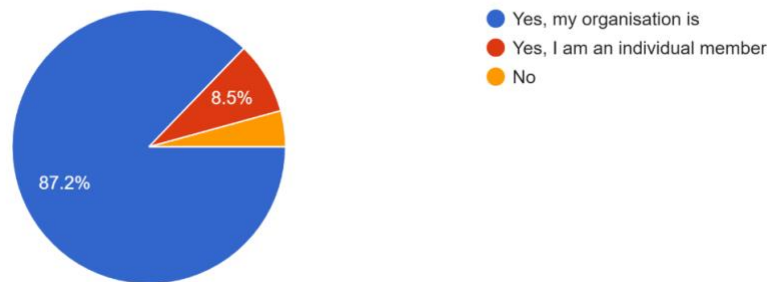
Questions and responses received were as shown on the following pages. Clarifications of questions and answers are shown in italics.

Charts and graphs of answers given have been taken from the Google generated survey results. The clustered column graphs should be taken as indicative of the range of responses received to a particular question. Percentages of responses received are shown below each clustered column graph.

About you and IDEA

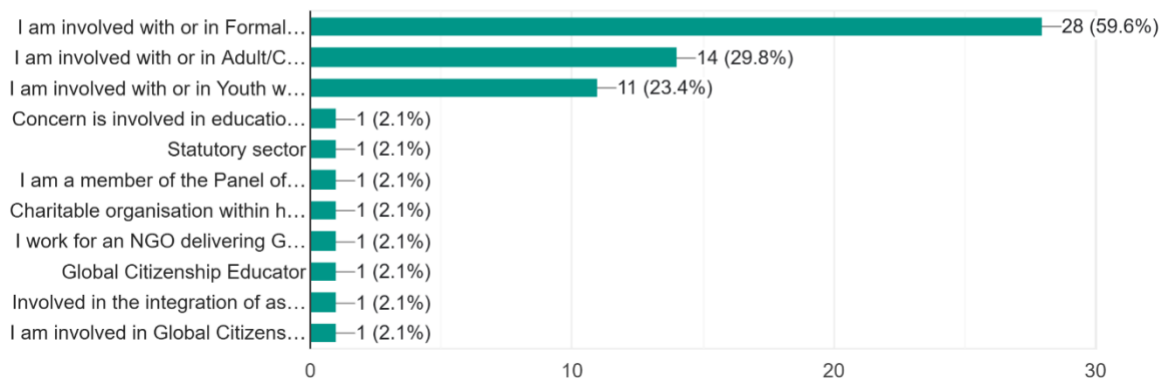
1. Are you a member of IDEA?

47 responses



2. What has been the context of your participation in one or more IDEA events? (Please select all that apply.)

47 responses



The prompts for this question were as follows:

- I am involved with or in Formal Education (early years, primary, post-primary, higher education)
- I am involved with or in Adult/Community Education
- I am involved with or in Youth work/Youth sector
- Other ...

Some respondents were involved in more than one sector of work:

5 respondents were involved in both Formal Education and Adult/Community Education

3 respondents were involved in Formal Education, Adult/Community Education and Youth work/Youth sector

1 respondent was involved in Adult/Community Education and Youth work/Youth sector

1 respondent was involved in Formal Education and Youth work/Youth sector

1 respondent was involved in Youth work/Youth sector and 'Other' (i.e. "Statutory sector")

'Other' responses were as follows:

- ☐ Concern is involved in education at all above levels through direct work and consortiums
- ☐ Statutory sector
- ☐ I am a member of the Panel of Experts
- ☐ Charitable organisation within higher education
- ☐ I work for an NGO delivering GCE in Ireland

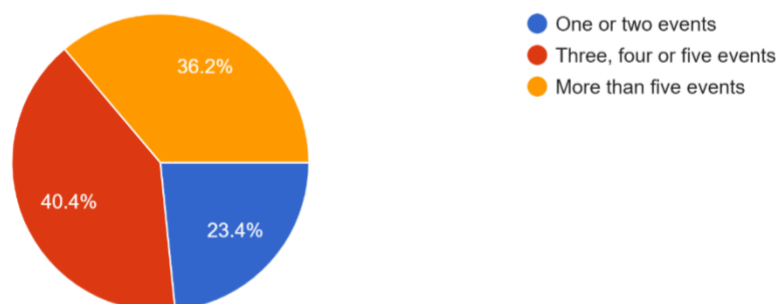
- ☐ Global Citizenship Educator
- ☐ Involved in the integration of asylum seekers/refugees
- ☐ I am involved in Global Citizenship Education for an NGO

3. Approximately how many IDEA events have you taken part in since early 2022?

'Events' in this context means a workshop, seminar, webinar, training course, IDEA annual conference or IDEA working group meeting. This includes events which IDEA has organised on its own or in collaboration with other organisations (e.g. Comhlámh, Centre for Global Education, WorldWide Global Schools etc.).

It does not include other types of meetings, such as the AGM or a meeting between your organisation and IDEA staff.

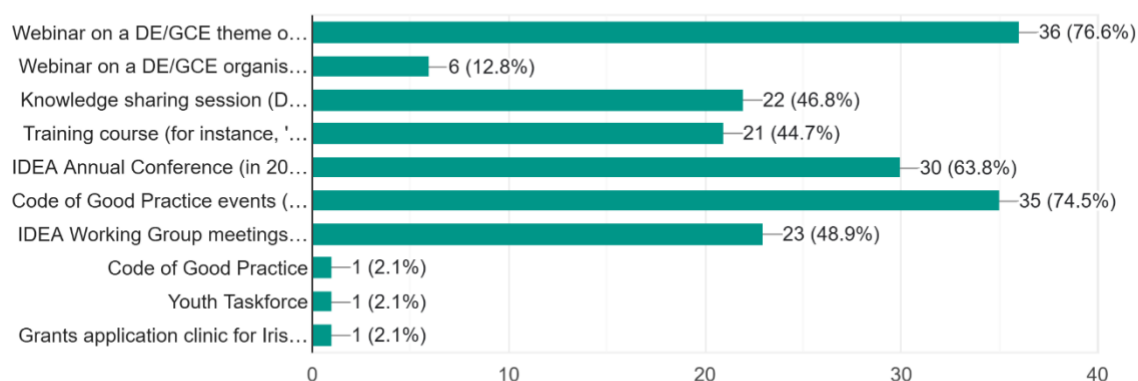
47 responses



Event themes and approaches

4.a. What kind of event(s) did you take part in? (Please select all that apply.)

47 responses



The prompts for this question were as follows:

- ☐ Webinar on a DE/GCE theme or issue (for example on the conflict in Gaza, or decolonising DE/GCE))
- ☐ Webinar on a DE/GCE organisational issue (e.g. fundraising, governance)
- ☐ Knowledge sharing session (DE practitioners sharing their experiences - these take place weekly during th...
- ☐ Training course (for instance, 'ABC of GCE' in 2023/4, Decolonising DE in 2022, Innovators' toolkit in 2023)
- ☐ IDEA Annual Conference (in 2022 (Aisling hotel) or 2023 (Morrison hotel)
- ☐ Code of Good Practice events (e.g. Code network meetings online or in person)
- ☐ IDEA Working Group meetings (Formal Education, Adult & Community education, Quality & Impact workin...
- ☐ Other...

In response to the 'Other' option the following responses were received:

- ☐ Code of Good Practice
- ☐ Youth Taskforce
- ☐ Grants application clinic for Irish Aid GCE fund

4.b. If you took part in IDEA Working Group meetings, what was the focus of the meeting?

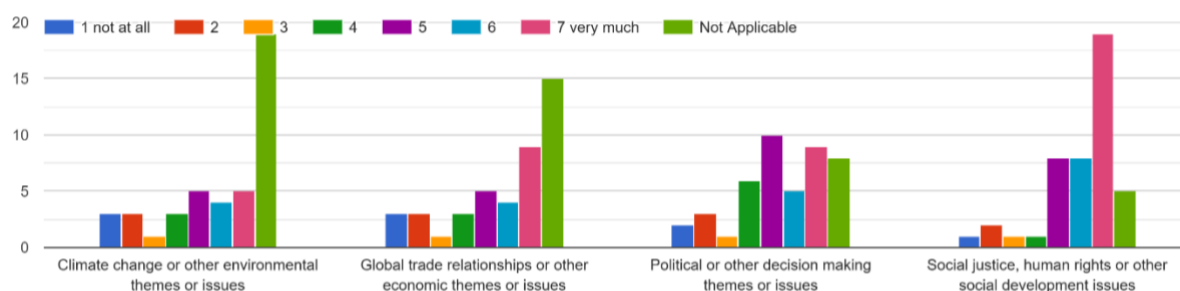
23 responses

☐ Formal Education (8)	34.8% of the respondents
☐ Adult & Community education (4)	17.4%
☐ Irish Aid engagement (4)	17.4%
☐ GCE/GCE strategy/GCE advocacy (3)	13.0%
☐ NCCA Reviews (4)	17.4%
☐ Quality and Impact (3)	13.0%
☐ Global education in the higher education sector/ Research and higher education (2)	8.7%
☐ Code of practice review and update (1)	4.3%
☐ GCE Strategy, mid-term review, community of practice (3)	4.3%
☐ Strategic partnerships (1 respondent)	4.3%
☐ etc. [sic] (1)	4.3%
☐ N.A. (2)	8.7%

9 of the 23 respondents took part in multiple, differently themed, working group meetings.

5.a. Many IDEA events have focused on a particular global theme or issue. In hindsight, how effective were they in increasing your understanding of the theme or issue?

(Use a 7-point scale, where 1 means not at all and 7 means very much. Please answer Not Applicable if the event(s) you took part in did not relate to this theme or issue.)



Percentages below ignore those who answered 'Not Applicable'. Totals may not add up to 100 because of rounding.

Of those who took part in Climate change and other environmental themed events (24 out of 43 respondents) the rating was:

☐ 7 = 20.8% ☐ 6 = 16.7% ☐ 5 = 21.7%
☐ 4 = 12.5%
☐ 3 = 4.2% ☐ 2 = 8.3% ☐ 1 = 8.3%

Of those taking part in events giving attention to Global trade relationships or other economic issues (28 out of 43) the rating was:

☐ 7 = 32.1% ☐ 6 = 14.3% ☐ 5 = 17.6%
☐ 4 = 10.7%
☐ 3 = 3.6% ☐ 2 = 10.7% ☐ 1 = 10.7%

Respondents taking part in Political or other decision-making themed events (36 out of 44) rated their increase in understanding as follows:

☐ 7 = 25.0% ☐ 6 = 13.9% ☐ 5 = 27.8%
☐ 4 = 16.7%
☐ 3 = 2.8% ☐ 2 = 8.3% ☐ 1 = 5.6%

Of those taking part in events with a social justice, human rights or other social development issues focus (40 out of 45 respondents) the rating was:

☐ 7 = 47.5% ☐ 6 = 20.0% ☐ 5 = 20.0%
☐ 4 = 2.5%
☐ 3 = 2.5% ☐ 2 = 5.0% ☐ 1 = 2.5%

5.b. Please give one or more examples of how you have used that increased understanding in your work.

32 responses

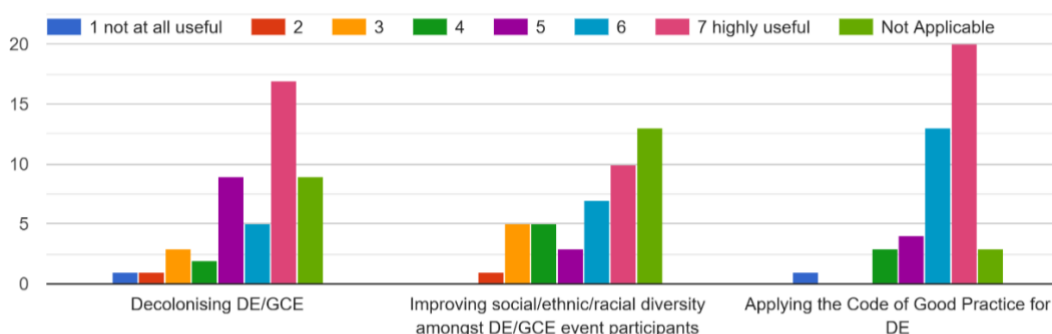
- ☐ AGM involved input on greenwashing and the negative associations of the Texaco children's art competition. We are now taking steps to encourage our network of schools to not engage with this initiative.
- ☐ The thematic out has been weak
- ☐ Currently working on developing an ethical framework for engaging with universities in the global south, drawing on resources from IDEA. Currently embedding GCE on two programmes I teach on in Higher education.
- ☐ I integrate the new learning into my ITE workshops with pre-service practitioners

- ☐ Fresh, factual information that I have been able to apply, disseminate and share through CPD with school staff.
- ☐ I have been able to re word and redefine things like global citizenship education to reach a broader audience within my own organisation and meet people where they are at. I've definitely increased my knowledge and understanding of Direct Provision also.
- ☐ integrate some of what emerged in discussion on decolonisation in workshops I Deliver.
- ☐ Used a lot of the evaluation learning in delivering evaluations
- ☐ It helps me to keep meeting people where they are at because I have to humble myself in my own knowledge base
- ☐ The webinar on decoloniality gave me a framework to re-think my work, and I have developed an internal exchange within my organisation about it and plan on writing an article for an Italian newspaper
- ☐ I use it to inform our own programme
- ☐ Advocacy learning always helpful
- ☐ A recent online event on the subject of Rising Xenophobia, had a very strong panel of speakers, some of which we might approach for a UCDVO event.
- ☐ Interesting to understand the underlying structural issues e.g. colonialism. This helps with questioning because you can probe students for deeper thinking.
- ☐ to strengthen understanding across target groups, and also to build collaborations with others both inside and outside the IDEA network...e.g. collaborative research with universities etc
- ☐ In the interpretation of the aims and objectives to reflect the embedding of the GCE ethos.
- ☐ the knowledge share events often reveal new resources or case studies to utilise.
- ☐ Decolonial thinking and analysis
- ☐ To improve our grant applications and to expand our stakeholders' network
- ☐ It has influenced the content of our YSD programme.
- ☐ Through networking at events expanded my knowledge on many issues listed which helped my work
- ☐ conflict resolution and practical solutions to group conflict
- ☐ ABC of GCE hearing other participants knowledge of themes and application
- ☐ I found it overly theoretical with not enough integration of the theory to grassroots level to enable appropriate adaptation of theory into actionable discussions
- ☐ IDEA invariably bring very knowledgeable/ skilled personnel to take part in their events, we have often gone on to also work with some of these practitioners. The sessions on Xenophobia, Gaza etc. were particularly helpful for referring teachers/ NGOs that we work with to and we had increased knowledge on the topics also.
- ☐ IDEA and Comhlámh co-organised events on the role of DE in combatting xenophobia/far right/anti-migrant sentiment; speakers at these were excellent, and gave really good insights into the history of rising xenophobic sentiment, how to collectively create new narratives, and how this is also being led by people with direct experience within the IP system.
- ☐ N/A
- ☐ It has informed new policies to be incorporated into the organisation and a stronger standing on certain things.
- ☐ I found the Palestine event organised by some members excellent, really topical
- ☐ I have used some of my learning on decolonising GCE in my facilitation of courses in higher education in this area - the reason I chose 5 for some of the answers above is not that the engagement was not effective but that I have a fairly deep level of understanding of some of these issues already - the question is not sometimes about increasing understanding but about cementing it or having an opportunity, though IDEA events, to engage critically with others around these issues.
- ☐ The event I attended focused on a number of issues. This increased my understanding of how they are all interconnected. I can now bring this knowledge and perspective to my workshops.

- ☐ My understanding of political processes and decision making at Irish and EU levels has increased through engagement with IDEA events. This understanding has helped me in the policy work I do in my own role and has increased my self-confidence in undertaking this work also.

6.a. Some IDEA events have related to the development, application or sharing of approaches of DE/GCE. In hindsight, how useful was this to your work?

(Use a 7-point scale, where 1 means not at all useful and 7 means highly useful. Please answer Not Applicable if the event(s) you took part in did not relate to this theme or issue.)



Respondents' ratings for the usefulness to their work of attention to each of these aspects were as follows (1= not at all useful, 7= highly useful). Percentages below ignore those who answered 'Not Applicable'. Totals may not add up to 100 because of rounding.

Decolonising DE/GCE (38 out of 47 responses):

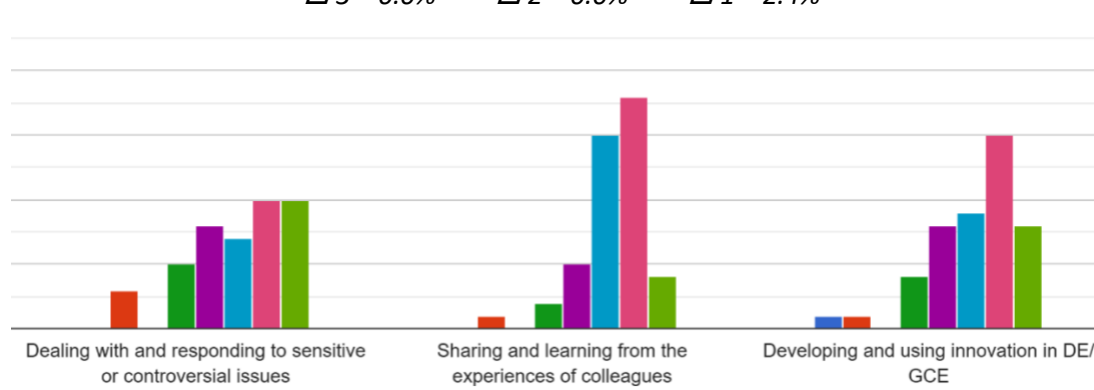
☐ 7 = 44.7% ☐ 6 = 13.2% ☐ 5 = 23.7%
☐ 4 = 5.3%
☐ 3 = 7.9% ☐ 2 = 2.6% ☐ 1 = 2.6%

Improving social/ethnic/racial diversity amongst DE/GCE event participants (31 out of 44 responses):

☐ 7 = 32.3% ☐ 6 = 22.6% ☐ 5 = 9.7%
☐ 4 = 16.1%
☐ 3 = 16.1% ☐ 2 = 3.2% ☐ 1 = 0.0%

Applying the Code of Good Practice for DE (41 out of 44 responses):

☐ 7 = 48.8% ☐ 6 = 31.7% ☐ 5 = 9.8%
☐ 4 = 7.3%
☐ 3 = 0.0% ☐ 2 = 0.0% ☐ 1 = 2.4%



Dealing with and responding to sensitive or controversial issues (33 out of 43 responses):

☐ 7 = 30.3% ☐ 6 = 21.2% ☐ 5 = 24.2%
☐ 4 = 15.2%
☐ 3 = 0.0% ☐ 2 = 9.1% ☐ 1 = 0.0%

Sharing and learning from the experiences of colleagues (41 out of 44 responses):

☐ 7 = 43.9% ☐ 6 = 36.6% ☐ 5 = 12.2%
☐ 4 = 4.9%
☐ 3 = 0.0% ☐ 2 = 2.4% ☐ 1 = 0.0%

Developing and using innovation in DE/GCE (38 out of 46 responses):

☐ 7 = 39.5% ☐ 6 = 23.7% ☐ 5 = 21.1%
☐ 4 = 10.5%
☐ 3 = 0.0% ☐ 2 = 2.6% ☐ 1 = 2.6%

6.b. Please give one or more examples of how you have used those approaches in your work

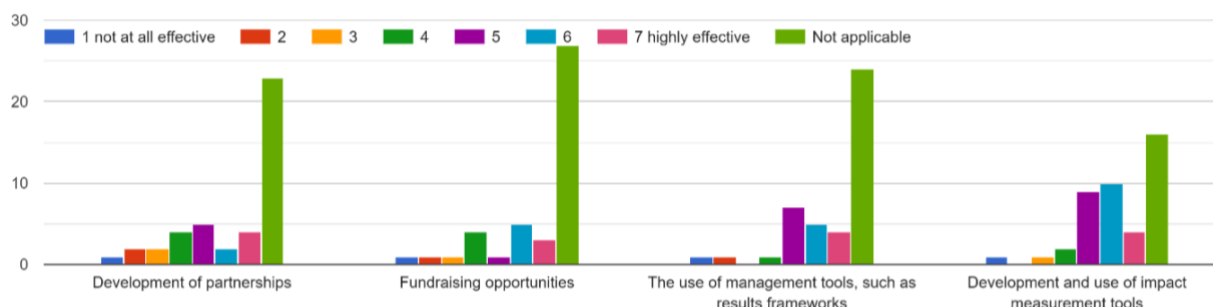
32 responses

- ☐ I got new workshop ideas from the training that I have since used
- ☐ Innovation workshop opened up my creative approach to developing materials
- ☐ Great learning from CODE members on their good practice examples
- ☐ In dealing with and responding to sensitive or controversial issues, organised an online Wear Red Day Coffee morning to discuss our experiences with other cultures and Christmas as a Global Event. These issues were on racism and embracing diversity within our workplaces and around our communities.
- ☐ As an organisation we are utilising the Code to reflect on and improve our GCE programme and delivery.
- ☐ The code of good practice has led to us developing a GCE Strategy for our organisation and also introducing GCE to the overseas aspect of our programme.
- ☐ We use the Code to reflect on and guide us in some of our GCE work. We would both share resources and learnings very often (particularly around sensitive and controversial issues) with both teachers and NGOs and Networks as well as including some of the content learned in IDEA workshops with Teachers in our own thematic GCE trainings.
- ☐ Applying the Code of Good Practice for DE has enhanced our GCE practice. The process has allowed us space to reflect on what we do well and where development is required.
- ☐ VC leaned on the Code for guidance and applied it for DE as we revised our training programme to be structured around a GCE framework.
- ☐ It has helped us on improving our grants or adjusting our ideas for the projects, by listening to suggestions or to other experiences.
- ☐ We use the code alongside our reporting
- ☐ Fresh, informed approaches that I have been able to apply, disseminate and share through CPD with school staff.
- ☐ Learning from colleagues is always highly valuable as it led to my greater understanding and ability to incorporate different approaches into my work. It helps with new ideas and has inspired methodologies I'm using now
- ☐ To avoid being overly critical and with the intention of sharing insight, I did not find the workshop useful or actionable in my work. We were all present to explore dealing with the far-right sentiment in Ireland and was no wiser how my team can deal with this on a local level. There should have been opportunity for group discussions to explore ideas - true development education
- ☐ The code

- ☐ Useful ideas from ABC of GCE sessions, great to meet and chat to other practitioners and get ideas that I have used in my own workshops.
- ☐ I have integrated games/ activities shared from other members relating to the SDGS in my own organisation
- ☐ Since the Decolonising GCE event I've explored and proposed partnerships differently to work towards a practice that is conscious of the issues discussed.
- ☐ Insights gained as a member of the panel for the Code of Good Practice has been particularly helpful in my work as a mentor regarding the Code.
- ☐ These have informed the practice of our GCE work and provide new learning and additional context. Also, learning from one another as organisations is important to help us consider what other work is happening across the sector.
- ☐ Learning from other examples of best practice
- ☐ Again, it was how what was covered can be integrated into work already happening.
- ☐ Added quality to evaluation analysis
- ☐ sharing and learning embedded into work to help deepen engagement with target groups and also used internally with staff and board to build understanding e.g. knowledge shares.
- ☐ developing new resources and avoiding duplication to build capacity
- ☐ In terms of trying to support diversity within the sector, I have started to decline opportunities to contribute as a speaker to events in order to support the participation by minority communities in this role. I am also more conscious, in recent years, of the need to proactively ensure that people from minority communities are invited and supported to participate on advisory groups or at events I am involved in organising. I am also actively working to ensure that course participants I work with are aware of the importance of reading beyond mainstream authors and publishing houses - i.e., diversifying knowledge to ensure that minority and marginalised voices are heard.
- ☐ In terms of engaging with sensitive or controversial issues, I have started to place a lot more emphasis on deep learning processes which support people's critical engagement with the intractable challenges we face in our world while including an active focus on how people are choosing to live otherwise and to act collectively for justice. I have, therefore, shifted from what might be regarded as a problem-solving approach to one which takes more account of the complexities of global challenges and responses while trying to hold on to and support active hope in people's lives. This is a shift in emphasis rather than in substance, but it is important as I find the participants I work with in higher ed (undergrads especially) increasingly overwhelmed by global challenges and influenced by polarised media views. Working with people around these challenges in the past two-three years has encouraged me to try to find ways to support them to engage, critically and actively, with this experience of being overwhelmed or powerless and with populism, while at the same time supporting people to feel and be active in the imagination and construction of alternatives. I could go on but will stop here...
- ☐ Identifying how my work aligns with the Code principles; increasing my own knowledge and understanding of colonialism which is something I would not have learned about previously, however it is highly relevant to my role as a Development Educator.
- ☐ The work on the code of good practice is very helpful and accessible.
- ☐ The code of good practice has been integrated across the organisation
- ☐ hearing others approach to difficult or far right narratives
- ☐ The IDEA Code has been useful
- ☐ I have used several of the methodologies from the IDEA ABC of GCE in my own workshop facilitation.

7.a. Some IDEA events have focussed on organisational issues or project tools. How effective were they in developing your work?

(Use a 7-point scale, where 1 means not at all effective and 7 means highly effective. Please answer Not Applicable if the event(s) you took part in did not relate to this theme or issue.)



Respondents' ratings for the effectiveness each of these aspects were as follows (1= not at all effective, 7= highly effective). Percentages below ignore those who answered 'Not Applicable'. Totals may not add up to 100 because of rounding.

Development of partnerships (20 out of 45 responses):

□ 7 = 20.0% □ 6 = 10.0% □ 5 = 25.0%
 □ 4 = 20.0%
 □ 3 = 5.0% □ 2 = 5.0% □ 1 = 5.0%

Fundraising opportunities (16 out of 45 responses):

□ 7 = 18.8% □ 6 = 31.3% □ 5 = 6.3%
 □ 4 = 25.0%
 □ 3 = 6.3% □ 2 = 6.3% □ 1 = 6.3%

The use of management tools, such as results frameworks (20 out of 45 responses):

□ 7 = 20.0% □ 6 = 25.0% □ 5 = 40.0%
 □ 4 = 5.0%
 □ 3 = 0.0% □ 2 = 5.0% □ 1 = 5.0%

Development and use of impact management tools (28 out of 45 responses):

□ 7 = 14.3% □ 6 = 35.7% □ 5 = 35.7%
 □ 4 = 7.1%
 □ 3 = 3.6% □ 2 = 0.0% □ 1 = 3.6%

7.b. Please give one or more examples of how you have used learning from such events in your work.

23 responses

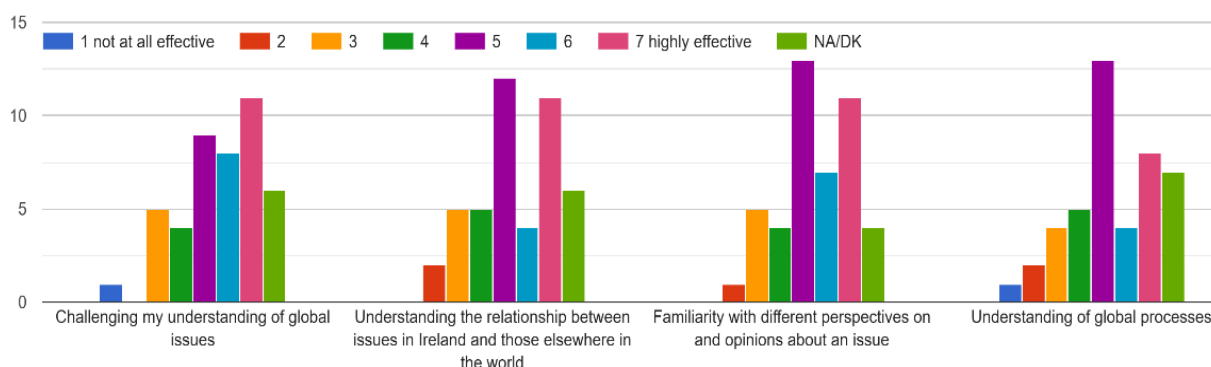
- ☐ Helped me refine our results framework!
- ☐ It has supported my understanding about how the Code of Practice underpins my role.
- ☐ Haven't attended the RF session yet but hope it will be running again to strengthen our reporting!
- ☐ I have incorporated both qualitative and quantitative impact accounts/ stories in my Irish Aid reporting

- ☐ Used additional tools in two major evaluations
- ☐ We use our RBF to check on project progress
- ☐ Used the learning from the results framework training for our recent Irish Aid GCE Grant application.
- ☐ Others examples are helpful in demystifying how we measure impact
- ☐ Very supportive around Irish Aid applications and host information sessions
- ☐ Attended RF workshop before Irish Aid funding last year
- ☐ strengthened and deepened partnerships. Impact and Results tools useful for programme management M&E
- ☐ Impact measurement is critically important
- ☐ Have collaborated with other member organisations to deliver workshops on DE/GCE awareness programmes and conducted focus group interviews on the impact of youth work in our organisation as a feedback to the contents and contexts of our approaches.
- ☐ Again, for the applications and to improve our projects.
- ☐ Use of Theory of Change
- ☐ Facilitated opportunities for collaborations and potential partnerships
- ☐ In our self-assessment
- ☐ please see 6b
- ☐ The above are less relevant to me, but I understand that some of my colleagues would have attended the above and found them to be useful in their work (measuring and monitoring impact).
- ☐ Pushed us to continue thinking critically about how we measure the impact of our work
- ☐ I don't really engage too much in these kinds of IDEA events

Understanding and Skills

8.a. How effective were the event(s) you took part in in developing your understanding ?

(Use a 7-point scale, where 1 means not at all effective and 7 means highly effective. Use the NA/DK (Not Applicable/Don't Know) column if this was not an objective of the event(s) in which you took part.)



Respondents' ratings for the effectiveness each of these aspects were as follows (1= not at all effective, 7= highly effective). Percentages below ignore those who answered 'Not Applicable/Don't Know'. Totals may not add up to 100 because of rounding.

Challenging my understanding of global issues (40 out of 46 responses):

- ☐ 7 = 27.5%
- ☐ 6 = 22.5%
- ☐ 5 = 22.5%
- ☐ 4 = 12.5%
- ☐ 3 = 12.5%
- ☐ 2 = 0.0%
- ☐ 1 = 2.5%

Understanding the relationship between issues in Ireland and those elsewhere in the world (41 out of 47 responses):

$\square 7 = 26.8\%$ $\square 6 = 12.2\%$ $\square 5 = 29.3\%$

 $\square_4 = 14.6\%$

$\square 3 = 12.2\%$ $\square 2 = 4.9\%$ $\square 1 = 0.0\%$

Familiarity with different perspectives on and opinions about an issue (43 out 47 responses):

$\square 7 = 27.9\%$ $\square 6 = 16.3\%$ $\square 5 = 30.2\%$

 $\square_4 = 11.6\%$

$\square 3 = 11.6\%$ $\square 2 = 2.3\%$ $\square 1 = 0.0\%$

Understanding of global processes (39 out of 46 responses):

$\square 7 = 23.1\%$ $\square 6 = 10.3\%$ $\square 5 = 33.3\%$

 $\square_4 = 15.4\%$

$\square 3 = 10.3\%$ $\square 2 = 5.1\%$ $\square 1 = 2.6\%$

There were 2 respondents who indicated that there were 'Other' issues about the effectiveness of the event(s).

8.b. If you have answered 'Other' then please describe

2 responses

- ☐ N/a
- ☐ My fives above are about me and my starting point with these issues rather than the effectiveness of the events themselves. I think this is important to acknowledge as a 5 can seem a low number but, for me, it's not a measure of how in effective the event was. I'm actually answering 5 in order not to mis-represent the events whereas I can't always say I had a '5' level of transformation after the event, if that makes sense...

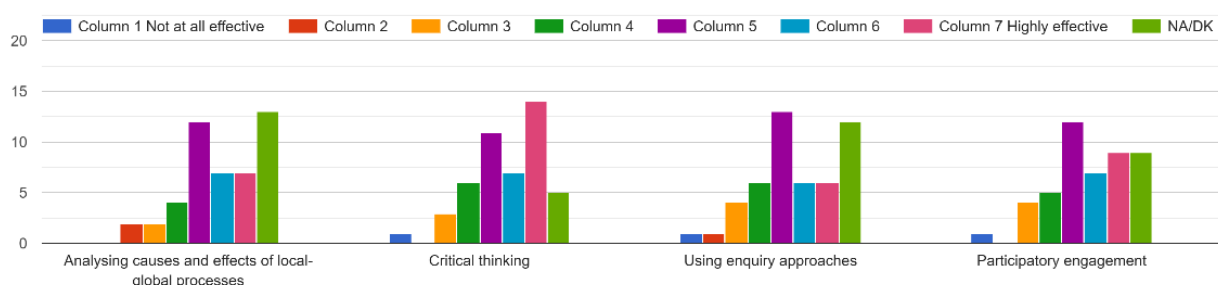
8.c. Can you give one or more examples of how you have used any new understanding in your work?

15 responses

- ☐ In writing a book chapter relating to teaching climate change, some of the more nuanced understandings arising from IDEA related work was most helpful
- ☐ Integrated it into my outreach work
- ☐ It has given us space too reflect and deepen our work using as our own knowledge is increased
- ☐ I have developed trainings to encourage members to engage with intersectionality and reflect on our place in the room, our community and globally
- ☐ Informed plans that my organisation made.
- ☐ We use examples of what's happening in the world to bring out themes of globalisation.
- ☐ The understanding was not 'new' as this is also what we do. But the likes of the IDEA Conference always brings creative ways and methods of engaging with a topic.
- ☐ The colonialism session was very useful and helped me understand the importance of considering root causes. I think it would be useful to hear more of a range of perspectives.
- ☐ The issues in Ireland and elsewhere in the world - through a global north / global south youth discussion on water (availability and affordability of clean pipe borne water).

- ☐ It is vital and inspiring to hear different perspectives on issues from practitioners/communities in Ireland and beyond. Over the years IDEA has had very impressive speakers/workshops at their annual conference and other training events.
- ☐ to inform workshops and in self-assessment
- ☐ See 6b
- ☐ We would have quite a strong understanding of most aspects of GCE, so we would be starting from quite a high baseline, but even still IDEA events bring experts together to help increase our understanding, learn and discuss different topics to help to increase everyone's knowledge and understanding of issues and to help practitioners to be equipped to better present these to make them more easily understandable for our audience (Teachers, NGOs and School networks). The session on Gaza is an excellent example of this where we were able to show Teachers, that approaching the topic of Gaza (which is quite overwhelming for many teachers), but to broach it from a 'right to water', so a rights based approach, as Trocaire have done and then developing further into other aspects as presented by Tahla of Amnesty and Maynooth University. This session in particular was invaluable in a time when it was and sadly still is of huge importance.
- ☐ I can't think of anything else apart from what I have in 6c above.
- ☐ I am more aware of and proactive in seeking to incorporate different perspectives and opinions into workshops/documents I develop. This is something I was conscious of already, but the IDEA events have provided important reminders and additional ideas on how to do so.

9.a. How effective were the events you took part in in developing your skills?



Respondents' ratings for the effectiveness each of these aspects were as follows (1= not at all effective, 7= highly effective). Percentages below ignore those who answered 'Not Applicable/Don't Know'. Totals may not add up to 100 because of rounding.

Analysing causes and effects of local-global processes (34 out of 47 responses):

☐ 7 = 20.6% ☐ 6 = 20.6% ☐ 5 = 32.4%
☐ 4 = 11.8%
☐ 3 = 5.9% ☐ 2 = 5.9% ☐ 1 = 0.0%

Critical thinking (42 out of 47 responses):

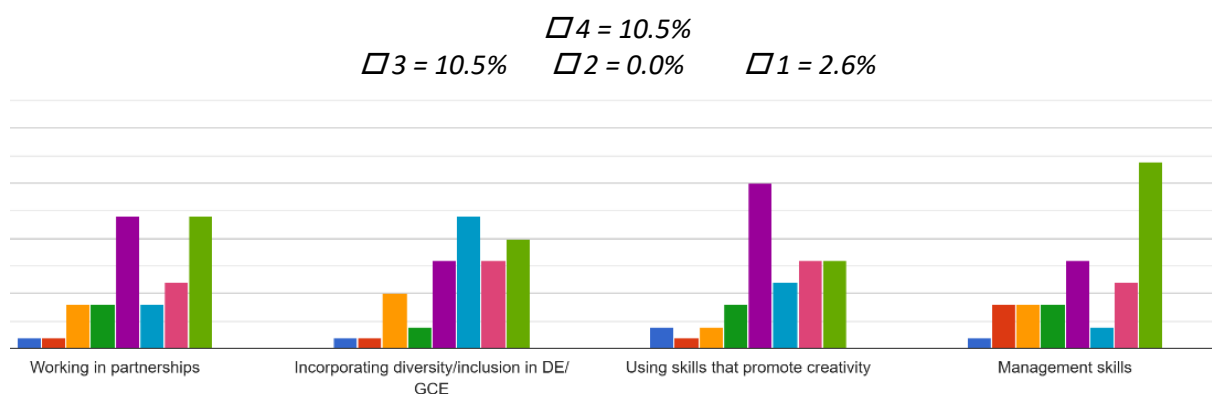
☐ 7 = 33.3% ☐ 6 = 16.7% ☐ 5 = 26.2%
☐ 4 = 14.3%
☐ 3 = 7.1% ☐ 2 = 0.0% ☐ 1 = 2.4%

Using enquiry approaches (36 out of 47 responses) N.B. The bar for Column 5 and for NA/DK shown above is incorrect. Figures below have been taken from the .csv format collection of responses.

☐ 7 = 16.7% ☐ 6 = 16.7% ☐ 5 = 30.6%
☐ 4 = 16.7%
☐ 3 = 11.1% ☐ 2 = 2.8% ☐ 1 = 2.8%

Participatory engagement (38 out of 47 responses):

☐ 7 = 23.7% ☐ 6 = 18.4% ☐ 5 = 31.6%



Working in partnerships (32 out of 44 responses):

☐ 7 = 18.8% ☐ 6 = 12.5% ☐ 5 = 37.5%
☐ 4 = 12.5%
☐ 3 = 12.5% ☐ 2 = 3.1% ☐ 1 = 3.1%

Incorporating diversity/inclusion in DE/GCE (36 out of 46 responses):

☐ 7 = 22.2% ☐ 6 = 33.3% ☐ 5 = 22.2%
☐ 4 = 5.6%
☐ 3 = 13.9% ☐ 2 = 2.8% ☐ 1 = 2.8%

Using skills that promote creativity (38 out of 46 responses):

☐ 7 = 21.1% ☐ 6 = 15.8% ☐ 5 = 39.5%
☐ 4 = 10.5%
☐ 3 = 5.3% ☐ 2 = 2.6% ☐ 1 = 5.3%

Management skills (29 out of 46 responses):

☐ 7 = 20.7% ☐ 6 = 6.9% ☐ 5 = 27.6%
☐ 4 = 13.8%
☐ 3 = 13.8% ☐ 2 = 13.8% ☐ 1 = 3.4%

9.b. If you answered 'Other' then please describe

2 responses

- ☐ Same comments as above apply, our work is entirely based on promoting GCE, so we would be consistently providing workshops on much of the above. Notwithstanding this, we find the inputs from IDEA invaluable and also because they bring many organisations together in webinars, in a way that would be hard to otherwise do.
- ☐ Please see 8b above for explanation of my 5s above. I have given 6 to incorporating diversity and inclusion because I think I have changed in that regard over the past two years. I have put management skills as DK as I didn't engage in this area through IDEA events

9.c. Can you give one or more examples of how you have used new skills in your work?

16 responses

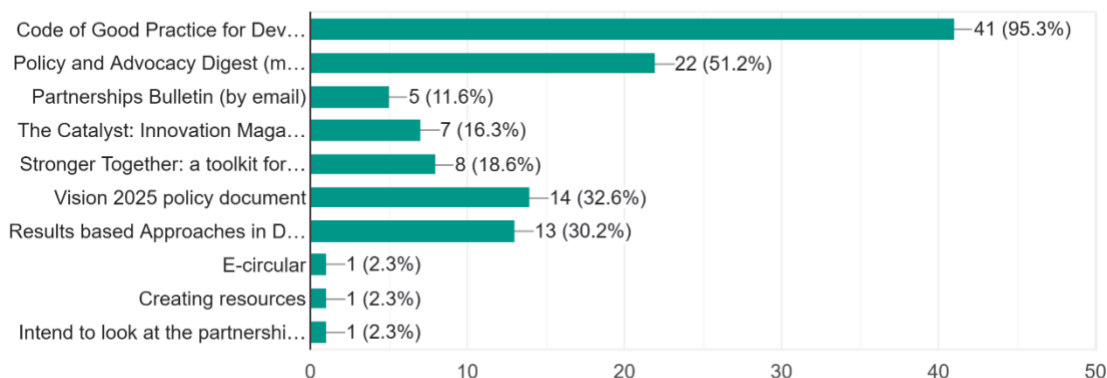
- ☐ The partnership model we use on the Code panel - as well as Elaine's leadership of the panel - have informed and enriched my work in three other partnership projects.
- ☐ I use my skills when designing and developing new resources
- ☐ Through participating in IDEA trainings and events, it has opened our minds and supported us to think in different ways. We are more critical in our approach to GCE.

- ☐ I have felt confident enough to use language learned and knowledge learned to draw attention to EDI in my own organisation and how we could improve it and ways in which we may be falling behind
 - ☐ Events hosted by IDEA always create a space that emphasizes creative and fun interaction between participants. This feeling of connection and positive networking is foundational to developing skills.
 - ☐ Useful activity ideas to use with students e.g. timeline activity, ice breakers, ways to get people discussing new ideas.
 - ☐ In the methodology used to translate cultural competency through group activities. The youths were allowed to have a collective value that informed their choosing an SDG pillar they actively participated in, to bring change for a better world amongst their peers that were farthest behind. They were able to empathise through critical thinking of ways to foster inclusivity and solidarity.
 - ☐ utilisation of new resources or delivery techniques, such as from the Decolonising DE workshops: house of modernity and 'elephant in the room'
 - ☐ Contacting other organizations that participated on these meetings and shared similar objectives.
 - ☐ In the Global Solidarity Hub working with other NGOS at big events
 - ☐ In relation to 9 there was no group discussion or opportunity to explore actionable steps for addressing far right sentiment in Ireland. The speakers were interesting - the most impressive being the woman from inner city Dublin and her experience showed a little of what types of conversations need to happen to support others in 'changing their thinking' but it was very unstructured and again the need for group discussions/plans. Too big a topic to squeeze into an hour unless the speaker has a very clear step by step process that has worked for them
 - ☐ We included a piece in our NGO & School Network training on bringing more creativity and fun into GCE, in an effort to further engage learners (NGO practitioners, but ultimately post primary students), to make the learning more accessible, interesting, more memorable and impactful for them.
 - ☐ Responses are on the mid-low end of this scale because I don't think skill development in these areas was necessarily a specific objective of the Code peer support meetings but understandings around the above would have been developed as a by-product of my attendance at this session. VC would have implemented these skills (critical thinking, participatory engagement, enquiry approaches) as the backbone of the structure of our revised training programme.
 - ☐ Monitoring and evaluation ability improvements
 - ☐ again, see 6c above.... it's very hard to identify precisely how one uses one's understanding or skills in one's work - it is hard to identify tangible changes in understanding, skills and knowledge. That doesn't mean that there is not a value of participating, re-connecting with issues and approaches one has already engaged with, or in just meeting people, grappling with the same challenges I deal with, through these events. The informal side of learning is just as important as any identifiable new skills or knowledge. The emphasis on effectiveness is understandable but I think it presumes that learning is always about something 'new', building and gaining more of something or applying it in practice. I'm not sure that's often the case.
 - ☐ IDEA events have given me the opportunity to be in the participant role at workshops and webinars, which gives me very useful insights when creating my own workshops/webinars, particularly with regard to effective facilitation skills which I have seen in action at IDEA events.
-

IDEA Publications and Resources

10.a. Which of the following resources produced by IDEA have you used? (Please select all that apply.)

43 responses



The question included the following prompts:

Code of Good Practice for Development Education (and related documentation)

Policy and Advocacy Digest (monthly e-bulletin)

Partnerships Bulletin (by email)

The Catalyst: Innovation Magazine (first edition 2024)

Stronger Together: a toolkit for partnerships in and beyond Development Education

Vision 2025 policy document

Results based Approaches in Development Education: a practical toolkit (specifically to support funding ...

Other...

The responses to 'Other' were:

- ☐ E-circular
- ☐ Creating resources
- ☐ Intend to look at the partnerships bulletin more and innovation magazine.

24 of the respondents (58.5%) made use of multiple resources produced by IDEA (typically three or four different ones)

10.b. If you have used any of these resources please described briefly how you have used them in your work

28 responses

- ☐ We use the newsletter to promote our activities and it is quite effective in that regard.

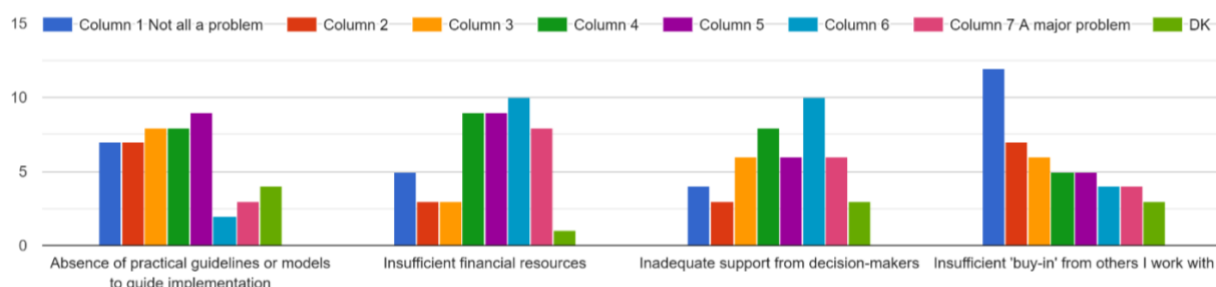
- ☐ In my work with school leaders, I sometimes suggest the Code as a good model on which they might apply school and teacher self-evaluation.
- ☐ To guide research applications, approaches to partnership and develop our own ethical framework
- ☐ IDEA newsletters keep me in the loop with what is happening in my sector; the Code online documentation supports me with M&E associated with my own role as an IDEA member
- ☐ upskilling
- ☐ Information, sharing and for applications for funding.
- ☐ I use the Code of Good Practice often when designing new trainings to ensure they align with my goals, I have read the Catalyst magazine and taken note of organisations who shared their stories to follow their work closely. I keep up to date on all newsletters to stay in tune with developments within the sector.
- ☐ Code of Good Practice - informing the way I approach all work, not just GCE. RBA: used it as a useful 'checklist'
- ☐ Funding Applications and Reporting
- ☐ Results based Approaches in DE: a practical toolkit was used to support us in completing our Irish Aid GCE funding application.
- ☐ IDEA Code of Practice 2020 Research Report
- ☐ We use the CODE to focus our work for the year
- ☐ Results based approaches has been useful in the past when developing grant applications and articulating what work we seek to do and why. The resource on creating resources was a masterclass when developing our own resources.
- ☐ We submit to the Code of Good Practice and have used it and all the supporting documentation for our 4 submissions. Their support (documents and email) is what I would call forensic, in a really good way. Incredibly thorough and high standard.
- ☐ Keeping up to date with good quality GCE
- ☐ Code of good practice was particularly useful when I started the role of GCE schools' officer and needed a clear guide of what good GCE looks like.
- ☐ Code of Good Practice has been instrumental in our reflective practice on Dev Ed. It is utilised across the whole organisation with regular staff and board meetings to assess our progress. The Code is an excellent tool that has really been useful for us at a strategic and operational level.
- ☐ I have used Code of Good Practice for Development Education to measure the objectives of Irish Aid and the desired outcome of my organisation.
- ☐ We are actively engaged in the process of the Code.
- ☐ Organizational
- ☐ The catalyst has been a welcome and useful addition
- ☐ Refer to the Code at our monthly meeting to see what we have been doing that should be included in our next submission and plan better for where we want to be putting more of our energies.
- ☐ My workplace is a signatory of the Code of Good Practice; we have found this to be a very useful resource for helping us to reflect on and deepen our DE practice. We collectively go through the Code every year, as part of the process of being a signatory, and use the insights from feedback we receive to shape our work/process for the coming year. The Code events and peer-sharing are always really excellent as well, and it's extremely well-supported and held by IDEA.
- ☐ To aid the development of VC's Disability and Climate Change GCE course
- ☐ CODE of Good Practice monitoring tool integrated
- ☐ Putting together code submissions
- ☐ I use them to understand shifting GE policy and approaches in Ireland - I tend to analyse them and write about them in articles and other publications. I also use them with my undergraduate and postgraduate students in GCE to introduce them to different understandings of GCE and principles and practices around it.

- ☐ The Code in particular has been a core and valuable resource in the development and implementation of our own programme materials for workshops/webinars and related guiding documents. I have also referred to them in my own research.

Challenges of applying new understanding and skills

11. We've identified 6 challenges or obstacles to successfully applying understanding and skills to DE/GCE practice. In your experience, how big a problem is each of the following in your work?

(Use a 7-point scale, where 1 means not at all a problem and 7 means a major problem. DK= Don't Know)



Respondents' ratings of the challenge that each of these aspects gives were as follows (1= not at all a problem, 7= a major problem). Percentages below ignore those who answered 'Don't Know'. Totals may not add up to 100 because of rounding.

Absence of practical guidelines or models (43 out of 47 responses):

☐ 7 = 7.0% ☐ 6 = 4.7% ☐ 5 = 18.6%
☐ 4 = 18.6%
☐ 3 = 18.6% ☐ 2 = 16.3% ☐ 1 = 16.3%

Insufficient financial resources (46 out of 47 responses):

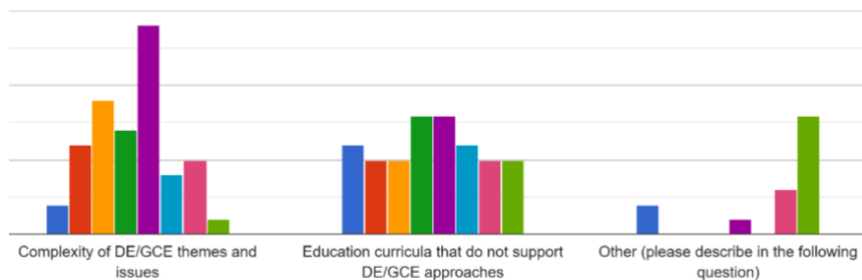
☐ 7 = 17.4% ☐ 6 = 21.7% ☐ 5 = 13.0%
☐ 4 = 19.6%
☐ 3 = 6.5% ☐ 2 = 6.5% ☐ 1 = 10.9%

Inadequate support from decision makers (43 out of 46 responses):

☐ 7 = 14.0% ☐ 6 = 23.2% ☐ 5 = 14.0%
☐ 4 = 18.6%
☐ 3 = 14.0% ☐ 2 = 7.0% ☐ 1 = 9.3%

Insufficient buy-in from others I work with (43 out of 46 responses):

☐ 7 = 9.3% ☐ 6 = 9.3% ☐ 5 = 11.6%
☐ 4 = 11.6%
☐ 3 = 14.0% ☐ 2 = 16.3% ☐ 1 = 27.9%



Complexity of DE/GCE themes and issues (43 out of 46 responses):

☐ 7 = 17.4% ☐ 6 = 21.7% ☐ 5 = 13.0%
☐ 4 = 19.6%
☐ 3 = 6.5% ☐ 2 = 6.5% ☐ 1 = 10.9%

Education curricula that do not support DE/GCE approaches (42 out of 47 responses):

☐ 7 = 11.9% ☐ 6 = 14.3% ☐ 5 = 19.0%
☐ 4 = 19.0%
☐ 3 = 11.9% ☐ 2 = 9.5% ☐ 1 = 14.3%

Complexity of DE/GCE themes and issues (43 out of 46 responses):

☐ 7 = 17.4% ☐ 6 = 21.7% ☐ 5 = 13.0%
☐ 4 = 19.6%
☐ 3 = 6.5% ☐ 2 = 6.5% ☐ 1 = 10.9%

Respondents were encouraged to give any answers to 'Other' in the next question.

12. To better apply learning from events, what support, guidelines or other resources from IDEA would be helpful to you?

20 responses

- ☐ Arising from my work as a Code panel member, I see numerous examples of admirable practice in DE/GCE. Greater sharing of members' creativity and action would, I think, not just raise morale but propel people to action.
- ☐ Tailor made approaches for early years and social care workers
- ☐ Perhaps remind readers in the IDEA newsletters where educational resources may be found or referred back to on the website?
- ☐ A resource about North-South engagement good practice (e.g. between schools, 3rd level and community)
- ☐ How to engage other co-workers, make the work feel less isolated or less like a niche interest/responsibility of one person as a GCE practitioner
- ☐ All the in-person events in particular, enable networking and therefore assist in lifelong learning.
- ☐ Navigating work in organisations with institutional and historical traditions
- ☐ A culture that promotes individualism, consumerism, competition, hedonism, etc.
- ☐ Working in the informal, non-formal sector, getting buy in to explore issues - that many perceive to be academic is challenging. Also, youth work in the informal faith sector has focused on recreational activities more than justice issues since the Covid-19 pandemic.
- ☐ Creating space/resources/events on GCE for people/sectors with no GCE experience
- ☐ The opportunity to hear different perspectives - this would help understand why others think in a different way and would make us more open minded. Sometimes you meet lots of like-minded people which can be nice but is maybe not highly effective to develop us as GCE practitioners.

This can also make us think everyone thinks like us rather than opening up to new ideas or to understanding opposing views.

- ☐ Shifting development education as pedagogy into advocacy, campaigning and activism to challenge the structures and systems maintaining global inequality, the climate crisis, rise of the far right, migrant discrimination, neoliberal policies, settler colonial domination, and the normalisation of genocide, and indeed our government's complicity in all of this. It seems the advocacy and campaigning focus of IDEA is solely positioned around championing support for development education to ensure it is sustained into the future, with a well-funded sector. Whilst this is important, it is not enough for the work that needs to be done at this moment of global crisis. Development Education needs to get back to its political and radical roots and utilised as the impetus to demand real change at the systemic level. Leadership and support from IDEA would be extremely welcome here.
- ☐ To have more webinars on the importance of the Code in organisation hierarchies.
- ☐ More specific research and guidance into the changing curricula of schools, youth sector and adult education and teacher training to keep the GCE sector up to date and relevant as a support sector to those delivering formal and informal education.
- ☐ IDEA could provide additional information on new funding sources for DE/GCE
- ☐ Training on how to effectively address far right sentiment against those seeking asylum and incorporating the theory into that
- ☐ Typically, we are dealing with lots of competing priorities, so time is usually one of the biggest challenges. The discipline of having short webinars held by IDEA is very helpful. Perhaps when there are 1 or 2 day trainings if there was a 2 hour follow up webinar, it might help to keep focus on the new learnings and come together to discuss successes/ challenges.
- ☐ Perhaps a short resource on what GCE is, why it is important, the benefits of learning in this way - to help with encouraging buy-in from staff, board, council members who are not familiar with the topic.
- ☐ Practical workshops of activities to implement or examples of good workshop development to hit DevEd targets.
- ☐ I think IDEA does a really good job of supporting different cohorts of educators in the area of GCE. Events are recorded and shared; there is regular communication from the office to people through newsletters etc; working groups are supported and there is very open consultation around policy development, curriculum consultations and policy priorities.

IDEA's objectives

13. Part of IDEA's programme aims to '**Strengthen Capacity of the Development Education Sector**'.

A number of Outcomes have been designed to contribute to this aim. To what extent do you think these are being met?

Colour coding for the following graphs is as follows:

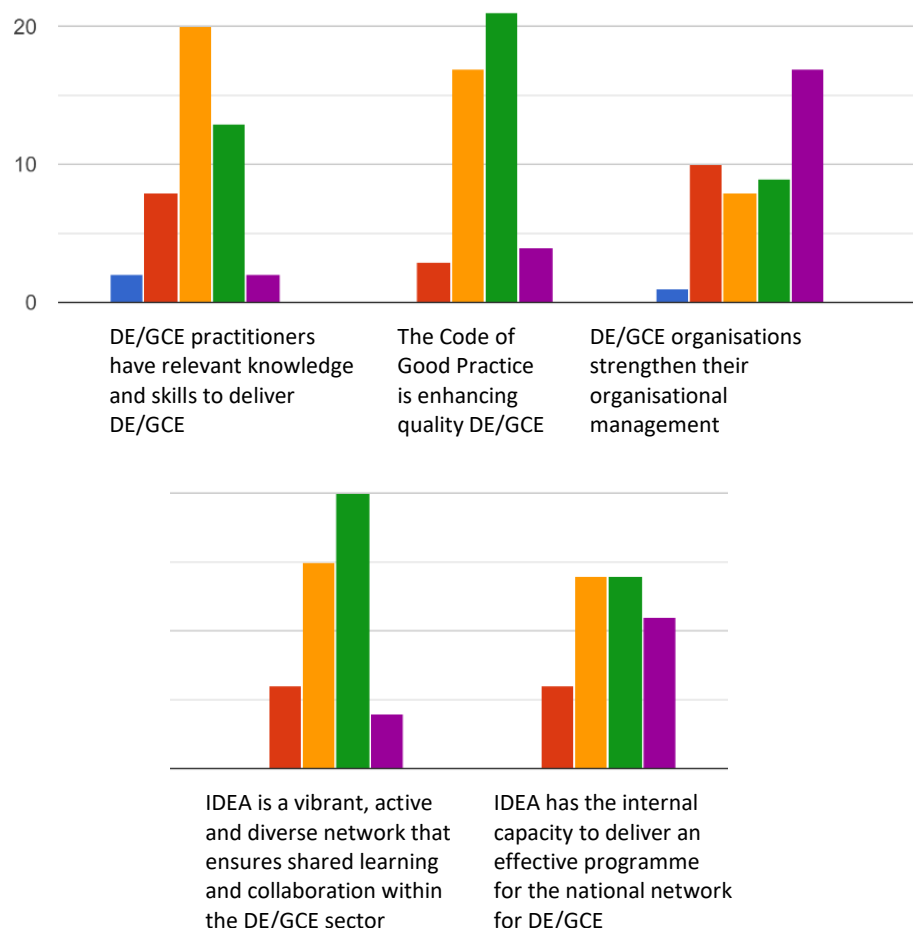
IDEA's work is **not meeting** this objective

IDEA's work is **somewhat meeting** this objective

IDEA's work is **largely meeting** this objective

IDEA's work is **fully meeting** this objective

Don't know



14. A second part of IDEA's programme aims at **Pioneering: to promote Innovation and Collaboration with national and international partners and to communicate the impact of DE.**

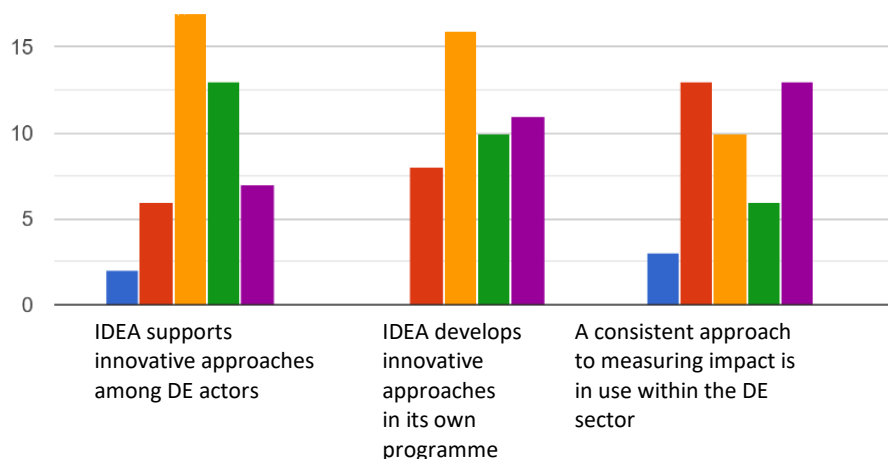
A number of outcomes have been designed to contribute to this aim. To what extent do you think these are being met?

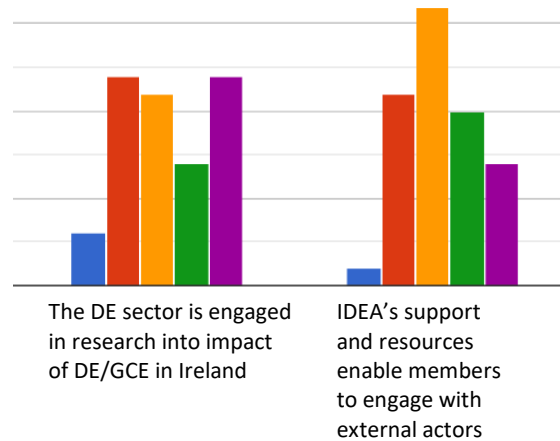
Colour coding for this is as follows:

IDEA's work is **not meeting** this objective
IDEA's work is **largely meeting** this objective

IDEA's work is **somewhat meeting** this objective
IDEA's work is **fully meeting** this objective

Don't know



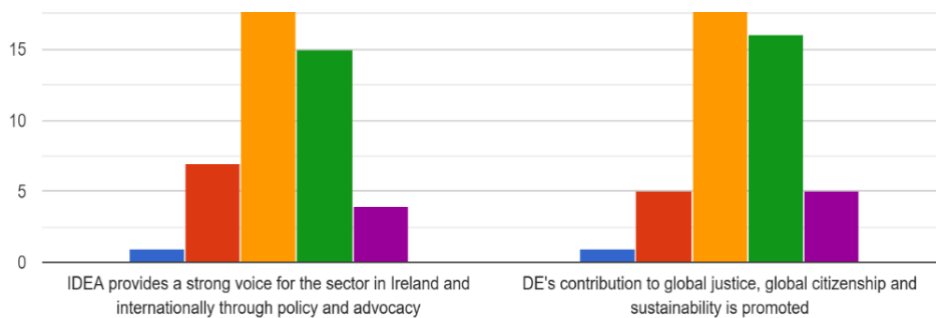


15. A third part of IDEA's programme aims at **Championing: to ensure that DE's role in achieving a more just and sustainable world is recognised and valued by, for example, policymakers, media and other actors beyond DE.**

A number of outcomes have been designed to contribute to this aim. To what extent do you think these are being met?

Colour coding for this is as follows:

IDEA's work is **not meeting** this objective
 IDEA's work is **largely meeting** this objective
 IDEA's work is **somewhat meeting** this objective
 IDEA's work is **fully meeting** this objective
 Don't know



Finally

16. Please let us have any further comments, observations or suggestions about the work of IDEA and/or about IDEA's support for you and your work

17 responses

- ☐ IDEA's activities and advocacy on behalf of members in regard to the key issues influencing our world and shaping Irish society has been totally inadequate. There has been a non-response and lack of leadership on issues that are close to the heart of IDEA members: the genocide in Gaza, neoliberalism, homelessness, corporate greenwashing, racism and the rise of the far-right. Rather than IDEA taking the initiative and leading members in advocacy work on these crucial

issues, it defers to the activities of members as evidence of its own success. IDEA's advocacy work is confined to global education and the 'dead-in-the-water' SDGs as if we as development educators should not take an active role in tackling the root causes of poverty, inequality and marginalisation. IDEA's work is completely detached from the issues and realities of injustice and inequality and because of this it lacks engagement with grassroots, bottom-up social movements who should be our natural allies. I'm not aware of IDEA research on development education practice or any of the issues discussed above. Most of its consultancy work seems to be focused on its own activities rather than advancing development education practice. If this continues IDEA will become increasingly irrelevant to the work of its member organisations.

- ☐ IDEA is a very well-run organisation with clear goals and is a strong support for DE/GCE practitioners in Ireland
- ☐ IDEA to use their influence to exert pressure on NCCA to use the DE/GCE workshops which are currently available with early years professionals, especially now as the proposed updated Aistear framework has a specific focus on global citizenship. IDEA could also use their influence to exert pressure on Department of Education to utilise resources available for primary and second level students in the areas of sustainability and global citizenship. There is an extensive community of practice in relation to DE /GCE currently in existence but there is a risk that resources which exist within this community of practice (people and materials) may be overlooked by NCCA and Dept of Education who are likely to 'reinvent the wheel' in relation to the DE /GCE work that is already being done. My background is in early childhood and I have seen how, in the last 15 years, the early years space has become a crowded space in terms of training and development opportunities.
- ☐ The team are extremely helpful and always able to help with queries or get you in touch with someone within the network that will.
- ☐ I always find them to be proactive, responsive, connected, informed, trustworthy, transparent and approachable.
- ☐ I think IDEA is a lead organisation in DE/GCE in Ireland and beyond, inspiring and supporting strong practice and innovation.
- ☐ IDEA's work and the team have significantly built the capacity of this organisation to deliver quality and impactful GCE
- ☐ Just to reiterate the sense of urgency for re-politicising our dev ed work to hold our governments to account for their complicity in the reproduction of the settler colonial/colonial structures and systems that maintain global inequality.
- ☐ There are two areas that I would suggest IDEA focuses on during the year(s) ahead. 1. Impact measurement. The sector needs to measure impact and be confident in the telling of whatever emerges. 2. IDEA needs to advocate for and lobby for more financial resources. 3% of ODA is the benchmark set out in Vision 2025.
- ☐ IDEA has enhanced my confidence in the contents of the DE/GCE and improved my network in the sector.
- ☐ I am conscious that freelance GCE practitioners do not seem to receive any additional support or recognition within the sector or by IDEA. So new, young and diverse voices and approaches are not being encouraged as they might. IDEA events and groups are almost completely attended by those employed by organisations with funded GCE programmes. Everyone is privileged to be being paid while attending, what about freelance/independent practitioners who are not in this position?
- ☐ It is difficult for small organisations like us to survive just on DE or GCE projects. We would like to get some training or ideas on how to financially survive in a sustainable way.
- ☐ The team in IDEA are phenomenal. All very skilled in their work and helpful and accessible. We are very grateful for the work they put in and the support they provide to all members. Thank you.

- ☐ I highly value IDEA's contribution to the sector. For a relatively small team, I think they have been outstanding and really punch above their weight. The reason I have attended so many IDEA events is because I know that they are always a good use of my time and I always learn something and come away with more to think about, a better understanding and sometimes new connections.
 - ☐ Well done and continued success to Elaine and the IDEA team.
 - ☐ Continuing to connect with people doing community work and activism in Ireland will strengthen the local to global links
 - ☐ In relation to the last three questions (13, 14, 15), I have not said that IDEA is fully meeting any objective because there's always room for improvement. I do think, though, that IDEA is an excellent organisation that works very well to support those engaged in GCE in Ireland and to advance GCE in a variety of ways. Re: Q. 14, I am not sure about this 'innovative approaches' piece, so I have said 'don't know'. I think innovation is a bit over-rated and I would much rather see critical or transformative approaches mentioned there, for example in line with critical pedagogy and decolonial approaches to GE, rather than the language of neoliberalism, i.e., innovation. In Q. 14 - on research - I think a lot more needs to be done to support research on GCE in Ireland - not just on its impact and effect (which is important), but also on approaches to it, on its relevance, barriers to it and changing requirements in facilitation etc. There's a real dearth of research in this area in Ireland and, so far, limited public funding for it. Despite that, IDEA is very supportive of any research that does happen and of attempts to embed it more fully in higher education, which has a knock-on effect on research in the sector more broadly, of course.
 - ☐ I have found the peer-learning / sharing events associated with the Code of Good Practice very helpful, as has been participation in that process overall. On the other hand, it is quite burdensome in terms of the work involved and I have found some of the reflection / reporting processes very time-consuming and repetitive. There also seems to be more and more of them - or is that just me? While I have valued the opportunity to update the Code (great discussions around this and it's more critical now, I think), I think that has led to even more changes in the reporting requirements. I think changes in reporting requirements should be kept to a minimum, with a very strong consciousness of people's limited time to engage with the Code.
 - ☐ Overall, I have found IDEA to be extremely supportive over many years with excellent, open and approachable staff.
 - ☐ I think the facilitators of the ABC of Global Citizenship Education training were excellent.
 - ☐ IDEA provides a varied and accessible range of opportunities to learn, network and deepen engagement with GCE/DE. For me, the most valuable aspect of IDEA is the community of support and solidarity it fosters and resources. The staff are very knowledgeable, approachable, encouraging, supportive and open to ideas and collaboration.
-

Appendix 2: IDEA events 2022 – June 2023

Aim 1: Strengthening the capacity of the sector to deliver quality DE

Outcome 1.1

Trainings

- Decolonising Development Education
- Organisational Culture Change: a systems change approach to diversity and inclusion
- A-Z of Global Citizenship Education (name change to ABC of GCE in 2024)

Webinars

- How to deliver hybrid Training and Events
- Inclusion within the Development Education Sector
- Production, Impact and Continuous Learning: Let's talk Resources
- The Rights of Indigenous Women Around the World – Understanding Root Causes of Inequality and Injustice
- Decolonial practice in GCE
- Development Education and the Economic Paradigm
- We need to talk about Gaza
- The Age of Cascading Crises
- Getting to grips with Greenwashing
- 'Social Inclusion in times of Rising Xenophobia'

Outcome 1.2

- Code network meetings (held twice per year)
- Code information sessions (e.g. on how to join the Code)

Outcome 1.3

- Irish Aid GCE grants clinic (held annually)
- Workshops to support development of Results Frameworks for DE (held annually)

Outcome 1.4

- IDEA annual conference (held annually)
- Knowledge shares (held throughout the Summer each year)
- IDEA working groups meetings

Outcome 1.5

- IDEA AGM
- IDEA Strategic planning process (2024-2029) online and in person workshops

Aim 2: Pioneering through innovation, collaboration and articulating impact

Outcome 2.1

- The Innovator's toolkit
- IDEA innovation LAB
- Launch of the 'Catalyst' magazine (webinar)

Outcome 2.2

- Impact measurement workshop
- Impact measurement meeting
- Research session on IRC grants
- Research showcase

Outcome 2.3

- No specific IDEA events

Aim 3: Championing DE with wider audiences.**Outcome 3.1:**

- Various Policy & Advocacy workshops and meetings e.g.
 - o To prepare Submission to Department of Education on Revised UNESCO 1974 Recommendation
 - o Designing IDEA Advocacy guide and toolkit
 - o Local and EU elections advocacy workshop

Outcome 3.2

- No specific IDEA events

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