

Code Principles and Indicators



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

1.1 Examine connections between the lives of people in Ireland and globally, as well as other local and global actors.

1.2 Contrast dominant models of and discourses relating to development with alternative perspectives.

1.3 Acknowledge and address bias and subjectivity in our own knowledge base.



02 Explore the **ROOT CAUSES** of local and global injustices and inequalities in our interdependent world

2.1 Ensure an analysis of the cause and effect of injustices is at the centre of our educational processes.

2.2 Examine our own roles as global citizens as part of our exploration of the root causes of injustice.



03 Be explicit about the **ETHOS OF DEVELOPMENT EDUCATION** – global solidarity, empathy and partnership, and challenging unequal power relations across all issues we work on

3.1 Encourage participants to approach issues as global citizens, building a sense of working together for global change, not solely 'helping others'.

3.2 Place critical questioning about power relations at the centre of our education practice, asking 'who gains?' and 'who loses?' in the issues under discussion.



04 Encourage **CRITICAL THINKING** in our exploration of local and global justice issues and seeking of solutions

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

4.2 Create a safe space for open and respectful dialogue and build confidence in working with controversial issues.



05 Use **PARTICIPATORY, CREATIVE** methodologies

5.1 Use participative methodologies that reflect our Development Education ethos.

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

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



06 Produce and use **QUALITY RESOURCES** and **MATERIALS**, based on continuous learning

6.1 When producing resources, ensure high quality standards by testing and piloting during resource development.

6.2 Monitor and evaluate use of resources to understand engagement and associated learning.

6.3 Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible.

6.4 Where possible, use examples based on real experiences. Ensure the material you use does not stereotype, sensationalise or discriminate against people, situations or places.

6.5 Dedicate time to inform and update ourselves, as educators, about global issues, exploring a variety of different perspectives.



07 Build **SKILLS FOR INFORMED, MEANINGFUL ACTION** that is **COLLECTIVE** in nature

7.1 Encourage meaningful action based on participants' learning and analysis of how their actions can make a positive difference.

7.2 Use the voices and/or experiences of those affected by the issue in designing the action, where possible.

7.3 Support participants to develop a range of approaches and skills to target relevant audiences in their actions.

7.4 Link learners with opportunities to engage in relevant actions beyond our intervention.

7.5 Take other initiatives into account: Consider connecting with other networks or collective actions working on the same issues, or identify gaps in the current initiatives that the action could address.



08 **IMAGINE** and **EXPLORE SOLUTIONS** for a better world

8.1 Support participants to imagine, examine and actively explore different approaches to more sustainable and fairer ways of living.



09 **Actively and consistently REFLECT** and **LEARN** from our own Development Education practice and participants' feedback

9.1 Ensure quality monitoring and evaluation of activities and programmes are in place that are appropriate for our work.

9.2 Use lessons learned from monitoring and evaluation to inform and improve our practice.

9.3 Share learning with other Development Education actors, communicating the positive results and lessons learned.

9.4 Participate in opportunities for professional development in Development Education, including capacity building, networking with other practitioners and contributing to communities of practice.



10 Have a clear **DEVELOPMENT EDUCATION STRATEGY** and **ACTION PLAN** and be clear how it fits into and is supported by our organisation

10.1 Have a current Development Education strategy which integrates Development Education into the overall work of the organisation.

10.2 Commit financial and human resources to Development Education.

10.3 Provide support for opportunities for professional development in Development Education.



11 Reflect the **KEY VALUES** of Development Education: **Equality, diversity, sustainability and human rights, and responsibilities, and challenging unequal and unjust power relations across all issues we work on**

11.1 Act out of an awareness of the importance of diversity when recruiting staff, volunteers and external facilitators.

11.2 Challenge discriminatory behaviour within our own organisation and those we work with.

11.3 Include minority perspectives and world views in our institutional decision-making.



12 **ADVOCATE FOR QUALITY DEVELOPMENT EDUCATION** for all learners in Ireland which is adequately funded and in line with Sustainable Development Goal target 4.7

12.1 Mainstream Development Education within our organisation.

12.2 Lobby government for adequate funding for quality Development Education in Ireland.

12.3 Shape national/international policies through engaging in policy processes and making submissions on issues related to Development Education.