

# Code of Good Practice for Development Education

## User Guide

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# Background to the Code

The Code of Good Practice for Development Education is the result of a collaboration between IDEA members. It builds on the work carried out by IDEA members and partners through the creation of Good Practice Guidelines for various areas of educational work e.g. for Adult and Community Education, for Formal Education etc. At a workshop of IDEA members in 2016, a decision was made to build on the existing Good Practice Guidelines in Development Education by creating a Code of Good Practice. The clear consensus was that any code should be developed for and driven by the Development Education (DE) sector itself.

In 2017, a task group of 13 IDEA members drafted the Code content in the form of principles and indicators. The group also had initial discussions on how the Code could be implemented by IDEA members. In 2018, the draft Code was piloted by a group of 6 IDEA members, each piloting a number of the principles. Among other things, the participants found the Code supported their reflective practice, helped them to more effectively promote Development Education within their organisations and improve their own personal DE practice overall, bringing them back to all the values and ethos underpinning DE. The result was an updated draft of the Code.

In 2019, IDEA convened an advisory group to develop structures to roll-out the Code. They thought through the steps of the Code journey for Code members, what self-assessment and Code compliance could look like, and what learning, support and networking opportunities could be offered to Code members.

The Code we have developed is a result of all of this work, alongside the supporting documents of this User Guide and the Self-Assessment Workbook. The Code has been a rich learning collaboration. It will continue to be shaped through your engagement in the Code journey.

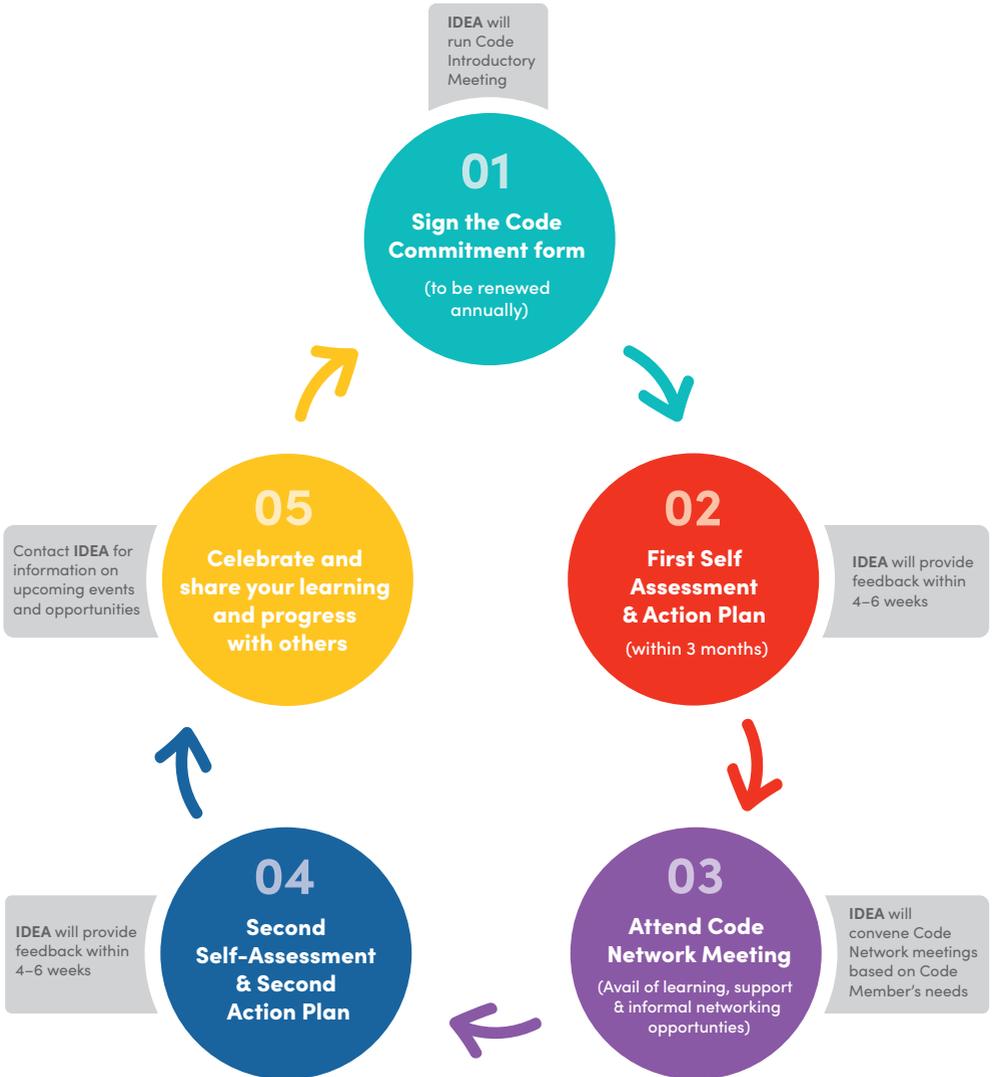
**Welcome! This User Guide is designed to be used in conjunction with the Code of Good Practice for Development Education. As a User Guide it sets out the steps involved in joining the Code and we hope it will assist you in implementing the Code.**

The Irish Development Education Association (IDEA) is the national network for Development Education in Ireland with members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. A Code of Good Practice for Development Education has been developed by IDEA members who aim to collectively build the quality of Development Education practice in Ireland. Becoming a Code Member offers many benefits, including networking, peer learning, support opportunities, and the space to share your experiences as Development Education practitioners. IDEA's membership is dynamic and diverse, carrying out Development Education in a wide range of contexts, and through a rich variety of approaches. Your Code journey begins with your own good practice in Development Education.

This User Guide accompanies the Code of Good Practice for Development Education. If you are interested in getting involved in the Code, please get in touch with IDEA to learn more. The steps to becoming a Code member are outlined in this User Guide. Code membership involves adhering to three Code commitments. A summary of the learning and support opportunities provided by the Code, and IDEA's role are also included. Separately, there is a workbook to accompany the Code, which includes a self-assessment workbook and the related action plan template, along with guidance on how to complete them. Code Members are both organisations and individual practitioners.

Please contact the IDEA team for any questions or support: [code@ideasonline.ie](mailto:code@ideasonline.ie). We look forward to supporting you on your Code journey!

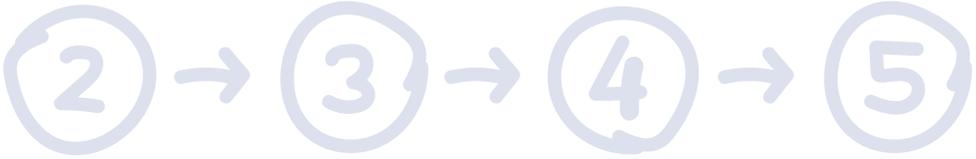
# The Code journey involves:



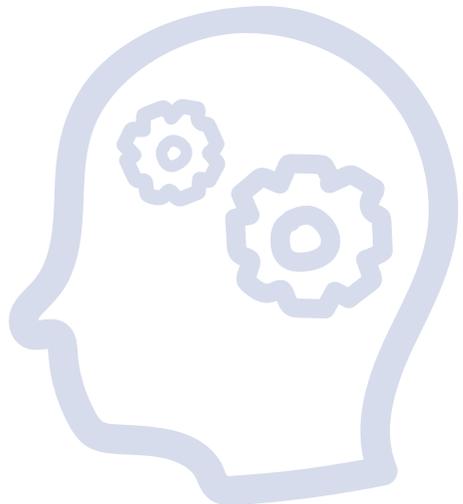
# The Code journey involves the following steps:



- 1. Commit to the Code journey:** Seek a commitment from your colleagues to commit to this Code journey, either from your whole organisation, or chat it through with a peer if you are an individual practitioner. Ensure that sufficient time and resources are allocated for the work. Sign the 'Code Commitment' form to begin your journey. For organisations, the CEO/Director must be the signatory, and the Board must be informed about it. Please note that while the Code journey is open to all IDEA members, it is not a condition of membership.
- 2. Complete your Code Self-Assessment and draw up your Code Action Plan:** With your colleagues or a peer, carry out your first self-assessment. Use this to decide which focus areas you will prioritise. You may choose three or four – be realistic about your workload! Focusing on these principles/indicators, draw up your Code action plan. The Code principles are not in any order of priority or to be viewed chronologically. However, we recommend that Code Members consider Principles 1, 2 and 3 as building blocks to quality Development Education. Share your plans with your team/colleagues and IDEA. IDEA will provide feedback on your self-assessment and action plan.
- 3. Avail of support along your journey:** IDEA offers networking and training supports based on members' needs. Opportunities will be provided to link with and learn from other members on how they are working on the Code and their Development Education practice. Contact IDEA for details.



- 4. Once you have implemented your Code Action Plan, carry out another Self-Assessment:** Once your first action plan is completed, review and complete your self-assessment framework to assess your progress. Discuss this as a team (or with a peer), identifying what is going well and where you may need more work or support. Your findings will inform your next Code action plan which you should draw up now for the next phase of your work. IDEA will provide feedback on your self-assessment and action plan.
- 5. Share and celebrate!** A central value of the Code journey is sharing the array of good practice that's happening in the Development Education community. Whatever stage you are at, we will all benefit from sharing the evidence of this good practice as a community. Forums for this will include networking, support and training opportunities related to the Code. Contact IDEA for details.



# Compliance steps

## Being a member of the Code involves the following 3 commitments:

1. Sign the Code Commitment form. This must be renewed each year. The CEO must sign the form for organisational members.
2. Carry out self-assessments and draw up Code action plans. Share these with IDEA for feedback.
3. Attend at least one Code network meeting annually.

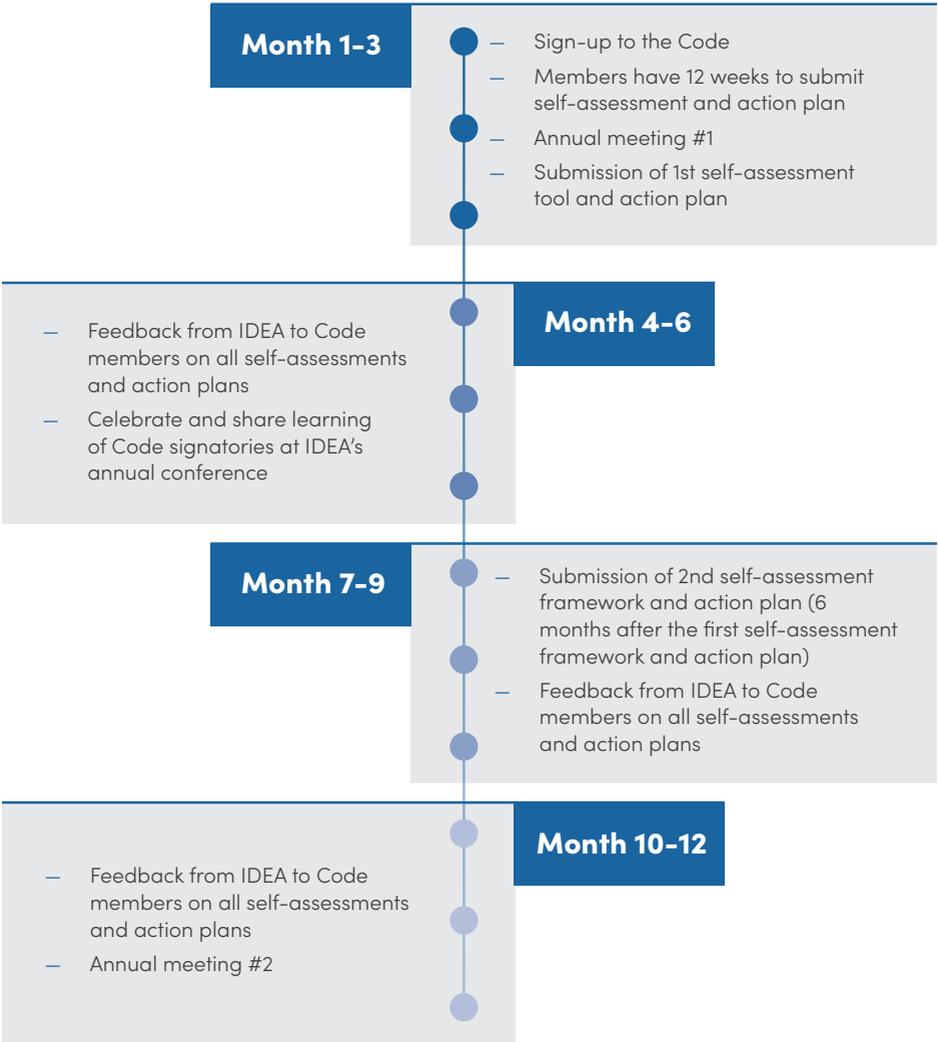
## Code Members can avail of:

- An introductory meeting with IDEA when signing up to the Code.
- Code network meetings supporting needs of Code members.
- Training opportunities based on the Code's principles and processes.
- Ongoing learning and peer support that is part of the ethos of the Code. Opportunities are provided via the IDEA network to meet with peers and share learning on the Code journey.
- Constructive feedback and advice from IDEA on your self-assessments and action plans.
- Space to celebrate and recognise progress made by Code members annually.

For information on upcoming events and available supports, contact IDEA.

**Note:** During the first year as a Code member, Code members will submit their 2nd self-assessment after 6 months. From the second year of implementation, the self-assessment should be completed every 12 months.

# Timeline



**Ongoing throughout the year:** IDEA will provide support and training to Code members through our Capacity Development Programme.

# 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.

# Code Commitment form

Compliance with the Code involves the following three commitments:

- 1. Sign this Code Commitment form.**
  - This must be renewed each year.
  - The CEO must sign the form (for organisational members).
  - The Board must be informed (for organisational members).
  - Where possible, refer to your Code journey on your website.
- 2. Carry out self-assessments and draw up Code action plans. Share these with IDEA for feedback.**
- 3. Attend at least one Code network meeting annually.**

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I/We

*(print name of IDEA member)* commit to become members of the Code of Good Practice for Development Education.

I/We nominate

*(insert individual(s) name to lead this process)* If the person involved cannot fulfil certain aspects, I/we will do my best to work with IDEA to complete this process in another way. In this regard, I/we will keep colleagues informed of the work being carried out.

Signed by CEO/individual member:

Print Name:

Date:

Signed by IDEA staff:

# Glossary

**Code Action Plan:** This is designed so that you can plot your ideas for actions over a particular time period. There is a template for your Code action plan in the Code workbook. Your actions should aim to address some of the gaps you may have identified in your self-assessment. It is useful to decide on the potential evidence you will use to demonstrate your work as you write this up.

**Code Commitment Form:** This is the form that IDEA will ask you to sign to demonstrate your commitment to the Code Journey. It signals your intention to fulfil the three commitments and to avail of support and networking opportunities along the way. The three Commitments are: 1. Sign the Code Journey Commitment form. This must be renewed each year. The CEO must sign the form for organisational members; 2. Carry out self-assessments and draw up Code Action Plans annually. Share these with IDEA for feedback; 3. Attend at least one Code Network Meeting annually.

**Code Compliance:** This is the term we are using to capture progress towards Code Principles overall, based on your self-assessment. Please note that in the overall assessment of the principles, the following categories apply: 0–25% compliant = minimally compliant; 25%–50% = partially compliant; 50%–75% = substantially compliant; If 75%+ = fully compliant.

**Code Journey:** We are using this term for the process you begin once you sign the Code Commitment form. The journey is: 1. Commit to the Code Journey; 2. Complete your Self-Assessment and draw up your Code Action Plan; 3. Avail of support along your journey; 4. Once you have implemented your Code Action Plan, carry out another Self-Assessment; 5. Share and Celebrate!

**Code Member:** An individual practitioner or organisation who has signed the Code Commitment form, and has carried out their first self-assessment and action plan.

**Code Network Meetings:** There will be two Code Network Meetings each year. They will provide a space for networking, support and training opportunities related to the Code. As part of compliance with the Code, Code Members must attend at least one of these meetings and are welcome to attend both.

**Code Principles:** There are 12 Principles in total: 9 of the Code's Principles relate to educational practice and 3 to organisational practice.

**Code User Guide:** The User Guide (this document) outlines the steps involved in the Code Journey, including compliance. It also provides information on the support structures available and IDEA's role in supporting the Code of Good Practice for Development Education.

**Development Education:** Development Education (DE) is an educational process which enables people to understand the world around them and to act to transform it. The Code's 12 Core Principles flow from our *Vision for Development Education in Ireland* (IDEA, 2015). IDEA and our members use both terms Development Education and Global Citizenship Education.

**Development Education Ethos:** The ethos of Development Education is rooted in our *Vision for Development Education* (IDEA, 2015), and encompasses global solidarity, empathy and partnership and challenging unequal power relations across all issues we work on.

**Development Education Values:** As per the *Vision for Development Education* (IDEA, 2015) we see Development Education as a practice that seeks to bring about positive change, informed by values of equality, diversity, sustainability and human rights, and responsibilities. The Code is rooted in these values.

**Evidence:** Each organisation or practitioner will provide evidence of their own Development Education practice under each of the 12 Principles. This will vary between organisations or practitioners – what is important is that the evidence directly shows how you are working towards the relevant indicator in practice.

**Feedback from IDEA on your Self-Assessment and Action Plan:** Each Code Member is asked to submit their self-assessment and action plan to IDEA, where they will be treated with confidence. IDEA will review these and offer constructive feedback to each Code Member.

**Practice Indicator:** There are 36 Practice Indicators, designed collectively by IDEA members to track progress towards the 12 Principles. The practice indicators are designed to allow flexibility in your Development Education work, while also being robust enough to capture the values of our vision of Development Education.

**Progression:** When the number of principles in which you are substantially or fully compliant increases, you are seen to have progressed on your Code journey. If you feel your work on a particular principle is challenged for any reason, an explanation will be useful for you and IDEA to understand why – there are often circumstances that can slow progress. This may point to the type of support needed to progress with the Code.

**Self-Assessment Framework:** This is a workbook and tool to assess each Principle within your own practice, to decide which indicators should be categorised as either 'Minimally', 'Partially', 'Substantially' or 'Fully' at the time that you carry out this assessment. Your own assessment should then inform how you write up your Code action plan. After working through this, the self-assessment tool is used again so that you can review and assess your progress.

**CODE**  
of Good Practice  
for Development  
Education



IDEA, 6 Gardiner Row  
Dublin 1, Ireland

Tel: +353 (0)18788480  
[www.ideaonline.ie](http://www.ideaonline.ie)

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