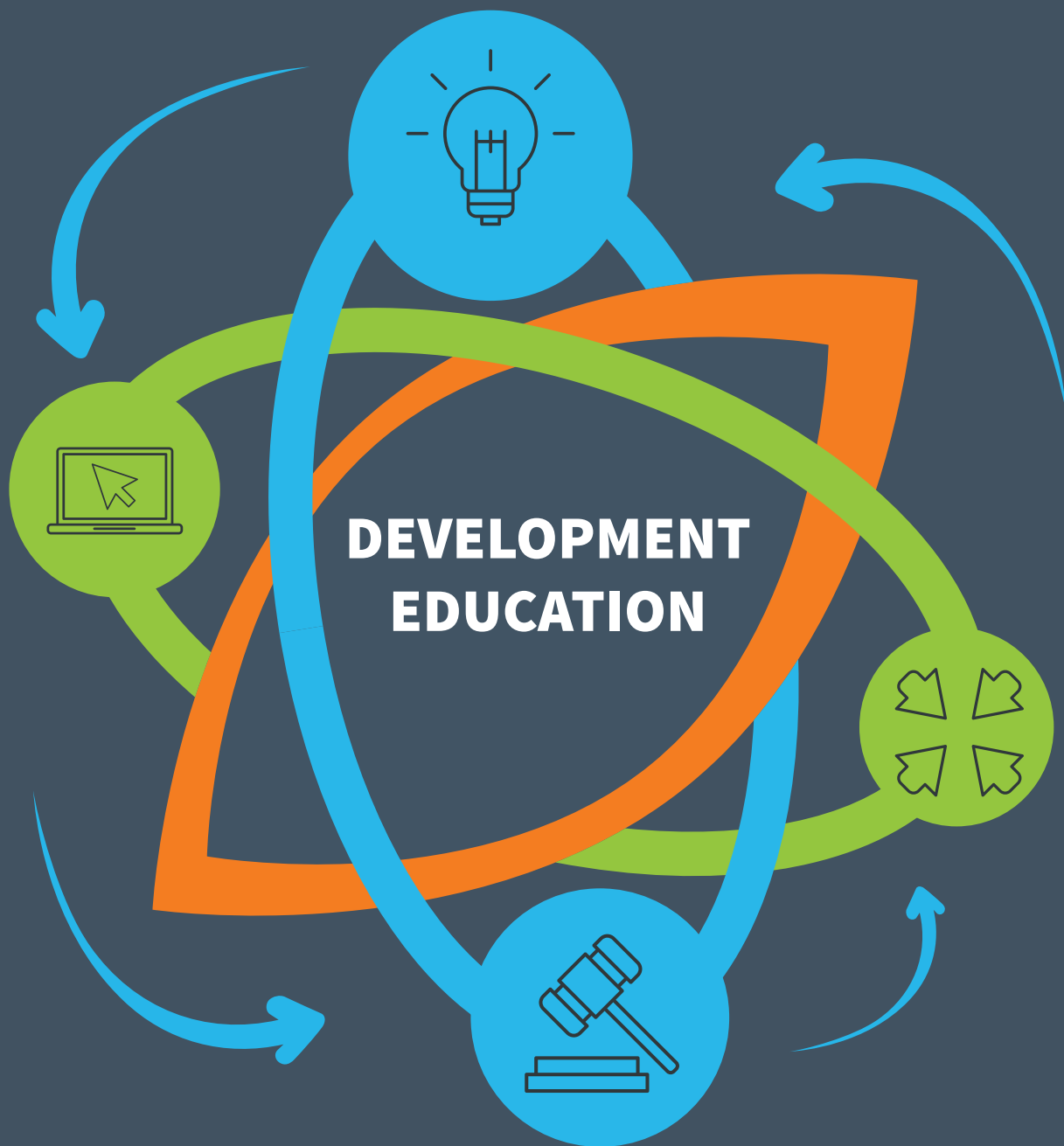


Strengthening Ireland's contribution to a sustainable and just world
through development education

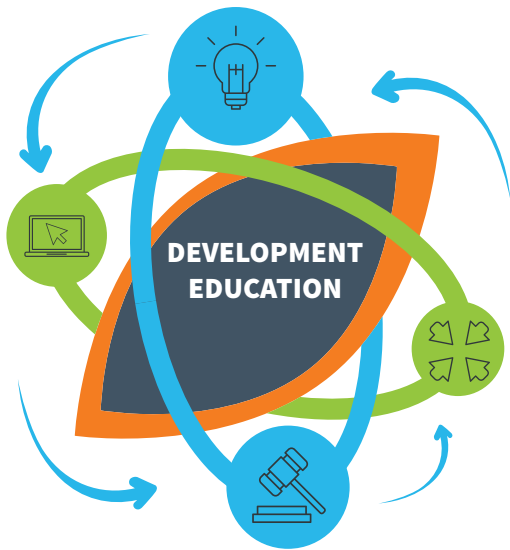
Irish Aid Development Education Strategy 2017 – 2023



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

OUR VISION



A SUSTAINABLE AND JUST WORLD, WHERE PEOPLE ARE EMPOWERED TO OVERCOME POVERTY AND HUNGER AND FULLY REALISE THEIR RIGHTS AND POTENTIAL

Our Values

Sustainability	Ensuring that our interventions bring real benefits over the long term and address the knowledge, skills, attitudes and behaviour of the Irish public
Effectiveness and Results	Using public resources efficiently and effectively, providing value for money, and focusing our efforts on achieving sustainable results in the Irish public's attitudes and behaviour
Equality	Advancing equal opportunities and equality, with no discrimination of any kind
Human Rights	Defending the universal and indivisible nature of human rights by promoting and protecting them in all our efforts
Accountability	Being accountable to Irish citizens and to our development education partners and being transparent in all that we do
Partnership	Strengthening partnerships built on mutual trust and support
Coherence	Striving for a coherent approach to development education across relevant government departments and building synergies between policies

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FOREWORD



It gives me great pleasure to launch Irish Aid's Strategy for Development Education for the period 2017 to 2023.

This strategy is the culmination of almost two years of engagement between the Department of Foreign Affairs and Trade and our development education partners. It is also built on a very successful European peer review of development education carried out in 2015.

This is a very timely exercise. Our last strategy was launched in 2007 just before the financial crisis and subsequent years of economic recession. Importantly, however, during the difficult years from 2008, Ireland's commitment to its programme of overseas development remained strong. This reflects the Irish people's generosity and sense of their place in the world and their awareness of the global challenges of hunger and poverty. These are the values that drive development education in Ireland, in schools and colleges, in local and community groups, and among the old and young.

Ireland's foreign policy and aid policy are, in essence, inseparable. They are defined by the promotion of our values of a fairer, more just, more secure and more sustainable world. Irish Aid promotes these values abroad through our work with poor communities in developing countries, and at home through our support for development education. In a world where millions suffer from extreme poverty, conflict and humanitarian crises, the need for education that promotes informed responses to these challenges has never been more important.

With the adoption at the UN in September 2015 of the 17 Sustainable Development Goals (SDGs), the world renewed its commitment to eradicating global poverty, hunger and inequality. SDG Target 4.7 calls on States to provide education to ensure that all learners acquire the knowledge and skills needed to promote sustainable development. Development education strengthens understanding of the global justice dimension of each of the Goals, inspiring and enabling people to take action at local, national and global levels. It is critical to achieving the promise of transformative change that defines the SDGs.

This new strategy affirms our commitment to development education and its central role to both our international development programme and Irish foreign policy. I believe that our strategy is ambitious in that it seeks to increase the accessibility, quality and effectiveness of development education in Ireland. And I believe that the vision which drives development education is compelling: a sustainable and just world where people are empowered to overcome poverty and hunger and fully realise their rights and potential.

We are confident that our strategy will enhance the delivery of development education in Ireland. In launching this strategy, we take inspiration from the words of Nelson Mandela "*Education is the most powerful weapon which you can use to change the world*".

A handwritten signature in black ink that reads "Charles Flanagan". The signature is written in a cursive, flowing style.

Charles Flanagan TD
Minister for Foreign Affairs and Trade



I am delighted to introduce Irish Aid's new Development Education Strategy.

This strategy builds on the work achieved in development education in Ireland since the 1970s, starting with the work of non-governmental development organisations and church missionary organisations.

Development education is transformative; it enables people to analyse and challenge the root causes and consequences of global poverty and inequality. It changes the way people think and act and inspires them to become active global citizens. It empowers them to act in their own lives to help bring about a fairer, more secure, more just and more sustainable world for all. As the old Irish saying goes, 'Ní neart go cur le chéile'.

When I worked as a teacher, I could see the natural instinct for justice that young people possess. I believe, therefore, that the young people in school today will be the generation that delivers on the promise of the Sustainable Development Goals. Since becoming Minister for International Development, I have been struck by the commitment of teachers and students to make a personal commitment to the fight to end extreme poverty.

This strategy sets out our ambition for development education in Ireland over the coming years. We want to see quality development education brought to a wide audience in a wide range of educational settings, from classrooms to university campuses, from youth clubs to community groups.

We will continue to support the delivery of high quality development education in the formal education system and its integration into formal curricula, programmes and policies. In the non-formal education sector, we will increase our focus on initial youth worker education, adult and community education curricula and the engagement of young people.

The strategy is the work of many hands and I would like to pay tribute to the many committed development education organisations and practitioners, other government departments and agencies, civil society organisations, education institutions and NGOs who informed its development. Great credit is due to the Global Education Network Europe (GENE) for its work in conducting a Peer Review and its National Report on Global Education in Ireland. The Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs and the Department of Housing, Planning, Community and Local Government are to be commended for their active participation in the development of this strategy. A special thanks is due to the Irish Development Education Association (IDEA) for its central role in facilitating and coordinating the excellent work done by the three Task Groups for the formal education, youth and adult and community education sectors.

Partnership is a core value of Irish Aid. By working closely with our partners, we will increase the accessibility, quality and effectiveness of development education in Ireland. I look forward to the work ahead.

Le gach dea-ghuí.





Joe McHugh TD
Minister of State for the Diaspora and International Development

WHY DEVELOPMENT EDUCATION?

Development education is a lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, development education helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, economic and environmental issues linked to development. Development education empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues.

Development education inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens. Development education enables people to take action locally and globally - the understanding or theory of change being that such action will contribute to desired transformations in the social, cultural, political and economic structures which affect their lives and the lives of others. By engaging with development education, learners develop the values, knowledge, skills and attitudes necessary to become active global citizens and advocate for change. The United Nations Sustainable Development Goals 2015-2030, to which Ireland has committed, provide the first international framework to guide and support active global citizenship at both national and international levels, enabling people to become active global citizens in the creation of a fairer, more just, more secure and more sustainable world for all.

Components and Characteristics of Development Education

	<p>Contributes to Knowledge and Understanding</p>	<p>Explores cultural, environmental, economic, political and social relationships and challenges local and global power inequalities, including those caused by patterns of production, distribution and consumption</p>
	<p>Strengthens Values and Attitudes</p>	<p>Seeks to bring about positive change, informed by values of equality, diversity, sustainability, democracy and human rights and responsibilities</p>
	<p>Enhances Skills and Competencies</p>	<p>Equips people to explore multiple perspectives and to engage critically with links between local and global issues, using participative and creative approaches</p>
	<p>Promotes Action</p>	<p>Enables people to make connections between their own lives and global justice issues, and empowers them to make a positive difference in the world</p>

Developed by IDEA, 2015

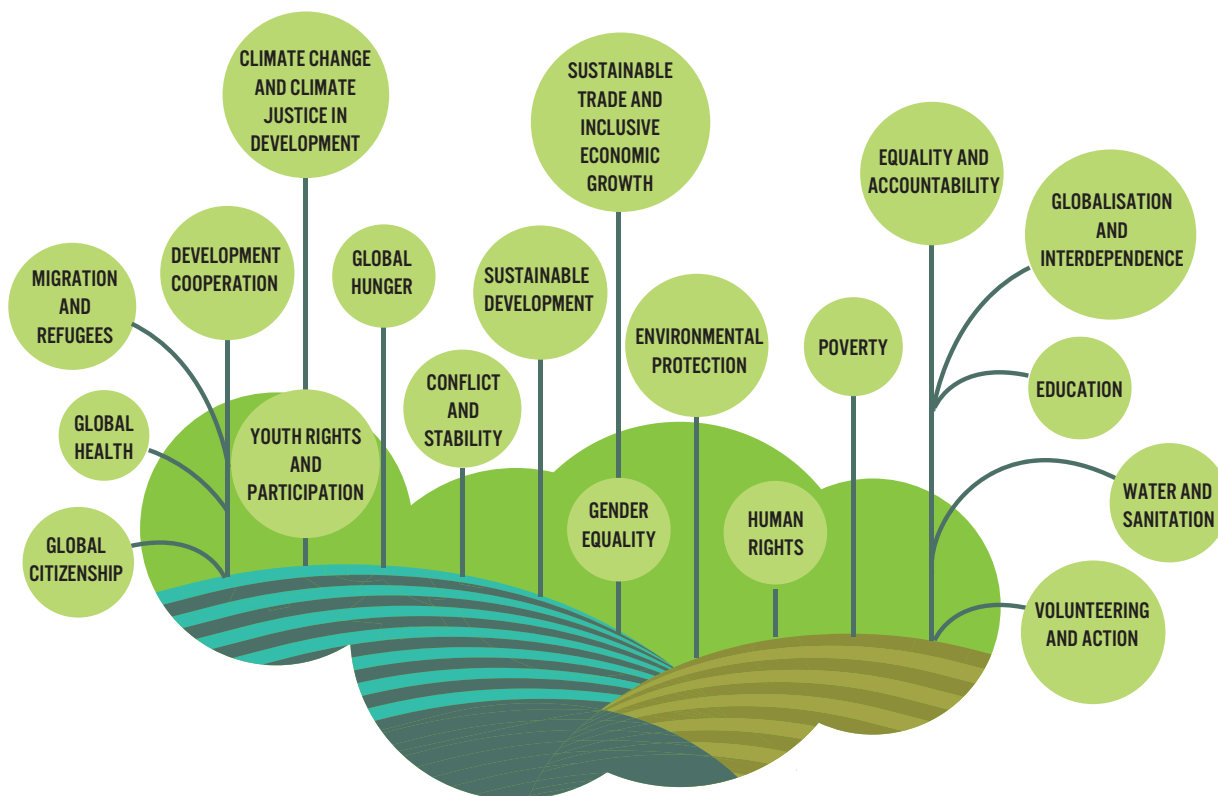
Development education plays an important role in building the conditions in which we can continue to meet ongoing global challenges and as such forms a key part of our overall aid programme. Irish Aid is committed to ongoing support for development education because it contributes to an actively engaged and well-informed Irish public, with the competencies to engage with the dynamic, globalised, unequal and interdependent world in which we live. Development education develops a deeper understanding of rights and responsibilities as global citizens and inspires them to influence the decisions that affect them as individuals and which shape the global sustainable development agenda.

SETTINGS FOR DEVELOPMENT EDUCATION

Development education takes place in a variety of settings with diverse groups of participants, delivering across all ages to reach a wide range of citizens. Development education takes place in formal education locations such as early childhood education, primary schools, post-primary schools, higher education institutions, initial teacher education and further education and training institutions. Development education also takes place in non-formal education settings such as youth clubs and organisations, youth and community work training, community education centres, family resource centres, community and voluntary groups, women’s groups, older people groups, volunteering programmes, creative arts, local authorities, trade unions, corporate organisations and through the work of non-governmental development organisations (NGDOs).

DEVELOPMENT EDUCATION THEMES AND ISSUES

Development education addresses a wide range of themes and issues.



OUR POLICY ENVIRONMENT

IRELAND'S FOREIGN POLICY

At the core of Ireland's foreign policy, *The Global Island (2015)*, is the protection of our citizens and the promotion of our values abroad. The four core values underpinning our foreign policy are a fairer, more just, more secure and more sustainable world. Irish Aid promotes these values abroad through our international development programme and at home through our development education programme. In an increasingly globalised world facing profound and prolonged conflicts which are generating surges in migration, sustained poverty and environmental degradation, the need for education that promotes informed, coherent and sustained responses to these challenges has never been more apparent. Development education promotes citizenship literacy among the Irish public by deepening understanding of global justice issues and Ireland's core values, advancing our foreign policy aim of contributing to the collective international effort to build a better world for all.

IRELAND'S POLICY FOR INTERNATIONAL DEVELOPMENT

Irish Aid is the Government's official aid programme administered by the Department of Foreign Affairs and Trade, working on behalf of the Irish people to address poverty and hunger in some of the poorest countries in the world. Irish Aid's policy for international development, *One World One Future (2013)*, recognises Ireland's reputation for high-quality development education and the important role it plays in deepening public understanding of global justice issues including the root causes and consequences of global hunger, poverty and inequality. Development education contributes to the realisation of Irish Aid's vision for a sustainable and just world, by providing an opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens and by encouraging people to take action for a fairer and more sustainable future for all.



"We are committed to undertaking a more strategic approach to development education with support more closely targeted at a number of areas"

One World One Future 2013

DOMESTIC POLICY CONTEXT: GLOBAL CITIZENSHIP EDUCATION

In the context of this strategy, global citizenship education is an umbrella term which includes both development education and education for sustainable development (ESD) and encompasses the work of various government departments in advancing active global citizenship among the Irish public. It provides an overarching coherent framework and forms a common ground for future interdepartmental collaboration. Global citizenship education builds a sense of belonging to a common humanity and fosters respect for all. It plays a critical role in equipping learners with the necessary knowledge, competencies and values to take informed decisions and assume active roles locally, nationally and globally.

A number of other government strategies currently support the principles of global citizenship education, including the *National Strategy for Education for Sustainable Development 2014-2020* and the *National Youth Strategy 2015-2020*. We will continue to support our partners in other government departments to implement these strategies and expand the reach and impact of global citizenship education in Ireland. While different strategies have distinct thematic areas of focus as a result of partly different stakeholder groups, a common overall goal is the development of responsible, active and contributing global citizens. Therefore, in this strategy we use the term global citizenship education as a common and current equivalent to development education.

“Education gives us a profound understanding that we are tied together as citizens of a global community, and that our challenges are interconnected.”

**Ban Ki-moon, United Nations
Secretary General (2007-2016)**

Strong engagement by and effective collaboration between government departments on a shared global citizenship education agenda is essential in order to maximise the impact and reach of active development education in Ireland. We will work closely with the Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs, the Department of Housing, Planning, Community and Local Government and other relevant government departments and agencies in pursuit of a coordinated whole-of-government approach to global citizenship education. We will pursue new opportunities to work more closely on key interdepartmental areas such as: initial teacher education,



#LightTheWay. Millennium Bridge, Dublin 2015. Photo: Graham Seely/IDEA

initial youth worker education, promoting youth participation, promoting action for sustainable living and the provision of professional development for teachers, youth workers and adult educators. Although development education remains an integral part of the policies of Irish Aid and the Department of Foreign Affairs and Trade, further coherence and integration with the relevant activities of government departments and European networks will ensure outcome resilience and enhance our progress towards sustainable and systemic change.

INTERNATIONAL POLICY CONTEXT: UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

In September 2015, with the adoption of the UN Sustainable Development Goals by 193 countries at the United Nations headquarters in New York, the world renewed its commitment to eradicating global poverty, hunger and inequality and to tackling the problem of unsustainable patterns of consumption. These goals and targets which are applicable to all countries, aim to eradicate poverty, address environmental degradation and climate change and build a more peaceful, fair and sustainable world by 2030. The UN Sustainable Development Goals have radically changed our understanding of development, from the binaries of ‘developed’ and ‘developing’ to the recognition that all countries are constantly developing and transforming, as they respond to emerging global challenges and pursue more sustainable, interdependent societies and economies to ensure the well-being of their citizens.

The Sustainable Development Goals acknowledge the important role of global citizenship education including development education in building the conditions for a more peaceful, fair and sustainable world under Target 4.7, which calls on countries to

“ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”



Minister of State for the Diaspora and International Development, Joe McHugh, TD, with pupils of Kilcoe NS, Co. Cork, overall winners of the 2016 Our World Irish Aid Awards. Photo: Maxwells



Pupils of Vicarstown NS, Co. Cork, at the launch of the 2016 Our World Irish Aid Awards. Photo: Claire Keogh

The Sustainable Development Goals create a context for Ireland to provide quality education on global citizenship. Development education is an essential component in delivering Ireland’s commitment under Target 4.7 as well as raising awareness of the 17 Sustainable Development Goals. Development education strengthens public understanding of the interconnectedness of global and national poverty and inequality, supporting the Irish public to acquire the necessary knowledge, values and analytical skills to understand the global justice focus of each of the Goals and the underlying values and dispositions. Development education is therefore integral to the successful delivery of the Sustainable Development Goals, inspiring and enabling people to take action to deliver the Goals at local, national and global levels.

We will pursue all opportunities to work in partnership with the relevant government departments to reach Target 4.7 of the UN Sustainable Development Goals through the provision of high-quality global citizenship education. By combining our efforts and working in a coherent and complementary manner with the international community through the framework provided by the Sustainable Development Goals, Ireland can maximise the effectiveness of its foreign policy, international development policy, Development Education Strategy and other national global citizenship education programmes to build a fairer and more sustainable world for all the world’s citizens.

Ireland, along with Kenya, had the honour of co-facilitating the agreement of the new SDGs at the United Nations. We will work to implement the SDGs and to promote their implementation both in Ireland and around the world.

WORKING IN PARTNERSHIP

Our work in development education is carried out in partnership with many committed individuals and organisations across the formal, non-formal and informal education sectors in Ireland. Irish Aid values the commitment and expertise of development education practitioners and civil society organisations and will seek to build on these existing partnerships. Development NGOs are also well placed to build on their overseas development programmes, to highlight important global issues and to implement development education programmes that promote reflection, critical analysis and action for change amongst the Irish public. Coordination between all development education actors in Ireland is critical to the success of our Development Education Strategy. We are committed to continuing our close engagement with the Irish Development Education Association (IDEA), the national network for development education practitioners involved in the practice, promotion and advancement of development education across Ireland. We will continue to work in partnership with IDEA, Dóchas (the network for Development Organisations), and our development education partners through various mechanisms including working groups to advance policy opportunities and build capacity in development education in Ireland.



Suas volunteer Nicole Byrne with teacher Rafat Jahan and students at the Vikramshila 'Narkeldanga' Naba Disha Centre, Kolkata, India. Photo : Clare Mulvany

A review of Irish Aid's support to development education was undertaken in 2011, which resulted in the publication of the 2011 Synthesis Report. In response to the Synthesis Report, we adopted a more strategic and results-based approach with an increased focus on specific priority areas such as pursuing policy and curriculum opportunities, building the capacity of educators, the sharing and promotion of good practice and the dissemination and accessibility of development education resources. To ensure a more coherent long-term approach to its support for development education, we increased our strategic partnership programmes to five, specifically:

- **Irish Development Education Association (IDEA)** for capacity building of development education practitioners
- **The DICE (Development Education and Intercultural Education) Project** which supports the integration of development education into primary initial teacher education
- **Irish Aid WorldWide Global Schools Programme (WWGS Programme)** which supports post-primary schools students and teachers to engage in development education
- **SUAS** which supports third level students in the non-formal sphere of higher education institutions to engage in development education
- **Developmenteducation.ie** for the online dissemination of development education resources



PROGRESS TO DATE

In 2012, following the 2011 Review and in collaboration with our development education partners, we developed the first Performance Measurement Framework for development education with the aim of setting out clear priority results and outputs for our Development Education Strategy over the period 2012-2015. During this period, we strengthened coherence between development education and other national policies and supported the integration of development education in formal and non-formal education programmes, curricula and institutions in Ireland. Between 2012 and 2015, Irish Aid invested over €14 million in support of development education, through a combination of the Development Education Annual Grant Scheme, Strategic Partnership Programmes and Programme Grant funding.

- Irish Aid, IDEA and our DE partners have actively engaged with stakeholders such as the Department of Education and Skills, the Department of Children and Youth Affairs, the National Council for Curriculum and Assessment and the Teaching Council. By participating in national consultation processes and providing written submissions as appropriate, we have advanced the reach of DE in national curricula, policies and frameworks.



Students of Loreto Crumlin's Culture Club help to officially launch the Irish Aid WorldWise Global Schools Programme (September 2013) Photo: Kenneth O'Halloran

- The Irish Aid WorldWide Global Schools (WWGS) programme has successfully increased both the quality and quantity of DE engagement within the Irish post-primary sector through its unique programme of interventions for schools. We set up the WWGS programme to provide a comprehensive range of supports for all post-primary schools who want to engage in DE interventions including training, school visits, CPD, the Global Passport Awards scheme and the *Doing DE* resource series. The WWGS programme manages an annual grant round, which supports individual post-primary schools as well as a variety of networks and NGOs, which provide tailored support and opportunities for both students and their teachers to engage in DE. Since 2012, both directly and indirectly, the WWGS programme has successfully engaged 349 schools, 477 post-primary student teachers and 1,917 post-primary teachers in DE activities.
- Through the DICE Project, a strategic partnership with four higher education institutions providing initial teacher education at primary level, we supported the provision of DE to all affiliated primary student teachers. Since September 2012, 6817 student teachers have completed mandatory modules in DE and 10,890 student teachers have undertaken integrated learning about DE. Since 2014, DICE has successfully embedded DE in the undergraduate primary teaching programmes of the participating institutions, engaging 100% of undergraduate primary student teachers in DE.
- We supported Suas, a strategic partner, to engage third level students in development education. Between 2012 and 2015, 21,344 students participated in the Global Issues Course, and a further 3,179 students participated in the INSPIRE programme events.
- We supported the **developmenteducation.ie** consortium through a strategic partnership, for the provision of an online platform of resources and support for development education practitioners. Between 2012 and 2015, **developmenteducation.ie** achieved 520,015 page views and 214,916 visits, which amounted to an increase of 160% in site users and 82% increase in return visits.
- We supported IDEA to conduct a capacity needs analysis of DE organisations to inform its strategic capacity development programme for DE practitioners over the period 2012 to 2015. The programme supported DE practitioners to build their capacity in a number of priority areas including governance, organisational management, DE knowledge and skills, quality and impact, networking, policy engagement, results-based approaches, data collection and impact measurement.
- We engaged with DE at a European level through active participation in the Global Education Network Europe (GENE), attending network roundtable meetings twice a year and sharing updates on the DE context in Ireland with our European counterparts. Our DE partners have also supported Ireland's engagement with national and international global citizenship policies through various mechanisms including European Youth Forum, EU Youth Strategy, European Youth Structured Dialogue Process, CONCORD, the Global Education Network of Young Europeans (GLEN) and UNESCO Global Action Programme on ESD and Global Citizenship (GAP).

“A number of strategic partnerships supported by Irish Aid over the years have led to the successful and widespread integration of DE in some cases. These seem to have been most successful where they have taken a system-wide or sector-wide approach within structures or throughout whole systems or sectors of education or civil society.”

GENE National Report 2015

- We supported the development of DE good practice guidelines and resources to inform, support and enhance DE good practice in Ireland. With our support, the Centre for Global Education produced two issues per year of the free online journal *Policy and Practice* and the commemorative book *Policy and Practice: 10th Anniversary Edition*. *Policy and Practice* gathers insights from the broader DE sector to enhance practitioner knowledge and support good practice.
- We supported the youth sector to engage young people and those who work with young people in DE training, workshops, events, peer education courses, roundtables, days of activism, projects and awards programmes to develop a sense of active global citizenship. The youth sector has worked with the Education and Training Board Youth Officers, Arts Officers and youth and community structures at local and national levels to increase knowledge, integration, quality and spread of DE.
- We supported the integration of DE in the adult and community education sector through the Education and Training Boards and provided DE workshops, events, days of activism and training courses to adult education tutors, pre-departure volunteers, returned international volunteers, women's groups, community groups and adult learners. Irish Aid has also supported a diverse range of informal projects including public events and film festivals.

IRISH AID AWARENESS PROGRAMME

- We established the 'Our World Irish Aid Awards' for primary schools in 2004 to educate and engage pupils in the UN Development Goals and the work of Irish Aid. During the period 2012 to 2015, over 1,100 schools each year have registered to participate in the Our World Awards.
- We established an Irish Aid Centre workshop programme in 2008 to raise primary, post-primary and third level students' awareness of the work of Irish Aid, and of the UN Development Goals. Since 2012 there has been an overall increase of 20% in numbers participating in the workshops delivered by the Irish Aid Centre team, with over 7,000 students participating in 2015.



Millennium Youth Project: Social Media Training for young people on the Sustainable Development Goals. Photo: NYCI



“Extending the hand of friendship around the world” Pupils of Scoil Choilm, Community National School, Clonsilla. Photo: DICE Project.

Statistical summary trends on developmenteducation.ie 2013-2015



Site visits overview 2013-15

	2013	2014	2015
Visits	48,824	74,721 (+53%)	91,371 (+22%)
Return Visits	11,295	13,694 (+21%)	16,032 (+17%)



Visitors from 88 towns and cities across Ireland

40 individuals and organisations participated in consultation on Guidelines for Producing DE Resources

2,971 people engaged with the website via monitoring and evaluation processes such as survey work, queries and review groups



30% of funding sourced from NGOs

70% of funding from Irish Aid

40 projects shared in the DE in Action case studies section



225 DE resources added to resource library

19 issue-based learning resources published

170 blogs published



16 site review group meetings

19 outreach events and workshops

18 organisation collaborations and partnerships

Top 10 countries visiting the website

Ireland	United States	United Kingdom	India	Canada
Philippines	South Africa	Australia	Germany	Malta



Top 10 search terms entered by users

Climate Change	Child Labour	Water	Poverty	Aid
Jobs	Human Rights	FGM	Consumption	100 People

Social Media Summary

859 Twitter followers 445 Facebook likes 311 e-zine subscribers



WHAT WE HAVE LEARNED

There has been a rich tradition of development education in Ireland for over 40 years which has been built on the skills, achievements and contribution of civil society and missionary organisations, and which has received government support for over 35 years. To date, Irish Aid has developed two development education strategies, the first of which covered the period 2003 – 2007. The second strategy, which was developed in 2007 and extended until 2015, aimed to ensure that *‘Development education reaches a wide audience in Ireland by increasing the provision of high quality programmes to teachers and others involved in development education and by working with the education sector, NGOs and civil society partners’*

We will work to ensure that our decisions, policies and programmes, and those of our partners, are informed by lessons learned, evaluations, reviews and research. Through the GENE Peer Review of Ireland and consultation with development education stakeholders at an Irish Aid National Consultation Day held in April 2015, a number of priorities were identified for consideration:

1. A **whole-of-government** approach is critical to the implementation of development education, to ensure that our efforts are part of a cohesive overarching government policy of global citizenship education. It is essential that Irish Aid, the Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs, the Department of Housing, Planning, Community and Local Government and relevant agencies continue to liaise regularly and pursue opportunities for interdepartmental cooperation.
2. Our **strategic partnership approach** to development education, described as ‘exemplary’ by the GENE National Report, has proved very effective. This strategic partnership model should now be extended to both the youth and adult and community education sectors.
3. For a number of development education programmes or projects, **multi-annual funding** would enhance the delivery of quality development education by facilitating strategic programme planning, sustainable impact and opportunities for greater coherence and collaboration between organisations.
4. Strengthening **coordination, collaboration and capacity building** of all development education practitioners and organisations ensures ongoing success in the delivery of development education in Ireland and remains a key priority for Irish Aid.
5. There is a need for targeted strategic **research** to inform and enhance the effective delivery and practice of high-quality development education in Ireland.
6. The **Sustainable Development Goals** create a context for Ireland to provide quality education on global citizenship, human rights and sustainable development. Development education is a key component both in delivering this commitment and raising awareness of the Sustainable Development Goals.
7. We should continue to pursue a **results-based management approach** in our support for development education in consultation with our partners to continuously improve delivery and practice.

BUILDING OUR NEW STRATEGY: ENGAGING WITH OUR PARTNERS

This strategy is the product of a collaborative and wide-ranging engagement process with a variety of stakeholders including government departments, state agencies and development education partners. We are very grateful for the active participation and engagement of all stakeholders who contributed to its development.

Task Groups
and
Written
Submissions

External
Reference
Group

2017 DEVELOPMENT EDUCATION STRATEGY

Irish Aid
National
Consultation
Day

GENE Peer
Review and
National
Report

GENE PEER REVIEW AND GENE NATIONAL REPORT

A major stage in the development of our strategy was the GENE Peer Review and GENE National Report on Global Education in Ireland (2015). The Global Education Network Europe, or GENE, is the European network of Ministries, Agencies and other bodies with responsibility at national level, for support, funding and policy-making in the field of global education or development education. In 2015, Irish Aid invited GENE to conduct a Peer Review to assess the national context for development education in Ireland and make recommendations for the successor Development Education Strategy. Over the course of the review, the GENE Peer Review Team met with IDEA, the Dóchas Development Education Group, the Department of Education and Skills and Irish Aid officials, as well as representatives from the formal education, youth and adult and community education sectors. The findings of the review were published in the 'GENE National Report on Global Education in Ireland' which was launched in Iveagh House in November 2015.

The GENE National Report acknowledged the rich history and tradition of development education in Ireland and the long-standing commitment of Irish Aid, civil society organisations and other stakeholders working in this area. The report commended the diversity of strategy and approach in development education across the formal, non-formal and informal education sectors and recommended that the successor Development Education Strategy provide renewed vision and strengthen the aims of integrating development education in education at all levels.

http://gene.eu/wp-content/uploads/Gene_NationalReport-Ireland.pdf

TASK GROUPS

Irish Aid worked closely with IDEA to engage the views of development education practitioners in Ireland. At the invitation of Irish Aid, IDEA coordinated the establishment of three Task Groups representing the formal education, adult and community education and youth sectors, to inform the GENE Peer Review and the successor Development Education Strategy. Irish Aid held a number of meetings with the Task Groups to prepare for the GENE Peer Review, to discuss the GENE National Report and to share drafts of our strategy. The three Task Groups presented at the Irish Aid National Consultation Day, met with the GENE Peer Review team and contributed written submissions to both the GENE Peer Review and the Irish Aid Development Education Strategy.

DEVELOPMENT EDUCATION NATIONAL CONSULTATION DAY

Irish Aid hosted a National Consultation Day in April 2015 attended by over 100 representatives from the formal education, youth, adult and community, civil society and development sectors. The National Consultation Day facilitated roundtable discussions which gave stakeholders the opportunity to discuss, debate and identify the challenges, opportunities and key priorities for the progression of development education in Ireland. The three Task Groups presented on the key challenges, opportunities and proposed priority areas for development education in relation to adult and community education, youth and formal education. Among the highlights of the day was a presentation from the Department of Education and Skills discussing the synergies between development education and education for sustainable development and emphasising the close working relationship between our two departments.

EXTERNAL REFERENCE GROUP

Irish Aid established an External Reference Group for the Development Education Strategy comprising representatives from the Department of Education and Skills, the National Council for Curriculum and Assessment, the Department of Children and Youth Affairs and the Department of Housing, Planning, Community and Local Government as well as representatives from the Irish Aid Expert Advisory Group, IDEA and Dóchas. This interdepartmental advisory group provided a forum for engagement between key government stakeholders in order to ensure a coherent national approach in the delivery of development education at policy level, with a view to increasing the long-term impact of development education in Ireland.

GENE Peer review team
Eddie O'Loughlin,
Alexandra Allen,
Helmuth Hartmeyer,
Liisa Jääskeläinen
and Dirk Bocken



OUR STRATEGY FOR DEVELOPMENT EDUCATION

STRATEGY GOAL

Our long term goal or intended impact is that, through the provision of development education, people in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, inequality, injustice and climate change, inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all.

STRATEGY OUTCOME

Our intended outcome is that by the end of this strategy, we will see an increase in the accessibility, quality and effectiveness of development education in Ireland.

STRATEGY OUTPUTS

To achieve our intended outcome, we intend to deliver outputs in respect of the following five areas:

- Policy Coherence
- Capacity Building
- Formal Education
- Non-Formal Education
- Irish Aid Public Awareness Programme

STRATEGY INPUTS

To support the achievement of our outputs, we will:

- provide financial and technical support, particularly in respect of quality assurance, to a variety of specialised and professional organisations

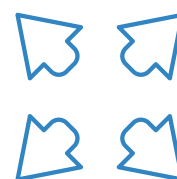
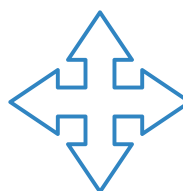
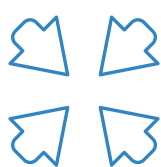
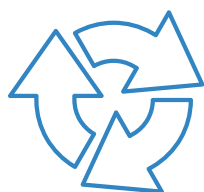
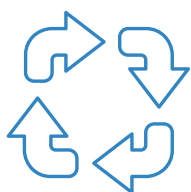
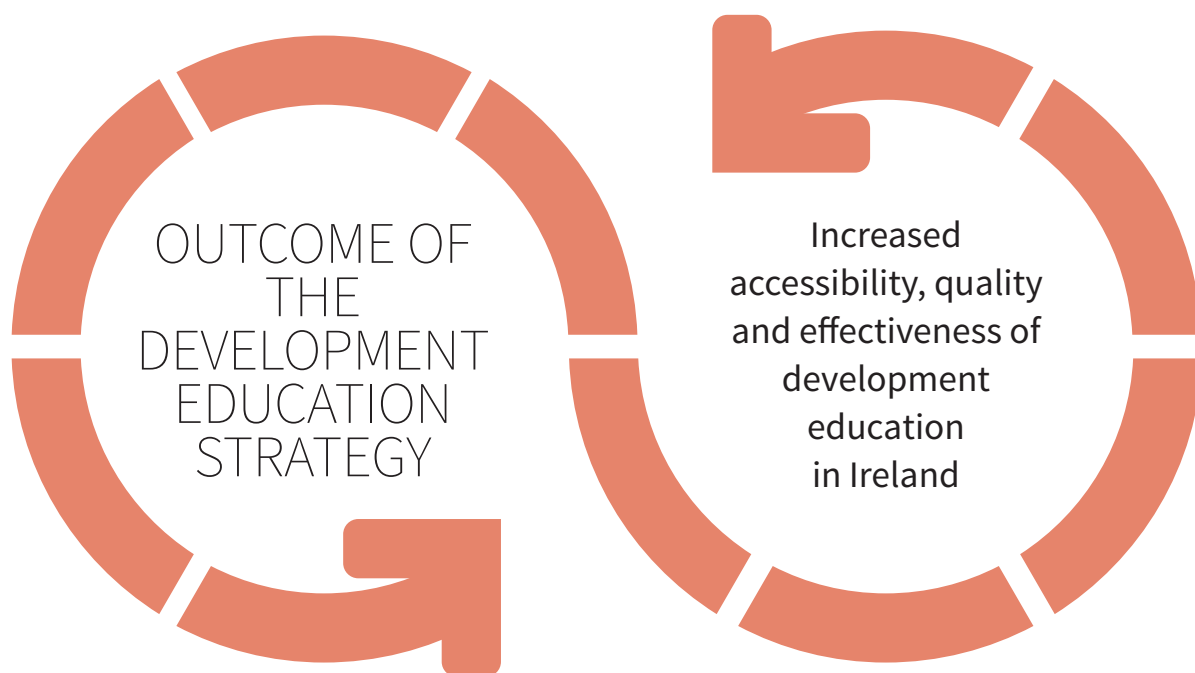
- engage in policy dialogue with IDEA, its working groups, and the Dóchas DEG
- work to ensure coherence with other government departments

PERFORMANCE MEASUREMENT

The intended results of the Development Education Strategy are reflected in the Logic Model and will be measured by a Performance Measurement Framework. The Performance Measurement Framework or PMF will track changes envisioned in the strategy and generate a comprehensive dataset on which to evaluate the strategy's effectiveness, contribute to future decision-making and provide a strong evidence base for assessing the impact of our support for development education.

Data collected by the PMF will be disaggregated by gender, age and geographical location to demonstrate progress towards increased accessibility of development education. The increased quality of development education will be assessed by the percentage of learners who report improved global citizenship literacy following participation in a development education workshop, course or education programme. The increased effectiveness of development education will be measured by the percentage of the total number of learners who can give an example of how participating in a development education event or learning activity has changed their attitude or behaviour.

IRISH AID DEVELOPMENT EDUCATION LOGIC MODEL



Output 1	Output 2	Output 3	Output 4	Output 5
An enabling and coherent policy environment for development education at local, national and European levels	Maximised capacity, collaboration, partnership and coherence of development education partners to enhance the quality, delivery, impact and communication of development education	Further integration and mainstreaming of quality development education in formal education curricula, programmes and structures	Increased integration, quality and spread of development education in non-formal education curricula, programmes and structures	Increased awareness within the education sector of Ireland's development cooperation programme and the UN Sustainable Development Goals

OUTPUT 1: POLICY COHERENCE

Consultation for the Development Education Strategy 2017-2023 identified a coherent policy environment as the foremost priority area, in enabling the successful implementation of the other strategy outputs and supporting practitioners in the effective delivery of cross-departmental development education in Ireland. The Development Education Strategy aims to foster an enabling and coherent policy environment for development education at local, national and European levels.

WHAT WE WILL DO...

1. With Other Government Departments and Agencies

We will develop an enabling environment for development education by assuming a leadership role in improving communication with government departments and agencies to maximise opportunities for policy coherence. We will maintain our active participation in the Education for Sustainable Development Advisory Group. We will work to increase our communication with relevant policy makers in order to strengthen coherence between development education and other education policies, including the *National Strategy for Education for Sustainable Development*, the *National Youth Strategy*, *An Cosán: Draft Framework for Teachers' Learning* and the Local Community Development Programme. We will work with relevant government departments towards a coordinated whole-of-government approach to global citizenship education and effective reporting of Ireland's progress towards achieving Target 4.7 of the Sustainable Development Goals. We will pursue opportunities for cross-government and interagency collaboration, to maximise the delivery, reach and impact of development education and global citizenship education.



Results: Our success in this activity will be measured by the number of interdepartmental collaborations, such as joint actions or decisions, which are implemented at national or European level.

2. With Our European Partners

We will facilitate partnership and shared learning between European partners through active policy engagement with development education and global citizenship education at European levels. We will continue to actively participate in the Global Education Network Europe (GENE) through the roundtable mechanisms and peer review process, to enhance the growth of good practice in development education among European states, to promote Irish global citizenship values in Europe and to address the challenges and opportunities presented by the Sustainable Development Goals.

We will support our development education partners to compete for European Commission funding by providing co-funding, where resources permit, and by engaging with the European Commission in relation to the Development Education and Awareness Raising (DEAR) programme. DEAR funding enables our partners to collaborate with their European counterparts in the delivery of development education across Europe. We will encourage our development education partners in Ireland to maintain their development education engagement with their international partners to maximise education, awareness raising and policy opportunities for their work. We will encourage Ireland's ongoing engagement with the Global Education Network of Young Europeans (GLEN), a European network of non-governmental and governmental organisations as well as committed young people who are involved in global education.



Results: Our success in this activity will be measured by our active participation in the Global Education Network Europe, high levels of participation at GENE roundtables and the number of knowledge products disseminated as a result of this participation. In the context of the Development Education Strategy, a learning product refers to any product which promotes development education learning in Ireland, including documentation relating to best practice, assessment or research.

3. With IDEA and Our Development Education Partners

We will work with our development education partners through the IDEA and Dóchas networks to increase the visibility, public understanding and institutional support for development education at local, national and European levels. By actively contributing to relevant public policy consultations alongside our development education partners, we will promote the inclusion of development education in new policies and the integration of development education in emerging subject specifications. We are committed to working with development education partners to achieve effective and coordinated communication of development education results and impact, in clear language to the widest possible audience, using the Performance Measurement Framework.



Results: Our success in this activity will be measured by the number of new and emerging policies, strategies or curriculum specifications that include development education dimensions.



IDEA Annual Conference 2016: Migrating Perspectives. Photo: Jhon Prato/IDEA

OUTPUT 2: CAPACITY BUILDING FOR DEVELOPMENT EDUCATION PRACTITIONERS

“The work of IDEA is commendable and a welcome initiative to help strengthen coherence among stakeholders in this field. It is an important response to the needs of practitioners, such as the need for capacity building.”

GENE National Report 2015

The Development Education Strategy 2017-2023 aims to boost the capacity of our development education partners to build collaboration, partnership and coherence in the development education sector. Supporting capacity building for our development education partners will enhance the delivery, impact and communication of development education in Ireland and internationally.

WHAT WE WILL DO...

4. To Support Capacity Building

We will support a strategic capacity building programme for development education practitioners to enhance their knowledge and skills, organisational governance, results-based management, demonstration of impact and national policy engagement.



Results: Our success in this activity will be measured by the number of examples of improved practitioner capacity for development education in relation to knowledge and skills, impact measurement and organisational management. We will take account of the number of good practice guidelines, case studies and knowledge products of good practice or innovation which are developed, shared and used to strengthen development education practice as they contribute to the capacity building of DE practitioners.

5. To Support Partnership and Collaboration

We will support partnership and collaboration among practitioners to increase coherence and coordination in the delivery of development education, while maximising impact and new opportunities. Development education practitioners will be encouraged and enabled to pursue new partnerships with well-placed institutions such as relevant media agencies, the arts, local authorities and corporate social responsibility programmes.



Results: Our success in this activity will be measured by the number of partnerships and collaborations among our development education partners that progress the depth of their partnership engagements. The number of new collaborative initiatives of practitioners on national policy submissions will be measured as well as other examples of formal cooperation, including development education events.

6. To Support Research

We will introduce support for strategic research to inform the delivery, quality and impact of development education in Ireland and to enhance good practice. Research funded by Irish Aid should

inform development education practice at a national level and may subsequently be disseminated at local, national and European levels.



Results: Our success in this activity will be measured by the number of new strategic research initiatives which are undertaken, shared and used to strengthen development education practice.

7. To Support Development Education Resources

We will support a strategic partnership for the online dissemination of easily accessible and relevant development education resources, and for the development of resources which will assist development education practitioners to respond quickly to current socio-economic, political or environmental issues.



Results: Our success in this activity will be measured by the number of new resources or knowledge products which are developed, shared and used to strengthen development education practice.

8. To Support Appraisal, Monitoring and Evaluation of Projects and Programmes

We will refine and strengthen our funding mechanisms, both annual and multi-annual, to support both strategic and innovative development education programmes. We will complement these funding supports with high quality appraisal, monitoring and evaluation standards which we will review annually. All development education partners, including Programme Grant partners, will report annually to the Performance Measurement Framework for our strategy.



Results: Our success in this activity will be demonstrated by our accountability and transparency in implementing, monitoring and communicating the results of our strategy.

9. To Support the Sustainable Development Goals

The core principles of the Sustainable Development Goals will be integrated into all development education projects funded by Irish Aid. The inherent focus of the Goals on action, universality and interdependence supports the work of development education in deepening understanding of the interconnectedness of global and national poverty and inequality and in enabling people to take action to deliver the Goals.



Results: Our success in this activity will contribute to Ireland's implementation of the Sustainable Development Goals.



IDEA 'Challenging the Crisis', funded by the European Commission and Irish Aid. Photo: Graham Seely

OUTPUT 3: FORMAL EDUCATION

The Development Education Strategy 2017-2023 aims to further the integration and mainstreaming of quality development education in formal education curricula, programmes and structures. In the formal education sector, we will provide support to the primary, post-primary, third level and further education and training sectors. In June 2016, the Department of Education and Skills reported that nearly one quarter of the population of Ireland was engaged in the formal education system¹. The primary sector was the largest of the formal education sectors with 545,310 children attending 3,262 primary schools taught by 34,576 primary teachers. A total of 345,550 children were enrolled in 735 post-primary schools and were taught by 26,804 post-primary teachers. The higher education sector comprised 176,632 third-level students, of which 6,317 were studying in teacher training institutions. In 2016, €634 million was invested in the further education and training sector, facilitating the provision of 339,283 full-time, part-time and community education places².



Groups of young people celebrating after pitching their projects at regional ECO-Dens in the ECO-UNESCO Young Environmental Awards. Photo: ECO-UNESCO

¹ <https://www.education.ie/en/Publications/Statistics>

² Solas Further Education and Training Authority

Development education plays a critical role in equipping learners in the formal education system with the necessary knowledge, competencies and values to fully engage with the dynamic, diverse, unequal and interdependent world of the twenty-first century. Development education encourages educators and learners to explore global issues through a variety of perspectives, thus contributing to a more engaging and participative learning environment. It promotes key life skills such as information processing, critical literacy, creative thinking, communicating, working with others, planning for and reflecting on action.

“Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world”
Malala Yousafzai

WHAT WE WILL DO...

10. To Support Primary and Post-Primary Students

We will support our partners for the coordinated delivery of high quality development education in primary and post-primary schools, as well as extra-curricular activities and whole-school approaches, which build on the connections between development education and the primary and post-primary curricula.



Results: Our success in this activity will be measured by the level of integration of development education in both primary and post-primary schools and by the number of schools where development education is being delivered.



Student teachers ranking statements on development at NUIG. Photo: Jim Lenaghan (NUIG)



Outdoor photo exhibition, part of Suas' 8x8 Festival, Trinity College Dublin. Photo: Jessica Ryan

11. To Support Primary and Post-Primary Student Teachers

We will support the provision of development education in primary and post-primary initial teacher education. We will pursue opportunities with the Teaching Council to further the integration of development education into relevant criteria and guidelines for initial teacher education (ITE).



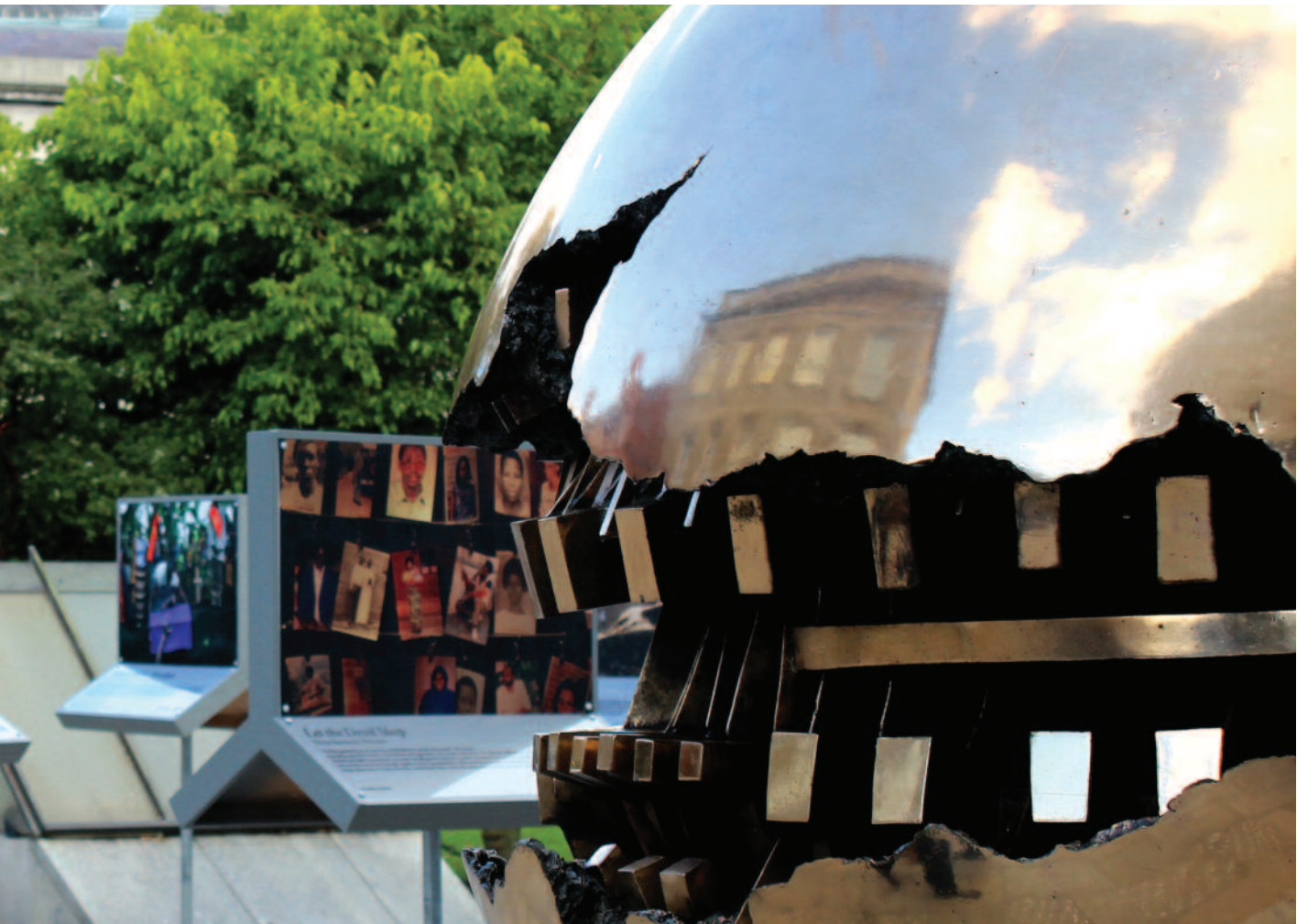
Results: Our success in this activity will be measured by the number and percentage of primary and post-primary student teachers engaging in development education through ITE. We will also measure the level of integration of development education in ITE, at both primary and post-primary level.

12. To Support Continuing Professional Development for Teachers

We will support the provision of a more targeted and strategic continuing professional development programme in development education for both primary and post-primary teachers. The provision of quality professional development contributes to the creation of a vibrant community of educators with the capacity and confidence to integrate development education throughout their teaching. We will pursue opportunities with the Teaching Council to increase coherence between development education and relevant criteria and guidelines for teachers' learning.



Results: Our success in this activity will be measured by the number and percentage of primary and post-primary teachers receiving professional development opportunities in development education.



13. To Support Higher Education Students

We will support higher education institutions, NGOs and development education practitioners to increase the number and spread of third level students engaging in quality development education in both the formal and non-formal spheres of higher education.



Results: Our success in this activity will be measured by the level of integration of development education into third level institutions, excluding actions specifically targeting student teachers.

14. To Support DE in Adult Education and Further Education curricula

We will support the further integration of development education in adult education and further education curricula across the network of Education and Training Boards (ETBs). We will support community organisations working in partnership with their local ETBs on development education projects.



Results: Our success in this activity will be measured by the level of integration of development education into adult and further education curricula.

OUTPUT 4: NON-FORMAL EDUCATION

The Development Education Strategy 2017-2023 aims to increase the quality, spread, reach and integration of development education in non-formal and informal education programmes and structures across both the youth and the adult and community education sectors. The formal and non-formal education sectors may at times have a very fluid, complementary and interdependent relationship. The non-formal education sector provides opportunities for learning *through* action as well as learning *for* action which can contribute to extra-curricular projects and educational inputs in the formal education sector. Informal education facilitates adults and young people to engage with development education outside an institutional framework, thereby reaching new audiences, as well as creating important opportunities for good practice and innovation.

Among the greatest strengths of the youth sector is the level of participation it secures from young people. In 2015, the *National Youth Strategy* reported that there are over 800,000 young people in Ireland aged between 10 and 24 years, representing 18.3% of Ireland's total population of 4.59 million. Almost 40% of young people in Ireland are involved in a youth club or society, while over one third of young people reported that they are involved in some form of political activity. The youth sector in Ireland is supported by a broad range of actors, including approximately 40,000 adult volunteers and 1,400 professional youth workers. The youth sector allows young people to engage critically with development education and global justice issues on their own terms. Development education delivers on the seven key competencies recognised in the Department of Children and Youth Affairs' *Value for Money and Policy Review of Youth Programmes 2014*; communication skills, confidence and agency, planning and problem-solving, relationships, creativity and imagination, resilience and determination and emotional intelligence. Through development education, young people enhance their knowledge, are supported to see themselves as agents of change and are empowered to become active global citizens in building a world of justice, equity and dignity for all.

Development education within the adult and community education sector takes place after mainstream post-primary schooling, but outside the third level or higher education system, often with people who have had limited formal educational opportunities earlier in their lives, or that are re-skilling themselves for new work and life situations. The IDEA Adult and Community Education Working Group identified that development education takes place in settings as diverse as further education and training institutions, community education centres, family resource centres, women's groups, community development projects, community gardens and non-governmental development organisations. The integration of development education in adult and community education facilitates engagement with varied audiences such as older people, migrants, travellers, trade unionists, unemployed people, the private sector, local authorities, socially engaged corporate organisations, disadvantaged young people, adult basic education learners and second chance learners. Community education shares many commonalities with development education in relation to its core principles, ethos, and pedagogy, namely the shared emphasis on participatory learning, learner-led education and active citizenship and sustainability. Development education supports communities to discuss, critically debate and engage in active citizenship on the global social, economic and political policies which shape the lives and livelihoods of local people here and around the world.



Young people exploring the interconnected issues of climate change at ECO-UNESCO's Transnational Youth Meeting 'What's so Hot About Climate Change', 2015. Photo: Kate Turner/ECO-UNESCO.



Kilclooney Community Garden members with the keyhole garden, constructed as part of their Donegal Change Makers Community Garden Workshops, November 2015.



The Global Citizen Award Certificate and Badge presented to the awardees. Photo: Jorge Ruiz Villasante/EIL



LYCS 1916 Democracy Café, Dublin, 1st March 2016. Photo: Nigel Hanlon



Student art teachers in NCAD capture ideas on development education issues through a visual mind-mapping process. Photo: Tony Murphy/NCAD/UBUNTU

WHAT WE WILL DO...

15. To Support Young People

We will support development education organisations working directly with young people to maximise coordination and increase the number and spread of young people in youth clubs and organisations engaging in quality development education.



Results: Our success in this activity will be measured by the level of engagement and number of young people who are accessing development education through youth organisations which are implementing the National Quality Standards Framework.

16. To Support the Youth Sector Workforce

We will support the delivery of coordinated, quality training to youth workforce at local and national levels, strengthening their capacity to integrate development education into their youth work practice. We will support the integration of development education into initial youth worker education through the higher education institutions. We will support the integration of development education into the National Quality Standards Framework for youth organisations. We will support the delivery of continuing professional development to youth workers and volunteers, building youth organisations' capacity to integrate development education into their strategies, guidelines and practice. We will work to establish a strategic partnership in the youth sector.



Results: Our success in this activity will be measured by the number and percentage of youth workforce working in non-formal education programmes reporting an improvement in their development education knowledge and skills or a change in attitude or behaviour.

17. To Support the Adult and Community Education Sector

We will support the delivery of quality development education in the non-formal and informal sphere of the adult and community education sector. We will support the provision of development education in a variety of unique and innovative settings to adult learners, communities, civil society groups and community education workers and through a range of outreach programmes including festivals, public events, creative arts approaches, community initiatives, and engagement with professional and/or specialist groups. We will work to establish a strategic partnership in the adult and community education sector.



Results: Our success in this activity will be measured by the level of engagement and the number of people accessing development education through non-formal and informal adult and community initiatives.

18. To Support International Volunteers

We will support the delivery of development education training to volunteers who are engaging in international placements, through an awards programme. The programme should encourage international volunteers to raise awareness of global justice issues during their placement and to use their overseas experience to take action for global justice on their return to Ireland. We will ensure coherence between our support for development education in volunteering and the *11 Principles of Good Practice in Volunteering for Global Development 2015*, the code of good practice for volunteer sending agencies.



Results: Our success in this activity will be measured by the number and percentage of returned international volunteers reporting an improvement in their development education knowledge and skills or a change in attitude or behaviour.

OUTPUT 5: IRISH AID AWARENESS PROGRAMME

The Development Education Strategy 2017-2023 aims to increase awareness within the formal education sector of Ireland's development cooperation programme and the United Nations Sustainable Development Goals. We will continue to strive for a deep public understanding of and engagement with our international development policy and our aid programme. We will increase awareness and understanding among the Irish public of the work and impact of our aid programme and its contribution to the UN Sustainable Development Goals. We will offer educational inputs to students at primary, second and third level, as well as an awards scheme at primary level; and we will work in collaboration with teachers and educators to ensure that understanding of Irish Aid's work is included as part of a broader development education programme.

WHAT WE WILL DO...

19. To Support Awareness Raising for Primary and Post-Primary Students and Teachers

We will work to increase the numbers of primary and post-primary students and their teachers who are aware of Ireland's development cooperation programme and the Sustainable Development Goals, through participation in the Irish Aid Centre workshops, and the Our World Irish Aid Awards.



Results: Our success in this activity will be measured by the number of primary and post-primary schools engaging with Irish Aid through the Our World Irish Aid Awards and the Irish Aid workshops. This data will be disaggregated by new and previous applicant schools.

20. To Support Awareness Raising for Student Teachers

We will work to increase the capacity of all student teachers to raise awareness of Ireland's development cooperation programme in their teaching, through participation in Irish Aid Centre workshops.



Results: Our success in this activity will be measured by the number of student teachers who have the capacity to raise awareness about the Irish Aid programme.



Minister for Foreign Affairs and Trade, Charlie Flanagan, TD, with Maria Walsh, former Rose of Tralee, and pupils of Vicarstown NS, Co. Cork, overall winners of the Our World Irish Aid Awards 2015. Photo: Maxwells

MAXIMISING OUR IMPACT

To ensure the success of our strategy, we must maximise the impact of our work in development education in line with the values and goals of *The Global Island* and *One World One Future*. We will track and measure the progress of the Development Education Strategy over its lifetime in order to facilitate continuous improvement of our work and demonstrate our progress.

ACCOUNTABILITY AND TRANSPARENCY

We are committed to accountability, transparency and openness to our development education partners and we will work to ensure our partners adhere to similar standards. Any grant provided to development education partners will strictly follow our Grant Management Guidelines which are informed by our fraud policy, risk management policy and the Department of Public Expenditure and Reform Guidelines and Circulars. We will annually publish and disseminate data to inform public understanding of where and how money is spent and what results are being achieved.

EFFECTIVENESS AND RESULTS

For Irish Aid, development education results are about establishing a deep and sustained understanding among the Irish public of global poverty and inequality. The achievement of real and lasting results will be central in the way that we plan, make decisions, implement, monitor, evaluate and account for our support for development education. We recognise that long-term change can take time and that measuring change is complex. We will work with our development education partners to develop efficient and user-friendly ways of collecting and collating both quantitative and qualitative data to demonstrate results.

The Performance Measurement Framework (PMF) will guide our priorities, inform our future investment decisions and track long term impact over the lifetime of the strategy. While our strategy articulates the change Irish Aid wants to bring about, the PMF will capture what the change will look like when achieved, with appropriate and meaningful indicators, in order to reflect the current context and to capture change in an accessible way. The PMF will be reviewed on an ongoing basis to examine its progress and assess the continuing relevance of its targets, indicators and objectives.

MONITORING

Monitoring is an integral part of results-based management and influences the ongoing planning and review of projects as well as our broader support to development education. The recipient organisation will have the primary responsibility for project monitoring as part of a results based management approach. Irish Aid will conduct monitoring visits to selected projects to assess their performance against the agreed project proposal and results framework and to ensure organisations' progress is compliant with contractual obligations.

RESOURCING OUR PROGRAMME

We recognise that achieving the objectives set out in the strategy will be challenging, requiring investment and staff inputs to ensure its success. The Government remains committed to achieving the UN target of 0.7% of Gross National Product allocated to overseas development assistance, as resources allow. We are committed to applying principles of best practice in how we carry out our development education work to maximum value for money and impact. We will support our strategy using a mixed funding model complemented by high quality appraisal, monitoring and evaluation standards which we will review annually in consultation with our development education partners. We are committed to the provision of staff with competence and capacity to manage partnerships with due diligence.

ENGAGING WITH EUROPE

Our engagement at an international level is an essential part of our foreign policy and gives us a stronger voice on the international stage. Engagement with our peers in Europe through the Global Education Network Europe (GENE) enhances the effectiveness of our development education programme through the exchange of knowledge and experience with those of our European counterparts.

APPENDIX 1

ACCOUNTING FOR OUR PERFORMANCE - DEVELOPMENT EDUCATION STRATEGY 2017-2023

	Mechanism	Frequency
Accountability for Expenditure	Internal and external (consultant or programme evaluators) appraisal and review mechanisms for all DE grant recipients	Beginning and end of project or programme
	Irish Aid Annual Report	Annually
	Irish Aid website	Annually
	Monitoring and evaluation visits	Ongoing
	Accountability to the Oireachtas	Ongoing
Accountability for Results and Impact	Organisations report on results achieved under PMF as part of end of year reporting	Annually
	Irish Aid collates data on results achieved under PMF and shares with the DE sector	Annually
	Report on impact and results under PMF at mid-term review	Early 2020
	Review and evaluate the impact of and results achieved by the DE Strategy	Early 2023
	OECD Peer Review of Ireland's development programme	To be confirmed
Assessment of strategy	Mid-term review of DE Strategy	2020
	Final Review of DE Strategy	2023

APPENDIX 2

STAKEHOLDERS IN IMPLEMENTING THE DEVELOPMENT EDUCATION STRATEGY

Activities in the Development Education Strategy 2017-2023

	IRISH AID	DES	DCYA	DHPCLG	NCCA	Teaching Council	DE Partners
1. Support an enabling environment for DE and GCE at local and national levels in the formal education, adult and community education and youth sectors by increasing our communication and policy coherence with government departments and agencies.	✓	✓	✓	✓	✓		✓
2. Facilitate partnership and shared learning in GCE between European counterparts through active policy engagement with GENE.	✓	✓					✓
3. Increase the visibility, public understanding and institutional support for DE and GCE, at local, national and European levels.	✓	✓	✓				✓
4. Support a capacity building programme for DE practitioners.	✓						✓
5. Support partnership and collaboration among DE practitioners, civil society, media and social enterprise.	✓						✓
6. Support strategic research in the Irish context to inform and enhance the delivery, quality and impact of DE.	✓						✓
7. Support a DE strategic partnership for the online dissemination of easily accessible and relevant DE resources and to develop resources which respond to ongoing socio-economic issues.	✓						✓
8. Support appraisal, monitoring and evaluation of DE projects and programmes.	✓						
9. Support DE practitioners to integrate the SDGs into all DE projects and programmes funded by Irish Aid.	✓						✓
10. Support a coordinated approach to the implementation and integration of DE in curricula and the increased delivery of good quality DE and GCE in schools.	✓	✓			✓		✓
11. Support the integration of DE and GCE in initial teacher education.	✓	✓				✓	✓
12. Support the provision of continuing professional development in DE and GCE for teachers.	✓	✓			✓	✓	✓
13. Support higher education institutions (HEIs) and DE organisations to increase the engagement of third level students in quality DE and GCE.	✓	✓	✓				✓
14. Support the further integration of DE in adult education and further education curricula through the Education Training Boards.	✓						✓
15. Support youth clubs and organisations to increase the number and spread of young people engaging in quality DE and GCE.	✓		✓				✓
16. Support the delivery of quality DE and GCE training to the youth workforce, through initial youth work worker education and CPD.	✓		✓				✓
17. Support the delivery of quality DE in the non-formal and informal sphere of the adult and community education sector.	✓			✓			✓
18. Support the delivery of both pre-departure and post-return DE training to international volunteers in Ireland.	✓						✓

APPENDIX 3

GLOSSARY OF KEY TERMS

The definitions set out below are specific to the context of the Development Education Strategy.

Adult Education	Education for adults which takes place in both formal and informal settings, often with people who have had limited formal educational opportunities, or that are re-skilling themselves for new work and life situations.
Adult and Community Education Sector	Includes all learning undertaken by adults who are not attending mainstream, second level or higher education. Development education in this context occurs after second level schooling but outside the third level system.
Community Education Community Development	Takes place outside the formal sector and in geographical areas or communities of interest, and can include group development, education and training and more broadly can be seen “ <i>as a process of communal education towards empowerment, both at an individual and a collective level ... an interactive, challenging process, not only in terms of its content but also in terms of its methodologies and decision making processes.</i> ” (Learning for Life: White Paper on Adult Education, DES, 2010)
Development Education Partners	Refers to any organisation or institution in receipt of Irish Aid funding to achieve the objectives of the Irish Aid Development Education Strategy.
Development Education Results	Aim to establish a deep and sustained understanding among the Irish public of global poverty and inequality.
Early Childhood Education	Defined in the White Paper, Ready to Learn 1999, as education and care for children from birth to age 6.
Education and Training Boards (ETBs)	Statutory authorities that have responsibility for education and training, youth work and a range of other statutory functions. ETBs manage and operate second-level schools, further education colleges, multi-faith community national schools and a range of adult and further education centres delivering education and training programmes.
Education for Sustainable Development (ESD)	Develops and strengthens the capacity of individuals, groups, communities, organisations and countries to make judgements and choices in favour of sustainable development.
Formal Education	Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people.
Further Education and Training	Provides a wide range of courses for a diverse range of individuals over sixteen years of age. It provides re-skilling and up-skilling programmes for employees and for those who are unemployed or inactive. It assists individuals to progress to higher education and provides ‘second chance’ education for those who have not completed second level education.
Informal Learning	Learning which is not organised or structured in terms of objectives, time or learning support and may result from daily activities related to work, family or leisure.
Non-formal Education	An organised educational process that is complementary to mainstream systems of education and training, and does not typically lead to certification.
Non-formal Learning	A targeted learning process that supports the development of a person, his or her transformation potential, creativity, talents, initiative and social responsibility, and the development of associated knowledge, skills, attitudes and values. It encompasses learning outside institutional contexts, but can also take place in such contexts.

NGO or NGDO	Non-Governmental Organisation or Non-Governmental Development Organisation
Objective	Refers to a statement of what needs to be achieved; the expected result at the end of the planned intervention.
Outcome	The long term results of a DE programme. Refers to the overall changes or benefits to individuals that happen as a result of participating in DE programme activities.
Output	The short term results of actions and activities of the DE programme, which can be both quantitative and qualitative in nature and serve to identify and measure progress in a specific area of activity.
Programme Grant	Irish Aid's largest funding mechanism for civil society partners. The Programme Grant supports the long-term development programmes of primarily Irish civil society organisations (CSOs), who share Irish Aid's values and whose overall approach aligns with Irish government policy. The Programme Grant scheme includes funding (where relevant) for NGO partners to implement DE work in a strategic and quality-focused way.
Stakeholders	Those who have key roles in achieving the objectives of the DE Strategy.
Strategic Partnership Programme	Irish Aid provides multi-annual funding for key priority areas in development education through its Strategic Partnership programme. DE Strategic Partnerships agree their proposed programmes of work and results frameworks in consultation with Irish Aid on an annual basis.
Sustainable Development Goals (SDGs)	The 2030 Agenda was adopted at UN Summit level in September 2015, and comprises 17 Sustainable Development Goals (SDGs) and 169 associated targets which are universally applicable and will steer global development for the next fifteen years. The SDGs follow upon the UN's Millennium Development Goals (MDGs) which were to fight poverty, hunger and disease, in the world's poorest nations. The SDGs continue the effort to eliminate extreme poverty, but also address challenges in energy, food, water, climate, peace, governance, jobs and urbanisation and on how to shift global production, consumption and living practices onto a sustainable path. One of the key principles underpinning the new Agenda is that no <i>vulnerable group be left behind</i> .
Whole School Approach	Engagement with DE that is multi-dimensional in practice and reflects its status as a collective value that is embraced, embodied and enacted by all stakeholders in a school community.
Young Person	Defined as any person aged over 10 years and under 25 years of age. This is in line with the upper age threshold of the Youth Work Act, 2001 and with the definition used by the United Nations.
Youth Sector	The youth sector includes, but is not limited to, youth work and other youth services provided by voluntary youth organisations.
Youth Work	Youth work involves a diverse range of activities, topics and measures provided by a range of actors in assorted fields and settings. It is a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young people through their voluntary participation.

APPENDIX 4

PERFORMANCE MEASUREMENT FRAMEWORK 2017-2023

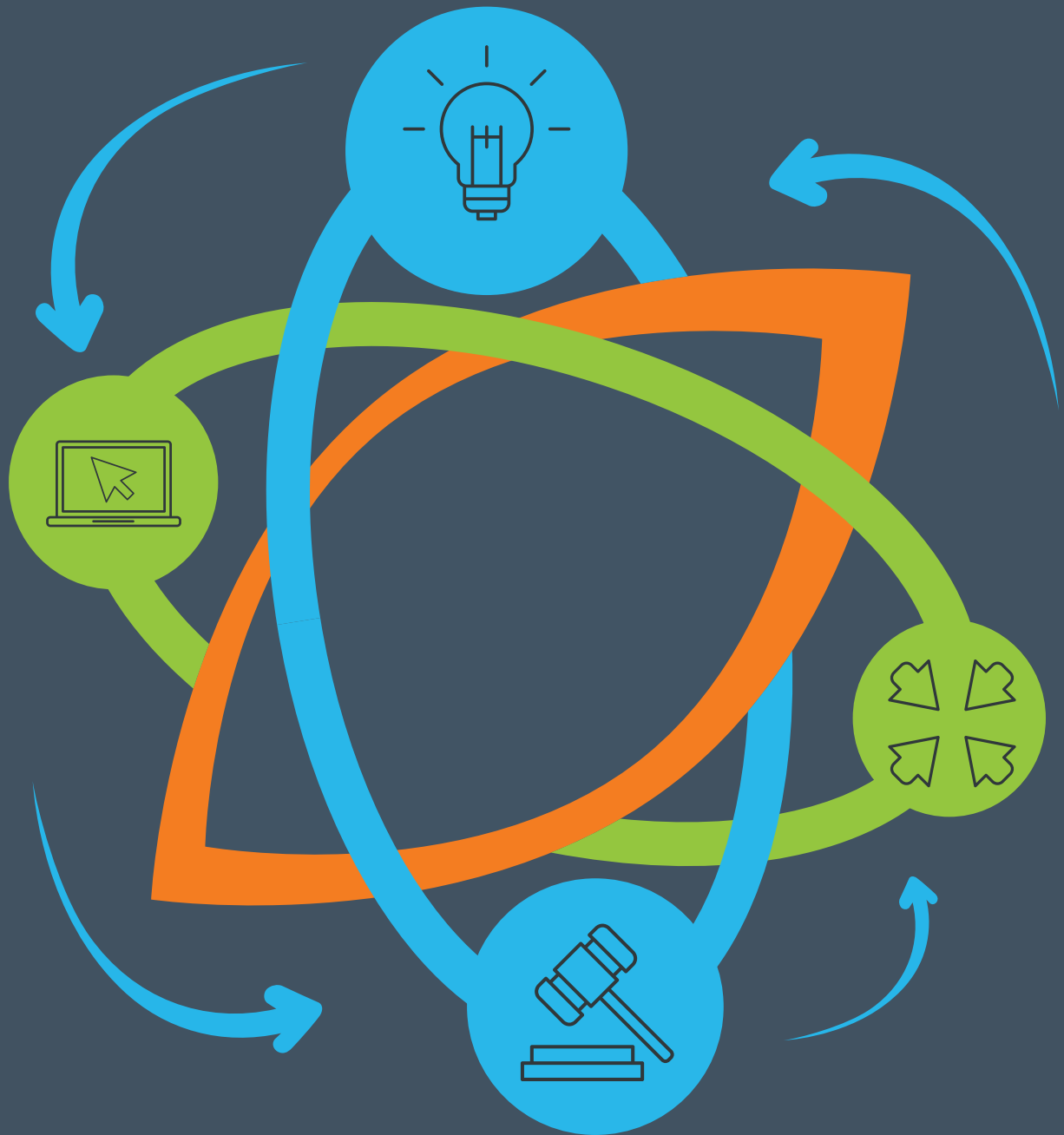
The Performance Measurement Framework, or PMF,
is available in the development education section of the Irish Aid website

www.irishaid.ie



Irish Aid

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