

Priority 1: Promote and facilitate the ongoing development of quality in the field through outreach, training, and support.			
Action Step	Success Criteria	Steps	Metrics/Deliverables
Continue to develop training and support services for IEPs.	DEDAK offers an increasing range of face to face and online trainings (synchronous and asynchronous) on DEDAK-specific topics (eligibility, self study report writing, difficult standards, etc).	Conduct a needs analysis with stakeholders.	Completed needs analysis document.
		Review and develop a plan for training and support.	DEDAK plan of training and support services.
	ELT professionals in Turkey participate in DEDAK trainings.	Design and implement a series of trainings offered on a semi-fixed timetable.	DEDAK plan of training and support services.
		Establish asynchronous trainings on discrete topics.	Suite of asynchronous trainings available.
		Establish eligibility criteria for participation in trainings.	Set of criteria for accepting participants to training (see also Priority 3 - finance).
	ELT professionals regularly seek support from DEDAK on topics related to accreditation.	Designate DEDAK-approved individuals to respond to enquiries.	List of designated DEDAK support team members.
		Advertise the support services available to stakeholders.	Media used for advertising DEDAK’s trainings (including DEDAK’s social media platforms).
Communicate to stakeholders about DEDAK, accreditation issues, and important developments in the field	The field understands the value of accreditation.	Publish a benefits of the self-study process document (incorporating testimonials/insights etc from DEDAK-accredited sites).	Benefits study published through DEDAK social media etc.
	DEDAK regularly interacts with the field through presentations and workshops on accreditation topics at regional and national events, both online and face to face.	Establish a panel of DEDAK presenters to present at events.	List of designated DEDAK presenters and presentations delivered.
	DEDAK regularly communicates with the field about topics that have an impact on accreditation through open letters, publications, webinars, and training initiatives.	Establish a research sub-committee to review important developments in the field.	Sub-committee formed; publications, announcements on the DEDAK website, articles in ELT journals, and other suitable channels.
Develop institutional responses to important developments in the field (eg AI, political and environmental issues in the field in Turkey).	DEDAK demonstrates agility in providing responses and guidance on important issues arising in the field.	Establish a protocol for how DEDAK communicates with the field on issues arising.	Protocol, publications/communications on important issues.
	DEDAK is consulted about developments in the field by professional organizations and leaders in the field.	Establish/continue relationships with professional organizations and leaders in the field.	Meetings, joint initiatives with such bodies/individuals.

Priority 2: Lead the field in promoting ESL program quality by acting as a model accrediting agency for Turkish university intensive English programs (IEPs).			
Action Step	Success Criteria	Steps	Metrics/Deliverables
Exemplify model accreditation practice through DEDAK's organizational governance, accreditation activities, and support for the field.	Increasing numbers of sites achieve 5-year accreditation without reporting requirements/with fewer reporting requirements.	Establish DEDAK targets on accreditations (and reaccreditations); collect and analyze data on sites' experiences and outcomes (links to needs analysis in priority 1).	Reports/analysis on data collected (eg most partially met standards etc).
		Develop/analyze statistics re number of partially or unmet standards and term of accreditation to develop reliability measures for DAK decision-making.	Reports/analysis on reporting requirements/term of accreditation.
		Introduce a mid-self study check-in with DEDAK to discuss problematic issues experienced by the site.	Analysis of feedback from check-in meetings.
	The number of reporting requirements reduces proportionally to the number of sites getting accredited.	Roll out training initiatives (from priority 1); provide formal support during the self study process.	Reports; accreditation statistics.
	Positive feedback is received from sites about the process.	Collect and analyze data from the site's evaluations of the accreditation process.	Reports; accreditation statistics.
	DEDAK systematically reviews its standards and consults the field on proposed revisions.	Establish a standards review sub-committee and a protocol for analyzing and reviewing standards.	Sub-committee formed; reports on standards issues; drafts of revised standards sent out for consultation.
	DEDAK systematically reviews its policies and procedures to support continued good practice.	Establish a policies and procedures sub-committee and a protocol for analyzing and reviewing DEDAK P&Ps.	Sub-committee formed; reports on issues arising; drafts of revised P&Ps.
Continue to recruit and train highly qualified and experienced officers, team leaders, and reviewers.	DEDAK systematically recruits and trains peer reviewers and team leaders, creating a sufficient pool of qualified people to meet demand for site visits.	Regularly offer reviewer and team leader trainings and promote them through multiple channels (including DEDAK social media).	Training materials; calendars of training offered.
	DEDAK recruits and trains/mentors sufficient members of DAK, with applications for service from multiple qualified individuals.	Mentor new DAK members; collect data from DAK members about their experiences and ideas about DEDAK accreditation.	Training and mentoring materials; calendars of training offered.
	DAK's responsibilities expand to include post-accreditation compliance.	Establish a standards compliance sub-committee from DEDAK and other qualified (eg from CEA/EAQUALS etc) volunteers.	Sub-committee formed.
Have clear and transparent standards and procedures that support stakeholders in the accreditation process and serve as models of good practice that align with international standards.	DEDAK has a process for the review of its policies and procedures which it follows.	Establish a policies and procedures sub-committee.	Sub-committee formed.

Priority 3: Become financially and organizationally sustainable.			
Action Step	Success Criteria	Steps	Metrics/Deliverables
Develop plans for generating revenue to achieve sustainability through the employment of staff.	DEDAK secures sustainable revenue streams to support its activities.	Produce feasibility report on establishing paid-for trainings (eg bespoke workshops, consultations etc)	Report.
	DEDAK successfully applies for grants to support its activities.	Review available grant opportunities; apply for grants/support.	Review outcomes; grant applications.
	A finance sub-committee is established to review revenue and set accreditation fees.	Establish a finance sub-committee.	Sub-committee formed.
	DEDAK Employs a permanent staff to have executive oversight of DEDAK accreditation activities.	Establish sustainable revenue streams (see above). Employ and train qualified individuals to form an executive staff; draft job descriptions and a staff handbook.	Staff employed; job descriptions; staff handbook.
Continue to recruit qualified volunteers to be members of DEDAK.	High-quality and qualified individuals apply to become DEDAK members and fill positions on committees and sub-committees.	Identify eligible candidates for DEDAK membership; encourage applications in a targeted way; review applications.	DEDAK membership increases and committees and sub-committees are formed with qualified volunteers.
Continue to develop policies and procedures that support DEDAK's mission and contribute to long-term organizational sustainability.	The sub-committees referenced in priority 2 are formed and become operational.	Establish the sub-committees referred to in priority 2.	Sub-committees formed.