



# **Guidelines** for producing **Development Education Resources**



# Checklist for users and producers of resources

## Phase 1: Needs analysis and planning

- ✓ Clear aim decided for the resource
- ✓ Clear target audience decided – including any needs assessment/analysis etc (see page 6 on Needs Analysis)
- ✓ Development education characteristics of resource identified and agreed
- ✓ The resource will improve on or add to what is already out there
- ✓ Planning flow chart on page 7 used to feed into the basic plan for the resource

## Phase 2: Content: Researching development and educational issues

- ✓ Think about how your resource relates to human development and human rights (think about the questions on pages 10 & 11)
- ✓ The resource has clear educational values, approaches and concepts (use diagram from pages 12 & 13 for reference)

## Phase 3: Presentation style and technical decisions

- ✓ All images used with permission and referenced appropriately
- ✓ Images and photos reviewed with the Dochas Code of Conduct on Images and Messages in mind (for more info see page 9)
- ✓ All photos, images and graphics used are the correct resolution for print or digital use
- ✓ Individual roles and responsibilities are agreed by the team (see questions on page 14)

## Phase 4: Piloting and revising draft materials

- ✓ Pilot group identified
- ✓ Feedback gathered and considered in redrafting
- ✓ Referred back to original plan to ensure the main aim is still being achieved

## Phase 5: Printing, marketing and distribution

- ✓ The resource will be made available in hard copy for a minimum of three years
- ✓ The resource has an ISBN (see page 19 for more information)
- ✓ Copies distributed to all legal depositories (see page 19 for more information)

## Phase 6: The evaluation cycle

- ✓ Indicators for measuring impact of resource (on attitudes, skills, knowledge and actions) identified and agreed
- ✓ Adequate monitoring and tracking instruments have been implemented in order to measure impact of the resource
- ✓ Used supportive documents to inform the above (see page 20)

# Introduction

Ireland has a long and respected tradition of producing quality development education resources at all levels that stretches back more than 40 years. This tradition is something we need to learn from, build upon and extend as we continue to highlight the issues and challenges at the core of development education and related areas.

Resources will always remain a product of their time and as development issues, curricula and learning contexts change, so too must resources – whether it's content, format or methodologies.

The changing realities of development and human rights as well as those of learning require an ongoing process of resource development and renewal.

These guidelines have been developed by DevelopmentEducation.ie with support from Dóchas and IDEA following the publication in 2013 of the Audit of Irish Development Education Resources to stimulate, encourage and support individuals and/or organisations planning to develop educational resources. The guidelines have been informed by the findings of the audit and by a consultation process with development education practitioners in April 2014.

These guidelines represent our collective ideas, thoughts, strategies and suggestions for designing and producing Development Education (DE) resources.

The guidelines are just that - guidelines, they are not a rigid set of rules nor are they intended to inhibit your work or your creativity.

## The aims of these guidelines are fivefold:

1. To support high standards in DE resource production in Ireland
2. To support educators, teachers, writers, NGOs and individuals producing development education resources
3. To provide a series of ideas, options, choices, key questions and viewpoints to stimulate our work
4. To offer a set of questions that encourage discussion and debate on the rationale for producing resources
5. To encourage reflection on a broad range of issues associated with producing a resource from a development and human rights perspective within popular education to very practical and immediate 'technical' concerns and issues.

The guidelines are divided into six key phases in the process of resource production; we suggest reading through all of these at the outset.

**Phase 1:** Needs analysis and planning

**Phase 2:** Content, researching world development and educational issues

**Phase 3:** Presentation style and technical dimensions

**Phase 4:** Piloting and revising draft materials

**Phase 5:** Printing, marketing and distribution

**Phase 6:** The evaluation cycle

While they are by no means exhaustive or definitive, we hope you find these guidelines useful. We intend to amend and update the guidelines over time and would welcome feedback or suggestions.

These guidelines are also available as online webpages at [www.developmenteducation.ie/guidelines](http://www.developmenteducation.ie/guidelines)

# Describing and debating a

## ‘development education resource’

The debate on defining development education (DE), related areas and the links between them constitutes part of the strength and vibrancy of the subject area and consequently there can be no ‘official’ definition of what constitutes a ‘DE resource’.

For the purposes of these guidelines, we have defined such a resource as one that seeks to increase understanding of global human development and human rights in an educational context. One feature which characterises Development Education is its strong focus on justice perspectives and on developing/developed country relations. In this it has strong links with other forms of education such as education for sustainable development (ESD), human rights education (HRE), global education and intercultural education.

*[Development education is...] “Education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.”*

2002 Maastricht Declaration of Global Education

DE resources are not simply about development ‘facts, figures and analyses’, they are also about potential and actual solutions to challenges and, in this context they frequently include materials that (ideally) critically discuss the work of organisations and agencies (both official and voluntary) in addition to advocacy and campaigning issues. Additionally, there are many other resources which focus on promoting particular agendas, campaigns or organisations without much educational content; strictly speaking such resources are not DE resources per se although they may have value when used in an educational context.

### About marketing and fundraising

Public Relations (PR) and marketing resources are primarily about an organisation and communicating its key message and as such are not in themselves DE resources. In this context, the following argument offers much for critical discussion:

*‘For the avoidance of doubt, Development Education and Awareness Raising are not concerned with activities that promote or encourage public support for development efforts per se or for specific organisations or institutions. They are not concerned with charity, organisational publicity or public relations exercises.’*

(European Consensus on Development: the contribution of Development Education & Awareness Raising (2007:6). [www.coe.int/t/dg4/nscentre/ge/European\\_consensus-en.pdf](http://www.coe.int/t/dg4/nscentre/ge/European_consensus-en.pdf))

Development education initiatives and resources are typically found along a spectrum of approaches, such as those outlined below (offered here to stimulate critical thinking). While presented as discreet 'ideal types', mixed forms of awareness raising, global education and learning skills tend to blend in practice.

	Public Relations	Awarenes Raising	Global Education	Life Skills
	Not normally recognised as DE per se	Normally recognised as development education		
<b>Overall theme</b>	Development cooperation	Wider development issues	Global Interdependency; Developed/Developing Country Issues (environmental, economic, political, social) Etc.	Local and global issues of social justice in the world (including multiple perspectives)
<b>Goal</b>	Public support	Information and understanding	Appropriate action	Fulfilling life, social change
<b>Educational approach</b>	Marketing	Information	Participation; learner focused understanding; responsibility; capacity building; action	Support; empowerment
<b>Educational method</b>	Direct focus on agency/ NGO and/or fundraising	Information provision 'top down'	Actor-centred, seeking ideal norms or standards in society	Learner individually (and socially) constructs their own meaning, as they learn
<b>Target group</b>	The public at large	Recipient of information	Subject of a learning process in which an ideal standard or model objectives are given; activist	Subject of a self-organised learning process in which results are open; agent of social change
<b>Context</b>	Overseas aid	Development policy	International development	Local community & world society

**Source:** adapted from 'Towards a typology of DE concepts' in European Development Education Monitoring Report "DE Watch" (2010:7) by Johannes Krause, DEEEP. [www.coe.int/t/dg4/nscentre/ge/DE\\_Watch.pdf](http://www.coe.int/t/dg4/nscentre/ge/DE_Watch.pdf)

## Typically, development education resources seek to:

- Focus directly on key development and human rights issues locally and internationally
- Inform and raise awareness on development issues from a justice and/ or rights perspective
- Link local and global issues
- Explore key DE ideas such as dispositions and values; ideas and understandings, capabilities and skills
- Critically engage with the causes and effects of poverty and injustice
- Encourage public understanding, exploration and judgement of key issues
- Encourage, support and inform action-orientated activities and reflection on them in support of greater justice
- Take significant account of educational theory and practice in their approach
- Emphasise critical thinking and self-directed action
- Promote experiential learning and participative methodologies
- Challenge assumptions by engaging with multiple, diverse and contested perspectives
- Reflect on experiences and actions

While this list is by no means exhaustive (or prescriptive), we strongly suggest that a DE resource should feature many of these characteristics.

**The guidelines that follow have been divided into six sections or ‘phases’ broadly reflecting a production process:**

Phase 1 Needs analysis and planning

Phase 2 Content, researching world development and educational issues

Phase 3 Presentation style and technical dimensions

Phase 4 Piloting and revising draft materials

Phase 5 Printing, marketing and distribution

Phase 6 The evaluation cycle

Elizabeth Mubiana using participative educational methodologies and working on behalf of Women for Change in the rural communities in Zambia  
**Photo:** Garerth Bentley © 2010



# Phase 1

## Needs analysis and planning

### Thinking of developing a DE resource – key questions at the outset

#### Why produce this resource?

#### What do you wish to achieve?

#### What is the aim/goal?

- Overall purpose of the resource.
- A clear goal from the outset will assist in the planning stages. Does the resource have a particular development or human rights focus?

#### For whom is this resource intended?

- Who is the target audience? i.e. participants and educators
- Formal/non-formal; curriculum/ non-curriculum
- Is the resource relevant to the target audience? If so, how?
- Have the needs of the target audience been researched and assessed? Do you need to establish baseline research to investigate this further or is there reliable baseline data that you can use instead?
- How do you plan on consulting with individuals or groups representing your target audience?

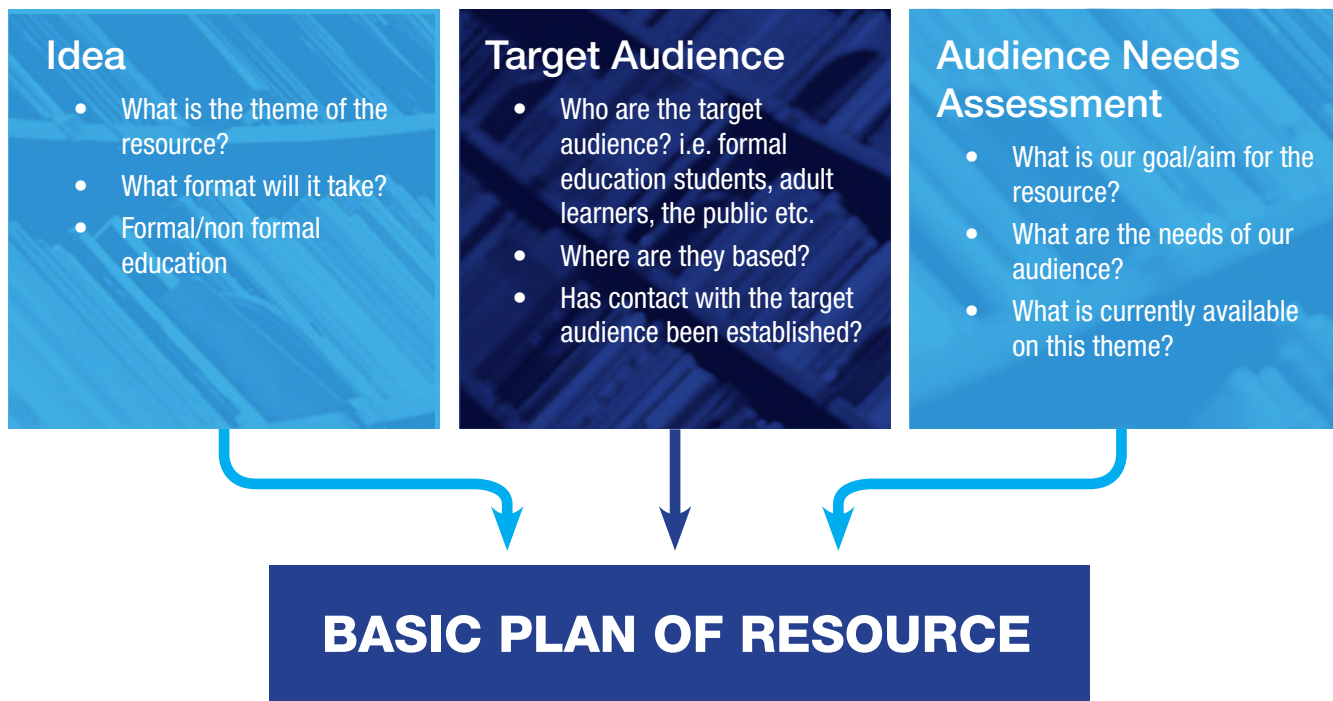
#### How is this resource building on what already exists?

- What is already available? (resource catalogue on [www.developmenteducation.ie/resources](http://www.developmenteducation.ie/resources) or audit can be used here)
- What sort of educational ideas/methodologies will be used?
- What can be learned from what is already out there?
- Will the resource be produced in partnership with anyone? (Strongly advised)

Keeping in mind your answers to these core questions while developing the resource will help maintain focus and adherence to your original plan; will help balance the content and ideas with the educational context you work in and will keep the needs and interests of the intended user group firmly in mind.

Develop a **basic plan** of the resource, one that will help guide the process, keep you on track and avoid unnecessary detours. It can be modified as you proceed (say, based on feedback from a pilot phase or ‘test group’ if using).





## Some core planning considerations

- **Review existing materials:** review whether creating a resource is necessary by researching previously published resources and materials. Decide whether they are appropriate to your programme and if they can be modified (with permission) or if they are likely to meet your development education objectives.<sup>1</sup>
- **Know your audience:** it is always good to involve your target audience in the production of your resource. If you can involve a representative group of potential users early on in the process to help shape and plan, comment on or test out ideas and activities (or contribute photos, illustrations, infographics etc.), it will strengthen the resource and encourage wider use.
- Does the **message, tone and approach** of the resource correspond with that of your organisation, group or sector? Does this need to be addressed?
- **Internal audit:** check if there are people in your organisation, group or social network that have skills or experience that could assist in the production of the resource. There may be available photos or graphics you can use. You could also check, for example, Creative Commons licenced photos on Flickr or the free Getty Images bank for publishing online materials. Check the core messages of the organisation or group against what the resource is proposing.
- **Feedback, monitoring & evaluation:** don't forget to build in an opportunity for users to feedback their reactions, ideas, suggestions (and even complaints) so that these can be used to measure and evaluate the impact/outcomes success and shape future editions or additional resources. This is a key reason as to why pilot groups/test groups are invaluable (see more on evaluation on page 20).

1. Check the resource library on [www.developmenteducation.ie/resources](http://www.developmenteducation.ie/resources) for similar or recent resources. Other useful resources in conducting background research can be found at the Further Links section at the end of this document.

# Phase 2

## Content: researching development and educational issues

The language we choose to tell stories, relay facts and engage learners is always open to bias and misunderstanding. The language we use is never neutral; this is a critical issue we need to think about and reflect on continuously as we develop a resource.

*“The frame around a painting or photo can be thought of as a boundary between what has been left in and what has been left out. Each of the elements placed inside the frame is significant, and makes a difference to the meaning of the piece. Similarly, when we communicate about an issue we (consciously or unconsciously) impose boundaries. The emphases, facts and concerns we include can make a real difference to the message conveyed, and to subsequent responses.”*

Extract from the Common Cause Handbook (2011:36) by the Public Interest Research Centre.  
<http://valuesandframes.org/learn>

### DE content: 7 questions to consider:

1. How are the issues, stories, people and places framed or contextualised in the resource?
2. What are the relevant justice, equality, human rights and sustainable development perspectives included?
3. What models of social change are discussed and debated?
4. Do the messages communicated explore the challenges of stereotyping, caricaturing or perpetuating myths about developing countries, particular groups or the poor and marginalised?
5. Is the material biased towards a particular ideology or perspective (e.g. that of commentators from the ‘developed’ world or one gender) and how is this issue dealt with?
6. Are ‘good news’ stories relevant to the topic being explored and how are they explored?
7. Are appropriate social or political actions encouraged? How?



### Tips on language!

- Try hard to avoid using clichés
- Consider whose voice and views are dominant – ensure the perspectives of others have a place in your resource
- Make your language as accessible as possible for readers: avoid jargon (e.g. academic or development ‘insider’ language) where possible. Try to ensure the language is accurate but yet plain and simple – it will help achieve your goal!

## Addressing controversial issues

All educators can find themselves dealing with controversial issues in the classroom - issues of justice and morality, of human rights and responsibility, of values and beliefs, of gender-based discrimination etc. These are unavoidable and offer rich opportunities for learning and for challenging values, beliefs and perspectives.

It needs to be acknowledged that many such issues can be difficult and challenging for both educators and learners and may even cause distress. Carefully reflecting on how to approach these issues and ensuring sufficient appropriate support is provided (via links and references) is necessary for a positive outcome. Recognising this early on in the development of a resource should be a normal part of the planning and delivery process. On such topics, it is important that learners are

encouraged to express their views (and to be heard) while at the same time creating an atmosphere that respects and engages all.

This issue highlights the importance of educational considerations, approaches and practices in development education.

Guidance on managing controversial issues in the classroom can be found in chapter 6 of Intercultural Education in the Post-Primary School (2006: 85-86) by Roland Tormey. Published by the NCCA [www.ncca.ie/uploadedfiles/publications/Interc%20Guide Eng.pdf](http://www.ncca.ie/uploadedfiles/publications/Interc%20Guide%20Eng.pdf)

## On images and messages

The Dóchas Code of Conduct on Images and Messages sets out a set of guiding principles to assist organisations in their decision-making about which images and messages to use in communicating ideas and perspectives with a view to ensuring appropriate levels of respect and human dignity.

Upon signing the Code, Development NGOs and organisations have committed themselves to a set of principles, ensuring that they will try to avoid stereotypical or sensational images (this issue is itself subject to debate). The adoption of the Code means that aid agencies will choose images and messages that represent the full complexity of the situations in which they work, and that they will normally seek the permission of the people portrayed in the photos they use. The choice of images and messages should take account of principles such as:

- Respect for the dignity of the people concerned;
- Belief in the equality of all people;
- Acceptance of the need to promote fairness, solidarity and justice.

To date, over 80 organisations and NGOs are signatories to the Code in Ireland. Supporting info on the Code can be found at [www.dochas.ie/Code/Default.aspx](http://www.dochas.ie/Code/Default.aspx)

Knowledge of and discussion around this code will help strengthen your resource.



### Some tips!

Ensure you have a thorough understanding of the appropriate approaches and content for the age group the resource is intended for and the likely context(s) in which it is to be used – this is a vital part of trying to ensure success!

- Ensure your resource offers some ideas and suggestions on these learning issues
- Include activities and suggestions that offer opportunities to explore people's ideas and perspectives on these issues
- Encourage enquiry of existing knowledge in order to stimulate, challenge and/or build further
- Encourage discussion of a justice, rights and responsibilities approach to the topics
- Introduce multiple perspectives and use approaches that promote dialogue and active listening
- Make use of active learning methodologies and seek to promote critical thinking

## Placing your resource in development issues and contexts

Think about how your resource relates to human development and human rights contexts, issues and debates. This will help you in thinking about 'content'. It may also help with thinking about partners, potential funders and even style of approach.

### Some questions to consider:

- Is there a core development or human rights issue or set of issues you are seeking to address?
- What context or debates are you seeking to explore in the resource? What is the overall message(s) that you are trying to convey?
- Think about diverse viewpoints; how can your resource include a range of perspectives (developing world views, gender perspectives, environmental considerations)?
- What sources are you planning to use and have you checked whether they are generally reliable and dependable (e.g. rather than simply quoting second-hand sources, have you checked the originals or updated data etc.?)
- Do you need permission to use materials (photos etc.)?
- Do you know anyone in your organisation, network of friends who may have specific knowledge or experience that could help/update your resource?

Situating your resource in these wider contexts rather than simply that of your organisation or group will broaden the outlook and the potential 'entry points' for others (including potential users and funders) in approaching the issues you seek to address. Also, linking your work approach and perspective to that of others will strengthen your argument and expand the possibilities for action beyond those you recommend thereby potentially increasing impact.

There are plenty of development and human rights issues, topics and campaigns that can be explored in a DE resource. Some examples include:

**CHILD LABOUR, CHILD SOLDIERS, CONFLICT, POVERTY, VIOLENCE, FOOD, POWER, THE MILLENNIUM DEVELOPMENT GOALS, POST 2015, GENOCIDE, AID, TRADE, CONSUMPTION, MOBILE TECHNOLOGY, MIGRATION, JUSTICE, GENDER, DIAMONDS, HUMAN RIGHTS, GLOBALISATION, FAIR TRADE, LAND, WATER, DEVELOPMENT, FOOD SUSTAINABILITY, COFFEE, SUSTAINABLE DEVELOPMENT, EDUCATION, GOVERNANCE, DEMOCRACY, IRISH AID, CLIMATE CHANGE, HIV AND AIDS, ASYLUM SEEKERS, YOUNG PEOPLE, HOMELESSNESS, NGOS, AUSTERITY, DEBT, CHOCOLATE, COCOA, HUNGER, GOVERNANCE, ENVIRONMENT, WORK, DISCRIMINATION, YOUTH PARTICIPATION AND YOUTH POLICY, HEALTH, etc.**

## Some tools to assist you with researching content (there are many others...)

We offer the two examples that follow to help you think about a context for the content of your resource.

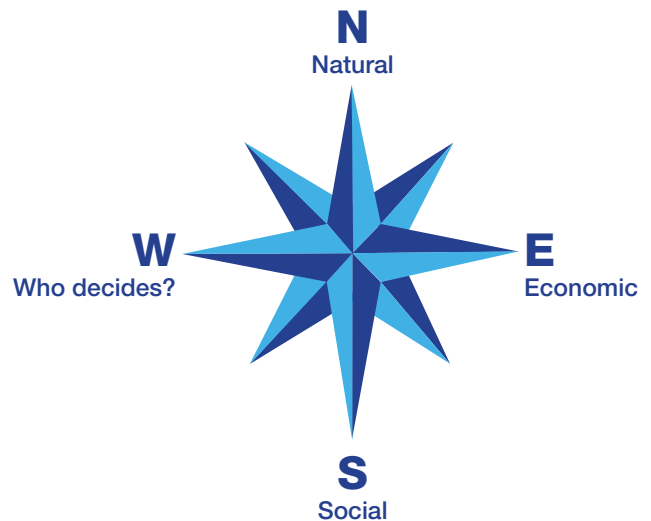
### 1. International frameworks and agreements – a broad approach

These frameworks offer rich opportunities for assessing, 'reading' and contextualising development issues – for example, the Universal Declaration of Human Rights and subsequent human rights instruments or the Millennium (or Sustainable) Development Goals provide a detailed context for exploring topics such as women's rights, education, climate change etc. Use of such frameworks will help you build links, make connections and extend the 'reach' of your resource. They should also enrich the resource and its focus.

For example, making use of the African Charter on Human and People's Rights will contribute to the diversity of perspectives discussion; likewise the use of the Convention for the Elimination of All Forms of discrimination Against Women (CEDAW) etc.

### 2. The Development Compass Rose – a focused approach

The Birmingham Development Education Centre (later TIDE – Teachers in Development Education) developed the Compass Rose to support enquiry into key development issues. It is a useful tool for guiding and shaping key research questions and can be of considerable assistance in preparing evidence for a debate, selecting a case study or planning activities. The framework encourages questions around an issue - questions which explore the interrelationship between environmental, social, economic and political issues.



The four main compass points represent:

- **Natural/ecological questions**
- **Economic questions**
- **Social and cultural questions**
- **Who decides? Who benefits? (i.e. political questions)**

Apart from the key co-ordinates, the diagonal points highlight the relationship between the four main points. For instance, NE raises questions about how economic activity impacts on the natural world while SW raises questions about the relationship between the social and political dimensions.

More information on The Development Compass Rose can be found at [www.tidec.org/resources/teaching-resources](http://www.tidec.org/resources/teaching-resources) or by visiting [www.developmenteducation.ie/teachers-and-educators/post-primary/junior-cycle-user-guide/development-compass-rose.html](http://www.developmenteducation.ie/teachers-and-educators/post-primary/junior-cycle-user-guide/development-compass-rose.html)

## Exploring educational approaches and contexts

It is important to have a well-established sense of the learning outcomes you wish to achieve – this is, in our view, an indispensable aspect of designing a DE resource. For instance, a simple but vital question - is the reading level appropriate for the target audience?

**Some questions and potential challenges you may wish to think about in this context:**

Models of learning	Essential Learning Outcomes
<ul style="list-style-type: none"> <li>• Do you have an educational ‘model or framework’ e.g. enquiry, stimulus, research, reflection, synthesis, action</li> <li>• Is the educational model appropriate for the target group? Have you considered if these are appropriate for your target audience – be realistic</li> <li>• Are you supporting different kinds of learning for multiple intelligences such as active learning, participative and creative approaches?</li> <li>• Are activities integrated from one to the next? Do they build on previous group learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the resource seeking to raise the social consciousness of the participants?</li> <li>• Are multiple perspectives presented? – personal, local, national, global?</li> <li>• Are new skills, ideas and underlying values and attitudes about issues engaged with and evaluated sufficiently?</li> <li>• Is sufficient time and space given for examination of issues and how participants ‘feel’ about the issues? (self-reflection)</li> <li>• Have participants critically engaged with the issues?</li> <li>• How can the resource help the teacher/facilitator to teach the content, skills, they have to cover?</li> </ul>
Referencing	Curriculum Links
<ul style="list-style-type: none"> <li>• A resource is strengthened by proper referencing – sources of facts used in content/tables/infographics. Root ideas in up to date facts and knowledge, even if that knowledge is contested</li> <li>• Where do we get our facts –and where are we recommending people to go to get more facts? Check your sources!</li> <li>• Include references to websites – to your own and others</li> <li>• References include author, year, title, publisher and website URL (if online reference)</li> </ul>	<ul style="list-style-type: none"> <li>• Are there curriculum, or specification contexts this resource can be linked to?</li> <li>• Should the resource link to such a curriculum/specification? What setting will the resource be used in? Are you going to solely work within the curriculum?</li> <li>• Have you factored in a literacy and numeracy dimension?</li> </ul>



### Tips

#### Planning for activities

Clarify the aims/objectives/learning outcomes for the overall resource as well as the individual activities/sections/lessons making up the resource

#### Curriculum tip

Does the resource development team have sufficient knowledge and experience of curriculum frameworks? Consider co-opting expertise from youth leaders, teachers and educators. For example, guidance on making linkages to the formal curriculum at primary and post primary levels can be accessed via the National Council for Curriculum and Assessment’s publications, curriculum and assessment tools at <http://ncca.ie>

## Development Education – 4 key dimensions to consider

The four dimensions of development education below can be applied to formal and non-formal education settings. They are offered as educational indicators for monitoring and evaluating DE learning in a range of learning contexts.

### 1. Knowledge & Ideas

... a general knowledge of the world ...

change, identity, gender, sustainable development, understanding of globalisation and interdependence, democracy, human rights, interconnections, exploring the scale, cause and effect of inequalities, linking global and local contexts, knowledge of the history and philosophy of universal concepts of humanity

### 2. Values & Perceptions

... a general concern for the well-being of others and the planet ...

attitudes, beliefs, preconceptions, learning, change, belonging, duty, responsibilities, empathy, valuing difference, human rights, self-confidence, self-respect, respect for others, having a sense of justice and fairness, social responsibility, environmental responsibility, solidarity, open-mindedness, participating in a community

### 3. Capabilities & Skills

... a general capacity to investigate and engage with ...

critical thinking, reasoning, social communication, team work and cooperation, dialogue skills, problem solving, analytical thinking, time management, self-reflection, research skills, planning skills, numeracy, literacy, communicate effectively and confidently, creativity

### 4. Experiences & Actions

... a set of experiences that create interest and engagement . .

learning through doing, active citizenship, activism, taking initiative, volunteering, establishing and organising actions, advocate or promote justice, dealing with the media

**Source:** based on 'Essential learning for Everyone; civil society, world citizenship and the role of education (1999), Birmingham DEC and 80:20 Educating and Acting for a Better World and Good Practice Guidelines for DE in Schools (2013), IDEA.

These four dimension can be considered along with relevant policy or curriculum frameworks in place for target audience groups. For instance, Better Outcomes, Brighter Futures: the National Policy Framework for Children and Young People 2014 -2020 launched by the Department of Children and Youth Affairs (DCYA) is the national policy framework for children and young people aged from birth to 24 years (relevant to the youth sector as well as formal education).

# Phase 3

## Presentation style and technical decisions

### Thinking about images, photographs and infographics

The language we choose to tell stories, relay facts and engage learners is always open to bias and misunderstanding. The language we use is never neutral; this is a critical issue we need to think about and reflect on continuously as we develop a resource.

Choosing to use appropriate and quality images and graphics is now vital to the 'look and feel' of a resource. It can make it more accessible and immediately useable; it appeals to the different dimensions and intelligences through which people learn and it can highlight your resource over others.

#### Think about:

- Sources of images and visuals, copyright permissions – and costs. Alternatively, obtain a Creative Commons licenced image by contacting photographers directly via websites such as Flickr, or check the photo-banks of organisations such as Self Help Africa
- Consider the issues, context and messages that the image choice is communicating. Is the image 'stereotyping', discriminating or sensationalising people, places or a situation? The Dóchas Code of Conduct on Images and Messages provides suggestions and tips on choosing images, seeking consent and involving participants in the process. More information: [www.dochas.ie/code](http://www.dochas.ie/code)

- Does the image have sufficient resolution for print quality, if you are printing the resource? The standard resolution size for print is 300 dpi whereas for online use is 72 dpi.

### Thinking about some 'technical' issues

Apart from developing the suggested structure for your resource, it may prove useful to consider some of the following challenges:

- What size resource are you planning for and what are the cost implications (colour, black and white, how many copies)? Keep your resource focused and try to avoid it getting bigger and bigger – the simpler the resource, the more likely it is to be taken up and used; many resources become too complicated.
- Do you plan to charge for the resource or provide it for free to end users? Will the price be reasonable? Do some research into the 'market rate', considering the size of your organisation, funding and the benefits/ costs of charging for a resource
- Have you thought about a title and sub-title? This is very important as it tells potential users what the resource is about and what to expect and it will inform how your resource is catalogued by others including libraries. Having a cool title may seem fine but it can cause considerable difficulties for those trying to include your resource in a library or catalogue.



- How do you plan to distribute your resource; what will be the user/shelf life likely be? Will the content and approach be relevant in 3 years-time for example? Remember sending your unrequested resources to the Principal of a school is one of the least effective distribution approaches.
- Who is going to draft the content, edit final copy, design the resource and communicate with the printers or production team?
- Are you going to publish it – or jointly publish the resource; have you obtained an ISBN?
- Will it be a printed resource or available online? Both? How will the resource be stored/purchased/downloaded etc?

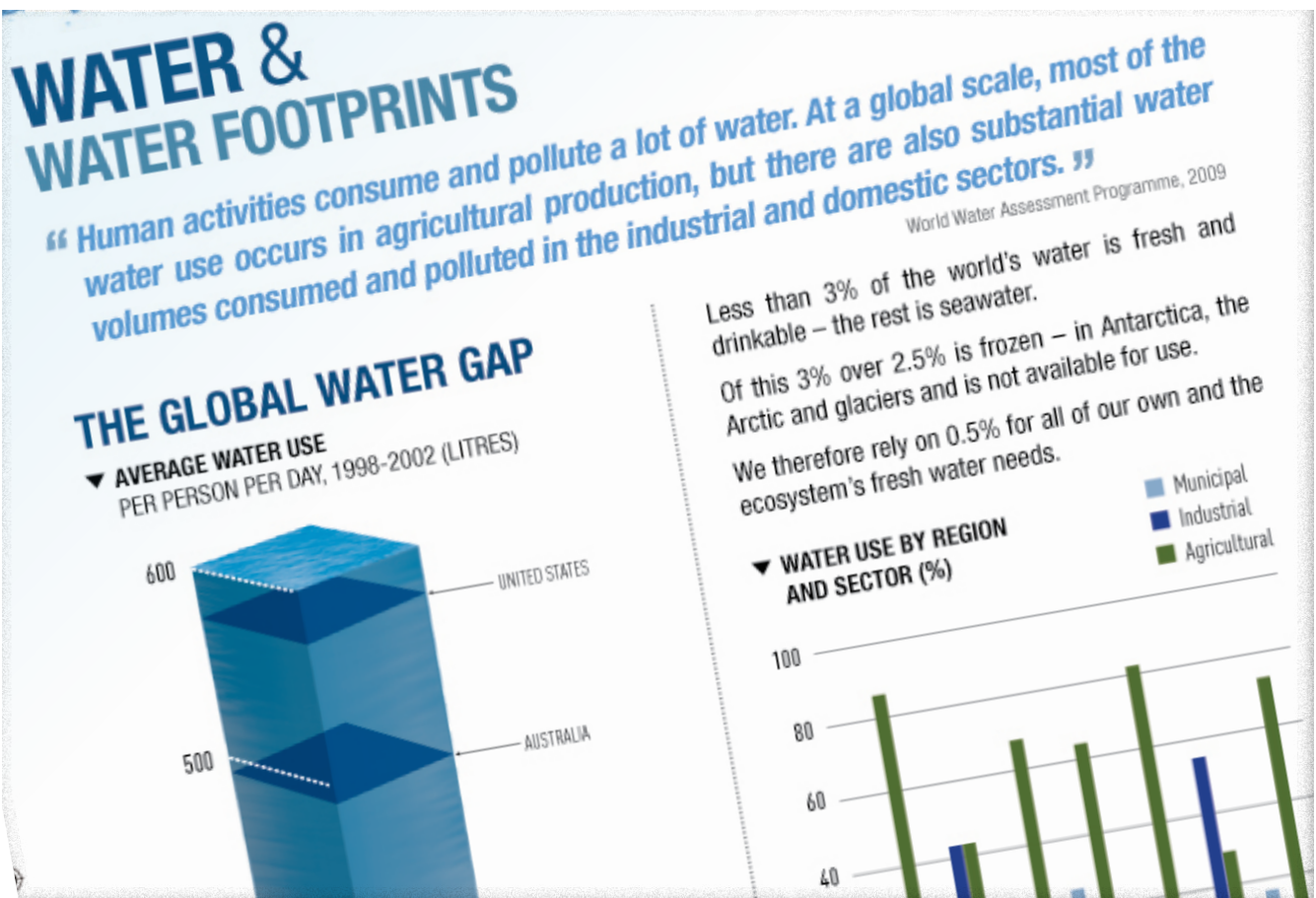


## Environmental statement tip!

Your resource should have an environmental statement. Printing paper can now be responsibly sourced through the Forest Stewardship Council (FSC) certification; this guarantees that your resource is environmentally ethical and, if you can find a carbon neutral printer (they do exist in Ireland), this further reduces potential pollution etc.



Talk to your designer/printer and let your resource inform others of the sustainable steps taken in producing a resource.



# Phase 4

## Piloting and revising draft materials

Testing your materials is important – it allows you to learn early on and to evaluate which materials and messages are most effective with the intended audiences. Knowing this will save you time and money by ensuring that you do not go through the entire development process with an ineffective message or unsupportive content.

- 1. Assess comprehensibility** – does the intended audience understand the message?
- 2. Identify strong and weak points** – what parts of the materials are doing their job best—for example, attract attention, inform, or motivate to act? What parts are not doing their jobs?
- 3. Determine personal relevance** – does the intended audience identify with the materials?
- 4. Gauge confusing, sensitive, or controversial elements** – does the treatment of particular topics unintentionally make the audience uncomfortable?

Also consider when to pilot the resource (time of year such as holidays, exams etc., availability of users to try it out, length of piloting phase), environment for testing it (youth group, classroom, focus group feedback), the range of participants from the intended target audience to try it out and a strategy to encourage and collect feedback.

### Revising your materials

Participants in pilot groups are ‘experts’ in what they understand and accept in a product; this is not necessarily true when it comes to the design of a resource. Most of the time, professional judgment is needed

to devise an effective way to address reader concerns.

Any remark that shows lack of understanding of a key concept should receive careful attention. If one person did not grasp a point, others may have problems as well. Idiosyncratic comments about a product’s appeal or personal relevance are less of a concern, however. No format will please everyone in **any** audience.

Allocate sufficient time for consideration and integration of new ideas, amendments and design changes based on an evaluation of the feedback given. Investing in the revisions stage following feedback (and piloting) is crucial for maximising the success of the resource.

Consider your resource production plan again: are your key messages still intact, clear and supported educationally?

(Adapted from Clear & Simple  
by National Cancer Institute, 2003)



### Tip! Keep note of contributors

Acknowledge (by name) everyone who participated in producing the resource – pilot participants, advisors, copy writers, designer and funders of the resource – this is good manners and potentially maximises your network of users.



Kelvin Wamunyima Sifanu is a fisherman and migrant worker in Mongu, Zambia  
**Photo:** Gareth Bentley © 2010

# Phase 5

## Printing, marketing and distribution

### Making resources available in print and online

Just because a resource is produced as a PDF, online or in print does not mean that it will be easy to access. As good practice, agree a plan for marketing and distributing your resource and consider a core set of libraries and distribution hubs to gift the resource to. These can include the four One World Centres, teacher education centres, network organisations and the 13 Legal Deposit libraries. Share your resource with the [developmenteducation.ie](http://developmenteducation.ie) resource library – Ireland’s largest online DE catalogue. Make the resource accessible and available for a set period of time (at least three years) either online or for purchase on a dedicated webpage or microsite (our experience suggests that excellent resources are constantly ‘lost’ in website re-designs etc.).

### Capacity building strategy

Support the roll-out of the resource by planning to build educator’s capacity to use the resource. Distributing resources through education days, workshops and events present opportunities to strengthen monitoring strategies.

### Copyright

This is obtained by the simple act of publishing; copyright addresses the need for creators to retain control over their work and to receive fair compensation for the use of their work.

**Important note:** it is illegal to reproduce publications or adapt works of art without the consent of the author/artist or organisation; in Ireland, copyright lasts for the creator’s



### Worksheets Tip!

Is your resource user friendly (for example if you include worksheets and expect the teacher/facilitator to print or photocopy these you might consider limiting the amount of colour on the worksheet to keep costs down), or if the resource is in hard copy you should think about the impact the binding will have on the ability to easily photocopy relevant pages.

Consider making handouts and worksheets available for easy download and use online.

lifetime plus a further 70 years. Please respect people’s work and seek permission, rarely is it refused.

### Purchasing International Standard Book Numbers (ISBNs)

Typically placed on the copyright or imprint page and the back cover, ISBNs are unique identifiers for books and publishers. There are important benefits in using ISBNs across the formal and non-formal sectors, including:

1. It allows for more efficient marketing of the resource, including to libraries and universities
2. Many distributors only list resources that have an ISBNs or ISSN (ISSNs are

assigned to serials, periodicals and journals)

3. DE students (and practitioners) should have access to DE resources, not just the target groups
4. It is a universal standard that assigns a unique number for identifying different kinds of resources around the world
5. As a universal standard, widely used identifier in search engines and resource distributors, ISBNs professionalise DE publications by adhering to commonly used standards

ISBN's can be purchased easily in batches of 10 upwards from Nielson UK ISBN Agency which manages ISBN allocations in Ireland and UK. More information at [www.isbn.nielsenbook.co.uk](http://www.isbn.nielsenbook.co.uk)

The Irish ISSN Centre at the National Library is responsible for assigning ISSNs, free of charge, to serials published in the Republic of Ireland.

## Legal Deposit in Irish libraries and the British Library

Legal Deposit is the statutory obligation on publishers and distributors in Ireland to deposit at least one copy of every publication, free of charge, in designated legal deposit libraries within one month of publication. Legal Deposit benefits authors, publishers, researchers and the general public because it helps to ensure that:

- The nation's published output is collected systematically and becomes part of the national heritage
- Publications are recorded in the online catalogues of legal deposit libraries and become an essential research resource
- Deposited publications are made available to users of the deposit libraries on their premises
- Published material is preserved for the use of future generations

A copy of every resource, including every issue of a serial, must be sent directly to the **Copyright Departments** of each of the Irish libraries. More information can be found from the Irish Copyright Agency, Trinity College Dublin Library, Dublin 2. See [www.tcd.ie/Library/collection-man/legal-deposit.php](http://www.tcd.ie/Library/collection-man/legal-deposit.php)



### Tip! Distributing your resource

Consider depositing your resource with a selection of specialist subject libraries, such as:

- The four regional One World Centres across Ireland (Centre for Global Education, Belfast, Galway One World Centre, Kerry One World Centre and Waterford One World Centre)
- The five Colleges of Education (offering primary initial teacher education)
- The 15 post-primary initial teacher education colleges; the UCD Development Studies Library
- The online catalogue of DE resources [www.developmenteducation.ie/resources](http://www.developmenteducation.ie/resources)
- 'Irish Youth Work Centre and the DE resource library of National Youth Work of Ireland
- Adult and teacher education centres
- To coordinators of teacher-network organisations

# Phase 6

## The evaluation cycle

Appropriate assessment and evaluation of resource use needs to be a regular feature of our work. They seek to capture, assess and improve work done – a critical ‘added value’ activity.

Evaluation is not an end in itself. It needs to be continuous throughout the planning, testing and following the publication of a resource. Developing an evaluation culture helps resource producers, educators and learners to improve the overall quality of their resources. Evaluation planning is important in order to:

- understand the impact of the resource in a learning process
- measure the effectiveness of methods chosen
- measure changes in skills and knowledge, attitudes and behaviours
- get feedback and improve future activities
- re-think practices and make necessary changes
- get participants in the production, delivery and roll out of resources to feel valued and be more inspired for further actions

### What indicators have been agreed on for tracking, monitoring and measuring the impact of your resource?

**Monitoring:** maintain records and collect data on resource take-up and any actions by groups and learners (results)

**Assess ongoing learning:** build in self and group assessment activities throughout the resource, for example, a group output/action, learning journal, quizzes etc. that can be documented and shared with resource producers once groups have completed the resource.

**Building in incentives:** track and collect feedback and outputs by building incentives for educators that recognise the work of completing the resource. For example, certificates, awards, showcasing of projects etc.

**Review data:** look at data and results on a periodic basis for a fixed term. Are there conclusions of the contribution of the resource to curriculum coverage, national or local debates that can be made? Are these in line with project aims in producing the resource?

Consider Development Education evaluation frameworks that have been produced to support educators in choosing your indicators such as those on page 13. See:

- Monitoring and Evaluation Toolkit for Development Education in Youth Work by Alan Hayes (2011) National Youth Council of Ireland.  
See [www.youthdeved.ie](http://www.youthdeved.ie)

- Good Practice Guidelines for Development Education in Schools (2013) by IDEA. See [www.ideaonline.ie](http://www.ideaonline.ie)
- Good Practice Guidelines for Development Education in the Adult and Community Sector (2014) by Community Sector Working Group, IDEA. See [www.ideaonline.ie](http://www.ideaonline.ie)
- Global Dimensions: a guide to Good Practice in Development Education and Intercultural Education for Teacher Educators (2008) by DICE Project. See [www.diceproject.ie](http://www.diceproject.ie)

This section has been adapted from the Global Education Guidelines: a handbook for educators to understand and implement global education (2008) by North-South Centre of the Council of Europe.

Challenges of Evaluation	Tips for dealing with challenges
<ul style="list-style-type: none"> <li>• People's resistance</li> <li>• Competition within a group</li> <li>• Lack of time or willingness</li> <li>• Expectations on an evaluation criticising work</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in touch with individuals involved, particularly from pilot phases</li> <li>• Incentivise feeding back through competitions, certificates etc</li> </ul>

# Supporting resources and further links

## Researching resources

- Check your organisation's library shelf!
- An Audit of Development Education Resources (2013) by Tony Daly, Ciara Regan and Colm Regan. Published by DevelopmentEducation.ie and available from [www.developmenteducation.ie/audit](http://www.developmenteducation.ie/audit) (check the library catalogue)
- Check the nearest One World Centre library or development studies library. See [www.developmenteducation.ie/map](http://www.developmenteducation.ie/map)
- Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post Primary Schools (2011) by Audrey Bryan & Meliosa Bracken Published by Irish Aid
- Finding Irish Frames: exploring how Irish NGO's communicate with the public (2014) by Caroline Murphy. Published by Dóchas. See [www.dochas.ie](http://www.dochas.ie)

## Information design

- The Dóchas Code of Conduct on Images and Messages. See [www.dochas.ie/code](http://www.dochas.ie/code)
- Creating Killer Facts and Graphics (2012) by Duncan Green, John Magrath and Martin Walsh. Published by Oxfam GB as part of the Research Guidelines Series and is available at [www.policy-practice.oxfam.org.uk](http://www.policy-practice.oxfam.org.uk)
- Visualising Information for Advocacy: an introduction to information design (2008) by John Emerson. Published by the Tactical Technology Collective [www.tacticaltech.org](http://www.tacticaltech.org)

## Other guidelines

- Comhlámh's Guidelines for the use of Social Media in Volunteering (2012). See [www.comhlamh.org/resources](http://www.comhlamh.org/resources)
- Going Global: Good Practice Guidelines for Development Education in Youth Work (2005) by National Youth Council of Ireland. See [www.youthdeved.ie/nyci/going-global](http://www.youthdeved.ie/nyci/going-global)
- Good Practice Guidelines for Development Education in the Adult and Community Sector (2014) by the Community Sector Working Group, IDEA. See [www.ideaonline.ie](http://www.ideaonline.ie)
- Good Practice Guidelines for Development Education in Schools (2013) by the Formal Education Working Group, IDEA. See [www.ideaonline.ie](http://www.ideaonline.ie)
- Global Dimensions: a guide to Good Practice in Development Education and Intercultural Education for Teacher educators (2008) by DICE Project. See [www.diceproject.ie](http://www.diceproject.ie)
- Guidelines for Good Adult Literacy Work (2012) published by National Adult Literacy Agency. See [www.nala.ie](http://www.nala.ie)



# Acknowledgements

We would like to thank the many individuals and organisations that contributed to the lively consultation on these guidelines both in written submissions and on the consultation day event with IDEA and Dóchas members. We have prepared them to be as broadly inclusive, where possible, based on the submissions and comments received. Typically, there were many opinions and suggestions on the draft – including, at times, contradictory positions. Debates and arguments over the guidelines has been crucial, and we are thankful to the following groups for their involvement and feedback:

Centre for Global Education (Belfast) / Development Education and Civil Society Section (Irish Aid) / the Dóchas Development Education Working Group (DEG) / Development & Intercultural Education (DICE) Project lecturers / Lourdes Youth and Network Community Services (LYCS) / Schools Across Borders / St Vincent de Paul / National Youth Council of Ireland (NYCI) / Ubuntu / Worldwide Global Schools / and the management committee members of developmenteducation.ie (Aidlink, Concern Worldwide, IDEA, Self Help Africa, Trócaire and 80:20 Educating and Acting for a Better World) and the following individuals for their input and advice: Audrey Bryan / Anne Cleary / Mella Cusack / Michael Doorly / Valerie Duffy / Susan Gallwey / Darran Irvine / Mags Liddy / Stephen McCloskey / Jen Murphy / Fiona O'Dwyer / Astrid Perez Pinan / Toni Pyke / Margaret Ryan / Síobhan Sleeman / Deirdre Walsh.

**Developed and published by DevelopmentEducation.ie, Dóchas and IDEA**



**DevelopmentEducation.ie**

**Dóchas**

The Irish Association of Non-Governmental  
Development Organisations



**Designed by Gush Design**

**Printed and bound in Dublin, Ireland by Genprint Ireland**

**Printed on paper awarded the EU Ecolabel: PT/11/002**

[www.developmenteducation.ie/guidelines](http://www.developmenteducation.ie/guidelines)

[www.dochas.ie](http://www.dochas.ie)

[www.ideaonline.ie](http://www.ideaonline.ie)

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ISBN online edition: 978-0-9930234-0-8

ISBN print edition: 978-0-9930234-1-5

**Supported by Irish Aid**



**Irish Aid**

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

DevelopmentEducation.ie acknowledges funding received from Irish Aid the government's programme for overseas development. The ideas, opinions and comments herein are entirely the responsibility of developmenteducation.ie and do not necessarily represent or reflect Irish Aid policy.



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