Guidelines for Producing Development Education and Global Citizenship Education Resources

2nd Edition

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Development Education.ie

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Checklist for GCE Resource Writers and Production Teams

Phase 1: Planning and Needs Analysis

- [ ] Is there a basic plan in place, to help to stay on track?
- [ ] Has a theme been decided?
- [ ] Has the target audience been decided?
- [ ] Has monitoring and evaluation been built in or carried out?

Phase 2: First Draft Content: Researching Development and Educational issues

Part 1 - Considerations when exploring content

- [ ] Have you included opportunities for educators and users to learn as they use the resource?
- [ ] Does your resource contribute towards quality resources and materials based on continuous learning?

Part 2 - Designing Learning Outcomes

- [ ] Have you designed learning outcomes based on the 29 key competencies for sustainability to integrate into your resource?
- [ ] Are your learning activities interactive?

Phase 3: Presentation style and technical dimensions

- [ ] Have you chosen your images/ graphics? Do you have permission to use them? Are they the correct resolution for printing?
- [ ] To print or not to print? Is the resource going to be available online only?
- [ ] Are all roles and responsibilities clear?
- [ ] Have you sufficient time to review design drafts as part of planning?
- [ ] Can visual design be included in early marketing / promotion in advance of a launch?

Phase 4: Piloting and Updating Draft Materials

- [ ] Did you take note of and adapt the first draft based on user feedback?
- [ ] Have you noted all of the participants in the production and piloting cycle?
- [ ] Are your key messages from the basic plan in phase 1 still intact and clear?
- [ ] Is your draft resource closed and ready for the designers?

Phase 5: Printing, Marketing and Distribution

- [ ] Did you develop a distribution strategy for your resource at an early stage in the production of this resource?
- [ ] Have you included organisations and networks that will amplify the news?
- [ ] Have you an internal communications and marketing playbook to consult?

Phase 6: Monitoring, Evaluation and Indicators Towards Global Justice Outcomes

- [ ] Have you mapped out indicators to monitor impact that are Specific, Measurable, Achievable, Relevant and Timebound (SMART)?
- [ ] Are you triangulating and layering your impact measurement work through a mix of indicators?
- [ ] Are you going to collect data and impact evidence across the life of the project?

Credits

This expanded second edition of the Guidelines was developed over a two year period and involved members of the Code of Good Practice for Development Education, dozens of written submissions and a public consultation event. Thanks are due to the many individuals and organisations that took out to join this process, including members from the NCCA, WWGS and the Quality and Impact Working Group in IDEA. Every comment, observation and note was reviewed and the final version is a reflection of the expectations and of a diverse range of people motivated to improve GCE, DE and ESD in education spaces and beyond.

Additional thanks to global citizenship education strategic partners across Ireland that critically reviewed the final drafts, including Nina Sachau and Caitriona Rogerson (STAND), Joanne O'Flaherty and Deirdre Hogan (Ubuntu Network), Caroline Murphy (Comhlámh), Katie Chapple and Rita Walsh (Worldwise Global Schools), Mary Coogan and Elisha Kelly (Global Village), Nick Doran and Bobby McCormack (Saolta), Elaine Mahon and Maximiliana Eligi Mtenga and Ruairí McKiernan (the Irish Development Education Association), Valerie Duffy (Youth 2030), Jenny Gannon and Brigid Golden (DICE Project).

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Introduction

Where do we begin? Where are we going? How should education resources enable critical thinking and critical action?

The gallop of reform of formal education subjects builds new methods and standards into learning spaces. Whether it's through digital bookmarks, video creation apps or digital classroom spaces, the tools available to educators is evolving at a rapid pace.

In this diverse context, where should resource producers begin?

The second edition of the Guidelines to Produce Development Education and Global Citizenship Education Resources expands on the first edition and aims to support the skills, awareness and confidence of resource writing teams. This edition, in particular:

- Introduces the Sustainable Development Goals as a framework that contributes towards education for sustainable development.
- Introduces guidance notes on project roles, working with partners and sustainability.
- Presents an expanded set of scaffolding for interventions, participation, actions, piloting resources and monitoring, evaluation and impact measurement.
- Shares a database of online indicators that act as a support to resource production teams.

The second edition was developed thanks to the many interactions and contributions made through open consultation events, such as the on-line consultation event, open call for submissions as well as critical feedback throughout thanks to the editorial group.

This edition also highlights recent innovations in education methods and tools that champion critical thinking and reflection, such as:

- Led by indigenous artists and researchers in Canada and Brazil, Gesturing Towards Decolonial Futures is a transformative framework that supports depth education by identifying and de-activating colonial habits of being, and to gesture towards the possibility of decolonial futures.
- A guide to ethical storytelling, based on Africa No Filter's ethical journalism projects.
- The Code of Good Practice for Development Education and its potential to model good practice through resource production projects.

We hope this second edition sparks creative engagement in production teams as you strive to make more informed and more critical decisions to animate and energise education work in the world today.

We wish you well in your creative resource production journeys.

Aims of the Guidelines

1. To support the continued high standards in Development Education and Global Citizenship Education resource production in Ireland.
2. To support all resource producers from teachers to educators, community workers, NGO personnel, writers and creatives.
3. To provide stimulus through ideas, options, choices, key questions, viewpoints and perspectives.
4. To encourage discussion and debate on the rationale for producing resources
5. To encourage reflection on a broad range of issues encountered when producing a resource from a development and human rights perspective within popular education to very practical and immediate 'technical' concerns.
6. To build in monitoring, impact and evaluation approaches and techniques as part of producing resources and materials for different contexts.

Defining Development Education / Global Citizenship Education

From content types to their subject matter, Development Education (DE) or Global Citizenship Education (GCE) resources come in many shapes and sizes. Three terms have come to be used to define activities in this space.

Since 2015, Goal 4.7 of the Sustainable Development Goals has ushered in the term **Education for Sustainable Development (ESD)** as a central concept which is inclusive of development education:

> *By 2030, 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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."*

Global Citizenship Education (GCE) is a model "to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world." (UNESCO, 2018)

developmenteducation.ie continue to use a 'working definition' of development education recognising that definitions as such are routinely contested:

> *Development Education is directly concerned with the educational policies, strategies and processes around issues of human development, human rights and sustainability (and immediately related areas)."* [1]

1. For more information on the background to definitions of development education and global citizenship education, visit: https://developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide/defining-anddebating-development-education/

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Types of Resources

In these Guidelines a 'resource' is defined as as a tangible output that seeks to increase the understanding of global human development and human rights in educational contexts. One feature that characterises DE 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. Since 2012, developmenteducation.ie has published three audits of DE/GCE resources. The following outlines the multitude of formats used to create a resource:

Audit 1: 10 formats

- Book, leaflet
- CD-ROM
- DVD
- Magazine/comic
- Online video
- Teacher pack - poster/cartoons/photo
- Website
- Whiteboard
- Game

Audit 2: 23 formats

- Activity pack
- Book
- Booklet
- Briefing
- Campaign document
- Collection
- Documentary/video
- Event report
- Fact sheet
- Game
- Guide
- Guidelines
- Illustrated book
- Journal
- Magazine
- Microsite
- Newsletter
- Online course
- Online guide
- Policy document
- Posters
- Research report
- Tool kit

Audit 3: 17 formats

- Action report
- Activity pack
- Book
- Booklet
- Briefing paper
- Factsheet
- Games
- Handbook/guide/toolkit
- Infographic
- Magazine
- Video
- Microsite
- Multimedia
- Reports
- Poster set
- Online course

Finding the right mix of resources for projects

Just as standards in technology and education methods change and evolve, education resources must reflect change too. An important characteristic in the production of resources in recent years is reflected by the increasing use of digital assets in order to produce a suite of resources as part of a single 'resource project'.

The proliferation of digital publishing tools is more commonplace, easier and cheaper to access and integrate into many resource projects, large or small. With the explosion of support material options available, and the evolution of resources themselves, resource producers must grapple with ensuring the correct balance for the user.

Finding the right mix of resources for projects requires resource producers to reflect on the following question:

> *Why is building the right blend of resources significant for projects?*

Given the increase in production of multiple items included in resource projects involves more than preparing a single resource (such as a book or teaching pack).

Exploring efficient strategies to create the right mix of resources for each project is essential for resource producers. For example, this could be in the format of a downloadable booklet/guide containing information, facts, context etc, which is subsequently supported by various activities, posters, toolkits, videos and so on. The educator is equipped with a starting point and a variety of tools to pick and choose which activities will suit their particular learning environment.

Source: Education, Action, Solidarity, NOW! (2022) by developmenteducation.ie

PHASE 1

Planning and Needs Analysis

Whether you are developing a resource for the first time as a teacher, education support worker or a passionate community advocate or producing your 15th resource, it is essential to consider the journey that your target audience will go on because they use YOUR resources.

Think of the pathways the journey may take, and update those pathways as you introduce issues, get hands on with activities and develop space for actions for learners.

Is a 2 page worksheet more helpful than a 10 page briefing?

A helpful starting point may be to choose one option at each stage which will help focus your plan based on pathways on your learning journey.

There's a lot more to a resource than this flowchart in the design of content, learning outcomes you develop as part of an 'iterative process' to make incremental improvements, but it is helpful to understand YOUR starting point as well as your resource USERS' starting point.

Potential for evaluating progress and impact

What are the gaps? What do you want to respond to? How do you know there is a need?

Establish baselines as early and as soon as possible in a resource project and outline areas for potential monitoring and evaluation throughout the process that might be helpful - this is important in the context of **exploring the intended impact** of your resource and decisions made to track and verify this over time (whether a day, a month or a year).

- **Helpful/onward resources:** developmenteducation.ie resources library to see what's already available.
- **Previous resources** produced within your organisation

Take the opportunity to explore internal and external reference points that you will base your resource project rationale on and whether it builds on previous resources, is an update on a current resource, forges a new resource or if it is duplicating one already in circulation.

Learning level

What level of awareness are my learners beginning this topic from?

Entry level | Intermediate | Advanced

What kind of knowledge and real-world examples for context will learners navigate?

Entry level | Intermediate | Advanced

Is your resource offering spaces for critical reflection?

Not really | Some | Yes

Reflection of actions and realistic timescales

If you have 1 day, do X	...1 week, do Y	...1 month, do Z
Take 1 quick action	Space to decide own actions	
Set a goal for the day	Collective actions based on systems, institutions	
Lead by example	Embracing complex actions that consider root	
Take action as an individual	Read, learn, discuss and plan actions with others	

Basic plan of resource

The Big Idea

- Why produce this resource?
- What is its goal or aim?
- What do you wish to achieve?
- What is the theme? Is there a particular development, climate or human rights-based focus?
- Whose voices will be included, and what about global solidarity?
- What is the desired format? (see definition of what a resource is for inspiration on P.9)
- What design considerations need to be made at this point?
- Will the resource be printed or exist in digital form?

Why • Goal • Theme • Format • Design

Target Audience

- Who is your target audience?
- Is it for formal/non-formal education?
- Is the resource relevant to the target audience? How do you know?
- Has contact been established with the target stakeholders?
- Have the needs of the target audience been assessed? If so, what are they? And do they link to the overall goals or aim of the resource project?
- Is there a plan for consulting with this audience or a representative of that group?

Target Audience • Relevance • Consultation

Building on What Exists Already

- What other resources exist for this group? On this theme?
- What can we learn from what is already out there and what are the gaps?
- What methodologies / educational ideas are being used?
- Would this resource benefit by being produced in a partnership?

Review of existing materials • Learning • Methodology • Baselines

Your Team

- Who should be involved in the production in order to maximise its production value and impact?
- Who should be on the coordinating team and what roles should people have?
- Who have you consulted and whose voices are left out? Can you reach out differently? Should roles be led by someone outside of your group or organisation that can bring experience and expertise to the project?
- Would this resource benefit being produced in a partnership?

Team members • Roles • internal and external roles • partner mapping

Timeline and indicators

- What is a reasonable timeline to establish for the project?
- Is an annual, multiannual or once-off approach?
- What key progress indicators or goals should be achieved, and when?
- Is there a beginning, middle and end to the process?
- What will be the 'impact window' of your resource? How long is this resource expected to be actively supported once published? Such as: a single event, festival, fortnight, annual programme or another event?

Project timeline • Timeline impact window •

Budget

- What are the potential costs involved?
- Has funding been secured? What donor, own or partner funding sources are available?
- What are the summary costs based on: personnel, format type, designers/producers, launch, piloting activities, project coordination, admin costs and marketing and distribution activities (for example)?
- What value for money can be considered in the project?

Budget • Summary costs • Financial planning

Monitoring, Evaluation, Accountability and Learning system

- What project monitoring system do you want to put in place across the project's lifecycle?
- What monitoring and evaluation (and learning!) systems are in place already within your group, and how can they be adapted here?
- What M&E approaches should be put in place in developing the resource project, and what approaches are appropriate to track its impact and take-up?

Data Governance and Consent

- What data will you collect?
- Discuss what kinds of consent may be required in relation to the resources project from the people involved and in how issues will be represented.
- How will you manage data, who will maintain records and who is responsible for safeguarding data in your team.
- Is it all necessary to the project? How will you establish and maintain consent?
- Consider child safeguarding and protection and vulnerable adults. Seek up to date guidance and best practices with this in mind.

Sustainability promotion – share the story of your resource:

- How can you make this resource project sustainable beyond the publication date and launch marketing work?
- What elements of a project 'sustainability plan' might you want to put in place?
- From production to post-production, the footprint of your resource matters.

Materials: From the materials you choose to use (print or digital), the supply chain you decide on will determine the real-world footprint of your resource. Consider ethical standards labels such as the Forest Stewardship Council (FSC)

Format: what would low-carbon or zero carbon digital option look like? Are you aware of the carbon your project is generating and what can you do about this – from digital third-party software and tools to distribution and storage. Afterall, storing information digitally relies on electricity and data storage centres.

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

Team roles tip

Consider the people required to work on your project and your team. Discuss and agree on roles that members can play and consider internal resources in your group or organisation and external people that can bring experience and expertise to the project. Roles can include: project lead, designer, writer, copy editor, art director, resource project facilitator, communications and marketing, monitoring and evaluation lead/record keeper, stakeholder group facilitator/participant, administrator and partnership maintenance contact point.

Working in partnership tip

Are you considering partnering with an organisation, a group, education bodies, state agencies, decision makers or influencers? How might a mutual partnership be established and how might this expand the potential of the resource project?

Consider the opportunities, pitfalls and benefits of working in partnership for transformation resource projects. Conduct a mapping exercise to kick start the process of active partners, potential partners and strategic new partners.

Consider the types of partnerships involved and how they might apply in a resource production project context.

Types of Partnerships

Informal Partnerships built on mutual trust and established communication, without written agreement	⟷	**Formal** Partnerships with written agreements (partnership contract/Memorandum of Understanding) that binds the two (or more) partners to their joint commitments
Organic Partnerships that grow organically, partners might meet at an event, cultivate trust and a shared understanding and decide to collaborate on one or more specific issues	⟷	**Strategic** Partnerships that relate directly to the organisation's strategy in terms of outreach/advocacy
Creative Partnerships that explore new approaches, new pilot projects, new ideas together. Open organic partnerships	⟷	**Transactional** Partnerships that combine different skills/expertise to reach an agreed goal, with open clearly defined roles for each partner based on their expertise
Local Partnerships formed on a local level with local/national stakeholders	⟷	**Global** Partnerships formed on an international level and with a global outreach

Source: Out of the Comfort Zone? Global Citizenship Education and Cross-Sector Partnerships for Sustainable Development (2021) by Bridge 47.

Conducting a needs analysis and exploring Design Thinking

A needs-analysis involves assessing the gap between the learners' current knowledge or skills and the desired learning objectives, to tailor educational content to meet those needs. Consider testing out activities with learners to find out what their learning needs are, for example, as part of developing a resource. This can contribute to successful resource planning, production and outcomes.

Placing the learner at the centre of training and education interventions is a key characteristic in the production of resources for many years. Design thinking is a way to solve problems by focusing on what users need. It encourages coming up with creative ideas, testing them, and making improvements. The approach relies on understanding people, working together, and trying out different ideas until the best solution is found. For example, a 5-stage process includes:

- **Understand:** research your users' needs, listen, ask questions, observe, interview
- **Define:** state your users' needs and problems, look for patterns and insights, define your scope
- **Imagine:** challenge assumptions and create ideas, co-create with members, experiment
- **Prototype:** start to create solutions, gather feedback
- **Test:** try your solutions out, gathering learning, evaluate, iterate and scale

As part of good practice across all education sectors and spaces, trainers and educators expect resources to be road-tested through peer engagement exercises and test-previews.

Support Resources

Baseline research - Education, Action, Solidarity, NOW! An Audit of Development Education and Global Citizenship Education Resources in Ireland 2017-2020 by Tony Daly and Ciara Regan (2022) developmenteducation.ie.

→ https://developmenteducation.ie/resource/education-action-solidarity-now-an-audit-of-development-education-and-global-citizenship-education-resources-in-ireland-2017-2020/

Consent and multimedia use practice ideas and examples to consider in the Dóchas Guide to Ethical Communications.

→ https://www.dochas.ie/resources/ethical-communications/

Partnerships guidance - Out of the Comfort Zone? Global Citizenship Education and Cross-Sector Partnerships for Sustainable Development (2021) by Kerstin Wittig-Fergeson and Harm-Jan Fricke, Bridge 47.

→ https://www.ideaonline.ie/resource-hub

Partnerships guidance - Stronger Together: A toolkit for partnerships in and beyond Development Education by Ruairí McKiernan (2017) IDEA.

→ https://developmenteducation.ie/resource/stronger-together-toolkit-partnerships-beyond-development-education/

A Note on Participation and the Action Agenda

What kind of impact do you want your resource project to have? How much space for practising change can you design within the resource project?

Consider the challenge of **'obedient activism'**, following an analysis of the quality of civic education textbooks in Ireland by Audrey Bryan and Meliosa Bracken:

> *'What are the offers you would like to design in terms of participation, decision making, co-creation and being agents of change in global justice initiatives? While CSPE texts do promote student activism to address development 'problems' such as poverty, inequality and injustice, calls to action overwhelmingly encourage 'obedient activism', whereby students are channelled into apolitical, uncritical actions such as signing in-school petitions, designing posters or buying Fairtrade products. This framing of development as a set of problems or issues to be resolved through clear-cut and specific forms of obedient action closes off possibilities for dialogue about the limitations of these kinds of development interventions. It further presents activism as having some kind of definitive end goal rather than as an ongoing commitment to social justice'.*

Tip

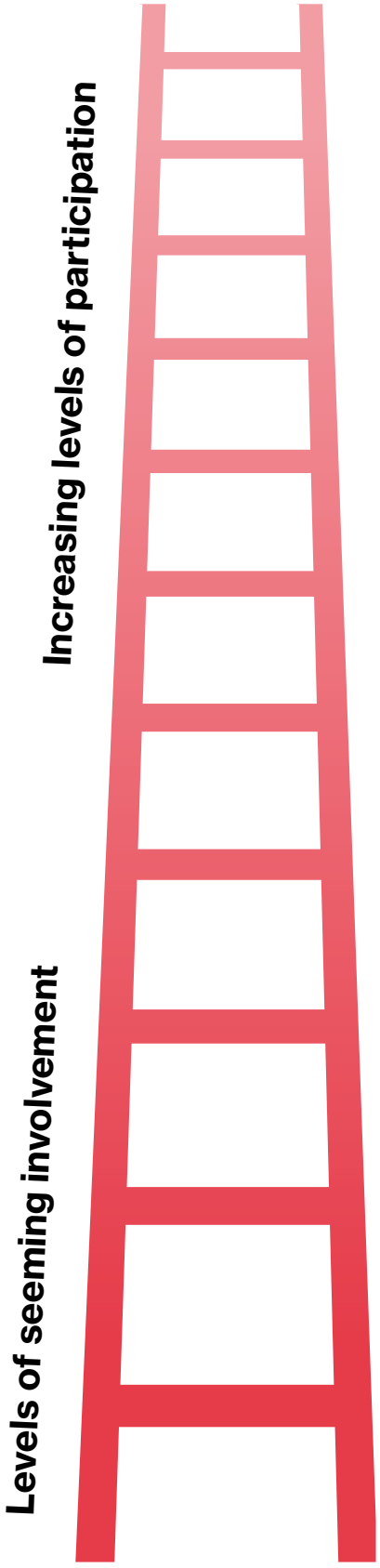
Consider your target audience and discuss the 8 steps in the Ladder of Young People's Participation below.

- What kind of participation actions could you propose in your resource project?
- How can you maximise the agency and opportunities for participants to 'own' their actions and decisions in the process?
- How can you support these actions in practice? What resources do you have to support this (now and into the future)?

Targeting your engagement, quantifying your outreach

From participating in a workshop to being involved in long term advocacy work, your engagement with resource users can be uneven, continuous, once-off or on a regular basis.
Consider the intensity of engagement, based on Gideon Rosenblatt's 'Engagement Pyramid' framework:

- What opportunities does your resource project contain for engaging multiple 'levels' by educators, education support workers, learners or people in other roles?
- How will you sustain this engagement, and how will you track and measure this?
- What does this approach say to the kind of impact you are aiming for?



8 Young people's initiative, decisions made in partnership with adults

7 Young people's initiative and leadership

6 Adults' initiative, joint decisions

5 Adults make decisions, young perople are consulted and informed

4 Young people are assigned tasks and informed how and why they are involved in a project

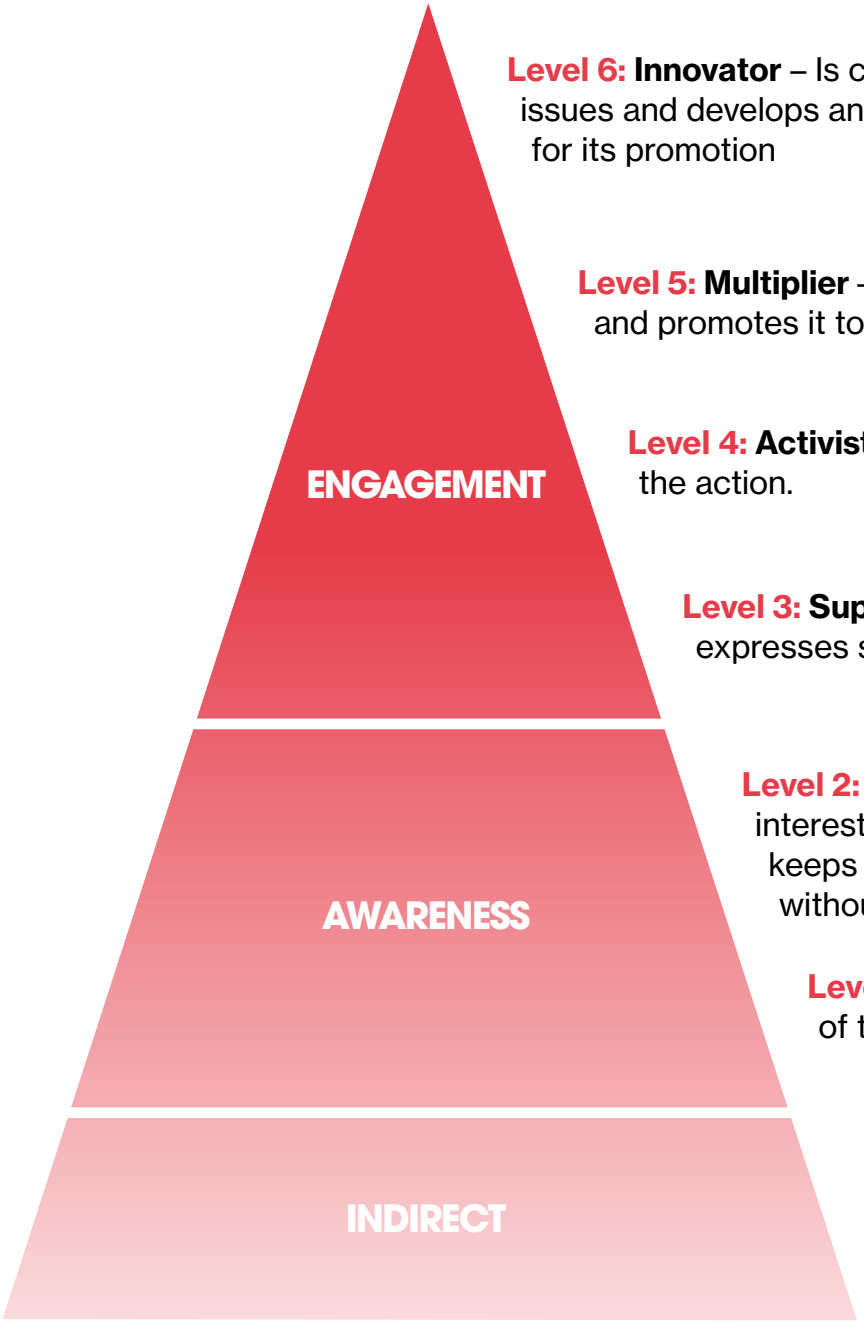
3 Participation for show - young people have little or no influence on their activities

2 Decoration - young people help implement adults initiatives

1 Manipulation - adults use young people to support their own projects and pretend they are the result of young peoples' inspiration

Source: illustration adapted from Roger Hart's Ladder of Young People's Participation (1992) for UNICEF Child Development Centre

Engagement Pyramid



Level 6: Innovator – Is committed to the action/the issues and develops and implements (new) ideas for its promotion

Level 5: Multiplier – Is committed to the action and promotes it to others

Level 4: Activist – Is committed to (parts of) the action.

Level 3: Supporter – Agress with and expresses support for (parts of) the action

Level 2: Follower/Interested – Is interested in the project/the issue and keeps or agrees to be kept up to date, without further commitment

Level 1: Spectator/Aware – Is aware of the project

Level 0: Consumer – Is exposed to information about the project

Source: For detailed description of each of the levels, with examples, check out the Active public engagement' –meaning what? (2020) by DEAR Support Team based on Gideon Rosenblatt's 'Engagement Pyramid'.
Link: https://europa.eu/capacity4dev/dear/documents/presentation-engagement-pyramids-what-you-need-know

The Lundy model of child participation

Professor Laura Lundy's model provides a way of conceptualising a child's right to participation based on Article 12 of the UN Convention on the Rights of
the Child. It is intended to focus education decision-makers in the following order:

- **Space:** children must be given safe, inclusive opportunities to form and express their view
- **Voice:** children must be facilitated to express their view
- **Audience:** The view must be listened to
- **Influence:** The view must be acted upon, as appropriate.

Explore the Lundy's Model of Participation and checklist questions as part of planning to consult and involve children at https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation_0.pdf

Follow-on references

- Audrey Bryan and Meliosa Bracken (2011), Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools. Identikit, Irish Aid. Link: https://developmenteducation.ie/resource/learning-to-read-the-world-teaching-and-learning-about-global-citizenship-and-international-development-in-post-primary-schools/
- Global development campaigning and education in Europe. Ideas and suggestions from EU supported DEAR Projects (2021) by Sandra Oliveira with Harm-Jan Fricke, DEAR Support Team.
  Link: https://europa.eu/capacity4dev/dear/documents/suggestions-global-development-campaigning-and-education-europe-0

Before moving on to Phase 2:

- Is there a **basic plan** in place, to help to stay on track?
- Has a **theme** been decided?
- Has the **target audience** been decided?
- Has the DE/GCE characteristics been decided?
- Has any **monitoring and evaluation** been built in or carried out? (baseline assessments of target audience, responses to the basic plan, feedback)

PHASE 2

First Draft Content: Researching Development and Educational issues

> ***To create a more sustainable world and to engage with issues related to sustainability as described in the Sustainable Development Goals (SDGs), individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education is thus crucial for the achievement of sustainable development, and Education for Sustainable Development is particularly needed because it empowers learners to take informed decisions and act responsibly for environmental integrity, economic viability and a just society, for present and future generations."***
>
> *– UNESCO*

By showcasing reflections on content, perspectives and emerging ideas, this section of the Guidelines encourages resource writers to build on the criticality and experience of educators on their learning journeys with learners.

A challenge in developing any resource is to explore what you and your team understand by the term solidarity. Consider what feminist writer, teacher and poet bell hooks said about solidarity:

> *'Solidarity is not the same as support. To experience solidarity, we must have a community of interests, shared beliefs and goals around which to unite, to build Sisterhood. Support can be occasional. It can be given and just as easily withdrawn. Solidarity requires sustained, ongoing commitment.'*

What are the implications of this word on your production cycle and on the impact of your resource itself? What could you do to strengthen this?

This phase includes several access points for writers and producers to consider in designing materials and resources of all sizes and formats, from worksheets to resource books and microsites. It is organised into two parts:

Part 1: Considerations when exploring content

- 8 challenge questions to get you started
- Storytelling and stereotyping
- Imagining a future beyond colonialism, and how we got there – by indigenous artists and researchers in Canada and Brazil

Part 2: Designing learning outcomes

- How can teachers approach controversial issues and content?
- Learning outcomes and curriculum design towards sustainable development
- Brighid's top 9 tips to consider when creating your own resources

Part 1: Considerations when exploring content

8 challenge questions to get you started

The 8 questions below are adapted from the 'HEADS UP' tools, pioneered by educator Vanessa Andreotti as a 'warm up' to get you started in thinking critically about your starting points, the kind of resource you want to produce and challenging common pitfalls and assumptions as part of the key messages your resource might reinforce.

Are you interested in reinforcing the way things are, reforming elements of the current system or are you interested in alternatives and proposing new solutions? Prepare to be challenged.

Am I presenting 'development' as charity? Development as charity, which portrays Western official development aid and charitable donations as key responses, if not the solution to the development 'problem', is still commonplace. This narrative can endorse 'quick fix' charitable solutions to global poverty, does little to open any real debate about the very institutions, policies or systems which have created the 'need' for aid in the first instance.

Am I presenting 'one-to-one' actions or offering collective action possibilities? Moving past requests to 'make a difference' through individualised acts aimed at helping one person, or one family or school or community, at a time. Explore the power of global solidarity and collective activism with others.

Does including celebrity humanitarians decolonise development? Celebrity humanitarians, such as Angelina Jolie and Bono, feature regularly in teaching resources and in media reports, often to present Irish people as compassionate global citizens driven by a humanitarian impulse to 'help' less fortunate others. Does this initiative include the views of less powerful groups and recognise these groups' legitimate right to disagree with the presentation of problems and solutions proposed?

Am I offering uncomplicated solutions? offering 'feel-good' quick fixes that do not address root causes of problems. Building literacy towards the Sustainable Development Goals requires us to move beyond simplistic summaries and presentations. Are simplistic analyses and simple solutions offered and answered in ways that do not invite people to engage with complexity or recognise complicity in systemic harm?

Am I presenting one dominant idea? – Have different perspectives been included? Whose voices are included and who's voices are excluded in the debates and in the stories? What sources of knowledge are we drawing from and how can imbalances in this be addressed?

Is one group being glorified or discriminated over another? Ethnocentrism is the attitude that one's own group, ethnicity, or nationality is superior to others, as a Euro-centric perspectives. Have you considered other logical ways of looking at the same issue, from different understandings of the same issue?

Is history being ignored?
Is context included? How are 'we' connected to the issue and is the past or history absent from what is being presented?

Where are the politics?
Has the political nature of the issue been ignored or disconnected from power and ideology? Has an analysis of these power relations been offered?

Storytelling and Stereotyping

Narrative matters and the prevailing one about Africa as a continent defined by conflict, disease, poor leadership, poverty and corruption is outdated and harmful. It has also become the single story of the continent, crowding out perspectives of Africa that show an equally creative, innovative and progressive place. The NGO Africa No Filter works to shift harmful and stereotypical narratives about and within Africa. This reflective approach can include many other places, regions and people, which resource producers should adapt.

This section is based on Africa No Filter's guides, which are highly recommended.

Tip

We encourage you to think about other regions and places such as an Irish city or town Latin America, Southeast Asia, the Middle East and beyond, using Africa No Filter as a reflection and writing tool. It can also be used to explore other stereotyping such as gender narratives or gender or narratives around asylum seekers.

What does ethical storytelling look like?

- The stories highlight the assets that individuals and communities have; Africans are shown as capable and innovative in solving problems.
- The stories highlight collaboration between Africans.
- African people and African organisations occupy a central role in the story.
- The stories do not shy away from discussing the problems, but provide local context, nuance, and specific details such as statistics and place names.
- The stories do not rely on pity to engage an audience.
- Rather than treating every African country as if it is one country, the stories name specific countries and places in the story.

What does unethical storytelling look like?

- The stories blur the distinctions between individual countries, so that they all fit into a single frame of poverty and suffering.
- The stories focus on individual or community "deficits" rather than their agency.
- The people or local organisations that are working to tackle the problem lack sufficient voice in the stories.
- The narratives imply that only development organisations can solve the problems depicted in the story.
- The stories include pictures or photographs of Africans that are stereotypical and often reproduced from stock footage. They do not depict the people in the story.
- The narratives rely on pity to sway audiences.
- Africa is described by using stereotypical language and terms.
- The narrative does not recognise and identify common humanity.

How to shift narratives towards ethical storytelling

1. **Use expert voices from countries across Africa:** Ensure a variety of perspectives that are considered and measured. An alternative story centres the voices and experiences of ordinary people. Told alternatively, End SARS reports would have reflected the voices of activists and protesters – the people demanding change – instead of the voices of authority figures.
2. **Consciously avoid stereotypes:** Don't resort to lazy stereotyping in choice of words and images. Words and images carry meaning, which impacts perceptions.
3. **Incorporate authentic voices:** Use sources who are close to the story and people with lived experiences. At its core, an alternative story shows nuance and authenticity. It depicts all subjects as equals who can speak for themselves. It recognises that we are all humans who exist beyond a single event (e.g. a breaking news story) and we aren't defined by poverty, disease, conflict, poor leadership and corruption.
4. **Contextualise your story:** Nothing exists in a vacuum – provide an accurate and specific context. Avoid generalisations by including nuance.
5. **Mind your language:** Use empowering language that shows the subject's agency. Avoid telling stories in a way that disempowers the subject.
6. **Protect subjects' dignity:** Treat subjects in a dignified manner, e.g. does your story treat victims of violence in Africa differently to victims of violence elsewhere?
7. **Apply ethical storytelling principles:** Apply the ethical storytelling principles. They offer practical solutions aimed at rebalancing stereotypical narratives about Africa.

Tip

Be your own watchdog

Use the following questions to check your own stories.

- Does the headline / title feed a stereotype?
- Does the story contain the usual biases about Africa (even when they are not the reason the story is being told)?
- Are African experts cited?
- Are ordinary people's voices heard?
- Did you allow people to tell their story, regardless of the story you were looking for?
- Were you present, on the ground?
- Does the story offer an alternative frame?
- Does the story empower or disempower the subjects?
- What words and images did you choose to empower typically marginalised groups? Do they provide a stereotype of Africa?

Going deeper: Imagining a future beyond colonialism, and how we got there

The following table, developed out of the Gesturing Towards Decolonial Futures collective, invites educators and resource writers to reflect critically about their practice.

Resource producers that are thinking deep historical issues that are embedded across a range of social issues today, such as the legacies of colonialism, can be challenging. The following reflection points may be worth considering:

- What is possible or expected in your context of work in relation to GCE? Why is this the case?
- What approach would be more difficult to introduce? Why is this the case?
- What approach was the most common in your own education? What approach do you feel most and least equipped to do in producing this resource?
- What global challenges are students or participants affected by? What circumstances would require your students to have stamina?

The Gesturing Towards Decolonial Futures collective is led by Vanessa Andreotti and indigenous artists and researchers in Canada and Brazil that aim to identify and de-activate colonial habits of being, and to gesture towards the possibility of decolonial futures.

You can also use this table as a tool for evaluating the approaches and tasks you may choose to address a particular GCE topic, remembering that soft, critical and otherwise approaches can have different effects in different contexts, and they can also complement each other if the timing is right.

This table is a pedagogical tool that draws attention to processes and dynamics that are often actively avoided. It seeks to expand our capacity for difficult conversations where relationships do not fall apart and to find common ground.

Definitions

Soft Global Citizenship Education (Soft GCE)[1]:
Approaches based in the notion of a common humanity and single view of progress where global justice issues are framed and responded to from within a Western, Global North status quo.

Critical Global Citizenship Education (Critical GCE)[2]:
Can instigate change from the inside to the outside, since the goal is to enable learners to reflect critically and empower them to take responsibility for their actions.

Global Citizenship Education Otherwise (GCE Otherwise)[2]:
Facing humanity's wrongs, our own complicities in harm, and the potential of social and ecological collapse in our lifetime. Also highlights the importance of learning to walk a tightrope between naive hope and desperate hopelessness, with honesty, humility, humour and hyper-self-reflexivity.

Definitions reference:

1. Andreotti, V. 2006. "Soft versus Critical Global Citizenship Education." Policy and Practice: A Development Education Review 3: 40–45.

2. Duarte, J., & Robinson-Jones, C. (2022). Bridging theory and practice: conceptualisations of global citizenship education in Dutch secondary education. Globalisation, Societies and Education, 22(2)

	Soft GCE	Critical GCE	GCE Otherwise
General focus	Fostering inclusion in and informed engagement with institutions, belonging, self-esteem, peace and equality, mutual understanding	Fostering advocacy for and solidarity with historically marginalized groups	Engaging with complexities, paradoxes, uncertainties, difficulties and wicked problems (with no simple solutions)
Engagement with inequalities	Helping those "behind" or excluded to catch up, jump in and "move forward"	Fighting on the side of the oppressed against injustices	Tackling the root causes and alleviating the effects of historical, systemic and on-going violence
Engagement with un-sustainability	Doing one's part to mitigate the effects of climate change and consumption, supporting greener policies, fostering appreciation for nature	Engaging with the limits of greening policies, critiquing 'greenwashing', while attending to intersectional approaches to climate justice	Developing capacity to face the tipping points (energy, water, food, health, relations) of unsustainability with sobriety and accountability
Engagement with discrimination	Promoting inclusion and appreciation of diversity	Engaging with the subtle aspects of discrimination and promoting representation, recognition and redistribution ('the 3 Rs')	Attending to diversity within diversity (recognising the wide variety of differences within any single group), beyond viewing the past romantically and essentialism (the belief that certain things have inherent, defining characteristics); reducing harm while questioning limits of the 3 Rs
Responsible participation	Working towards a "single forward" supporting institutional approaches	Challenging the "single forward"; being an ally of those who have been oppressed by it	Working through complicities and the complexities of solidarity; preparing for the multiple crises that we will need to face together

Source: Gesturing Towards Decolonial Futures https://decolonialfutures.net

GTDF offers more than a simple toolkit; it presents a transformative, challenging approach to understanding and addressing global issues through depth education. It questions frameworks like the SDGs that are rooted in modern, growth-oriented paradigms, such as:

- **Integrating GTDF's critical lens on the SDGs** not just as a critique tool but as an invitation to a deep pedagogical process and to critically explore the meaning of 'development' beyond economic or technological solutions, promoting relational and ecological accountability.
- **Emphasising indigenous perspectives and relational accountability by** ensuring GCE fosters culturally sensitive understandings of sustainability and community that moves beyond global indicators to cultivate genuinely culturally aware perspectives.
- **Encourages a process of 'unlearning' dominant cultural assumptions and 'de-activating colonial habits of being,'** while also inviting educators to embrace relational accountability and genuine respect for Indigenous perspectives.
- **Encourages a context-sensitive, decolonial approach** by encouraging historical approaches and an awareness of different types of systems and who influences these in practice.

Note: resource creators should thoughtfully consider the engagement level required for transformative frameworks like GTDF by exploring the pedagogical experiments and exercises and their pedagogical warning about people moving from their comfort zones to their stretch zones. For more, visit https://decolonialfutures.net

Part 2: Designing learning outcomes

How can teachers approach controversial issues and content?

The way in which 'hot topics' are framed within a resource can make a considerable difference to providing confidence and comfort for the educator and the learners in exploring controversial issues. The basic principle behind this approach is that you look at issues from a structural rather than a personal perspective.

However, teaching Controversial issues can also reflect the individual's positionality on topics as part of taking positions to introducing angles and perspectives as part of exploring connections to topics. These structural approaches can include:

1. Teaching controversial issues
2. A human rights framework (and the Sustainable Development Goals)
3. Legal frameworks and agreements
4. The Code of Good Practice for Development Education

Teaching Controversial issues

Controversial issues are those which evoke strong responses or feelings which can divide opinion in the classroom, learning environment, communities and societies. As outlined by the Council of Europe's resource on the subject (Teaching Controversial Issues Professional Development Pack for Teachers), learning how to engage with others whose values differ from our own and respecting them is central to the democratic process and essential for the protection and strengthening of democracy and fostering a culture of human rights.

Why Teach Controversial Issues?

1. They are relevant to the current social, political, economic or moral problems of our time and, therefore, are directly relevant to or perhaps have a direct impact on learners' lives.
2. We are all exposed to so much news, media and information daily that it is inevitable that we become exposed to these controversial issues, which might require discussion and unpacking.

3. While the learning is valuable in itself, it can also encourage critical thinking when engaging with the various forms of (potentially biased) media we are exposed to each day.
4. Young people and adults are bombarded with partial and misleading information on controversial issues through social media. They need support to be able to make their own judgments based on reason and evidence.
5. Young people do not often have a chance to discuss controversial issues in education, because they are seen as too challenging to teach. Learners should be given the opportunity to have open and constructive discussions. This gives the opportunity to challenge prejudices, which might otherwise potentially lead to intolerance, violence and radicalisation

In introducing controversial issues into the classroom, it is important to have a safe and fair environment where issues can be freely discussed, but where it is also recognised that freedom of expression must be tempered by human rights values, the code of behaviour of the school and respect for each other. It is strongly recommended that students and participants spend time in developing a class agreement, which encompasses values as well as behaviours. (likely to include ideas such as; being respected, being listened to, not being put down or dismissed, hearing different ideas, co-operation, taking turns, participation and allowing others to disagree with the majority).

In the context of a resource on global justice and human development issues, language is never a neutral matter. It is critical that we consciously think about and reflect on the language we use (or don't use).

What stance should I take when teaching a controversial issue?

It is important to consider what stance or position you suggest in activity designs, storytelling and case studies in relation to a particular issue. Depending on the issue and the context in which you are supporting, any one of several teacher stances may be appropriate:

1. Neutral Facilitator or Impartial Facilitator: You always act as a neutral facilitator – never expressing a personal view at all. Related to this is the impartial stance, where you recognise that while you have your own views, you provide a fair and balanced representation of a wide range of perspectives.
2. Declared Interests: You state your position on an issue, particularly if you have strong views on it - so that the students know where you stand.
3. Devil's Advocate: You deliberately express a view contrary to the view of the class, in a situation where there is consensus among the participants on a certain issue. This allows the airing of more perspectives on the issue.
4. Official View: You take the official view – representing the views of the school, community, government or business.
5. Ally: You support the views of a participant who holds a minority view within the class, to ensure their view is given due weight. You become their ally.

A human rights framework (and the Sustainable Development Goals)

Human rights, as embodied in the Universal Declaration of Human Rights, related conventions and reporting activities, can be used to frame controversial topics. This provides a universally agreed foundation for examining controversial issues and allows learners to look at how rights can be balanced in conflicting situations. It also means that issues can be viewed from a structural perspective rather than that of personal beliefs or morals.

The Sustainable Development Goals, the Paris Agreement on Climate Change and other international agreements are underwritten by ideas and principles linked to human rights approaches and provide a detailed context for exploring topics such as women's rights, education, climate change and peace. Use of such frameworks will help 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).

A Legal Framework

Presenting topics within a legal framework (based on what the law says) can allow space for learners to present their own moral perspectives, but within a context of the state's responsibility towards all its citizens.

This can include exploring how changes in laws have happened, how policy can support realising human rights in practice and how campaigns may be trying to address issues of peace and justice, from towns to cities, within countries and institutions from local to global ones. For example, how might business and human rights along supply chains be supported by laws across between different countries?

Using the Code of Good Practice for Development Education

The Code of Good Practice for Development Education (https://www.ideaonline.ie/Code-of-good-practice-development-education) distils 'good practice' principles and indicators for resource writers, considering experience on the ground in doing development education and global citizenship education activities.

Consider the following indicators drawn from the Code as part of quality-assessing the content, perspectives and approaches you plan to use.

CODE
of Good Practice
for Development
Education

Principle 6

Produce and use **quality resources** and **materials** based on continuous learning

Indicator 6.1	When producing resources, ensure high quality standards by testing and piloting during resource development
Indicator 6.2	Monitor and evaluate use of resources to understand engagement and associated learning
Indicator 6.3	Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible
Indicator 6.4	Address potential bias in materials we use in order to prevent and challenge stereotyping, sensationalism against people, situations or places

With more than 30 indicators to draw from and 12 principles, the Code acts as a critical space for education and learning and as a model to use in thinking about how to articulate the kind of impact you would like your resource to make. Take these three principles, for example:

Principle 2: Explore the ROOT CAUSES of local and global injustices and inequalities in our interdependent world.

Principle 3: Be explicit about the ETHOS OF DEVELOPMENT EDUCATION – global solidarity, empathy and partnership, and challenging unequal power relations across all issues we work on.

Principle 8: IMAGINE and EXPLORE SOLUTIONS for a better world.

Whether you are new to resource writing or a seasonal novice, the community of practice that is active around the Code can provide peer support, partnerships for mentoring and to get feedback and advice from other members on any part of the resource production cycle.

For more, visit https://www.ideaonline.ie/Code-of-good-practice-development-education

On content

- Is an appropriate approach being taken in relation to the content for the target audience?
- Is there adequate context being given for the issues covered?
- How are the issues, stories, people and places framed or contextualised within these issues?
- Do the messages communicated explore the challenges of stereotyping, caricaturing or perpetuating myths about developing countries, particular groups or the poor and marginalised?
- Does the material explore multiple perspectives on the issues?
- Are there relevant 'good news' stories to be included?
- What sort of action/activism is being encouraged?

On language and skills

- Is the language accessible?
- Has any industry / insider jargon been used?
- Does the language used convey the message that needs to be communicated?
- Is a short glossary needed on key concepts?
- What are the baseline literacy levels of the target audience?
- What would a Plain-Language approach look like and how would this change the style and layout?

Learning outcomes and curriculum design towards sustainable development

The following competencies can be applied to formal and non-formal education settings. They are offered as educational indicators for monitoring and evaluating DE/GCE learning in a range of learning contexts.

29 Key competencies for sustainability

Adapted from Education for Sustainable Development Goals: Learning Objectives (2017) by UNESCO and The Reference Framework of Competences for Democratic Culture (RFCDC model)

→ check this list for more granular info on competences: https://rm.coe.int/descriptors-their-uses-and-purposes-reference-framework-of-competences/1680996e08

Systems thinking competency (seeing the bigger picture):

- recognise and understand relationships
- analyse complex systems
- think of how systems are embedded within different domains and different scales
- deal with uncertainty.

Anticipatory competency (future planning):

- understand and evaluate multiple futures – possible, probable and desirable
- create one's own visions for the future
- apply the precautionary principle
- assess the consequences of actions
- deal with risks and changes.

Normative competency (understanding right from wrong):

- understand and reflect on the norms and values that underlie one's actions
- valuing human dignity and human rights
- negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- Valuing cultural diversity, democracy, justice fairness, equality, sustainable development and the rule of law.

Strategic competency (thinking ahead):

- the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.

Collaboration competency (working together):

- learn from others
- understand and respect the needs, perspectives and actions of others (empathy and solidarity)
- understand, relate to and be sensitive to others (empathic leadership)
- deal with conflicts in a group
- facilitate collaborative and participatory problem solving.

Critical thinking competency (careful evaluation):

- question norms, practices and opinions
- reflect on own one's values, perceptions and actions
- take a position in the sustainability discourse.
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economics, environment, sustainability.

Self-awareness competency (my impact):

- reflect on one's own role in the local community and (global) society.
- Social responsibility, civic mindedness and solidarity
- continually evaluate and further motivate one's actions.
- to deal with one's feelings and desires.

Integrated problem-solving competency (finding a solution):

- the overarching ability to apply different problem-solving frameworks to complex sustainability problems
- develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

Brighid's top 9 tips to consider when creating your own resources

Assistant professor in Global Education at Mary Immaculate College, Limerick, Dr Brighid Golden, developed these 9 practical tips for teachers when creating your own resources:

1. **Ensure they are adaptable:** This means when facts and figures change, resources can be easily updated. This could involve:
    - keep your word file safe so it is easy to change and reprint if necessary, and
    - thinking carefully about the format of your resource. For example, if you are creating a game or quiz, make sure that fact-based questions or answers are on separate, easily changeable pieces. This will help to keep your resource fresh and minimise work involved when you need to update your resource.
2. **Make your resource applicable** across more than one curricular area or curricular element so that it can meet numerous objectives at once.
3. **Make it sustainable:** Although it is crucial to environmental protection to limit your use of plastics generally, laminating or using contact paper to preserve parts of your resource can be a good idea to ensure its longevity.
4. **Make sure you have had a look at what is already available:** You want to make sure you don't waste time creating something that already exists.
5. **Make it interactive:** The information surrounding global issues can be challenging to understand. It is easy to fall into patterns of 'chalk and talk' to ensure core knowledge is covered. However, we know that all of us internalise and understand information at a deeper level when we can engage with it, discuss it and put it to use.
6. **Ensure your resource is helping to develop critical thinking and not just internalising information.** We know that tackling climate change involves creative thinking and making connections with our own lives and between issues. These skills are as important to develop as the transfer of knowledge about the causes and effects of climate change.
7. **Where possible, ensure that the resource allows children and young people to engage in self-directed learning.** This means having open-ended elements that allow children and young people to explore their own interests.
8. **Fact based** – if you are using stories, photographs or case studies as part of your resource, ensure that they are based on real people and real events. Many NGOs such as Trócaire or Christian Aid often have case studies available to the public that can be used to inform your own teaching. If you would like to create fictional characters, ensure that they reflect real life situations.
9. **Include a focus on justice and human rights principles** by ensuring that you challenge stereotypical views, include a commitment to equality in the language you use and provide space for children and young people to develop their skills as critical thinkers and ultimately engage in action to mitigate the impacts of climate change.

Source: Assistant professor in Global Education at Mary Immaculate College, Limerick, Dr Brighid Golden and a member of the national Development and Intercultural Education (DICE) project network. Chapter: 'Creating teaching resources in response to the rapidly changing nature of climate change', Teaching Climate Change in Primary Schools: An Interdisciplinary Approach, edited by Anne M. Dolan, Taylor & Francis Group (2021).

Further resources:

- Code of Good Practice for Development Education
- Education for Sustainable Development Goals: Learning Objectives (2017) by UNESCO. Link: https://developmenteducation.ie/resource/education-sustainable-development-goals-learning-objectives/
- Why Change the Way We Write About Africa? A storyteller's guide to reframing Africa (2022) by Africa No Filter. Link: https://africanofilter.org/disruption/why-we-need-to-change-the-way-we-write-about-africa
- How to Write About Africa in 8 Steps: An ethical storytelling handbook by Africa No Filter (2021). Link: https://africanofilter.org/uploads/files/How-to-tell-an-african-story.pdf
- MEAL Guide for DEAR Project Implementers (2022) by DEAR. Link: https://europa.eu/capacity4dev/dear/news/dear-handbook-all-project-stages
- Time to Decolonise Aid: Insights and Lessons from a Global Consultation (2021) by Peace Direct. Link: https://www.peacedirect.org/publications/timetodecoloniseaid/

PHASE 3

Presentation style and technical dimensions

The Dóchas Guide to Ethical Communications provides suggestions and tips on choosing images, seeking consent and involving participants in the process. The Guide supports resource writers and communicators to demonstrate a commitment to:

- Authentic representation
- Contributor-led stories and locally led
- Content development
- Informed consent
- Upholding standards and Doing No Harm.

The Guide is packed with tips boxes and 'reality check' scenarios to test your ideas and practices as part of the pre-production process, and well worth adapting as part of your planning. The Guide is a strong communications and design tool that can (and should!) be used in education work, packed with technical tips, good practice suggestions to improve informed consent of participants and how to enable individuals or communities to tell their own stories.

There are several things to consider as part of the format and the style of your production. Remember your target audience(s) and the language you use.

Could a quotation, graphic, cartoon, illustration or case study help to engage target audiences?

Tip

Show your support for the commitments outlined in the Ethical Communications by displaying the Guide logo in your education resources with a summary of the 5 commitments.

A variety of print and digital versions of the logo can be downloaded at https://www.dochas.ie/resources/ethical-communications/

Improving literacy through writing content and accessible designs

The National Adult Literacy Agency (NALA) supports literacy as a human right, for everyone in Ireland as a national body. As part of providing tools, workshops and training to support 'plain language' approaches.

Plain English (or plain language) is a style of presenting information that helps someone understand it the first time they read or hear it. It is a more efficient way of writing.

When you write in plain English, your reader can:

- find what they need,
- understand what they find the first time they read or hear it, and
- use what they find to meet their needs.

To write in plain English, you need to identify who your readers are and put yourself in their shoes.

Many resources are produced by NALA, including the following two are a starting point which would support education writers and designers:

- Writing and design tips. This updated book outlines plain English writing and design tips to make resources more accessible and what words and phrases to avoid. Link: https://www.nala.ie/publications/writing-and-design-tips/
- Plain English guidelines at a glance. 14 plain English tips informing you on how to make your document or webpage easier to read. Link: https://www.nala.ie/publications/plain-english-guidelines-at-a-glance/

Note: remember to be open to change, including once you have piloted your resource and received feedback. A design may need to be recast, updated or abandoned depending on the initial road testing of it (a crucial stage in the process!).

For more, explore how to improve teaching and learning for all people based on Universal Design for Learning framework (UDL). Visit: https://www.ahead.ie/udl-framework

Visual

Think about:

- Sources for images and visuals, copyright permissions and costs. Check photobanks of your own organisation, commission a photographer, use creative commons licenced images through Flickr or purchase rights to use photos. (Check the license)
- Consider the issues, context and messaging that the image choices are communicating. Is the image 'stereotyping', discriminating or sensationalising people, places or a situation?
- Does the image have sufficient resolution for print quality, if the resource is being published?
- How big (or small) will the resource be? Page count? A4/A5? These are important points to consider in relation to cost, accessibility and style.

Imaging • Permission • Quality • Size

Logistical

Think about:

- Delegation of the work: Who is going to draft the content, edit the final copy, design the resource and communicate with the printers and/or production team?
- If printing, how many copies? Will this resource be free to users? If not, some research on the 'market rate' may need to be carried out, taking into consideration the size of your organisation, funding and the benefits/costs of charging for a resource.
- Will it be available online? How will it be stored/purchased/downloaded?
- Has a title (and sub-title) been chosen?
- Has distribution been considered?
- Are you going to publish it? Have you obtained an ISBN?

Delegation • Cost • Title • Distribution

Before moving on to Phase 4:

- Have you chosen your images/graphics? Do you have permission to use them? Are they the correct resolution for printing?
- To print or not to print? Is the resource going to be available online only?
- Are all roles and responsibilities clear?
- Have you given sufficient time to review design drafts as part of planning?
- Can visual design be included in early marketing / promotion in advance of a launch?

PHASE 4

Piloting and Updating Draft Materials

Testing or piloting your materials is important for a few reasons	
Assessing comprehensibility:	• Does the intended audience understand the message? • Does the resource need to be aimed at entry level, intermediate or advanced in its approach?
Identification of weak/strong points	• Which parts of the resource work well? • Which parts are clear? Or not clear? • What is missing?
Determine personal relevance	• Does the intended audience identify with the materials? • Can they see the relevance to them/their subject/their context?
Test-out elements that might be confusing, sensitive or controversial	• Does the treatment of a topic make the learners uncomfortable? Is this deliberate? • If dealing with controversial subjects, are they adequately supported / dealt with in a sensitive manner?

Tip

It is not always possible to pilot resources in the context / classroom / learning environment it is intended for due to access challenges, timetabling issues and so on. This is where we need to be more creative in our approaches to piloting, such as:

- Open invitation to join resource development group
- In-kind supports, rewards and incentives for all participants
- Variety of feedback points such as written submissions or a short interactive survey. Make it enjoyable for the participants!
- A lunchtime consultation
- A site-visit with a group of educators.

What about digital technology – what should I use?

The options available to producers and educators are many in the fast-paced development of new technologies in the world today. Bearing this in mind, we would suggest that you do some homework and read similar resources or like-minded projects to get a sense of where others have gone. The impact of similar resources may be a question you would like to follow up on.

As a useful reference point, Dr Maria Barry and Dr Martínez-Sainz provided a concise digital directory for teachers that gives an overview of different technologies being used for GCE and how these relate to the four pedagogical strategies identified in their study 'Digital Technologies to advance Global Citizenship Education in Schools' in 2020 at the Centre for Human Rights and Citizenship Education, Institute of Education, Dublin City University.

Take a look at the following table. What combinations of digital tools might you want to include in or make your resource project more **engaging** and **interactive** for your users? Remember, you can't use them all (nor should you!), so take time to review and think about the digital tools that you might want to make use of. If in doubt, why not put this to your pilot group as part of your active testing space?

Before moving on to Phase 5:

- Have you made a note of all those who participated in the production and piloting cycle of the resource thus far (advisors, copywriters, designers, funders etc)?
- Return to the basic plan from Phase 1 to ensure your key messages are still intact, clear and supported educationally because of any edits made in this phase.
- Ensure your draft resource is as close to the finalised version as possible before submitting to the designers to make it as efficient a process as possible for all involved.

		Pedagogical Strategies			
		Creation	Circulation	Connection	Collaboration
Activities	**Stories**	Storybird, Google Docs, Microsoft Office	Voice of Youth – UNICEF, Google docs	Drawp unlimited, Google Docs, Microsoft Office	Mural
	Visual representations	Prezi, Bubbl.us, Canva	Prezi, Padiet	Drawp unlimited, Google Docs	Padlet, Mural, Makers Empire
	Timelines	TimelineJS, SmartDraw	Padiet		
	Maps	Google Trek, Google My maps, Wikimapia	Google Trek, Google My maps, Wikimapia		Google Trek, Google My maps, Wikimapia
	Quizzes and games	Kahoot quizzes		Kahoot quizzes global, Minecraft	Minecraft
	Podcasts and videos	Tell about this, Tik tok, Voice thread, Animoto, Vocaroo	Tik tok, Voice Thread, Animoto, Vocaroo		Tik tok, Voice Thread
	Meetings	Zoom, Microsoft Teams, Google Classroom, Slack		Zoom, Microsoft Teams, Google Classroom, Slack, WhatsApp, Facetime, Snapchat	Google drive, Google classroom
	Citizen Journalism	UpWorthy	UpWorthy, TakingItGlobal	TakingItGlobal	
	Field trips	Virtual field trips using Facetime, Video calls, Zoom, Google maps treks	Google Maps treks (with or without VR option)	Virtual field trips using Facetime, Video calls, Zoom, Google maps treks	Virtual field trips using Facetime, Video calls, Zoom, Google maps treks
	Campaigns	Uplift.ie	Uplift.ie		The World's Largest Lesson, Conectando mundos (Oxfram platform)

Source: Digital Technologies to advance Global Citizenship Education in Schools, p.35 (2020). Centre for Human Rights and Citizenship Education, Institute of Education, Dublin City University.
Link: https://www.dcu.ie/sites/default/files/chrce/digitial_technologies_to_advance_gce_in_schools.pdf

This table has been edited to reflect more up to date programmes available to be used as pedagogical tools.

PHASE 5

Printing, Marketing and Distribution

Availability of resources	• Do you have a plan for marketing and distribution? • How will the intended audience be reached?
Capacity Building Strategy	• Do you have a plan for marketing and distribution? • How will the intended audience be reached?
Copyright	• Have you sought permission where necessary for photos, images, cartoons and media content (and can prove this?)

Thinking about targeted and accessible distribution

Distributing your resources and getting them into the hands of target audience is a vital part of the resource production lifecycle. Are you ready to support engagement for 1 week, 1 month or 1 year? How do you intend to do this realistically?

Develop a distribution strategy and a plan at the early stages of production. If your resource is for a 1-day event only, how will you maximise getting the word out? How will you know you have succeeded.

Think about:

1. Direct distribution – location based, through own communication channels and websites
2. Indirect distribution – partners, added value 3rd party channels and websites and other outlets
3. Hybrid distribution – a mixture of direct (owned by you) and indirect distribution (via partners and others).

Accessible design and means also accessible distribution... or does it?

Hitting 'print' on a document or posting it to your website does not place it in the hands or reach of your target audiences. How can you make your distribution plan more inclusive, particularly for people with complex learning needs? For example, is sign-language needed in your video? Are accessible labels with descriptions included under images?

Engage a project team discussion on these elements, update your plan and agree which roles on the team will lead on accessibility.

Resource distribution tips

- The five Colleges of Education (offering primary initial teacher education)
- The 15 post-primary initial teacher education colleges
- The UCD Development Studies library
- The developmenteducation.ie online resources library
- Adult Education Centres
- Co-ordinators of teacher-network organisations and subject associations
- Members of the GCE strategic partners in Ireland who can share it with their members (see below)
- Community-specific newsletters
- Social media friendly channels and group pages
- Key distribution hubs and outlets

Amplify your reach and share your resources with members of the global citizenship education strategic partner programmes co-supported by Irish Aid

Global Village
Programme for primary schools in Ireland
https://globalvillageschools.ie

DICE Project
Promotes the integration of development education and intercultural education in Initial Teacher Education at primary level in Ireland
https://thediceproject.ie

WorldWise Global Schools
Ireland's Global Citizenship Education (GCE) programme for post-primary schools
https://www.worldwiseschools.ie

Ubuntu Network
Community of educators in post primary Initial Teacher Education, that work to support Global Citizenship Education (GCE)
http://ubuntu.ie

Youth 2030
Global Youth Work (GYW) and Development Education (DE) programme
https://www.youth.ie/programmes/global-youth-work-and-development-education

STAND
Mobilises third-level students to stand up for global justice, equality and sustainability.
https://stand.ie

Saolta
Programme for the Adult and Community Education sector in Ireland
https://saolta.com

Irish Development Education Association (IDEA)
The national network for Development Education in Ireland
https://www.ideaonline.ie/

Comhlámh
Programme to promote values-led international volunteering, active global citizenship, and the evolution of Ireland's volunteering traditions.
https://comhlamh.org/

developmenteducation.ie
An online resource for teachers, educators, change makers and learners focused on the unequal and unjust shape of the world today
https://developmenteducation.ie/

Tip

Submit your GCE resource to include on developmenteducation.ie. Your resources will be:

- Available to browse and download on-demand
- Accessible to a diverse range of readers, educators and learners
- Included in the SDG Explorer and searchable based on the Sustainable Development Goals
- Included in an opendata programme where the analytics performance of resources is shared annually with producers/writers.
- Hosted on green servers powered by wind and solar energy.

For more, visit https://developmenteducation.ie/resources/

A note on marketing

From a strong cover, interesting title to a captivating image and brainstorming your unique selling point in the new resource ... welcome to the marketing room!

- Does your organisation have a communications and marketing playbook for you to consult?
- Did you see a campaign or communications activity that caught your intention and might be a source of influence in considering how you might get the word out about your resource?

From organisational newsletters, social media channels and network events to link in with, marketing your resource takes time and giving your team a good lead-in time to develop a plan is important.

Writing copy for marketing is a combination of art and science.

PHASE 6

Monitoring, Evaluation and Indicators Towards Global Justice outcomes

Is evaluation really necessary for practitioners in global citizenship education and development education?

The Global Education Guidelines produced by the Council of Europe in 2010 set out to answer this question:

> *Global education enables people to develop skills of critical thinking and analysing, of research and multi-perspective approach on common problems, to deal with contradictions and stereotypes. It helps people to develop values and attitudes of self-knowledge and vision, of dialogue and cooperation, of open mindedness and responsibility towards our common world. It encourages people to develop a global vision and a positive approach on how to make the world we all live in better. Parallel to that, developing an evaluation culture means that both educators and learners become able to cooperate for self and group improvement through a critical, multi perspective approach to their work.*
>
> *Because evaluation involves a self-assessment dimension, not only learners but also educators need to be encouraged to improve their own skills and competencies to play their role as responsible, diligent educators in our globalised world. And because evaluation demands a complex, multi-prismatic and non-linear approach, people involved in the evaluation process become more aware of the complexity of factors related to education and of the need to interconnect different elements in order to understand and improve the world we live in.'*

Evaluation is not an end in itself. It needs to be continuous throughout the planning, testing and after the publication of the resource project, for the best outcome. Practicing evidence-based evaluation on a regular basis is a core pillar of activity that helps resource producers, educators and learners to improve the quality and impact of resources.

Thinking about selecting appropriate indicators to measure the impact and the success of a resource is an imperfect science, especially given the challenges that quantitative numerical measures of results do not fully embrace the extent and range of DE/GCE work and do not fully engage with learners' responses. Practitioners Susan Gallwey and Mags Liddy reflected on this dilemma over a 10-year period, noting:

> *"Use of a formulaic assessment and evaluation tool can miss the richness of individual case studies of learning and the overall vibrancy of the DE sector in Ireland. Unexpected or unintended positive consequences may be lost".*

Adopt a sense of timing: Taking this into account, evaluating learning can be through quick-reviews / spot checks for immediate impact. It can also be across longer periods of time for continuous or ongoing learning. Setting your evaluation goals against these practical aspects is essential when designing a resource and how individual aspects may be assessed.

Remember - be realistic.

Triangulating and layering your impact measurement work in a number of ways should include quantitative and qualitative strategies. Even if a team selects 1 or 2 indicators to track the take-up and evidence of a 'change', these indicators should be as strong as possible to track and observe. This section explores this space directly.

What is a MEAL system?

MEAL stands for Measuring, Evaluation, Accountability and Learning.

Monitoring is the continuous and systematic collection and analysis of data about project progress and changes in the project context.

Evaluation is the user-focused assessment of an ongoing or completed project's design, implementation and results.

Accountability is a commitment to respond to and balance the needs of all project stakeholders (including beneficiaries, donors, partners and the organisation itself).

Learning is about embedding processes for internal reflection – using data and raising questions to make smarter project decisions.

Consider each of the MEAL components as puzzle pieces, each having its unique place and purpose. But, to create a functioning MEAL system, these pieces must be aligned, connected, and work together.

Setting up an alert: Ensure to keep track of where the resource has been distributed to or shared with and if there has been any correspondence as a result. Have you set up an 'alert' (such as a Google Alert) to send automatic updates when your work is shared or appears online?

Tip

Overall, here are 3 vital tips for testing and driving evidence-based high impact resources:

1. Gain experience
2. Embrace mistakes & failure - and the learning curve
3. Encourage risk-taking

How to triangulate and layer your impact measurement

- Establish uptake logs/anecdotal register for project team members to maintain
- Analytics and Dashboards – including third party digital tools
- Record dissemination partners/information network and data sharing
- Engagement & Incentives: competitions, sharing, hashtags, celebration for achievements, participatory media – get interactive!
- Focus group/follow up
- Most significant change (MSC) – document and collect 'change stories' from participants
- Review progress and inputs on the evaluation cycle of your resource production planning

SMART indicators to measure interventions

The acronym **SMART** is a helpful place to test the quality of the indicators you decide to take-up and use. Indicators should be Specific, Measurable, Achievable, Relevant and Timebound. Characteristics to strengthen your choice of indicators should:

- Link clearly to your outcome.
- Be practical to assess. You need to ask yourself if your organisation has the time, skills and money to gather the necessary information.
- Be responsive to change and should be capable of accommodating the different ways in which change can happen. Don't box yourself into a binary (yes/no) indicator
- Be relevant and important to your stakeholders. If possible, ask them if they see it as a valid measure of what they think the resource project is trying to achieve.

On the language of indicators

Indicators need to be neutral.

Do: state 'change in level of awareness'.

Don't: state the 'increased' ...this goes into the target.

Terms to use in indicators:

- *The level of...*
- *The extent to which...*
- *The type of...*
- *The number of...*
- *The ability to...*
- *The percentage of...*

Examples of indicators that can be adapted as part of producing resources

Output Indicators

Basic **take-up** by target audiences

- # of schools/groups/individuals/ institutions participating in a programme/ resource sign-up/launch event (such as primary schools, post-primary schools, HEIs, youth organisations, organisations in ACE sectors)
- # of sessions/meetings held
- % of participants who complete a programme/resource
- # of directly reached (disaggregated by geography, age range and gender)
- # of publications/resources/webpages produced
- # of visits to a website
- # of posts to a blog, Facebook page etc.
- # of people who join an organisation

Output Indicators

Measuring **quality** of the resource

- % of participants who give the resource an overall positive rating (e.g, 'very good' or better) on a written or online survey
- % of participants who state that the resource has been useful in their practice (can be measured short, medium or long-term)
- % of participants who participate in follow-up activities

Outcome Indicators

Tracking behavioural change

- % of participants who take an action/ join relevant activist groups or campaigns/ related activities
- % of participants who go on to further study/training in the area
- % of participants who change their consumer behaviour and/or lifestyle choices
- Progress towards 'markers' of desired behavioural changes

Outcome Indicators

For learners

- % (of total number of learners) and number of learners who can give an example of how participating in a DE resource activity /intervention has influenced their attitude or behaviour
- Number of educators engaged in CPD receiving DE resource workshops and % of those participants reporting an improvement in their DE Knowledge and Skills [list skills tracked]

Numbers of learners who report improved global citizenship literacy, based on:

- Learner's understanding of the root causes, consequences and solutions of global hunger, poverty, injustice, inequality and climate change
- Learner's ability to relate and critically assess what is happening in their society and the wider world

Tip

contribute towards a growing database of draft indicators for development education and global citizenship education resource production design available at:

https://developmenteducation.ie/resources/

References and onward supports

- Using Results-Based Approaches in Development Education / Global Citizenship Education A Practical Toolkit (2022) by IDEA. Link: https://www.ideaonline.ie/measuring-results
- Explore the online database of activities of How do we know it's working? – measuring attitudinal change in global citizenship (book 2) by Reading International Solidarity Centre. Link: http://toolkit.risc.org.uk/
- Mags Liddy and Susan Gallwey (2020) 'The Wrong Tool for the Job? The Application of Result-Based Approaches in Development Education Learning', Policy and Practice: A Development Education Review, Vol. 31, Autumn, pp. 12-31. Link: https://www.developmenteducationreview.com/issue/issue-31/wrong-tool-job-application-result-based-approaches-development-education-learning

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