

**Guidelines on**

**Producing  
Resources for  
Global Youth Work**

**Edited by  
Paul Adams**

*Development*  
  
*Education*  
*Association*

## Acknowledgements

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DTP and layout by Nadia Mackenzie

Resources pictured, with thanks:

- p2. Methodist Association of Youth Clubs - World Action Life or Debt? video, ActionAid - Food from World in your Pocket resource, Save the Children/Guide Association - Right Directions peer education resource
- p4. ActionAid - cover of The World in your Pocket
- p6. Leeds DEC - This City Life video from youth work pack
- p8. Norfolk Education and Action for Development (NEAD) - Break the Rules magazine (editorial team of young people)
- p11. Christian Aid - The Debt Collectors pack, NEAD - cover of Break the Rules
- p12. CAFOD - Shout for Justice campaign leaflet

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## The DEA and Global Youth Work

The Development Education Association (DEA) is a national umbrella body working with over 230 member and partner organisations. The Association was formed in 1993 to support and promote the work of all those engaged in raising awareness and understanding of global and development issues in the UK. The membership is supported through programmes of training, consultancy, information and publications, including advice on sources of funding and making funding applications. The DEA work programme focuses on four sectors of education: schools, adult and community higher education and youth work.

There is an ongoing commitment to developing, enhancing and disseminating effective practice in all sectors of development education, including global youth work, to further meet the needs of educators in the field.

The DEA aims to promote the development of global youth work as a mainstream practice within the UK voluntary and statutory youth services and other organisations and agencies. One aspect of this approach is the Global Youth Work Advisory Service (GYWAS). This service provides high quality training, consultancy and advice by a panel of experienced and qualified youth work trainers and practitioners. The DEA also operates a programme of professional development events; introductory training in the principle and practice of global youth work, specific skills and issues based training and supports local global youth work projects.

The information in this publication originated from three sources: the *GYWAS Practice and Training Resource Manual*, the *Guidelines for producing development education resources* published by the DEA in 1998, and the outcomes of the 1998 DEA/Joint Agencies Group forum on developing global youth work resources.

## The Guidelines

It is intended that the guidelines will be useful to those working in other educational sectors, in particular those developing resources for adult and community audiences. The approach to global youth work and the guidelines themselves can be applied to different types of resource production not just written resources, the same questions need to be asked whatever type of resource is to be produced.

However, this publication is primarily aimed at those with a responsibility for working with young people:

- Youth workers, senior youth workers and team leaders, managers and officers in **Local Education Authority (LEA)** Youth and Community services and other parts of **the statutory maintained sector**.
- Leaders, other volunteers and staff from local and national youth organisations in **the voluntary sector**.
- Youth workers and youth officers at development **non-governmental organisations (NGO s)**.
- **Development Education Centres (DEC s)** and other local DE organisations considering developing global youth work resources, for their own use or in partnership with any of the above.

Global youth work resources can take a huge variety of forms — activity packs, board games, video, music recordings, photography and art displays, maps, information sheets about other countries and issues, posters, booklets, worksheets, postcard sets, computer games and interactive internet web-sites.

The development of such a resource can often be the end result of a youth work project where young people have explored, and then taken action on, a specific issue or topic e.g. children's rights.

A resource can arise from existing material such as photos from an overseas visit, artwork from another project or the development of another resource. Likewise where groups or organisations aim to help young people gain an understanding of an issue, to back up an awareness campaign or to raise the profile of a specific fundraising campaign.

However, beware of the danger of your resource becoming based around this material rather than being driven by a clear and focused understanding of what and whom it is for, i.e. young people.

Developing any educational resource is usually time consuming and challenging. When the principles of global youth work are incorporated, the process and the outcome(s) can become more complex. However, this should be viewed as a challenging opportunity for groups or an organisation to work creatively and in ways which may not have been tried before. In practice this can mean encouraging the close involvement of young people and designing imaginative and flexible activities with them. This may mean spending more time at the ideas stage and carefully planning the production process.

These guidelines are intended to:

- **stimulate thought and discussion** to enable you to become more familiar with **global youth work principles**
- cover the core elements of **producing** an effective global youth work **resource**.

However, **it is not** the intention of this publication to offer guidance on how to obtain **funding** for the development of resources. By considering the issues involved in planning a resource you will have a clear idea about what you want to achieve, how you will do it, and **then** be in a position to identify appropriate sources of funding and **sell** your project effectively.

There is no one easy way or any simple formula for developing a global youth work resource.

We hope that this publication will give you ideas and some inspiration.

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# Youth work and global youth work

Before setting out to produce global youth work (GYW) resources, it is helpful to have an understanding of the purpose and nature of youth work. This has been defined as:

*'to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in a period from dependence to independence'* (National Youth Work Standards, National Youth Agency 1999)

Youth work is **informal** education with young people and takes place in non-formal settings where young people engage in the process voluntarily. This work can range from detached or outreach work on the streets with young people and more traditional youth club settings, to projects with a particular focus and specialist services such as youth information projects. Youth services tend to work with young people aged 11 to 25, although not exclusively.

Youth work offers young people opportunities that are:

- **educative** - enabling young people to gain the skills, knowledge and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and societies;
- **designed to promote equality of opportunity** - through the challenging of oppressions such as racism and sexism and all those which spring from differences of culture, race, language, sexual identity, gender, disability, age, religion and class, and through the celebration of diversity and strengths which arise from those differences;
- **empowering** - supporting young people to understand and act on the personal, social and political issues which affect their lives, the lives of others and the communities of which they are part; and
- **participative** - through a voluntary relationship with young people in which young people are partners in the learning process and decision-making structures which affect their own and other young people's lives and their environment.

Although educational there is no compulsory curriculum for youth work and:

*'the precise nature of work done is determined at a local level or within individual voluntary organisations'* (What is the Youth Service?, National Youth Agency 1996)

The UK Government's recent policy developments have emphasised the need for life long learning in a range of settings. Youth services in both voluntary and statutory sector organisations have had to respond to these initiatives.

To be relevant to the informal nature of youth work delivery, a resource must reflect the reality of young people's lives in the here and now and be stimulating enough to engage their enthusiasm and voluntary participation. Young people in a youth work setting are always free to walk away. This has implications not only for the content and educational process, but also the approaches that can be used when working with young people.

Therefore global youth work resources should aim to:

- create experiential, interactive learning opportunities that start from the here and now realities of young people's lives and
- encourage participants to learn by doing, giving them the opportunity to pose questions, test out possible answers, and then take action after reflecting on their learning.

Educational activities primarily designed for the formal educational environment of a school may not be wholly suited to an informal youth work approach. In trying to produce a resource for both settings there is a danger that the more rigorous demands of the formal school curriculum will take priority and dominate the style and focus of the resource.

This could restrict young people's sense of ownership and control over the learning process as well as the flexibility, timing and spontaneity of activities and the possible direction of any future action that young people may choose to take as a result of their involvement.

Global youth work has been defined as

*Informal education with young people that encourages a critical understanding of the links between the personal, local and the global and seeks their active participation in actions that bring about change towards greater equity and justice.*

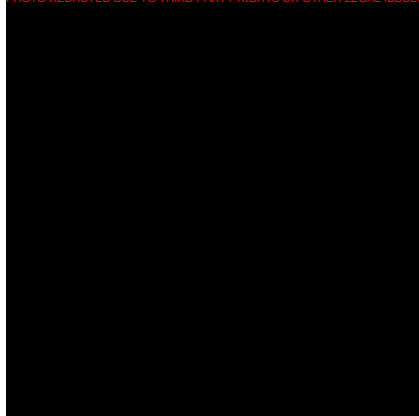
Global youth work is based on a set of underpinning principles. These principles are intended to encourage social justice and enable young people to take action for themselves or advocate on behalf of others on issues of concern to them in an increasingly globalised society.

### Global youth work

- ⇒ starts from young people's experiences and encourages their personal, social and political development.
- ⇒ works to the principles in informal education and offers opportunities that are educative, participative, empowering and designed to promote equality of opportunity.
- ⇒ is based on an agenda that has been negotiated with young people.
- ⇒ engages young people in a critical analysis of local and global influences in their lives and those of their communities.
- ⇒ encourages an understanding of the world based on the historical process of globalisation and not the development or underdevelopment of societies.
- ⇒ recognises that the relationships between and within, the North and the South are characterised by inequalities generated through globalisation processes.
- ⇒ promotes the values of justice and equity in personal, local and global relationships.
- ⇒ encourages an understanding of and appreciation for diversity locally and globally.
- ⇒ views the peoples and organisations of the North and South as equal partners for change in a shared and interdependent world.
- ⇒ encourages action that builds alliances to bring about change.

The **Checklist** (on pages 10-11) develops the principles of global youth work, youth participation and youth friendly content further. It can be used to prompt thinking about the development of a global youth work resource.

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Issues to consider before you get started are - **why, who, what, when and how?** Asking these questions will hopefully signal the beginning of a creative process, which can help you to clarify your rationale and thinking, investigate the possibilities, alternatives and challenge assumptions for developing a resource. This is a necessary forerunner of more detailed project planning. Whether you are working alone or in a group, either on a commission or on your own initiative, it is still important to ask these questions:

## Why produce the resource?

- ⇒ what do you want to achieve?
- ⇒ is there an issue that you would like to increase young people's understanding of?
- ⇒ what do you hope young people will learn or do as a result of using your resource?
- ⇒ what are the aims, objectives and overall concept?
- ⇒ has a broader need or market been identified for such a resource?
- ⇒ is it to give profile to your organisation?
- ⇒ is it because someone has access to some source material and it seems the right thing to do to turn it into a pack?
- ⇒ is it because you have never produced a resource before and would quite like to?
- ⇒ is there some new or existing funding available and are you looking for a project to spend that money on?
- ⇒ have you as a group or organisation decided that it would help your professional development to produce a resource? whose motives are at the heart of it?

## Why not rank the above list in order of priorities?

## Who will your resource be for?

- ⇒ do you know whom the material is going to be aimed at primarily? - is the target group youth workers, young people or both? will the language and images used take account of this?
- ⇒ do you properly understand the needs of those people that you are hoping will use this resource?
- ⇒ have you considered the age range and personal starting points of the young people (or youth workers) in your target audience? is it based on instinct, experience, or have you undertaken any research?
- ⇒ can you list the intended learning outcomes and what you hope the user will get out of using the resource?
- ⇒ have you considered who will actually use your resource, how they will do so and the variety of settings that it might be used in?

Youth workers are often part-time employees or volunteers and have a limited amount of spare time for researching issues or for the preparation and adaptation of activities primarily intended for other uses.

Youth workers are also likely to be working in the evening or at weekends, at times when they may not have access to photocopiers, computers or telephones. Ideally the resource should include activities that require a minimum of equipment, resources and preparation for their use.



## What are you going to produce?

- ⇒ have you researched other global youth work resources to find out what has and hasn't worked in the past?
- ⇒ are you duplicating existing material?
- ⇒ have you considered the full range of possible and/or available options?
- ⇒ would spending more time or money on the project make a significant difference?
- ⇒ what do you intend young people to get out of the resource? is it aimed at awareness raising about an issue, theme or fundraising?
- ⇒ will the activities be suitable for use in informal (non-school) settings?
- ⇒ will the packaging be robust and appropriate for the audience? e.g. could it be used by a detached youth worker on a street corner, by an outdoor educator, at a residential event?

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## When are you going to produce the resource?

- ⇒ how much time will this realistically take?
- ⇒ have you got the time to do this?
- ⇒ where does this resource fit into your existing work plans?
- ⇒ will something else have to be put to one side?
- ⇒ when are you going to complete this? is there a deadline that you are working to?
- ⇒ is this the best time to produce this resource? or do you need to do other work first?

## How are you going to produce the resource?

- ⇒ how will production be funded?
- ⇒ do you have a clear budget?
- ⇒ how will young people be involved?
- ⇒ what skills are needed?
- ⇒ what skills does your group/organisation have and what skills are lacking?
- ⇒ is it easier to contract out certain tasks?
- ⇒ what help or advice can you get from outside your group/organisation?
- ⇒ how will it be written, edited, designed and printed?
- ⇒ how will you market and distribute the resources to your target group?
- ⇒ how will you monitor and evaluate the process?

# Planning and managing the publishing process

For any publishing venture it is essential to draw up a plan or overall schedule of activities and deadlines. A good project plan is an essential tool that will enable people to carry out their tasks better and monitor the project as it moves along. The questions you have considered above can all be fed into a more detailed project planning process (see also the model process on page 9, which you can adapt to suit your own situation and experiences).

When publishing a global youth work resource you should plan the whole process very carefully. The panel below outlines the tasks involved in actually publishing a resource.

## Publishing Tasks

1. Editorial team agrees an overall concept, any explicit values base or specific approach, and an outline proposal is written
  2. Agree format of publication e.g. number of copies, number of pages and obtain writer/designer/printer(s) estimates based on these
  3. Commission and brief writer(s)/designer(s) based on your budget and the best of the estimates
  4. Research - content, photographs, graphics, images
  5. Gather copy together
  6. Draft and re-draft materials as necessary
  7. First edit
  8. Trial/pilot with youth groups and youth workers
  9. Evaluate feedback
  10. Re-write or re-work
  11. Rough visuals of design (format, style, materials and estimated page length)
  12. Firm up printing quotes including format of material required by the printer
  13. Final edit
  14. Final copy/photos/images to designer
  15. Final design and proof read run-outs
  16. Prepare artwork for printer and re-confirm quote
  17. Check printing proofs
  18. Print
  19. Market and distribute
  20. Monitor feedback and evaluate.
- NB. It is very helpful if writer(s), designer(s) and production team can liaise early on. It can be very expensive to make amendments at the proofing stage, but even more expensive if you need to re-print work. Check artwork very carefully before finally sending it to the printer.

One of the most important skills in publishing is editing and exercising editorial and quality control over your materials. You will need to think about how you are sourcing your material and what is the most appropriate content for your target audience. Language and images are important and you should check that they do not alienate or discriminate against any particular groups.

Production can all too often be squeezed into the end of a plan with little time left for doing justice to participants hard work. Ideally designers and printers will be involved early in the publication process because they can make useful suggestions about content, materials and formats, and save you money.

Throughout the planning and production process make sure you contingency plan and allow enough time and resources to meet unexpected issues, which inevitably crop up at the most inopportune moments e.g. illness, computer failure, a missed deadline.

## Questions to ask yourself

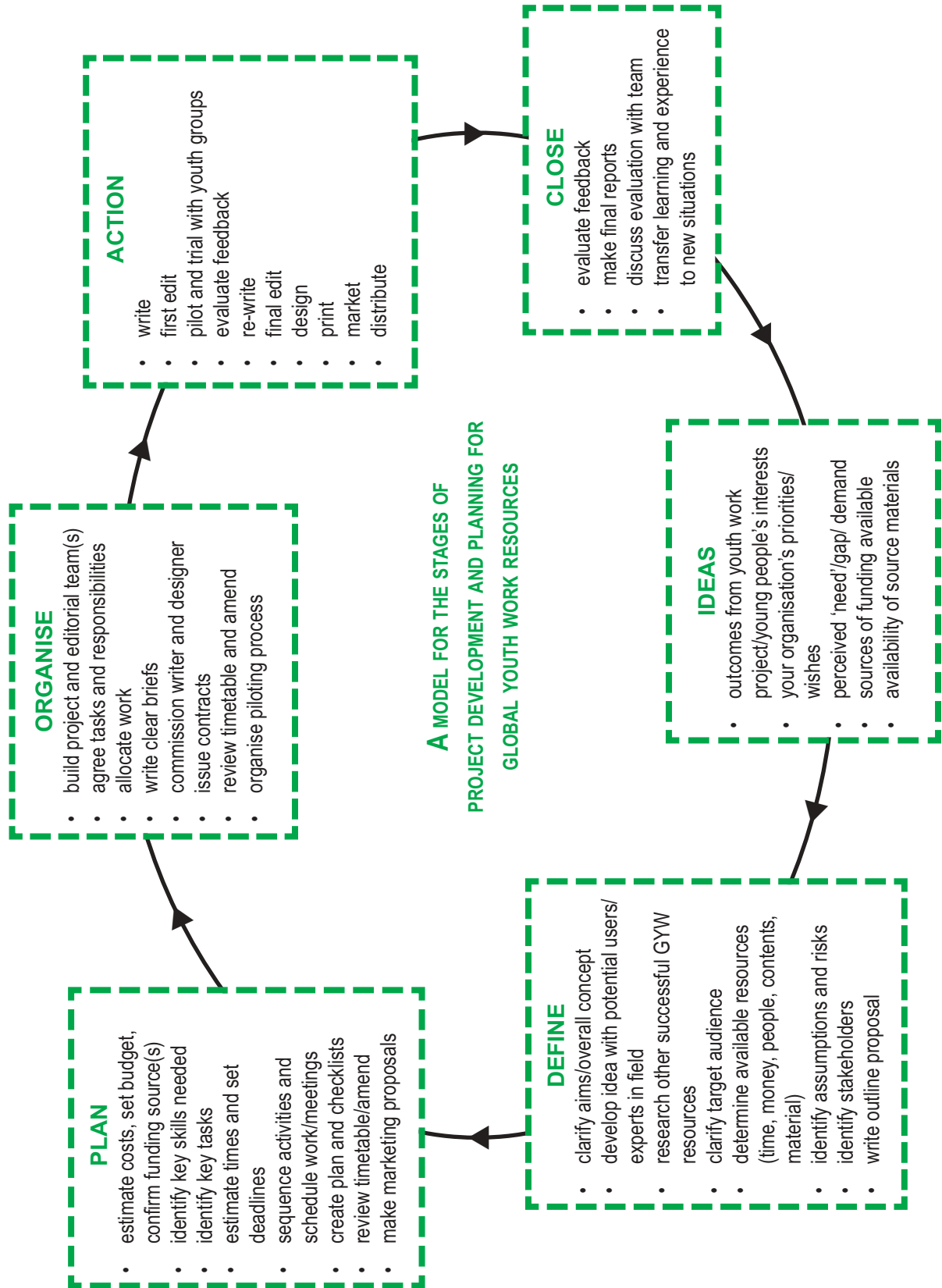
- ⇒ do you have a clear brief about what you are trying to achieve?
- ⇒ are you involving young people? how? (see below)
- ⇒ do you need to do more research? what do you need to find out? have you identified sources and resources for your work?
- ⇒ are you clear about editorial and quality control? will an editor/editorial team have the final say? who needs to agree this?
- ⇒ how will you organise the material?
- ⇒ do you need more primary information e.g. photographs and interviews?
- ⇒ are the people who are gathering the material clear about what they are doing?
- ⇒ how will you choose and commission the writers, editors and designers?
- ⇒ do you have a clear brief about your expectations for the writer(s) and designer(s)?
- ⇒ is it appropriate to hire in professionals? if you are hiring professionals, have you issued a contract clearly stating expectations, time-scales and when payments will be made?
- ⇒ do you have you a clear specification for the printer(s)? have you carefully costed the production process?

## Involving young people in the production of resources

- The idea for the theme of a resource may come from existing work with young people, or by consulting young people from your target group, to identify areas of interest, appropriate activities and style of the resource.
- They can be involved in all aspects of the resource s development, including writing the material and sitting on the editorial team. However, clear boundaries and roles need to be negotiated to ensure that their participation is valued and is not tokenistic .
- Links with young people and communities in the South can be obtained locally through a Development Education Centre, Black or Ethnic Minority community group, nationally through a development NGO or through the DEA network. An exchange of information can take place by email or even through a visit to a country in question. Young people who are involved in international exchange programmes can also provide valuable sources of ideas, information and experiences.
- One option that has been used effectively is to work with a group of young people over a number of evenings or a weekend, to generate ideas, identify themes and begin to write the resource materials. This approach can also involve creative arts such as drama, photography, and video or film.
- Whatever approach you adopt, at a minimum young people should be asked for comments on the resource s activities at a draft stage. Any resource must be tested as widely as possible with young people and youth workers from the target group.
- You may also wish to consider how to acknowledge and reward the young people involved in the project for their time and effort through award schemes, certificates and references, for example.



# Model for project development & planning



# Checklist for global youth work resources

## Young People's Participation in the Process

- ✓ Is the resource based on an agenda that has been negotiated with young people? X
- ✓ Have young people been part of the process of resource development from as early as possible? X
- ✓ Have you taken into account the views of a range of young people, ideally also making links with and involving young people from countries in the South ? X
- ✓ Are young people involved in the editorial process? X

## Global Awareness Content

### Does your resource

- ✓ engage young people in a critical analysis of local and global influences, in their lives and those of their communities? X
- ✓ encourage an understanding of the world based on the historical process of globalisation and not the development or underdevelopment of societies? X
- ✓ help young people to recognise that the relationships between and within the North and the South are characterised by inequalities generated through globalisation processes? X
- ✓ promote the values of justice and equity in personal, local and global relationships? X
- ✓ encourage an understanding and appreciation for diversity locally and globally? X
- ✓ portray the peoples and organisations of the North and South as equal partners for change in a shared and interdependent world? X
- ✓ encourage action that builds alliances to bring about change? X

## Good Practice Publishing

- ✓ Are the values and ideologies of those who produced the materials explicit? X
- ✓ Is information and data as up to date as possible, checked and appropriately referenced? X
- ✓ Are the people who are shown in any pictures or text named where possible? X
- ✓ Could your use of images or text reinforce stereotypes? X
- ✓ Do the materials encourage understanding of the context, history and relevance of quotes and images? X
- ✓ Are quotes, images and interview materials used in a way that encourages respect and understanding of the people involved? X

## Is your resource young people friendly?

### Does it

- |   |   |   |
|---|---|---|
| ✓ | start with young people s experiences?  | X |
| ✓ | encourage their personal, social and political development?   | X |
| ✓ | work to the principles of informal education and offer opportunities that are educative, participative, empowering and designed to promote equality of opportunity?                         | X |
| ✓ | make it clear what issues the materials are trying to raise?  | X |
| ✓ | clearly show how youth groups and youth workers should use the resource?  | X |
| ✓ | provide young people with access to all relevant information (facts about issues, people or countries etc) rather than keeping this in a separate section for the youth worker s eyes only? | X |
| ✓ | provide activities, which involve experiential, interactive learning methods?   | X |
| ✓ | avoid the assumption that the young people have no knowledge or experience to bring - does it draw out their knowledge and build on their experience?                                       | X |
| ✓ | provide activities that are fun and accessible to do - but not flippant or superficial?   | X |
| ✓ | offer activities in appropriately sized pieces or sessions (consider how long and how often young people in your target group meet)?  | X |
| ✓ | create opportunities for young people to take action that is realistic?   | X |
| ✓ | have a layout and design appropriate for a youth audience?  | X |
| ✓ | address facts, emotions and feelings?   | X |
| ✓ | avoid dumbing down an issue? you may need to acknowledge that there are no simple answers.  | X |
| ✓ | avoid language or structure, which could exclude or offend some young people or groups?   | X |
| ✓ | <b>Would you recommend this resource?</b>   | X |

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# Marketing and distribution

## Questions to ask

- ⇒ who do you want to buy/use your resource?
- ⇒ how much should the resource cost, considering your target audience, profit and production costs?
- ⇒ do you have a plan and budget for marketing?
- ⇒ who is responsible for marketing?
- ⇒ can you do the marketing yourself or do you need to seek help and advice or learn more about it?
- ⇒ who will produce a promotional leaflet/flyer?
- ⇒ how many copies can you realistically expect to distribute?
- ⇒ which organisations and publications should you send review/complimentary copies to?
- ⇒ which organisations are prepared to stock your publication and add it to their available resources list?
- ⇒ if you are left with a surplus of stock do you have storage space? can you afford to sit on stock? when the project ends how will the surplus be moved on?
- ⇒ if you sell all copies of your resource do you have plans for a future print run?

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## Suggested Steps

Here are four steps to produce a successful advert - A.I.D.A. - which can easily be adapted to producing and marketing a global youth work resource.

- Attention** A powerful headline, striking artwork and bright colours, can all help to gain your reader's initial attention. Both with publicity materials e.g. fliers, posters, and the resource itself e.g. packaging.
- Interest** Once a resource, or publicity has caught your reader's eye, and has got their attention, it needs to stimulate their interest. Unknown facts, a different perspective on issues or setting a challenge can be useful approaches.
- Desire** If your resource gains attention and has started to build interest, it will then start to work in building up a desire within the audience to take some form of action.
- Action** The next and most important part of the process is that call for action. Without this final call to action the resource may have raised awareness of an issue or topic but taking action completes the educational process. In global youth work this might take the form of a young person doing one or more of the following:
  - ¥ taking part in or recruiting their peers to a youth action or campaigning group
  - ¥ telephoning for an information or campaign pack to support personal or group action
  - ¥ reading more and learning more about an issue or topic, e.g. searching on the internet
  - ¥ changing their lifestyle in light of their awareness
  - ¥ talking to their peers about an issue
  - ¥ working on a peer education project.

Evaluation and measuring effectiveness are important elements of any global youth work activity. In the context of resource development, evaluation will provide essential information for gauging whether your targets have been met and whether you are professionally and personally satisfied with the outcomes. It will also help to inform future resource production and practice as well as providing the basis for reports to supporters, management and funders.

## Questions to ask

- ➔ what do you want to find out from the evaluation?
- ➔ who is responsible for evaluation?
- ➔ how much do you want to spend on it?
- ➔ what will you do with the results?

If you intend to do the evaluation yourself, the easiest and cheapest way is to enclose evaluation forms in the pack and hope that your customers send them back. The response rate from this method tends to be low and the sample not very representative. Postal and phone questionnaires, though more expensive, can be effective. Probably the best and most rewarding evaluation will be face to face contact with youth workers, young people and others who use the pack.

If you have the money it could be well worth making use of a consultant to undertake the evaluation. An external evaluator may bring a more objective appraisal of the resource and its production, but they will need to have a clear brief about what their role is. You will need to be prepared for an honest response.

When evaluating the production process and final outcomes it is important to have feedback on the extent to which everyone involved felt listened to, had ownership of the materials and developed personally as a result of participating in the project. Do not forget to include the views of the people used in the material as well as those who made up the planning group and contributed to the development of your resource.

The DEA operates two projects directly related to measuring effectiveness and improving practice in development education.

## DEPER Advisory Service

The Development Education Planning and Evaluation Service (DEPER) aims to enable a deeper understanding and awareness of planning and evaluation processes and increase effectiveness through the provision of training, consultancy and material resources.

For details of this service contact Sandy Henderson, Development and Training Officer, DEPER service, at the DEA. This service is subsidised for DEA members.

## MEDE Research Project

Measuring Effectiveness in Development Education (MEDE) is a joint DEA/DFID project, which aims to develop approaches to identifying appropriate measurements and indicators for effective development education practice. Indicators provide a way of measuring (indicating) that progress is being achieved. Education indicators can tell us something about the performance and effectiveness of an education programme and provide a reference point against which the education programme can be judged.

For more information about the MEDE project please contact Eve Billingham, Policy and Projects Officer, at the DEA.



## Other considerations

### International Standard Book Number (ISBN)

This is a product number, used by publishers, booksellers and libraries for ordering, listing and stock control purposes. An ISBN identifies a particular publisher and a specific edition of a specific title. There is no legal requirement to have an ISBN, but it helps the process of selling your publication and also provides access to the bibliographic databases used by the Book trade and libraries. The ISBN is in effect an additional marketing tool.

UK and Republic of Ireland publishers can obtain an ISBN from The Standard Book Numbering Agency Ltd, 12 Dyott Street, London WC1A 1DF. Enquiry line: 020 7420 6008. Email: isbn@whitaker.co.uk. There is a registration fee.

### Legal Deposit in the British Library

Publishers in the UK and Republic of Ireland have a legal obligation to send one copy of each of their publications to the Legal Deposit Office of the British Library within one month of publication. This is to ensure that a national printed archive is maintained and publications are preserved for future generations. A publisher is defined as one who issues or distributes publications to the public. The nature of the imprint and the size of distribution are immaterial, it is the act of issuing or distributing to the public which renders a work liable for deposit. The address to send your publication to, preferably before publication date, is Legal Deposit Office, The British Library, Boston Spa, Wetherby, West Yorkshire, LS23 7BY. Tel: 01937 546 267.

Other legal deposit libraries include the Bodleian Library, Oxford; University Library, Cambridge; National Library of Scotland; the Library of Trinity College, Dublin; The National Library of Wales. The Agent for the Copyright Libraries is responsible for acquiring legal deposit material for these libraries (100 Euston Street, London NW1 2HQ Tel: 020 7388 5061).

### Copyright

Copyright is obtained by the simple act of publishing.

### Further Reading

Guidelines on Producing Development Education Resources, Chris Mason, DEA (1998)

Focus on Images —The Save the Children Fund image guidelines (1991)

Thin Black Lines Rides Again — Political Cartoons & Development Education, published by TIDE ~ Development Education Centre Birmingham (1994)

Supporting Sustainable Development Through Educational Resources — a voluntary code of practice, produced by CEE for DETR & DfEE (1999)

Sustainable Development — a guide to selecting educational resources, produced by CEE for DETR & DfEE (1999)

## Development Education Association (DEA)

The Development Education Association offers a range of materials, support and training to assist the development of global youth work.

The [Global Youth Work Advisory Service](#):

This service aims to promote the development of global youth work as mainstream practice within the UK voluntary and statutory youth services and other organisations.

The service is made up of a group of people with diverse personal perspectives, working on a freelance basis or within voluntary youth organisations, statutory youth services, development education centres and non-governmental organisations.

Members of the service have completed a process which includes an initial training course and have had made a commitment to work to agreed quality standards.

Members of the service can assist with the planning, development and evaluation of global youth work resources.

[Global Youth Work newsletter](#), free to members of the DEA, includes updates on current resources, news on global youth projects and up & coming events. This is currently produced twice a year.

Promotion of the global youth work activities and resources of the [DEA membership](#). The DEA has a membership of over 220 organisations, including national and local youth organisations, development NGOs and a network of over 45 local Development Education Centres.

For more information on how to use the advisory service, how to contact DEA member organisations engaged in global youth work, or to receive or contribute to the newsletter, please contact the Youth Officer at the DEA.

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