



how do we know
it's working?



a toolkit for
measuring attitudinal change
in global citizenship
from early years to KS5

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Lead Partner:
Reading International Solidarity Campaign



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Quality or Quantity

How do we know it's working?



A toolkit to

- find out what pupils think about global (& local) issues
- Measure the impact of teaching

Devised by a network of teachers from Ethiopia, Slovakia, Czech Republic, Ireland and England- with 16 universities, hundreds of schools and thousands of pupils.

- Toolkit of 25 participant led activities for pupils of all ages.
- Our specialist focus has been activities for school partnerships with any global links.



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Safe spaces to ask what your students think.....



A learning environment with these four main characteristics:

1. Multiple perspectives acknowledged
2. No competition for the truth – no-one has all the answers, no need to agree with everything or ‘win’ the argument
3. Open ended – on-going reflection
4. Support for questioning and reflection on these ideas- thinking about why we think the way we do- without students feeling silenced.



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Five Global Learning Themes

- Diversity
- Human rights
- Interdependence
- Peace and Conflict
- Sustainability



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The Global Citizen...

- Is aware of the wider world and has a sense of their own role as a world citizen.
- Respects and values diversity.
- Has an understanding of how the world works.
- Is passionately committed to social justice.
- Participates in the community at a range of levels, from the local to the global.
- Works with others to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

global citizenship involves...	It is not....
asking questions and critical thinking	telling people what to think and do
exploring local-global connections and our views, values and assumptions	only about far away places and peoples
exploring the complexity of global issues and engaging with multiple perspectives	providing simple solutions to complex issues
exploring issues of social justice locally and globally	focused on charitable fundraising
applying learning to real-world issues and contexts	abstract learning devoid of real-life application and outcomes
opportunities for learners to take informed, reflective action and have their voices heard	tokenistic inclusion of learners in decision-making
all ages	too difficult for young children to understand
all areas of the curriculum	an extra subject
enrichment of everyday teaching and learning	just a focus for a particular day or week
the whole school environment	limited to the classroom

Quality or Quantity:
How do we know it's working?



Sample Activities



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What's the same?

What's different?



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His house is different, he has no electricity, he's in a hot place.

He's not wearing shoes and his face is different, he's got different clothes to us.

He's homeless and he has to sleep on the floor. He's too poor to go to school.

He lives in Africa, he has no mum or dad.



he is busy, he has the same sort of clothes, likes flying kite, he has the right to play

he's happy, has a religion, we're both human, we're children

he's absorbed, he likes playing, he likes and cares for his toys

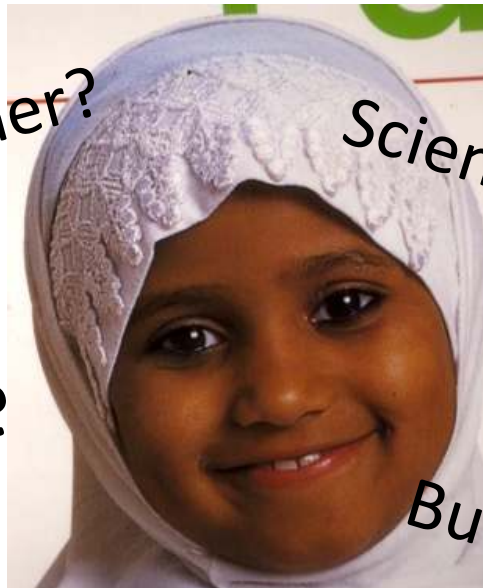
he's got a home, he's a member of a community

Who will have which job?



Farmer?

Doctor?



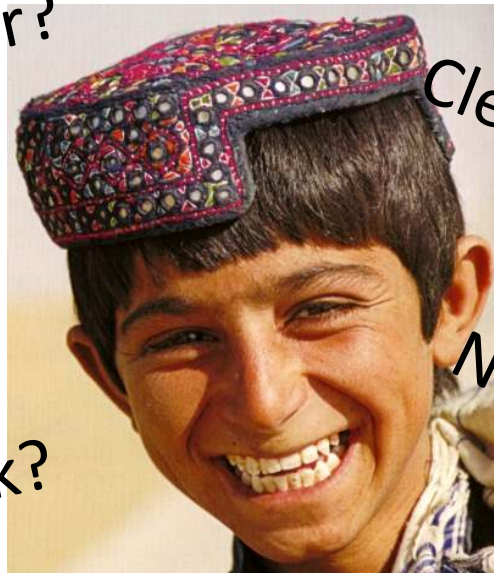
Scientist?

Builder?



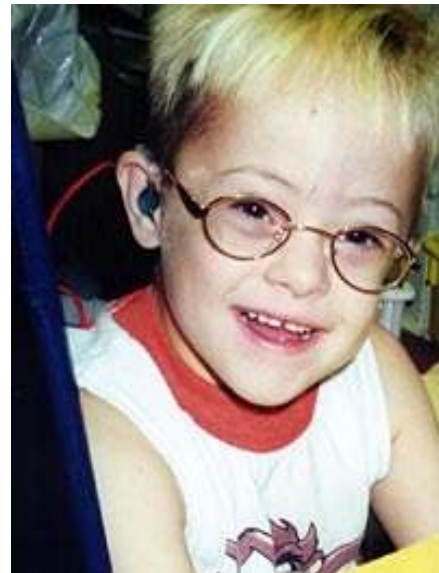
Teacher?

Cook?



Cleaner?

Nurse?





He's poor because he has no shoes, they don't normally wear shoes in Africa, he's from a poor country where children have to work, he's from Africa. He's a farmer because he won't have had an education so he'll follow in his family footsteps.



‘she’s a nurse, not a doctor’

‘she’s going to marry someone’



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‘teacher? That’s
easy...that’s the white
girl’

‘she looks clever so
she’d be a teacher’



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‘he’ll be a doctor cos he wants to help people like him’

‘he’d be a scientist’

‘you’d have to have a job sitting down wouldn’t you?’



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- people could be lots of things, scientists don't have to be men
- they can be anything they want to be, there is no right or wrong answer, any of them could be anything and it doesn't matter
- it's hard cos it shows nothing about them as people
- we decided what to pick by using our feelings – ourselves in their body and trying to think of what they'd do



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What do pupils know about Ghana?

I would be very
poor and I would
feel quite ashamed
because I would sometimes
be drinking flys because
they fly and they fall into
the well so we have to drink them
but Blue Peter gave
ghana clean
water to give
to give one

So
now
they
h

What do pupils know about Ghana?

- ‘this school is linked to a school in Ghana...we sent stuff we made for them to learn’
- ‘they don’t have running water, fridges, cookers, dishwashers...’
- ‘in Ghana there are charities which help loads of poor people to help educate them...’
- ‘designs...masks...drums...they are brilliant at art stuff’



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Another view of Ghana?



Developing a wider perspective:

Ghana is a country
It used to be called Gold Coast
Not a landlocked country
Borders Ivory Coast and Togo
They learn English in school
There are some Christians and some Muslims
They speak English as well

They eat porridge, guava, mango, pineapple
Breakfast is smoked fish and millet porridge
They eat yams and fufu

They have a good football team
They are in the world cup
Children in Ghana have their lunch outside



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It's very busy in the city
There is a rural and an urban
Lush

They make Kente cloth
We get cocoa beans from there
They grow big Fairtrade bananas
They grow fair trade products
They harvest and grow cocoa beans
Most cocoa bean farmers don't get a fair deal for their
work. That's why people introduced fair trade.

They have to pay a lot of debts to the richer countries
They were the first country to have independence
A history of slavery



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Only in China? Only in UK? Or Both?

An easy baseline activity for all pupils to see if they have unbalanced or narrow views of places or people that can be addressed.



Carousel of Activities



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Get the Toolkit



<http://toolkit.risc.org.uk>

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