

Leeds Development Education Centre (United Kingdom)

Project "Global Dimension in Social Sciences Subjects in Formal Education"

First Steps in Assessing Global Learning

TOOLKIT

The TOOLKIT “First Steps in Assessing Global Learning” was prepared by the Leeds Development Education Centre (United Kingdom) in the framework of the project **“Global Dimension in Social Sciences Subjects in Formal Education”**.



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What is good global learning and how do we know whether our teaching is having the impact we intended? “First Steps in Assessing Global Learning” was developed to support global education practitioners in assessing global education effectiveness, impact and quality in order to improve the learning process. The Toolkit has been developed by Leeds Development Education Centre (United Kingdom) within a project “Global dimension in Social Science subjects in Formal Education”.

The Toolkit looks at the different approaches to a global education evaluation process. It deals with the significance of global learning and its place in the formal education system. The Toolkit provides ideas on assessment towards related learning outcomes in a variety of Global Education topics: Fair trade, Refugees, Trans-Atlantic African Enslavement Trade and others. The Toolkit includes questionnaires and other evaluation tools that can be flexibly adjusted to the content of different teaching subjects and to different age groups of students. Analysing the answers of students in two case studies the Toolkit provides recommendations on how to define the objectives, learning outcomes and how to set assessment criteria for your own lessons.

We hope that “First Steps in Assessing Global Learning” will help you to plan and assess effective global learning activities, strengthening your students’ skills and nurturing the values and attitudes needed for life in our interdependent world.

1 Global Learning and Assessment

What do we mean by the term Global Learning and why is it important?

We live in a diverse and rapidly changing world where we are creating many challenges for ourselves as a species, and also for other life-forms on the planet. Young people, growing up in this world, need education that prepares them to meet these challenges, an education that enables students to understand the global processes that have such an immense influence on their lives and “make the connections between issues like poverty and climate change and their own lives”. If we believe that it’s important to provide a global dimension to education, then surely it’s important that we have a sense of how useful or effective our attempts to inform young people are.

This brief guide will provide an introduction to how Global Learning can be assessed.

Some views on Global Learning

Education empowers people with the knowledge, skills and values they need to build a better world. Education is much more than an entry to the job market. It has the power to shape a sustainable future and better world. Education policies could promote peace, mutual respect & environmental care.

United Nations Secretary-General **Ban Ki-Moon**

Every day we hear about different incidents taking place around the world and quite often we might have an impression that they are of no concern to us. Global education makes us more aware of being part of it... like a small puzzle.

Global education enables us to look at countries in the Global South from a completely new perspective. It is much easier to relate to TV broadcasts or articles, as journalists are quite often looking for a scoop rather than the truth. It is a form of independent thinking without using widespread stereotypes.

Karolina Kryściak and **Michał Szczepanik**, Teachers, Poland

Global education helps to show that a different globalisation is possible. It allows teachers and students to identify, critically examine and try to minimise globalisation’s traps - such as consumerism, destruction of cultural and natural diversity, disregard for human rights, violence - while taking advantage of its opportunities - such as global connections and circulation of people, information, ideas, cultures - to participate in the creation of a new globalisation in which Human Dignity, not Profit, is in the centre.

Madza Ednir, Educationalist, Brazil

1 Global Learning and Assessment

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

UNESCO, General Conference, Paris, 19 November 1974

Global education promotes a positive attitude towards learning and develops social skills. It encourages teachers to think differently of the cognitive and emotional development of the student. The working relationship between the student and the teacher evolves and becomes more inclusive, dynamic and egalitarian. It is for the teacher to guide students and encourage them to grow core values and attitudes such as diversity, equality, respect and openness. The aim is also to develop healthy, creative and curious persons, motivated and confident students learning what they need to know, applying it in any context they face. In doing so, global education is a new journey for both students and teachers. It is in such a world, in a world in which the sole certainty is the certainty of uncertainty, that we are bound to attempt, ever again and each time inconclusively, to understand ourselves and each other, to communicate, and so live with each other and for each other.

Jacob Sovoessi, Educationalist, Benin

What should Global Learning cover?

There are many different definitions of Global Learning and what teaching global learning could include. The Development Education Research Centre, based at the Institute of Education, suggests 4 key areas that should be a focus for schools:

- **Sense of Global Outlook**

reflecting upon and understanding the viewpoints of others; recognition that we live in an interdependent world, understanding different responses to concern for global poverty; and a sense of global responsibility.

- **Recognition of power and inequality in the world**

understanding the influence of colonialism and the complexities of globalisation; moving beyond seeing adaptation to globalised society as merely the development of more flexible skills and intercultural understanding.

- **Belief in Social Justice and Equity**

reflection on what is meant by social justice, consideration of the relationship between a more just world and a personal values base of empathy and passion.

1 Global Learning and Assessment

Think Global

defines global learning as education that puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

Oxfam

Global Citizenship:

- Gives learning meaning by being exciting, relevant and grounded in 'real-life' scenarios.
- Challenges misinformation and stereotyped views about Majority World countries, and allows children to counter ignorance and intolerance.
- Acknowledges that we have power as individuals: each of us can change things, and each of us has choices about how we behave.
- But this power can be even greater when we work collectively.
- Demonstrates how the world we live in is unfair and unequal, but promotes challenging and changing this.
- Encourages us to recognise our responsibilities towards each other, and learn from each other.

• Commitment to reflection and dialogue

looking critically at one's views about the wider world and challenging assumptions we all have; engaging in dialogue with others to understand different viewpoints; and recognising that critical thinking, reflection and dialogue may lead to a re-consideration of one's own worldviews.

Global Learning isn't Geography! Global Learning has a place in all subjects and each subject can bring different perspectives and insights. By enabling students to understand global themes through the lens of different subjects we are enabling them to build a better understanding of the complexities and diversities of our world and prepare young people to engage actively in meeting the challenges and shaping its future.

Think Global, a UK Development Education network says: "In a fast changing, globalised world, education needs to help people understand the wider world around them and make the global connections between issues such as poverty or climate change and their own lives. It should prepare them to live and work in a global society and economy and engage them to make the world a better place".

The UK Government's national Global Learning Programme sets out to address these challenges by supporting teachers to help students:

- think critically about global issues
- explore alternative models of development and sustainability,
- consider the relative merits of different approaches to reducing global poverty and draw conclusions about the causes of global poverty and how it can be addressed.

Ensuring that young people are 'globally literate' means them having knowledge and understanding of some of these and, very importantly, **the skills** to interpret and form opinions and attitudes about issues and events as they come across them in the course of their lives.

This Guide sets out some 'Big Ideas' for one or two topics together with related Learning Outcomes. Obviously these can be modified for your students' age and ability level. We have provided some questionnaires as models. A blank template for you to adapt to a particular theme / subject and further 'Big Ideas' frameworks are available on our website (see Resources section at the back).

1 Global Learning and Assessment

Assessing impact

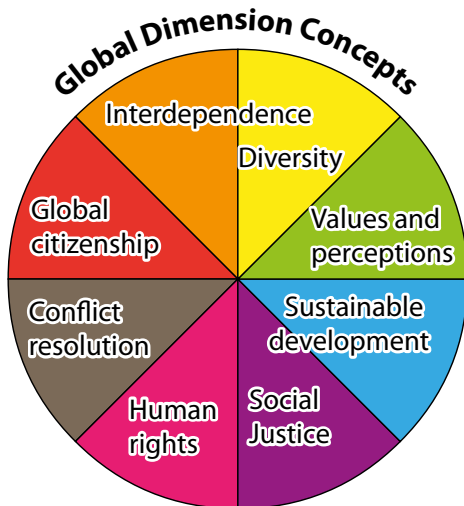
The impact of Global Learning has generally not been widely assessed in schools because it is comparatively difficult, it is not a big priority and because there have been a lack of tools to do it. However, we know from anecdotal evidence that teachers, pupils and Schools Inspectorates have noticed its impact and appreciated it.

How do we know what is good global teaching and learning? And how do we know whether our teaching is having the impact that we intend?

In order for to know whether learning has been successful, we need to know what we are assessing, to define Assessment Criteria and to be clear about how these fit with other normal subject assessment criteria. Global Learning is such a broad 'discipline' that it is almost impossible to define it all. There are a number of things which can provide starting points for assessment. We propose two steps for the Assessment of Global Learning.

Step 1: Use one of the following frameworks to identify one or more **Global Learning Concepts** that you will cover. In this guide, we include 3 from the UK:

- Oxfam Citizenship
- Global Dimension Concepts
- Global Learning Programme



These frameworks are not 'mutually exclusive'. We suggest using them as a guideline and perhaps selecting elements from more than one to fit your subject and scheme of work. There are links to these and other frameworks from Germany, Scotland and Australia in the resources section.

The 8 Key Concepts, in the ellipse opposite, are a popular and accessible starting point for many schools. Oxfam's Global Citizenship Framework is useful for assessment because it includes **Values & Attitudes** as well as Knowledge and Understanding.

Oxfam's Global Citizenship

Knowledge and Understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

Values and Attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

Source: Education for Global Citizenship, Oxfam 2006

Developing the global dimension in the school curriculum: Dfes 2005

1 Global Learning and Assessment

Finally you might find that The **Global Learning Programme** (England) criteria are the best fit for what you want to teach:

Global Learning Programme

1. Knowledge of developing countries, their economies, histories and human geography
2. Knowledge of the basic elements of globalisation
3. Knowledge of the different ways to achieve global poverty reduction and development and the arguments around the merits of these different approaches.
4. Knowledge and understanding of the concepts of interdependence and sustainability
5. Supporting enquiry and critical thinking about development and development issues.
6. Knowledge about the developing world, the causes of poverty and what can be done to reduce it. They will also develop the skills to interpret that knowledge in order to make judgements about global poverty.

Clearly, the better understanding the teacher has of these themes the better they can support students' learning. However, it's important not to feel 'put off' by feeling you do not have adequate knowledge of a particular theme or issue. Many global issues are both complex and interdisciplinary, so there will be relatively few 'experts'. What's more important is to be clear about what you want your students to learn. You'll find some examples of Learning Outcomes for specific themes in Section 3 (p26) of the toolkit.

Step 2: Create a set of global Learning Objectives and Learning Outcomes, relating to your chosen concept, for a chosen 'Scheme of Work' or lesson.

Since there is an almost inexhaustible number of themes or topics that might be covered in schools – at different ages and in different subjects – we will give some general guidance in this section. In the next section we provide two case studies from UK schools as examples of the approach. Finally in Section 3, you will find some selections of Topic-based frameworks with 'The Big Ideas' and Learning Outcomes.

Questions you might want to consider in doing this. How will studying the concepts through the 'lens' of your subject:

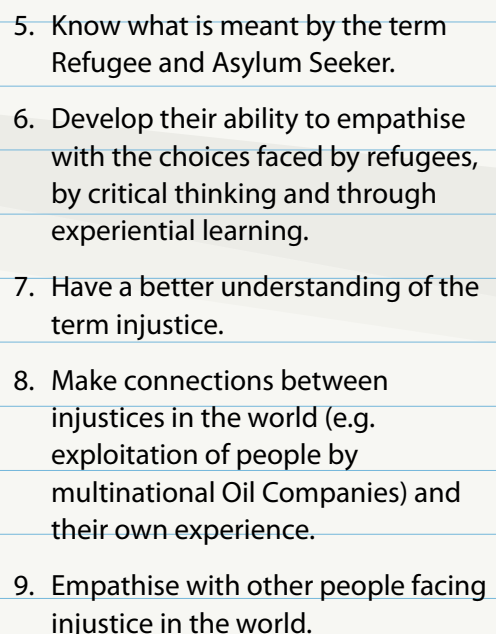
- a) deepen students' understanding ?
- b) affect students' attitudes towards the people, processes or places?

Below we have given some examples of how teachers of Drama, Art & Design and Religious Education have done this.

Assessment example 1

Subject:	English Literature/ Drama
Theme:	Justice/Injustice
Set book:	Blodin the Beast. Author: Michael Morpurgo Pub: Frances Lincoln ISBN: 9780711209107
Synopsis	This is fable about a beast that stalks the land, breathing fire, reducing villages to ruins and enslaving people. The story focuses on whether the inhabitants of the last free village will dare to stand up against the tyranny of 'Blodin the Beast'.
What are the key themes of this book?	Injustice, Human Rights, Active Citizenship
Global Learning:	Knowledge: Social Justice/ Injustice / Human Rights/ Peace & Conflict Value & Attitudes: Empathy/ Belief that people can make a difference

1. Explore what is fair and unfair through their role in the drama.
2. Develop an understanding of oppressors and oppression and relate this to abuse of Human Rights.
3. Deepen their knowledge of Human Rights.
4. Develop an understanding how people's choices are limited by their situation.



1 Global Learning and Assessment

Assessment example 2

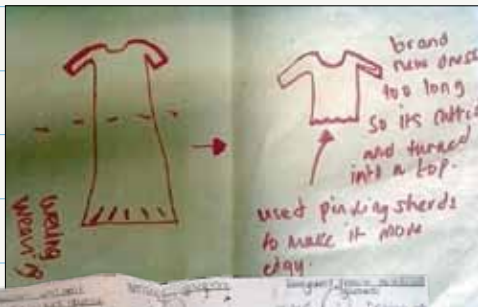
Subject:	Art and Design – Eco- Fashion
Theme:	The impact of Recycling and Upcycling on the design industry
Global Learning:	Sustainable Development and Interdependence

The teacher identified the following Global Learning Objectives:

1. To challenge students' way of thinking about the products they use.
2. To enable students to understand the concept of Upcycling.
3. To help students understand the difference between Recycling and Upcycling.

She then assessed changes in knowledge, dispositions and attitudes through a Base and Endline Questionnaire. Reviewing the results of the Assessment Questionnaires, she decided to refine her Global Learning Objectives and use whole class assessment strategies (see section 3) to assess knowledge and attitudes in relation to:

4. Whether the global Fashion Industry can help address the issue of Sustainable Development.
5. Student attitudes to materials that would normally be thrown away.



The impact of recycling and upcycling on the design industry (2)

1. What are the benefits of Recycling?
Save the planet good for the environment
Saves energy reduces greenhouse gas
2. What are the benefits of Upcycling?
upcycling gives an item a better purpose
can reuse the material in a different way
to make something new
3. How often do you recycle?
☐ Always
☒ Most of the time
☐ About half the time
☐ Once in a while
☐ Never
4. Why do you recycle? Recycling helps to reduce the
If you do not, why do you choose not to?
Pollution caused by waste
5. What items do you recycle most?
Glass bottles and jars, plastic
bottles and cans
6. Have you attempted to upcycle any items? If so, what and how?
fabric made out of clothing
7. Have your views to upcycling changed?
☒ Yes
☐ No
Please provide details (or why?) Cans into flower
pots, fabric made out of clothing
discarded materials into something
useful



1 Global Learning and Assessment

Assessment example 3

A theme-based approach

Subject:	English Literature/ Drama
Theme:	Study of Refugees and how they are represented and treated
Global Learning:	Human Rights / Peace and conflict/ Globalisation and interdependence

The teacher identified the following Global Learning Objectives

1. Conflicts within countries are the biggest cause people becoming refugees
2. Resolving conflicts is the key way to reduce the number of refugees
3. Most refugees and asylum seekers are in countries of the Global South/ Majority World
4. Understanding terms: Refugee, Asylum Seeker and Migrant
5. Refugees live in very precarious situations, often without their basic needs
6. The media portrayal of refugees and asylum seekers is often inaccurate and biased
7. Misconceptions about refugees and asylum-seekers are common
8. Refugees have made many important contributions to the culture of the UK and other host countries

2 Case Studies of Impact Assessment

Assessment Case Study 1 Fair Trade and Stereotypes

Since knowledge informs our understanding and attitudes, it's important for us as educators to be conscious of our own knowledge and attitudes, so that we, as far as possible, avoid the danger of reinforcing prejudice or negative images.

Picture in your mind someone that grows bananas. Write 5 words about them below:

- 1) Malnutrition/
skinny
- 2) African
- 3) Little clothing
- 4) Baskets on
their backs
- 5) No shoes,

The image opposite is taken from a questionnaire about Fair Trade. Take a look at the image opposite.

- Who do you think wrote this?
- How accurate do you think it is?
- What kind of representation is it of someone that farms bananas?
- How typical would this response be in your country?

Now compare that 'picture' of a banana farmer, with the images in these photographs:



This table shows the 10 countries in the world that produced most bananas in 2011.

Rank	Country	Production (Million of Tonnes)
1.	India	29.7
2.	Uganda	11.1
3.	China	10.7
4.	Philippines	9.2
5.	Ecuador	8.0
6.	Brazil	7.3
7.	Indonesia	6.1
8.	Colombia	5.1
9.	Cameroon	4.8
10.	Tanzania	3.9

Source: <http://www.whichcountry.co/top-10-largest-producers-of-bananas/>
For more info: <http://www.bananalink.org.uk/content/where-bananas-are-grown>

2 Case Studies of Impact Assessment

Some facts:

- Most banana farmers are not African. They are Asian or Latin American
- Banana farmers are not well paid, farmers working for themselves and selling their produce to a Fair Trade buyer are better off.

Questions:

- What 5 words might you use to describe a banana farmer?
- Do the photos and this information change the perception of what a banana farmer might 'look like'?

The words in the first insert box, were written by a trainee teacher in their final year at university (and was a typical response from this cohort of students). It invites us to ask the question, if this is the perception of the teacher, how well equipped will they be to help their students learn?

... banana farmer?

Here are two further responses:

Picture in your mind someone that grows bananas. Write 5 words about them below:

- 1) Hard working
- 2) enthusiastic
- 3) confident
- 4) fun
- 5) good experience

Picture in your mind someone that grows bananas. Write 5 words about them below:

- 1) Happy
- 2) poor
- 3) kind
- 4) Intelligent
- 5) ~~Outstanding~~ hard working

These are typical responses from one class of Year 5 Children (age 9-10) at primary schools in Leeds, who had been taught about Fair Trade. They provide a very different picture. The pupils do not make the assumption that Banana Farmers come from Africa, or that they are malnourished, badly-clothed and have no shoes. The association for the students is relatively positive and at the same time more realistic. We do not know why the pupils consider Banana Farmers to be "Intelligent" or "Kind", or why they think they would find their work "Fun". This could be something for the teacher to follow up.

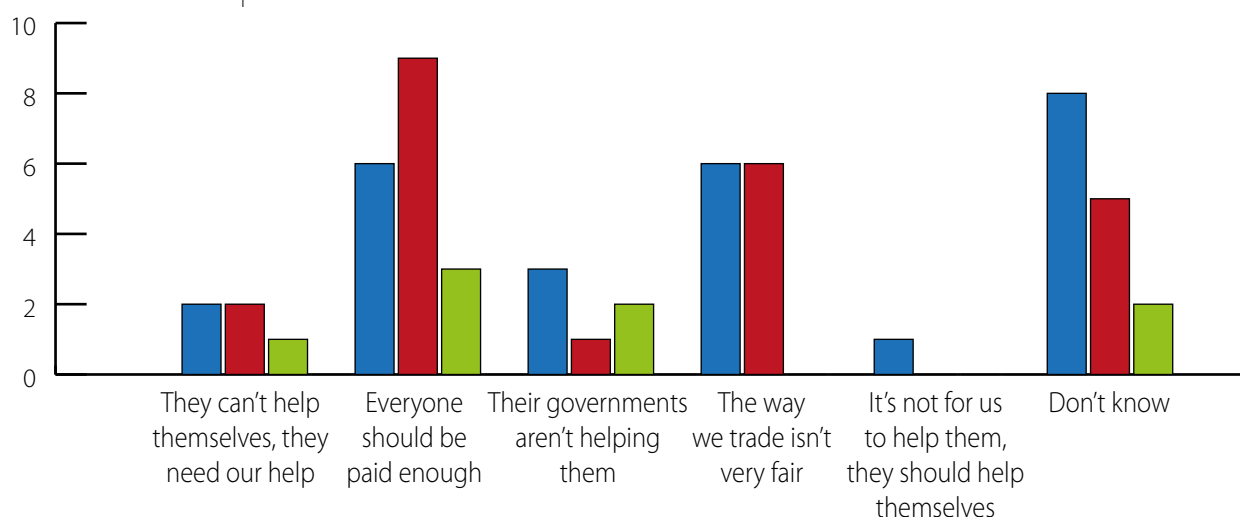
2 Case Studies of Impact Assessment

The examples above come from a survey conducted in two schools and with one group of student teachers. The overall results showed that at the end of a topic on Fair Trade, students had a clear awareness of some aspects about it. Most students thought they could make at least some difference to the lives of people who are poor. A significant group showed some understanding of structural causes of poverty (in relation to trade).

- 47% Students identified the world trading system as being the reason that people don't get paid enough.
- 27% thought it was because producers didn't have much say in the price.
- On the other hand 22% didn't know, while 6% thought it was because producers weren't smart enough.
- Almost all the students and trainee teachers we surveyed identified Fair Trade as 'Paying people properly' or 'Trading properly'.
- 14 % didn't know what Fair Trade was and 6% thought it related to governments helping the poor.
- In response to the question: "We should help because.." a small but significant group (18%) thought it was because "they can't help themselves", "their governments aren't helping them" or that "it's not for us to help them", and more than a quarter of students didn't know.

Interestingly surveys completed by a group of student teachers showed very similar results.

"People who produce things don't always get enough. We should help them because ... "



The Blue and the Red responses are from pupils, the green are the student teachers' responses.

It's clear from the surveys that the lessons on Fair Trade had an impact, but it *was not as extensive as the teachers that we spoke to thought it might be.*

2 Case Studies of Impact Assessment

Students at one school also took part in a focus group. The discussion confirmed that pupils had a good idea of what Fair Trade is and its purpose. However it also showed that students held many negative and inaccurate perceptions. These surfaced without being cued. There was a shared assumption in the group that Fair Trade related to Africa, where people “don’t have much stuff” (e.g. “food, houses, school”). There was a perception that “They just have houses made out of straw .. mud huts .. and that metal material farmers in Yorkshire use for pig styes”. In other words, there seems to be an association in students’ minds between African people living in houses that we see as fit to keep pigs in. Asked to describe the people’s houses, **no positive words/ phrases were used:**

“They don’t have enough walls”

“You’d feel claustrophobic”

“Tatty”

“Scruffy”

“Rusty”

“Small”

“Smelly”

When prompted to think about positive things about people’s houses, students responded

- “At least they have a house”
- “Shelter – they are very grateful to have whatever they get”
- “Some people have to sleep on the streets and its very dangerous... cars can kill you if you’re sleeping on the street”

On further prompts students said:

“On ‘Comic Relief’ it said a lot of people kidnap people and use them as their servants... a boy in Africa... he got kidnaped and then he got helped by ‘Comic Relief’ ... and now he’s got his own family.”

“But they’ve got something good in their country – people don’t steal things because they don’t have a lot of good things **because all of Africa’s really poor**”

The pupils referred a lot to the annual TV fund-raising ‘event’ called ‘Comic Relief’ (recently on TV); this was repeatedly cited as the source of their knowledge. Comic Relief’s mission is “to drive positive change” for “a just world, free from poverty”.

The survey and focus group demonstrated that students had **gained some understanding** about the *importance of fairness in producing things we consume*. However, **the lessons had not shifted the many deep and negative perceptions of Africa**. Africa was referred to as if it was one place, even though students were aware that there are many different countries in the continent. Africa was inaccurately seen as ‘the place’ which benefited from Fair Trade.

2 Case Studies of Impact Assessment

Assessment Case Study 2 The Transatlantic African Enslavement Trade



Source: Cesesma

The Slave Trade, as it should more accurately be called, The Transatlantic African Enslavement Slave Trade, is a standard part of the taught History Curricula in the UK. Transatlantic African Enslavement is significant as it was the precursor of Britain's expansion as a colonial power. This 'Triangular Trade' helped fuel the Industrial Revolution, which benefited everyone in the United Kingdom.

This topic lends itself to exploring a number of Global Learning themes including: Human Rights, Social Justice, Intercultural Understanding and Interdependence. However it's often taught with only a limited reference to these concepts. Working with **Leeds West Indian Centre Charitable Trust** we identified a number of Learning Objectives and Outcomes that could be included in studying this topic.

The title Slave Trade doesn't describe which Slave Trade is being studied, a more precise and meaningful title would be the Transatlantic African Enslavement Trade. This title also ensures that the learner is aware that the trade was about the enslavement of free individuals; it avoids depersonalising the experience of 12.5 million African people whose freedom was taken away and whose lives were 'destroyed'. Could the change in title from 'The Slave Trade' to the 'Transatlantic African Enslavement Trade' affect students' perceptions of it and of Africa and its people?

The way the that 'The Slave Trade' is often taught carries with it the danger of reinforcing stereotypical and negative perceptions of Africa and people of African Heritage. Sometimes the topic may be taught without reference to lessons that may be learned from studying it. There may be little or no reference to slavery or injustice in the present day. Students are not always taught about the civilisations that existed in Africa at the time and in the past.

Big Ideas for studying the Transatlantic African Enslavement Trade

1. *The Transatlantic African Enslavement Trade (TAET) was a new form of slavery and an important economic process.* The enslavement of Africans was a massive business, which made huge profits for the traders and the slave owners in the Americas.
2. *Transatlantic African Enslavement depopulated Africa and slowed its economic, industrial and civic development.* Views of Africa today are affected by perceptions of Transatlantic African Enslavement. There is little knowledge of how the depopulation of African and subsequent conquest as a "... resource for European development" affected the development of the African continent.

2 Case Studies of Impact Assessment

Transatlantic African Enslavement was justified on moral, religious and pragmatic grounds. Supporters of African enslavement, such as Governor Duffie in the United States of America, justified it by arguing that Africans were “in all respects, physical, moral, and political, inferior”. In England, Temple Luttrell, MP for Milborne Port declared in the House of Commons (1777). “Some gentlemen may...object to the slave trade as inhuman and impious; let us consider that, if our colonies are to be maintained and cultivated, (it) can only be done by African negroes”.

3. *Transatlantic African Enslavement enriched Europe and contributed to the Industrial Revolution.* African enslavement was tolerated in part because it enriched countries in Europe. Profits from trading in free African labour were invested in Europe and, it's argued, helped finance the industrial revolution.
4. *Resistance of enslaved Africans helped bring about its abolition.* There is often little reference to the actions of the enslaved people to bring about the end of their bondage. Both Africans and some enlighten White Europeans actively opposed African enslavement. Teaching the history of revolts against enslavement and campaigners (e.g. Olaudah Equiano, Ottobah Cugoano, Ignatius Sancho, Harriet Tubman, Nanny of the Maroons and Frederick Douglass) is also important because they redress the image of the enslaved as being passive victims.



Source: Cesesma

5. *The legacy of the TAET is here today in Africa, Europe and the Americas.* The treatment of people of African descent is still a major issue today. Eric Williams, the academic and first Prime Minister of Trinidad and Tobago wrote: “Slavery was not born of racism: rather, racism was the consequence of slavery”.

6. *Slavery did not end with the abolition of the trade.* Although illegal, slavery is widespread in the world today including in Europe. Archbishop Desmond Tutu, no stranger to exploitation, observed in 1999, “Slavery ... I didn't know about all these forms that existed. I think it's largely because we aren't expecting it. It is hidden.” The 2nd of December is observed as **International Day for the Abolition of Slavery**. The Index on Slavery estimates there are over 35.8 million slaves in the world today. The International Labour Organisation has a lower figure, 21 million.

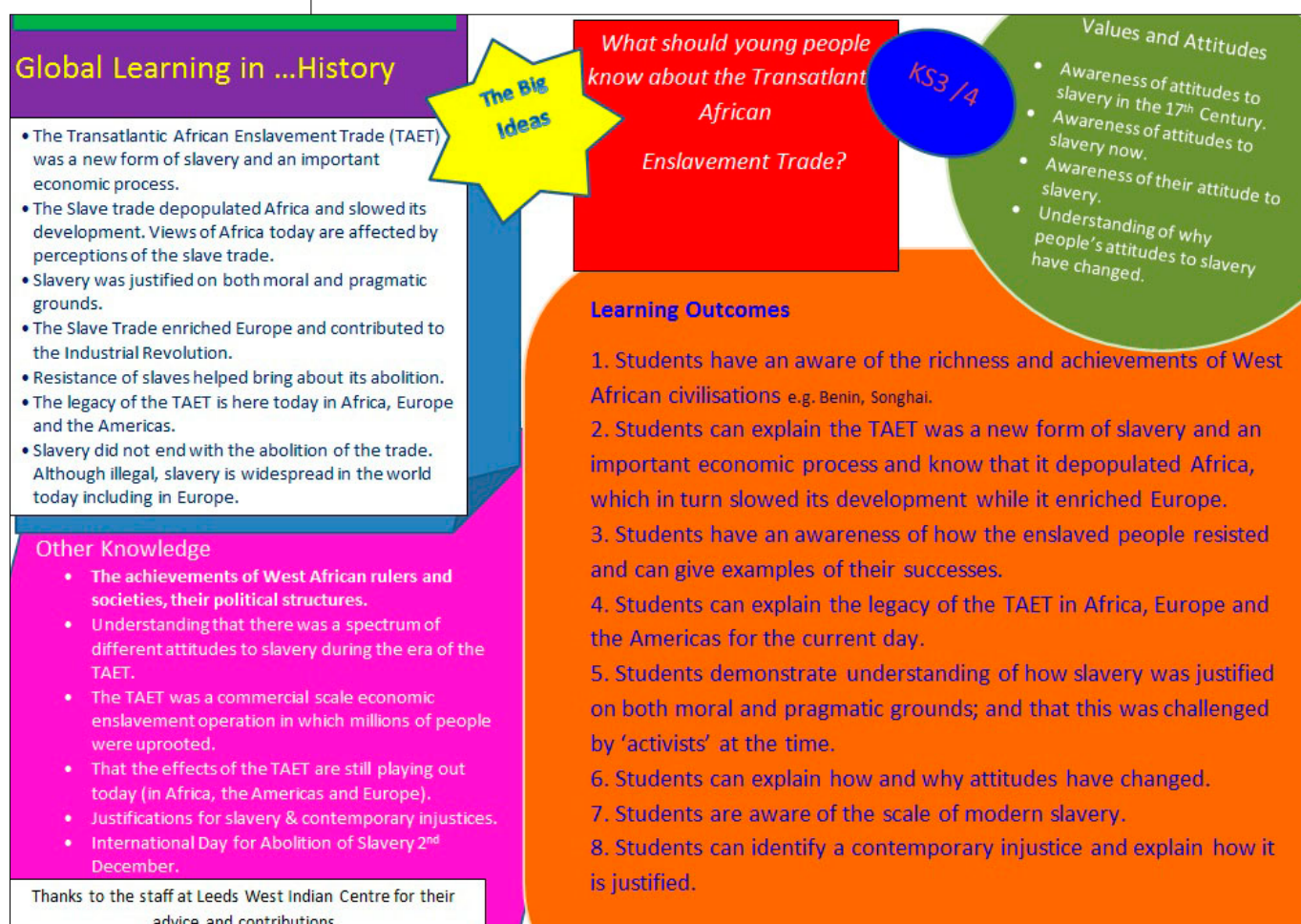
Learning Outcomes

1. Students have an awareness of the richness and achievements of African civilisations.
2. Students can explain the Transatlantic African Enslavement Trade (TAET) was a new form of slavery and an important economic process and know that it depopulated Africa, which in turn slowed its development while it enriched Europe.

2 Case Studies of Impact Assessment

3. Students have an awareness of how enslaved Africans resisted and can give examples of their successes and failures.
4. Students can explain the legacy of the TAET in Africa, Europe and the Americas for the current day.
5. Students demonstrate understanding of how the enslavement of Africans was justified on moral, religious and pragmatic grounds; and that this was challenged by 'enlightened activists' at the time.
6. Students can explain how and why attitudes have changed.
7. Students are aware of the scale of modern enslavement.
8. Students can identify a contemporary injustice and explain how it is justified.

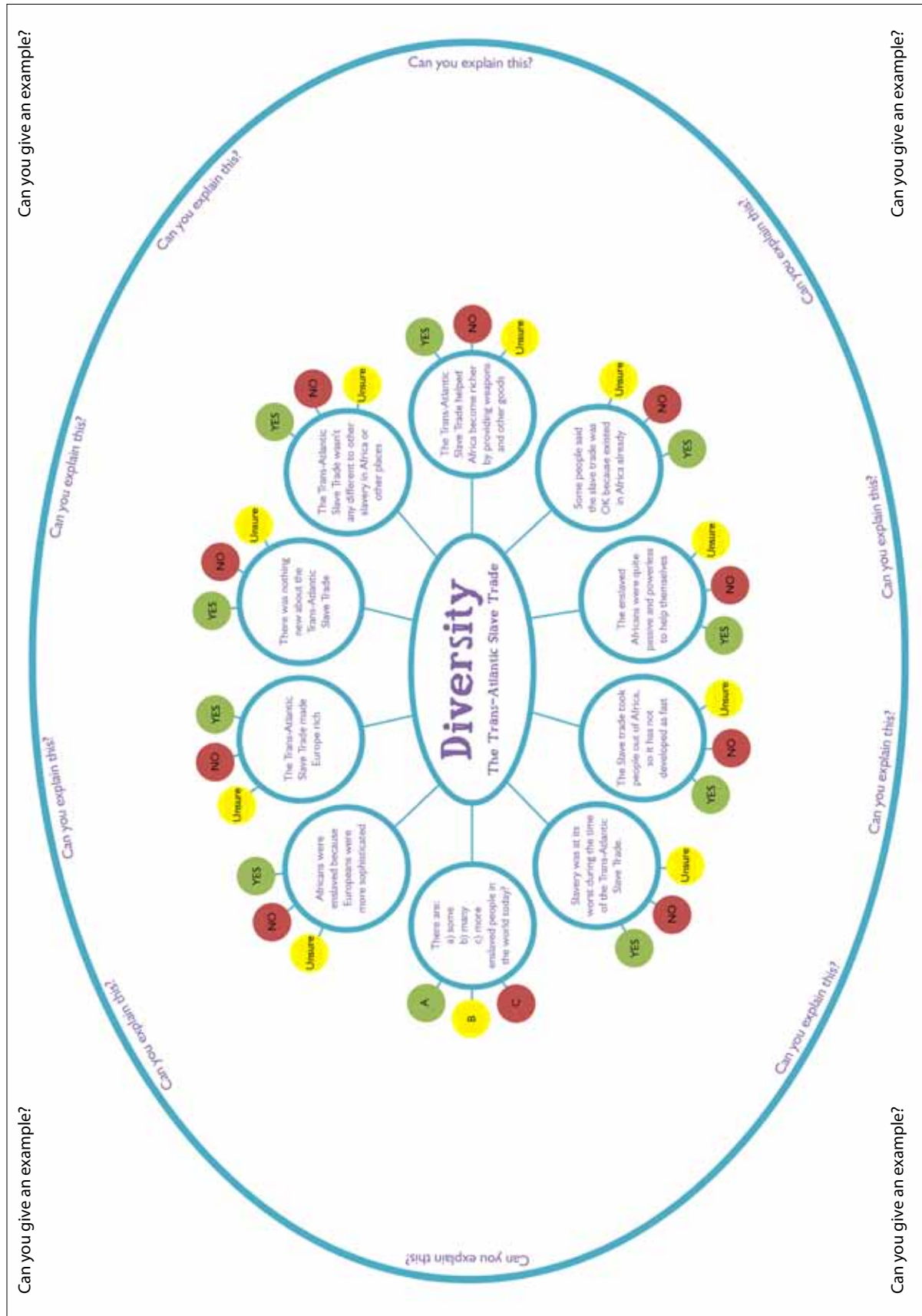
These Key Ideas and Learning Outcomes are summarised in the following one-stop guide, together with Values and Attitudes and additional knowledge.



Using a set of **Base** and **Endline Surveys** and a focus group we found out about the students' understanding in relation to the Learning Outcomes. These surveys were a mixture of multiple choice and open-ended questions, and so it was relatively easy to see the impact of the lessons.

2 Case Studies of Impact Assessment

Big Ideas



2 Case Studies of Impact Assessment

The results from the schools were not uniform – both in terms of the Baseline survey and the end results. There was a range in terms of both students' knowledge about transatlantic enslavement and their attitudes towards Africans. The results showed that at the end of the topic a sizeable number of students felt that Africa had become richer as a result of the trade, over two-thirds of the students had an image of enslaved Africans as being quite passive and powerless to help themselves (despite having a lesson on this).

- In one class more students thought that Africa had benefitted from the trade in this way after they had studied it.
- More than a third of students in one school felt that the trade had not effected the development of Africa, or were unsure.
- A majority of students thought that slavery was at its worst during this era (whereas there are more enslaved people in the world today).
- One teacher commented: "The students clearly seem to perceive the slave trade as being at its worst during this time period. We have looked at modern slavery but the depth of lessons on transatlantic slavery have forced this perception." More than half the students thought that 'Africans were enslaved because Europeans were more sophisticated', or were unsure. A significant number of students had changed their mind about this by the end of the scheme of work, but they were still a minority. Students had a very limited picture of what Africa was like before this period. Almost all students thought there were no kingdoms, cities or governments (or didn't know), and around a third of students didn't know whether people lived in houses, or thought they did not. However, where the teacher had tried to factor-in teaching to address the key learning outcomes, there were clear changes in student knowledge and understanding, and some shifts in attitudes.

The African Transatlantic Enslavement Trade is an important global topic in UK schools because it offers the possibility to address prejudice and racist attitudes, or to reinforce them. **There was a gap between what teachers thought their students were getting from the topic, and what they were actually learning.** Assessment of this topic has enabled schools to review their teaching with a view to making sure that study of the transatlantic enslavement does not actually have the opposite effect to what is intended. In the words of one teacher: "**The findings clearly highlight some areas for development** in our current slavery scheme of work and notions that need to be emphasised more clearly. The key areas to develop seem to be:

- Life in Africa both before, during and after slavery
- Slavery in the past- comparison of slave trades before teaching the Transatlantic African Enslavement Trade

The following areas are already taught but certain points need to be emphasised in the lessons and potentially re-addressed:

- Justification for slavery
- Comparison with modern slavery
- Slave resistance, potentially through case studies

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Criteria for Assessing Global Learning in your subject

The example of the Assessment of the African Enslavement Trade and Fair Trade can be applied to other subjects and topics. The key to this is clearly defining the Global Learning Objectives and Learning Outcomes, which will form the assessment criteria. There are opportunities to address global learning in all subjects, however these may look quite different from one subject to another. So, a teacher of a Foreign Language and a teacher of RE might both cover aspects of Human Rights or Sustainable development, but they are likely to cover these themes from different perspectives and at different levels of depth. Each will make a complementary contribution to students' understanding. The assessment of these will be based around the specific Learning Outcomes each teacher decides on. There are a number of things you might want to consider when incorporating the 'global' into your Learning Outcomes.

Defining Global Learning Objectives and Assessment Criteria

Feeling confident?

Some teachers say that they feel they don't have sufficient knowledge or the issues themselves, it may be helpful to take part in a face-to-face or online course. For details on CPD training, see the section and links at the end of this guide.

Checklist:

- What is the specific global learning you want students to explore through this theme? (What are your key Learning Objectives ?)
- Is there any specific *Knowledge* will help students make sense of the issue?
- How does this fit with what the curriculum says you have to teach?
- What values and attitudes could this foster?
- What are the *global* Learning Outcomes?

A Lesson or Topic-based approach to assessment uses frameworks as a starting point and leaves the teacher to identify which ones they feel are most appropriate and feasible in relation to a particular topic or scheme of work. You can find exemplar frameworks in Section 3 of this handbook. The first step is to integrate the *Global* elements into the Learning Objectives and Outcomes for the lesson or scheme of work that you are going to teach.

We all have an awareness of global themes and issues and this awareness will inform our ability to integrate the themes into our teaching. However, as said before, we should not we feel 'put off' by any lack of knowledge.

Consider how the following could relate to and feature in a particular lesson or scheme of work:

- Learners move from a charity mentality to a social justice mentality
- Learners gain greater awareness of poverty and sustainability
- Learners explore alternative models of development and sustainability
- Learners make connections to their own lives and concerns
- Learners think critically about global issues

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Some key questions:

- Does your lesson or topic make connections to the world today?
- Does it enable young people to have a deeper understanding of a global challenge(s)?
- What values, attitudes and dispositions should we nurture (or challenge) to achieve a more sustainable and socially-just world?

Perspectives and Dispositions checklist:

Will teaching this topic/ scheme of work include any of these?

- Awareness links and connections between people and places
- Beginning to understand where key decisions are made
- Understanding the role of culture in own and others' identity
- Awareness of diverse and multiple perspectives
- Taking action to improve the quality of people's lives here and overseas

Definition of 'disposition': a person's inherent qualities of mind and character (Oxford English Dictionary)

Approaches to assessment

Assessment for Learning

In this approach, assessment of global learning is built into your normal student assessment. In the UK some teachers use Writing Frames and Learning Review Sheets for assessing students' knowledge and understanding. Clearly integrating Global Learning Outcomes into these will provide a good way of assessing individual knowledge and understanding.

Examples from a UK school

Learning Review

By the end of topic you:

Will be able to explain the three main causes of the abolition of slavery and judge which was the most important.

Will be able to explain the three main causes of the abolition of slavery and judge which was the most important. They will also be able to begin to explain why the abolition occurred in 1807.

Will be able to explain the three main causes of the abolition of slavery and judge which was the most important. They will also be able to fully explain why the abolition occurred in 1807 and understand why slavery is such a significant topic to learn about.

Which coloured box best describes your achievements this lesson?

Write down the colour of the box as a subheading followed by 2 stars and a wish:



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However, it's may be difficult to know whether, or how far, attitudes and perceptions have changed. It may be more useful and sensitive to assess change in attitudes and perceptions by surveying the whole class. A survey can also address a wider knowledge that may not be so easy to incorporate into your ordinary assessment.

The Trans-Atlantic African Enslavement Trade

Question

What can we learn about civilization in West Africa from sources A and B? (10 marks)

The similarities between the sources are...

Do Sources C and D support the view that the Africans passively accepted their enslavement?

This can be seen where it says...

Why do you think source C was produced? (13 marks)

The differences between the sources are...

What does Sources C, D and E tell us about why slavery was abolished? Use your own knowledge to help you answer the question. (10 marks)

This can be seen where it says...

In conclusion, the sources mainly agree / disagree because



Assessment Questionnaires and other Evaluation tools

You might use this approach if you want to capture the overall impact of teaching a topic or theme. Teachers have found that their assumptions about students' knowledge and attitudes are not always 100% accurate.

Quick and Easy: One of the advantages of these tools is that they are relatively quick and easy to use. They can give a quick 'snap-shot' of where a class is 'at', or, can be analysed in more detail to produce graphs, which can be shared with other staff or students.

This kind of assessment works well using questionnaires and other types of survey. We'd recommend using a mix of closed and open questions. The closed questions will give you data. The open questions are likely to reveal more about perceptions and attitudes. A combination of both should give you an insight into where you want to adjust your scheme of work. (You'll find a template in the Resources Section).

✓ **Tip** It's also possible to do the assessment as a whole group activity.

✓ **Tip** If you put the results of your survey into an 'Excel' table, it will produce a graph to show the results.

✓ **Tip** Put the Graph on a PowerPoint and share it with the class to see their reactions.

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fx		
D	E	F
a)	They don't work hard enough	3
b)	They're not smart enough (to tackle all difficulties)	0
c)	They don't have much say in the price	15
d)	The world trading system isn't fair	28
e)	I don't know	11

Example:
The producers don't get paid enough because

When you've input the data into an Excell workbook, click on 'Insert', then choose a style of graph from the 'Charts' section.



You can copy this and paste into a Powerpoint slide.

Questionnaires

a) Base and Endline Questionnaires

These are a good way of showing what learning has taken place and whether a scheme of work has changed student attitudes.

b) Endline only

Endline surveys can be used at the end of a lesson to capture exactly what the students have taken in. These often produce specific information, which gives a clearer picture of what students know or how they perceive an issue.

c) Student Focus Groups

Focus Groups require more time to organise, and the willing participation of the students. However, they can provide real insight into students' attitudes and perceptions of a topic. This information can be invaluable in addressing prejudice and misconceptions.

✓ **Tip** To make changes in attitude easily visible, use the same questionnaire for both Base and Endline. Students complete the Baseline in one colour. At the end of the topic, ask students if their opinions have changed; they then complete the Endline in a different colour.

✓ **Tip** You could ask some older students, a student teacher or a parent to run a focus group.

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Traffic Lights

- ✓ **Tip** This can work well with students working in pairs.
- ✓ **Tip** It works well with a Powerpoint presentation.

A simple way of getting a sense of students' knowledge, understanding and attitudes. Give students Traffic Light cards. Ask them to hold up their cards in pairs in response to a rapid series of questions.

TRUE, DON'T KNOW, FALSE? (red, yellow, green)

1. Nelson Mandela was on the US Terrorism Watch List until 1997?
2. US President Reagan called Mandela "a giant of history...one of the most influential, courageous good human beings".
3. A British Prime Minister said "The ANC is a typical terrorist organization...Anyone who thinks it is going to run the government in South Africa is living cloud-cuckoo land".
4. Mandela freed South Africa?

Answers

1. No. He was on the US Terrorism Watch List until 2008.
2. No. It was President Obama.
3. Yes. It was Margaret Thatcher in 1987.
4. Many people took part in the struggle to end Apartheid in South Africa and give everyone the vote.

Activity-based methods – Class Voting

In this approach, students do activities which enable us to measure outcomes. The example given is a 'Voting Activity'. Instead of the assessment being based on questionnaires, it is based on the results of the activity. The publication 'How do we know it's working?' (RISC 2008), from which the activity below is adapted, contains other activities which can be measured in this way.

Topic: Why are people hungry?

Source: How Do We Know It's Working

Learning Outcomes

- Students have a better understanding of Interdependence; and know that food consumed in the 'North' / Minority World is grown on land in the 'South' / Majority World where many people don't have enough to eat.
- Students are aware that there is enough food in the world, but it isn't shared equally.
- Students are aware that charity is not 'the answer'.
- Students are aware of some of the inequalities and injustices in the world trading system.

Equipment

- 9 opaque pots with a hole in the top
- Pot of beads/seeds/pebbles
- 1 set of the statements (below), cut up and arranged next to the pots

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There are too many people	People in rich countries don't give enough to charities
There is not enough food to go round	The best land is used to grow food for other countries
Food is not shared out fairly	Poor farmers are not allowed to sell their food to rich countries
People can't grow food because of wars	Farmers don't use new ways of growing more food
People are too poor to buy food	



Baseline Assessment:

Ask the students to take 3 beads and use these to 'vote' for the reasons they think best explain why people are hungry. They can use their beads in any way they like i.e. to vote more than once for one reason.

Activities

1. Put up the results of the voting on the board and discuss these with the students.

- Were the results what they predicted?
- Were there any surprises?
- Do they agree with them?

2. Explore the topic further.

For more information, try searching the internet under the heading 'Food Security'

- The UN estimates that though the situation has improved over the last decade, **805 million people** were "chronically undernourished" in 2012–14.
<http://www.fao.org/publications/sofi/2014/en/>
- 10 myths about hunger
<http://www.theguardian.com/global-development/2014/oct/16/world-food-day-10-myths-hunger>
- Activity on the World Trading system
http://www.oxfam.org.uk/~media/Files/Education/Resources/Food%20for%20thought/Learn/Learn_Can_You_Beat_The_System_Game_Long.ashx

3. Do the voting activity again

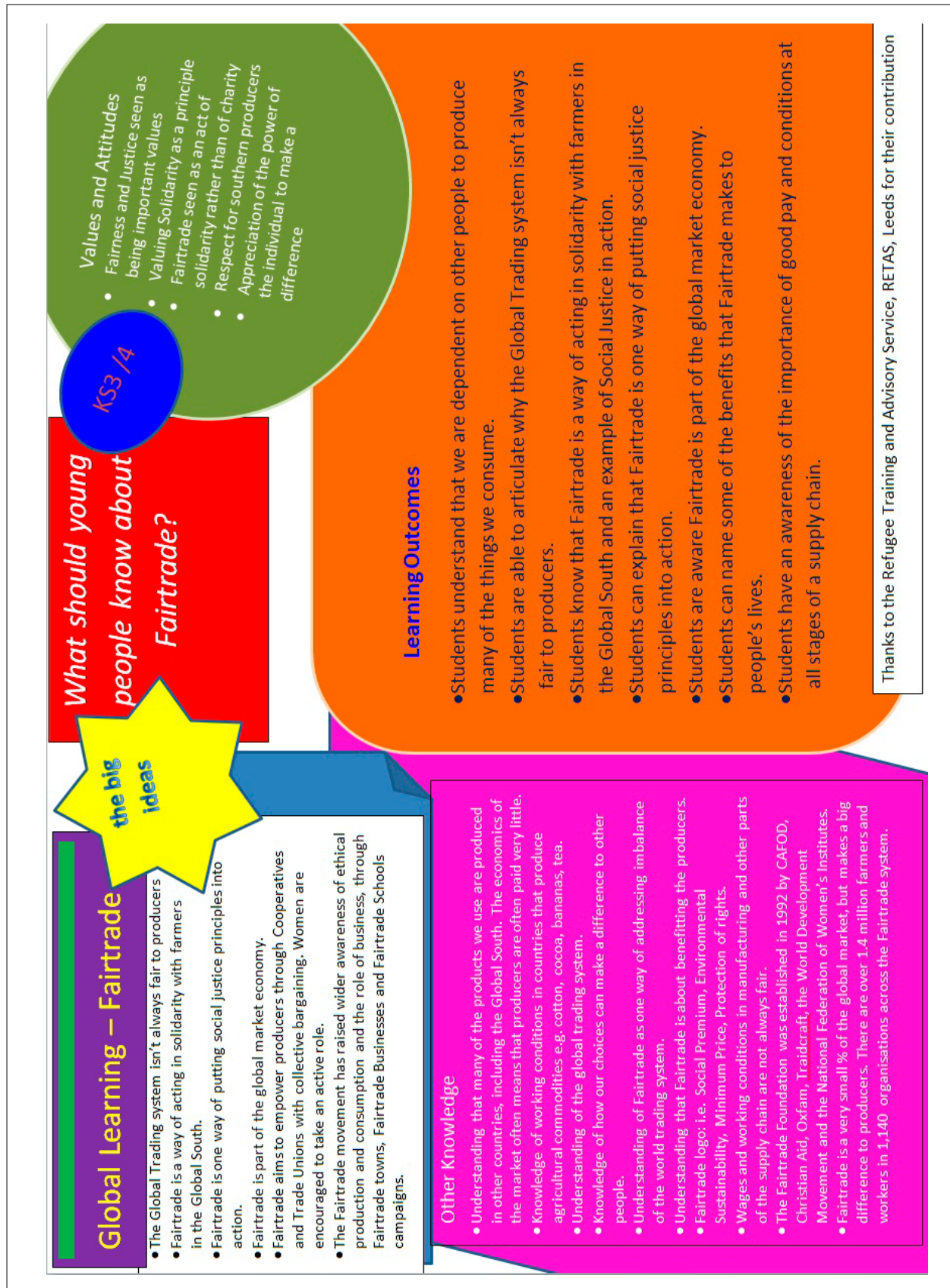
Points to look for:

- To what extent are the results of the vote reflective of the Learning Outcomes?
- Is there an increased recognition of poverty and land use as causes of hunger, rather than that there is an inadequate supply of food or too many people?
- How much of a change in attitude has taken place?

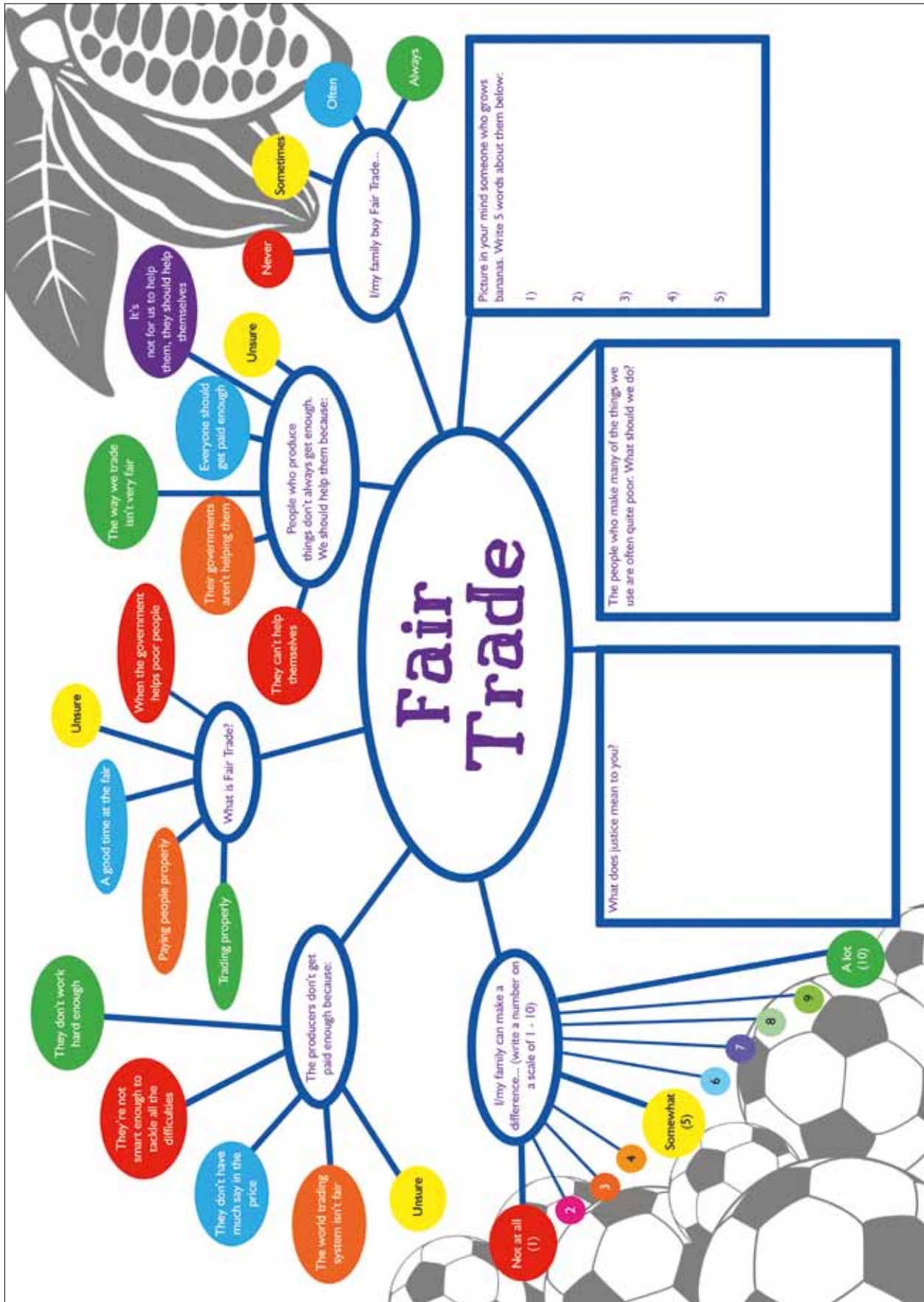
3 Some Methods & Tools for Assessment

Examples of Frameworks and Assessment Tools

Fair Trade

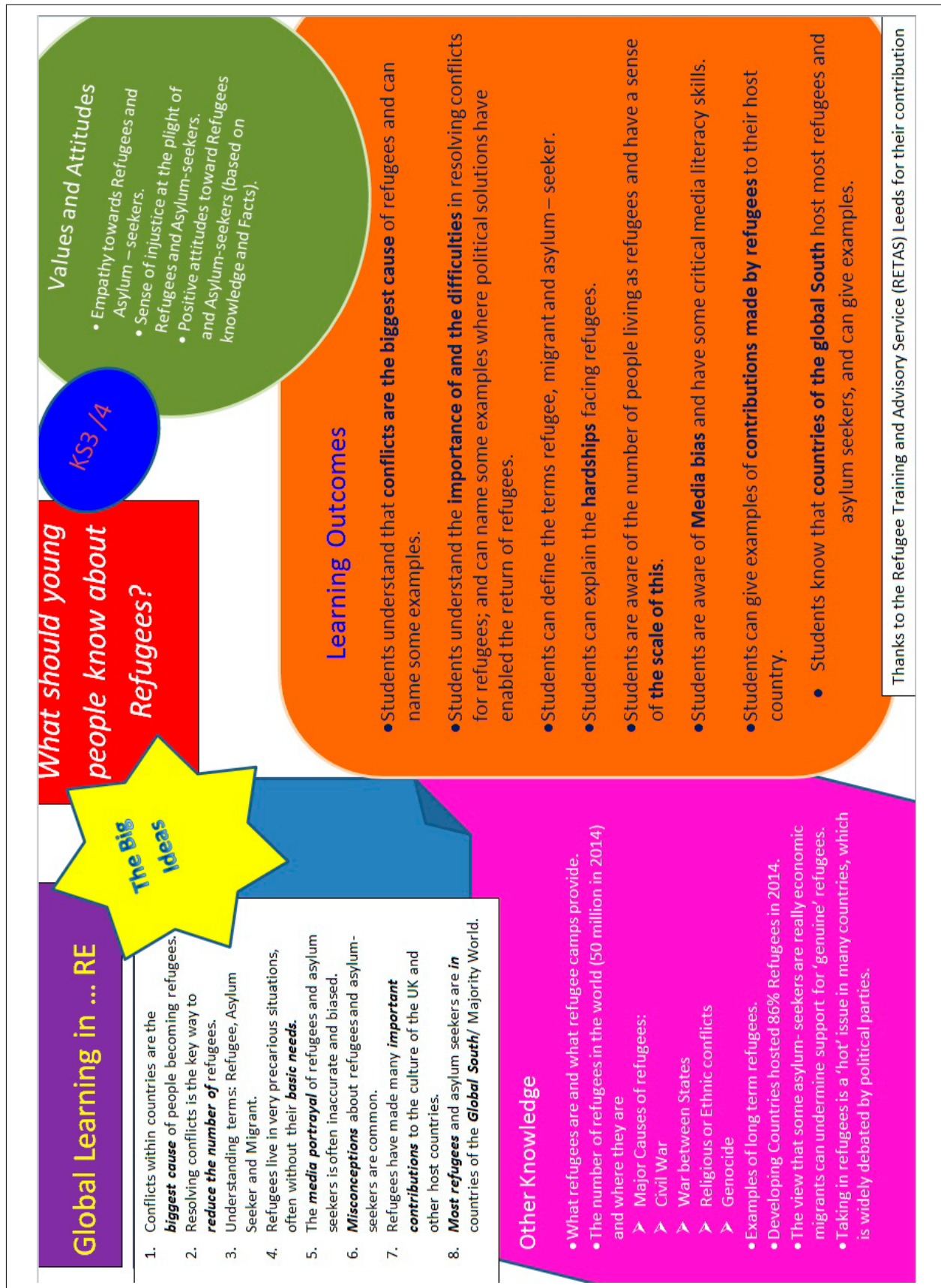


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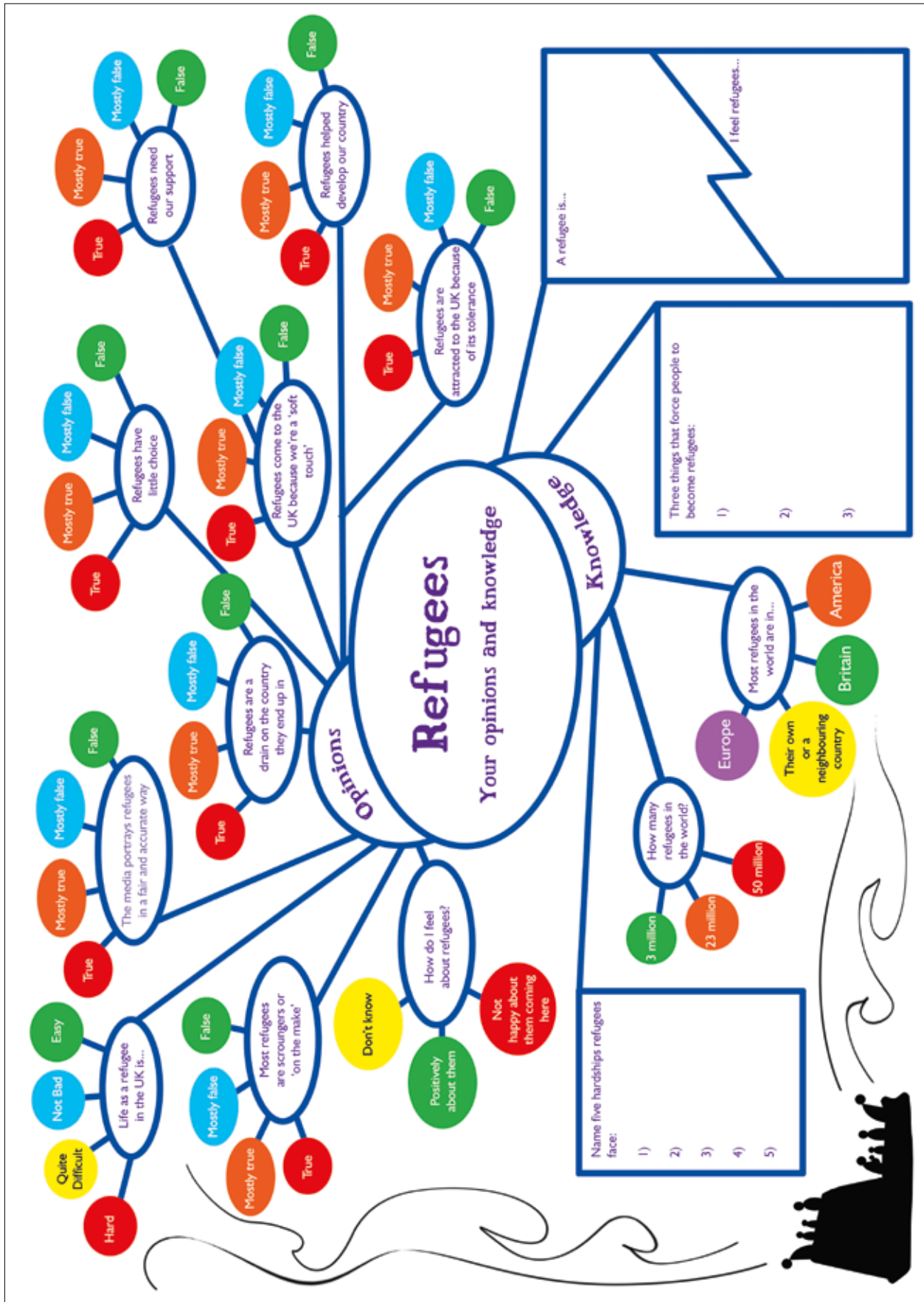


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Refugees



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Further information and links

The project “Global dimension in Social Science subjects in Formal Education” (Nr.DCI-NSAED /2012/280-401, implemented with financial support of EC “EuropeAid” programme) has contributed to integration of global education into formal education. The project was implemented by the Education Development Centre (Latvia) in cooperation with LEEDS Development Education Centre (United Kingdom), Mondo (Estonia) and British Council in Latvia from January 2013 to December 2015. The project has created global education support materials that are available here: <http://www.globalaizglitiba.lv/global-dimension/project-issues/>

- Report on Study about Development Education Aspects in Social Sciences
- Development Education Programs and Study Materials GUIDE
- First Steps in Assessing Global Learning

CPD Training and Support

Training and support is available from a variety of Development Education providers across Europe. You can find out who offers support in your country by searching under Global Learning on the Internet. Many organisations that work in the Global South also have education programmes.

In the UK

Leeds DEC provides training and consultancy on Global Learning. The centre offers training on a variety of curriculum and subject topics for Primary, Secondary and Special Schools, including **The Global Teacher Award; Global Literacy for a Fairer World** and **From Charity to Justice** designed to help teachers feel confident about the how and why of global learning, reflect on their teaching practice and inspire critical global thinking in their students. We also provide training and support for schools on Global Learning Assessment and Whole School approaches to global learning. Leeds DEC is also the regional training provider for the British Council Connecting Classrooms programme. For more details: www.leedsdec.org.uk . Phone 0113 380 5655

The national consortium of DEC's (CODEC) provides a wide range of training programmes for teachers and schools: www.globalclassrooms.org.uk

In Latvia

Education Development Centre offers three global education programs “Improvement of pedagogues’ professional competences in global education”, “Improvement of youths’ competences for effective life in the modern world”, and “Improvement of the competences of education experts and community representatives in global education”. Programs provide an insight into global education; the participants receive support material - lesson plans, worksheets, action planning steps, etc. For more about the programs: <http://www.iac.edu.lv/>

4 Further information

The network of Global education schools created by the Education Development Centre is an important centre of resources and methodological support in global education in the Latvian regions. 21 schools operate in the network.

In Estonia

Training and support for Estonian teachers is provided by the Global Education Centre of NGO Mondo. The GE Centre has its training centre in *Telliskivi Loomelinnak* in Tallinn (Telliskivi 60 A1) where visitors can borrow books and documentary films from the library and buy Fair Trade products and handicrafts produced by small entrepreneurs in the Global South that are partners in NGO Mondo's development cooperation projects. The Global Education Centre offers teacher training courses, and provides materials, methods and support. Through the Centre schools can book school visitors, workshops and exhibitions, as well as take part in various competitions and school linking programmes with schools in Ghana, Kenya, Afghanistan and Yemen. The materials and methods as well as info on the trainings and events can also be found in the Internet portal www.maailmakool.ee

Useful resources

The Global Teacher Leeds DEC, 2013
Action for Social Justice, DVD, Leeds DEC, 2010
How do we know it's working? RISC, 2008
Development Education Programs and Study Guide, Education Development Centre, Riga 2015
African Achievements: Liberation and Aspiration Leeds Bi-Centenary Transformation Project, 2009
The theory and practice of global learning, DERC, IOE, 2014
The No-nonsense Guide to Fair Trade New Internationalist 2013
Developing the Global Teacher, ed. Miriam Steiner, 1996, Trentham Books

Websites

Leeds DEC	www.globalschools.org.uk www.leedsdec.org.uk
Education Development Centre MONDO	www.iac.edu.lv www.mondo.org.ee

Useful Frameworks

Oxfam Citizenship Framework
http://www.oxfam.org.uk/~media/Files/Education/Global%20Citizenship/education_for_global_citizenship_a_guide_for_schools.ashx
Global Dimension 8 Key Concepts (UK)
http://clients.squareeye.net/uploads/global/documents/gdw_8_key_concepts.pdf

4 Further information

Education for Social Justice

<http://uk.educationforsocialjustice.org/mod/resource/view.php?id=19>

Global Learning Programme (England)

<http://globaldimension.org.uk/glp/page/10706>

Cross-curricular Framework for Development Education in the context of Education for Sustainable Development (Germany)

http://www.opf.fi/download/135903_reiner_mathar.pdf

Education Services Australia, aims to “to increase the amount and quality of teaching of global education in Australian primary and secondary schools”.

<http://www.globaleducation.edu.au/global-education/what-is-global-ed.html>

Credits

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Schools:

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Priesthorpe High school

Morley Academy

Calverley Parkside Primary

Roundhay High School

Kirkstall St Stephen's Primary

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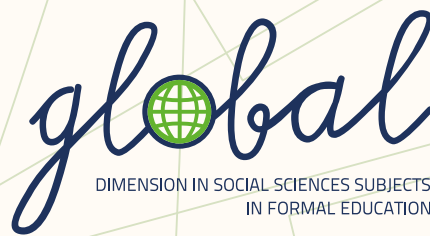
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RISC (Reading International Solidarity Centre) for inclusion of the activity 'Why are people hungry' from the highly recommended publication 'How do we know it's working'

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PROJECT "GLOBAL DIMENSION IN SOCIAL SCIENCES SUBJECTS IN FORMAL EDUCATION"

The project "Global Dimension in Social Sciences Subjects in Formal Education" (No. DCI-NSAED/2012/280-401) is implemented by the Education Development Center (Latvia) in cooperation with LEEDS DEC (United Kingdom), Mondo (Estonia) and The British Council in Latvia. The project is implemented in the framework of the European Union Development and Cooperation Bureau "EuropeAid".

Overall objective. To promote education for development and to raise public awareness of development issues in Latvia, Estonia and the United Kingdom, as well as across Europe. To increase awareness among young people about the interdependent world and to support their active engagement in creating fairer relationships in the world.

Specific objective. To integrate development education (DE) themes across the Social Sciences curriculum, cooperate with national educational authorities to institutionalize DE in formal education, build a network among DE experts in Latvia, Estonia and the United Kingdom and other European Union countries, develop a set of DE methodological materials and tools for measuring effectiveness.

Target group(s). Teachers, students, policymakers and education experts, local authorities

Main activities:

1. The work of the project core group (project management).
2. DE Study and integration of results in Social Sciences.
3. Development of DE Programs, Impact Assessment, Student Forums and learning materials.
4. Multiplication and experience exchange of DE programs and learning materials in partner countries and the EU.
5. Public relation and media work.

Total duration of the project is 36 months (January 2013 – December 2015)

Information about the project: www.globalaizglitiba.lv (in Latvia),
www.mondo.org.ee/edc/ (in Estonia),
www.leedsdec.org.uk/projects.php (in United Kingdom)

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