

LOCAL POLICIES FOR GLOBAL SCHOOLS

**Teaching International
Solidarity at School.
How to evaluate moral
values?**

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Global Education

Education to
Sustainable
Development

Education to
International
Solidarity

Education to
Human Rights

Education to
Peace

Education to
Interculture

Why build an IS project?

- School is responsible not only for teaching to students but also for **forming new generations**
- **Solidarity** helps to prevent diseases and promote good attitudes with people
- Teachers are called to build interdisciplinary projects to improve **cognitive, emotional** and affective interpersonal skills

How to build a project in education?

Plan activities

Precise definition of the activities you wish to carry out

You have to plan:

- **what** to do
- **time** for each action
- **budget**
- **priorities**
- **results** to be obtained for each action identified

Lots of activities for each expected result.

Define **indicators** of achievement to know where you are

Realise activities

Implementation of the planned measures

- **Start** of activities
- **monitoring**
- activation of any corrective **adjustments**

Disseminate results

Identify good actions planned for dissemination

Often schools do an excellent dissemination without awareness.

Rather they do nothing and often projects remain within the school or to the worst class.

Identify Problem

Identification of general and specific objectives

Identify **problems**, define **needs**, **relationship cause / effect** between problems and solutions. Detect **new educational instances**, **previous activities to modify**, improve, adapt; opportunity to acquire **funds** to implement interventions

Then you select just **one need / problem** and build a project on this

General objectives / specific / operational each tied to a **result**

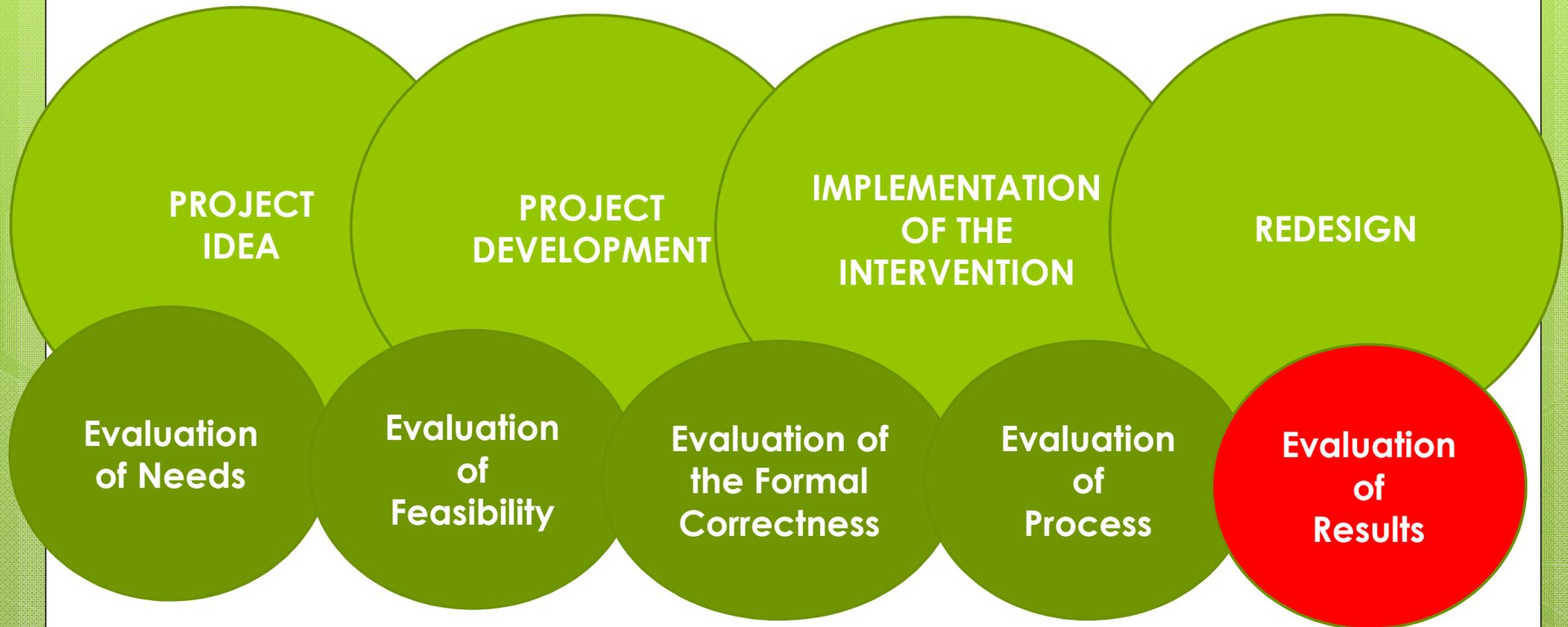
Evaluation

Identification of ways and means to evaluate the project in all its aspects

Evaluate the different steps according to the appropriate criteria: feasibility, internal consistency, change promoted, operator actions ...

Define indicators and verification tools for ex ante-in itinere -ex post

What and when evaluate?



What and how evaluate in IS projects?

| What? | Tools |
|---------------------|---|
| Knowledge | structured tests, short essays, concept maps, group discussions, interview, oral presentations, written reports |
| Cognitive processes | <ul style="list-style-type: none">- Tests for the detection of the reasoning- Tests for the detection of the critical sense and creativity- Verbalized reflection- Problem-solving<ul style="list-style-type: none">-Observation Tools-Observation systems Tools (communication skills, collaborative, listening, recruitment and division of rules ..) |
| Values | Self-assessment scales Moral dilemmas |
| Affective | -Use visual material, film, music -Tests that reveal emotions and feelings. What do I feel? |
| Behaviors | Role playing, logbooks, portfolio of self-assessment |

Evaluation Method of International Solidarity Projects



Project example

Food for everybody. Utopia or reality?

Istituto Berti
Class 2° C 15-16 y.o.
Socio-pedagogical

Project target

- Understand the causes of the difficulties in access to food (trade policy, climate, reduction of cultivated land, poverty)
- The new food colonialism
- Possible solutions to boost food production
- Citizen awareness

ESD-SI Link

- Food and Environment (occupation of agricultural land)
- Food and trade policies (Dumping)
- Food and Integration
- Food and Production (urban gardens)
- Food and solidarity (food distribution in the world)

Steps in the evaluation process

- 1. Preliminary assessment test**
- 2. Intervention**
 - a) Classroom Activities for Teachers
 - b) Activities by an NGO
 - c) Testimonials
 - d) Educational trips
 - e) Interviews
 - f) Labs
- 3. Final Evaluation Test**

Evaluation of Values: International Solidarity

Indicators

- Empathy
- Intercultural sensitivity
- Solidarity behavior
- Prosocial behavior

Definitions

- **Empathy:** using the definition of Rogers (1967), empathy is the ability to use the tools of verbal and non-verbal communication to get in the shoes of the other
- **Intercultural sensitivity:** using the definition of Bennet (**DMIS-Developmental Model of Intercultural Sensitivity** 1993), which stresses on the stages of personal growth. Its development model assumes a continuous improvement in comparison with the cultural differences, moving from ethnocentrism to "etnorelativisme".
- **Solidarity behavior :** set of behaviors that include characteristics of empathy, prosocial attitude, intercultural awareness. It underlines a strong understanding of the needs of the other, a bond of mutual assistance in need, the responsibility towards the other, without conditions (Levinas, 1990) and the consciousness to fulfill a duty that belongs to others. (Sarpellon, 2004). The concept includes that of mutual interdependence that joins one another. This is not mere charity or benevolence but a social obligation (Italian Constitution Article 2), a law (Kant) that must be regulated in order to be guaranteed (Habermas, 1997).
- **Prosocial behavior:** voluntary actions that are intended to help another individual or group of individuals" (Eisenberg and Mussen 1989) All affirmative action are considered independently from the reasons that generated them (ex altruism). Several authors agree (Wood 1998; Eisenberg, Fabes and Spinrad 2006; Fiske, 2004) that any voluntary behavior intended to increase well-being of other people, is entitled to be recognized as prosocial behavior

Evaluation of Empathie

test (Merhabian)

Self-assessment scale 30 items - 5 groups (FACET)- Likert scale - Level 1-6

| | |
|--|---|
| 1- Resistance to internal emotional states | Difficulties in contacting people |
| 2- Susceptibility to get involved by intense emotional states | Indicates how easy is to get "tuned" |
| 3- Widespread emotional reactivity | Represents the tendency to react emotionally to various direct and indirect experiences |
| 4- Susceptibility to application situations | Indicates easiness to get emotionally involved in situations where the other is physically present |
| 5- Tend not to participate in the conditions of the vulnerable people | indicates trouble emotionally to participate in the problems of others |

EMPATHIE

SOME ITEMS facet 5

- Tend not to participate in the conditions of the vulnerable people

Questionnaire administered at -18 students in 2nd class high school

12. I find it exciting to look at children opening gifts

| scale | 1Q | 2Q |
|------------------------------|----|----|
| • completely disagree | 0 | 0 |
| • strongly disagree | 1 | 0 |
| • somewhat disagree | 2 | 0 |
| • neither agree nor disagree | 3 | 4 |
| • Somewhat agree | 4 | 3 |
| • strongly agree | 5 | 7 |
| • totally agree | 6 | 4 |

13. The elderly, without help, do not have a great emotional impact on me

| scale | 1Q | 2Q |
|------------------------------|----|----|
| • completely disagree | 6 | 0 |
| • strongly disagree | 5 | 0 |
| • somewhat disagree | 4 | 0 |
| • neither agree nor disagree | 3 | 1 |
| • Somewhat agree | 2 | 3 |
| • strongly agree | 1 | 6 |
| • totally agree | 0 | 8 |

Evaluation of intercultural sensitivity (Bennett scale)

The Bennet scale has been defined in order to classify the behavior from the farthest to the closest, to indicated attitudes

Intercultural sensitivity: (Bennett 1993)

- the subject is **not able** to **recognize** the other culture
- the subject is **not able** to **accept** the other culture
- the subject is **able to recognize** the other culture
- the subject can **identify** the specific elements
- the entity **recognizes** its cultural specificities
- the subject **is able to identify positive aspects** and **limitations of their own culture**
- the subject **is able to identify positive aspects** and **limitations of another's culture**

Evaluation of intercultural sensitivity (Bennett scale)

32. Face the image of the child who has nothing to eat, what are my feelings?

ethnocentric phases

1. It's not my fault, I do not know him

NEGATION the problem does not concern me

2. Do not blame me if you do not give him any food

DEFENSE (superiority)

3. Each one has its problems

MINIMISATION (Universalism)

ethnorelative phases

4. I realize that I'm happier than he is

ACCEPTANCE (respect for difference)

5. Poor baby, I fill pain to know that there are such situations

ADAPTATION (empathy, poor child !!)

6. Unfortunately, it's only one of many children in these conditions

INTEGRATION (evaluation)



Evaluation of Solidarity Behavior

Moral dilemma (Kohlberg, Gilligan)

- Paul received the invitation to the party of one of friends on Saturday night. His mother asked him to take care of his grandmother, who is back from an operation and who needs help. What must Paul do?

| | |
|--|---|
| 1. I do not understand why my parents <u>never let me have fun</u> | I DO NOT RECOGNIZE THE NEEDS |
| 2. If I do not go to my grandmother, <u>my mother would punish me</u> | ORIENTATION - OBEDIENCE - PUNISHMENT |
| 3. I help my grandmother, otherwise <u>when I need help, no one will help me</u> | EXCHANGE |
| 4. I help my grandmother, because <u>if I do it I feel better</u> | INDIVIDUALISME |
| 5. I help my grandmother because <u>it is right</u> | THE MAINTENANCE OF SOCIAL ORDER |
| 6. If I help my grandmother, <u>my parents will be happy</u> | THE MORAL TO MAINTAIN GOOD RELATIONSHIP |
| 7. I help my grandmother because <u>she is a human</u> | THE UNIVERSAL PRINCIPLES |
| 8. I help my grandmother, because <u>she needs me</u> | I ACT BECAUSE I FEEL RESPONSIBLE |
| 9. I help my grandmother because I love her | I RECOGNIZE THE NEED OF MY HELP |
| 10. If everyone was helping the elderly, <u>we would live in a better world</u> | THE UNIVERSAL PRINCIPLES |

Evaluation of pro-social attitude

We identified graduated indicators that classify the behavior from the farthest from prosocial attitudes to the closer (de Beni 1998)

- Denial of the other**
- Acceptance or the other (you exist)**
- Respect or the other (you're worth)**
- Dialogue (we listen)**
- Participation (together we can build our life)**

1. I'm in a class with children who have different habits and languages. How do I feel?

The teaching level is lowered if there are foreign students

| | |
|---|--|
| 1. I do not understand what foreign guys say | Denial of the other |
| 2. They should organize different classes, by nationality | Acceptance of the other (you exist) |
| 3. If there are foreign students or there are not, it doesn't changes my life in the classroom | Respect of the other (you're worth) |
| 4. It is interesting to have foreign peers in class, we will discover many new things | Dialogue (we listen) |
| 5. Our society is multi-ethnic in the age of globalization, it is normal for people to move to look for the best places to live | Participation (together we can build our life) |

Intervention

People's snack



CARTA D'IDENTITÀ

N. AM52020

| | |
|-------------------|---|
| COGNOME | Roy |
| NOME | KAMNA |
| ETÀ | 36 |
| SESSO | F |
| NAZIONALITÀ | India |
| CONTINENTE | Asia |
| STATO CIVILE | sposata, 3 figli |
| ISTRUZIONE | analfabeta |
| PROFESSIONE | casalinga |
| SEGNI PARTICOLARI | tuο marito lavora in banca e tu puoi dedicarti ai figli |



Final test

- Same questions as first test
- Data analysis to test the change of attitude



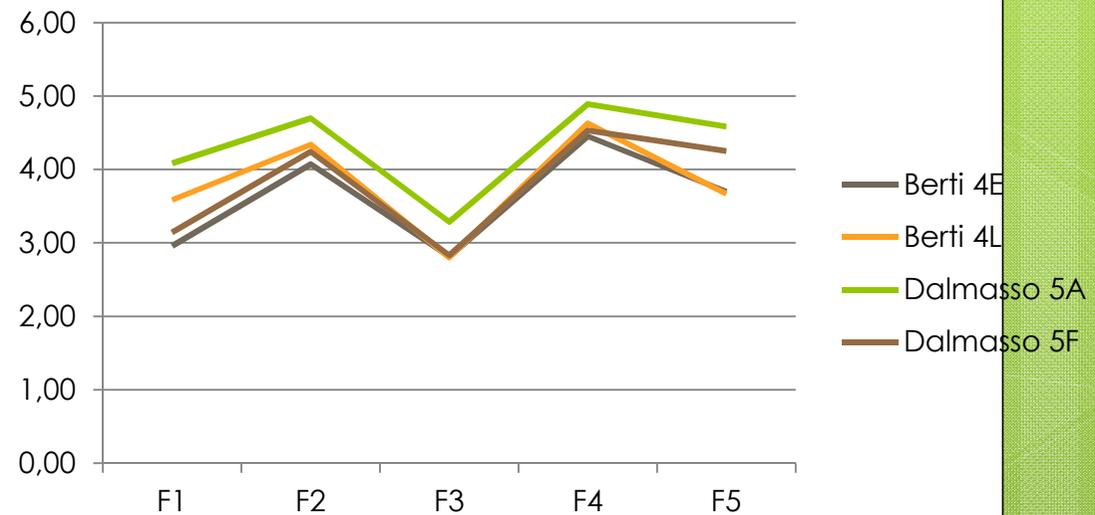
Data analysis

Midde and highschool per Facet

Q1



Q2



| Q1 | F1 | F2 | F3 | F4 | F5 |
|--------------------|------|------|------|------|------|
| Berti 4E | 3,25 | 4,30 | 2,68 | 4,64 | 3,83 |
| Berti 4L | 3,40 | 4,13 | 2,71 | 4,39 | 3,60 |
| Dalmasso 5A | 3,96 | 4,58 | 3,13 | 4,89 | 4,34 |
| Dalmasso 5F | 3,07 | 3,96 | 2,70 | 4,39 | 3,91 |

| Q2 | F1 | F2 | F3 | F4 | F5 |
|--------------------|------|------|------|------|------|
| Berti 4E | 2,96 | 4,07 | 2,82 | 4,45 | 3,70 |
| Berti 4L | 3,58 | 4,34 | 2,80 | 4,63 | 3,67 |
| Dalmasso 5A | 4,09 | 4,70 | 3,29 | 4,89 | 4,58 |
| Dalmasso 5F | 3,14 | 4,24 | 2,83 | 4,53 | 4,25 |

International Comparison Senegal

Catholic School
Saint Gabriel Thies



Primary school



Middle School



High school

THREE Questions

1. What is solidarity?



When we share

when we forgive

Help someone who can not afford

Who has no family

Mutual aid

Goodness

Charity

Living together

Living together

Help the others

to be good

Feed the poor

2. WHAT SOLIDARITY ACTIONS HAVE YOU DONE LATELY?



- A phone rang in class and nobody said who was the responsible!
- I gave money to those who do not have
- I prayed for the poor
- I bought sweets for a poor child
- We made a collection of dresses
- We collected money for the mother of a friend who is a widow



- Any
- I helped the Granma
- I helped my mother

3. WHAT IS INTERNATIONAL SOLIDARITY?

- **Send money**
- **Adopt a child**
- **Build a well in Africa**
- **Bring world peace**
- **Send clothes**



- **I helped a French find the road he had lost**