

Global Issues: Research, Evidence and Group Decisions

GAC028 public-outcome practice; check the current centre brief.

Counts and reported reasons describe different evidence

- A school measures food waste and asks why food is left.
- Amounts and reported reasons answer different questions.
- A useful report states what remains unknown.

The actual brief sets methods, structure and criteria

- Use an achievable and appropriate research question.
- Keep invented practice cases separate from researched findings.
- Follow the centre brief for permissions and assessment.

A global issue connects places through more than one pathway

- Causes, effects or responses can connect societies.
- Water, food systems and education can differ locally.
- One issue need not have one universal cause or response.

Shared resources, externalities and collective action have distinct meanings

- A shared resource is used by several groups.
- An externality affects others beyond an action's reflected cost or benefit.
- Collective action can be needed to secure a shared benefit.

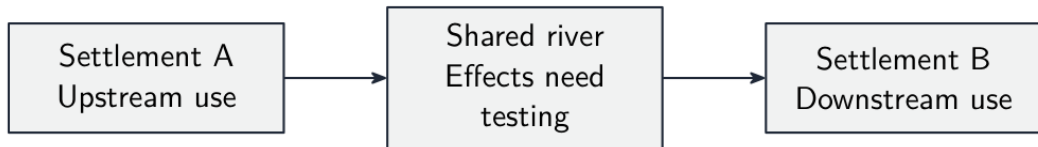
An indicator measures a defined part of development

- Health, education, living conditions and income describe different aspects.
- Check definitions and context before comparing values.
- One number does not describe all community experience.

Water-cooperation milestones show sustained attention

- The first UN Water Conference was held in 1977.
- The 2015 SDGs included water and sanitation as Goal 6.
- A milestone does not measure a particular river's current quality.

Upstream and downstream users have connected needs



- Settlement A uses irrigation; B draws household water downstream.
- A proposed discharge creates a possible cost to investigate.
- No supplied tests establish contamination or an approved discharge.

Choose methods by what the question needs to establish

- Counts can estimate observed amounts.
- Interviews can explore participants' reported reasons.
- Mixed methods help only when their evidence fits the question.

Sampling describes who, where, when and how

- Identify people, places, period and selection.
- Record missing responses and recruitment limits.
- Volunteers may differ from nonvolunteers.

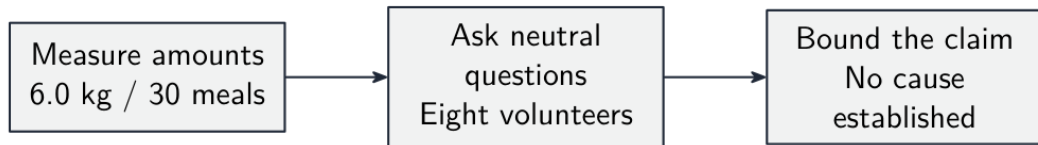
Validity and reliability address different problems

- Validity asks whether the measure fits the intended question.
- Reliability concerns consistency.
- A consistent scale does not make three lunches represent a whole week.

Ethics includes participation and careful data handling

- Provide understandable information and appropriate consent.
- Respect voluntary participation and refusal.
- Explain withdrawal limits before collecting data.

Measured waste and volunteered accounts have different roles



- Three lunch records give recorded mass and meal counts.
- Eight volunteers provide reported reasons.
- The evidence supports bounded findings.

Use served meals as the supplied denominator

- Total waste is 6.0 kg across 30 served meals.
- Recorded waste per served meal is 0.20 kg.
- The count of students who left food is not supplied.

$$\text{Waste per served meal} = \frac{2.0 + 3.0 + 1.0}{10 + 10 + 10} = 0.20 \frac{\text{kg}}{\text{meal}}$$

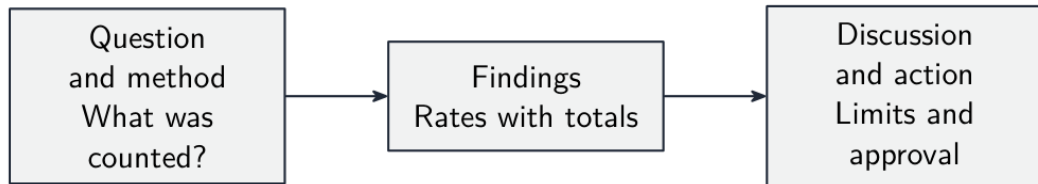
Overlapping reported reasons need not sum to the respondent count

- Seven volunteers mention portion size; three mention lunch time.
- One respondent can mention more than one reason.
- These are accounts among volunteers, not established causes.

Report structure should make the study traceable

- Question, method, findings, discussion, conclusion and references are common parts.
- An abstract may be required by the brief.
- Distinguish recorded observations from interpretation and proposals.

The report diagram retains limits between findings and proposals



- Question and method lead to recorded findings.
- Discussion evaluates what the findings mean.
- Further work remains a proposal needing appropriate permission.

Different denominators can change the comparison

- Classroom: 8 errors in 80 items; stair landing: 18 in 90.
- Canteen: 15 errors in 150 items.
- The recorded rates are 10%, 20% and 10%.

$$\frac{8}{80} \times 100\% = 10\%, \quad \frac{18}{90} \times 100\% = 20\%, \quad \frac{15}{150} \times 100\% = 10\%$$

Present references, tables and limitations clearly

- Use traceable source details in the required style.
- Rehearse speaker roles and handovers.
- Explain the table, its denominator and its limits aloud.

A local study connects to a wider issue with a defined scope

- A school's waste record describes its observed period.
- A conference shows attention, not measured success everywhere.
- The additional notes broaden history, source analysis and group decisions.

Economic security: the Depression connected places through disruption

- The Great Depression began in 1929 and spread internationally.
- Employment and household resources were affected.
- Use evidence for the particular society being discussed.

Peace and cooperation: an institutional aim differs from all outcomes

- The UN was founded in 1945 after the Second World War.
- Its stated purpose included preventing another world war.
- A specific response still needs evidence of effects and limits.

Public health: the smallpox achievement was a coordinated programme

- WHO intensified the smallpox eradication programme in 1967.
- Eradication was declared in 1980.
- The history includes prevention, surveillance and cooperation.

Environment: a conference records a response, not every environmental change

- The 1972 Stockholm conference helped establish UNEP.
- Production, consumption and shared resources can connect effects.
- Assess actual change with suitable measurements.

Development: goals and indicators have different purposes

- The 2015 SDGs connect poverty, health, education and environmental concerns.
- Targets specify intended results.
- Choose indicators suited to the aspect being investigated.

Authority must be relevant to the particular claim

- Check expertise, documented evidence and scope.
- A historical account supports milestones; local measurements support dated conditions.
- A success statement needs the criteria and evidence behind it.

An evidence log makes source evaluation specific

- Record claim, source, date, setting, measure and method.
- Check original reports and repeated evidence.
- Explain how selection, wording or missing responses might affect results.

A target is not an observation of a policy effect

- One source sets a waste-reduction target.
- Another records waste per served meal for three lunches.
- No untested policy effect follows from either source.

A bounded local question can use amounts and accounts

- Ask about recorded waste per served meal in observed lunches.
- Ask which reasons volunteers reported.
- Quantitative and qualitative methods answer different parts.

Plan observations and safeguards before collecting records

- Specify period, selection, categories, units and analysis.
- Use a consistent recording rule and retain unexpected results.
- Follow approved consent, data-handling and withdrawal procedures.

Group problem solving starts with stakeholders and criteria

- Students, staff and managers may have different needs.
- Define the problem, generate alternatives and compare criteria.
- Keep unresolved evidence and required permission visible.

Three portion proposals raise different questions

- A smaller-portion option needs demand, nutrition and capacity checks.
- A preference study needs neutral wording and suitable recruitment.
- A reminder needs comprehension and effect evaluation.

Choose a next step for a stated reason

- Existing interviews mention size without establishing demand or feasibility.
- An approved preference study could address that uncertainty.
- Later waste comparisons need compatible measures and context.

Academic register should help this audience understand

- Use precise language and distinguish evidence from opinion.
- Define technical measures and explain denominators.
- State the study's limit in clear language.

A discussion chair makes disagreement useful

- Plan roles, handovers and a discussion question.
- Invite views without forcing personal disclosure.
- Compare criteria and identify needed evidence or unresolved points.

Check yourself

- How do institutional purposes, targets and observations differ?
- What does the smallpox case establish?
- Which criteria help compare the fictional proposals?
- How would you revise the “everyone wants smaller meals” claim?