

# Evaluation of Post-16 Citizenship Development Projects: The First Year of Operation in the Round 1 Consortia

Julie Nelson, David Kerr and Marian Morris

National Foundation for Educational Research (NFER)

**Research Report  
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## **EXECUTIVE SUMMARY**

### **Background**

Citizenship education has been at the centre of a major debate and review concerning its purpose, location and practice over the past decade. The review centred on the work of the Advisory Group on *Education for Citizenship and the Teaching of Democracy in Schools*, set up in 1997 and chaired by Professor Bernard Crick. The final report of the advisory group recommended that citizenship education be developed around three separate but interrelated strands: social and moral responsibility, community involvement and political literacy. Citizenship has since become a statutory component of the National Curriculum at key stages 3 to 4. In 1999, a separate Advisory Group on *Citizenship for 16-19 Year Olds in Education and Training* was established, also chaired by Professor Crick. It reported in 2000 and recommended that citizenship should become an entitlement for all young people aged 16-19, who should be given effective opportunities to participate in activities relevant to the development of their citizenship skills. The report recommended that citizenship should be recognised as a key life skill alongside the six key skills already identified. The post-16 report built upon the principles embedded within the pre-16 report, whilst recognising the specific context of post-16 education and training and the need for skills development and 'active citizenship' opportunities.

### **The Development Projects**

A three year developmental phase of Post-16 Citizenship began in September 2001. Pilot projects were invited to bid for funding to try out a range of ways of delivering post-16 citizenship in organisations providing education and training to 16-19 year olds. The initial projects consisted of 11 consortia delivering a range of citizenship related programmes, incorporating between them school sixth forms (20), FE colleges (16), voluntary organisations (12), training providers (10), 'other' organisations (8), sixth form colleges (6) and employers (1). A Project Manager was appointed in each consortium to provide strategic and administrative leadership.

The projects were invited to state their own objectives as part of the bidding process which were agreed in their Action Plans. Project-level objectives were varied and tended to evolve during this initial developmental phase.

### **Objectives of the Evaluation in Year One.**

The first year of the evaluation was designed to:

- ♦ Assess the extent to which the development projects are progressing in line with their agreed action plans, and are working towards meeting their own objectives.
- ♦ Begin to identify the conditions necessary for the success of post-16 citizenship.
- ♦ Begin to identify the forms of citizenship provision which appear the most effective.
- ♦ Examine the initial impact of involvement in post-16 citizenship on young people's skills, attitudes and knowledge.

## **Methodology**

The evaluation reported in this paper is part of an ongoing three-year study of the post-16 citizenship development projects. It adopts a largely qualitative methodology based upon the following research methods:

- In-depth interviews with Project Managers in each of the 11 consortia developing post-16 citizenship. Eleven interviews were conducted between November 2001 and May 2002.
- In-depth interviews with citizenship programme coordinators (11), staff delivering or facilitating programmes (10), young people (84) and, where relevant, external partners (2) across 11 case-study organisations (one per consortium). These interviews were conducted between March and May 2002.
- Analysis of data received from the consortia up to August 2001 through their termly management information (MI) returns to the Learning and Skills Development Agency (LSDA), which provided details of young people's participation rates, consortium-level action plans, and progress against these.

## **The findings**

### **1. Project Management**

There was huge variation in the nature of the work undertaken by Project Managers, with more concentration on administration than strategic leadership (often to the frustration of individual Project Managers). The role of Project Managers was affected by their previous experience of citizenship and/or project management, the amount of funding they received, and their time allocations, which were extremely varied. Factors that seemed to contribute to success included the following:

- Consortium-level networking was most effective where partnerships were small and focused. The majority of projects had come to value the opportunities to network with other organisations and individuals, viewing this as important in development of the projects and citizenship. In many cases the Project Manager was reported to have been helpful in facilitating networking across individual consortia.
- Links with external partners (for example local and national citizenship organisations, businesses and voluntary groups) were most effective where the partners concerned provided the appropriate type of support for the needs of organisations and their programmes. For example, those developing conceptual, knowledge-based programmes often wanted external partners to play a 'critical friend' role, whilst those with an active community-based focus welcomed the practical 'hands-on' support of partners who could offer community service opportunities for example. There was far less evidence of the former than of the latter across the 11 consortia.
- Citizenship programmes worked best where those most closely involved in them had prior knowledge and expertise in citizenship, and/or enthusiasm for it. Whilst most of the interviewed coordinators had backgrounds in citizenship-related areas or in working with young people aged over 16, some stressed that it

was proving difficult to engage wider numbers of staff within their organisations in citizenship development. This has implications for any potential national roll-out of post-16 citizenship, and for the way in which it is designed and delivered in the future.

## **2. Project Resourcing**

Whilst staff reported they were satisfied with the material resources they had accessed so far, a number of Project Managers and practitioners had found it difficult to locate relevant resources, or to find the time to evaluate and incorporate those that they had identified into their programmes. There were calls for greater guidance and some 'sign-posting' in this respect. For consortia developing an active community-based model of post-16 citizenship, the community itself, rather than various media, was often felt to have been the most useful resource.

Project Managers reported a strong need for staff development and training if the development projects were to be effective. However, there was little reported staff development activity during the first year because project start-up had tended to consume time and resources. Whilst all the consortia had directed the majority of their funding towards staffing, little or none had yet been used for staff development. Such training was reported to be an issue for all of the projects, but was felt likely to become a greater issue if greater numbers of (particularly non-specialist) staff become involved in delivery or facilitation. Issues around staff development included the identification of:

- Staff development needs (priorities identified included overcoming knowledge gaps, handling sensitive issues, facilitating the work of young people, running schools councils and devising assessment frameworks).
- The ways in which these development needs might best be met.
- The ways in which priorities could be funded within existing budgets.

## **3. Project Monitoring and Progress**

A number of potential accreditation frameworks were under consideration by the consortia, but only one area was specifically trialling such a framework. Most consortia had developed more informal methods of recognising the citizenship-related achievements of their young people, with a handful expressing serious concerns about the notion of 'testing' citizenship-related learning. Assessment methods that were being used included Progress File and Records of Achievement to help young people record and reflect upon their experiences, end of session evaluation forms and locally awarded certificates. One school's development project was based around the design of an evaluation toolkit by students, to help future students assess and evaluate their citizenship learning.

The majority of project participants appeared to be white and female. However, data received from the projects was not always complete. The numbers of individuals reported by their characteristics rarely summed to the total number of core participants (1,127). NFER received information on the sex of 1,101 young people, the ethnicity of 1,089 young people and the learning levels of 1,010 young people. The data suggests that just over half of the young people were female and that eight

tenths were white. The only other substantially represented group was Bangladeshi young people (less than one tenth). Around half were studying at level 3 and just over one sixth at level 2. Very few were working at pre-entry or entry levels, or with EBD, SEN or EAL.

Most young people were positive about their experiences during the first year, although they did not always identify the activities in which they were involved as 'citizenship education' or 'active citizenship'. This was evidenced by the fact that more young people recognised the active components of their programmes and the skills that these fostered, than were able to demonstrate increased knowledge and understanding of citizenship-related issues and processes. Factors which appeared to have positively influenced young people's perceptions of their programmes included:

- A clear dovetailing of their citizenship learning with other aspects of their post-16 programmes, rather than stand-alone citizenship courses which appeared detached from their other experiences.
- Being given the opportunity and responsibility to organise events, get actively involved in debates, campaign work and community work and have some involvement in decisions about topics to be covered. Where young people were given responsibility for organising their programmes, it was clear from interviews that they still needed the input of an adult to mediate their experiences and help them reflect upon what they had learned.
- An emphasis on practical, active and events-based forms of learning rather than classroom-based approaches, paperwork and research (although school sixth form students saw some merit in the latter as a means of gaining underpinning knowledge).

The differences in approaches to teaching, learning and facilitating citizenship outlined above derive from very different notions of what citizenship education means across the 11 consortia. On the one hand, there are those organisations that see a need for a strong taught element with supporting active components, whilst on the other hand there are those that see citizenship as primarily activity based, both within the institution and in the surrounding community. The extent to which both elements need to be present in order for young people to gain a good balance of knowledge, skills, understanding, attitudes, engagement and participation is a matter for further evaluation. By the end of the first year, however, it was clear that the political literacy strand of citizenship education was not well developed within the consortia.

#### **4. Conclusion**

It should be noted that the majority of issues raised in this summary are not peculiar to the development of post-16 citizenship, but are also those that are facing schools in introducing citizenship as a statutory subject at key stages 3 and 4 from September 2002. It will be important, as the projects and the evaluation develop further, to establish what links are being made with pre-16 provision, and what joint lessons are being learned regarding teaching and learning, staff development, resources and recognition of achievement amongst others. Such links will be important in order to avoid the emergence of a narrow, compartmentalised, view of citizenship post-16. They will help to promote a wider view that aligns post-16 citizenship more closely



with the vision for a 14-19 system of education and training, that puts the needs of young people first and encourages greater continuity and progression in their experiences.

## 1. INTRODUCTION

This report marks the end of the first year of the three year NFER evaluation of the DfES funded post-16 citizenship development projects in England. The full three year evaluation has been commissioned by the DfES in order to:

- ♦ Assess the extent to which the development projects have progressed in line with their agreed action plans, and are meeting their own objectives.
- ♦ Identify the conditions necessary for the success of post-16 citizenship.
- ♦ Identify the forms of citizenship provision which appear the most effective.
- ♦ Examine the impact of involvement in post-16 citizenship on young people's skills, attitudes and knowledge.

This Year One Report provides an initial assessment towards these evaluation objectives based on evidence gathered at project (consortium) level in their first year of operation.

The evaluation adopted a primarily qualitative approach, with a series of in-depth interviews with key members of staff, and young people, across those projects developing post-16 citizenship in the academic year September 2001 to July 2002.<sup>1</sup> For the purposes of the evaluation, a sample of 11 organisations was selected (one organisation in each of the 11 consortia developing post-16 citizenship 2001-02) for in-depth case study work. The evaluation also drew upon data received from the projects through their termly management information (MI) returns to LSDA, and on information received from the *Eurydice* education information network in Europe (of which the UK unit is based at NFER) on definitions of citizenship education across Europe. This information is appended to the report, and discussed in brief in Section 4.2 below.

The report, which builds upon an interim report circulated to the DfES and LSDA in June 2002, is based upon detailed interview data gathered in the 11 case-study organisations introducing citizenship programmes and upon in-depth interviews conducted with the Project Managers of each of the 11 consortia. Interviews in case-study organisations, which were conducted between March and June 2002, were undertaken with citizenship programme coordinators, members of staff delivering or facilitating the programmes (where they were distinct from programme coordinators), groups of young people involved in the programmes and, where relevant, external

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<sup>1</sup> These projects are referred to as 'Round One Projects'. From September 2002, ten new groups of organisations ('Round Two Projects') will also be developing post-16 citizenship development projects.

partners to the organisations. Interviews were undertaken with 118 individuals as follows:

- ♦ **Project Managers** (those who managed the range of citizenship development projects within consortia) (11).
- ♦ **Citizenship coordinators** (those who managed citizenship development programmes within individual organisations) (11).
- ♦ **Delivery/facilitation staff** (those who worked directly with young people to develop post-16 citizenship) (10).
- ♦ **External partners** (organisations that worked with individual organisations to offer help, guidance or community service opportunities for young people) (2).<sup>2</sup>
- ♦ **Young people** (core participants in the citizenship development programmes) (84 across 16 discussion groups).

The case-study organisations were selected on the basis of the best information available in the very early stages of programme implementation. They were chosen to reflect the spread of different types of post-16 citizenship provider at the time across the 11 consortia and because they appeared, from their initial MI returns to LSDA, to have the potential to be examples of interesting practice. It should be stressed, however, that these organisations are only a sample of those developing post-16 citizenship, and hence will provide only a flavour of the various approaches to development across the projects. The profile of the case-study organisations visited was as follows:

- ♦ Two school sixth forms
- ♦ Two sixth form colleges
- ♦ One each of: a further education college, a special school for the physically disabled, a training provider, a youth service, a Connexions service, a community organisation and a cross-area project.

The following sections of the report provide evaluative evidence on initial progress of post-16 citizenship at project (consortium), case-study organisation and programme levels in their first year.

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<sup>2</sup> Most case-study organisations reported that they were not working directly with an external partner organisation.

## **2. THE PROJECTS**

### **2.1 Summary of Participation across the Projects**

Management Information (MI) returns from the projects indicated that there had been a slight fall in the number of partner organisations across 11 consortia this term from 78 to 73. Each area reported that it was running at least four citizenship programmes, with one having 14 in operation. As in the previous term, school sixth forms (20) and FE Colleges (16) were the dominant providers. There was still only one employer represented across the consortia. Projects reported working with greater numbers of external partners this term than last (70 compared to 54). However, one project, where all citizenship development work was at a cross-area level, described the same organisations as both core and external partners, which inflated the numbers somewhat. Each area that reported links with external partners had at least three such links. One project had 19 external partners. (For a more detailed breakdown of partner organisations, see Appendix A).

The number of young people reported to be participating in core project activities was 1,127, of whom a slight majority (578 against 523) was female.<sup>3</sup> The vast majority were white (928) with the only other substantially represented ethnic groups being Bangladeshi (89) and Caribbean (26) young people. Very few of the young people were said to have individual learning needs, with only 17 reported to have emotional and behavioural difficulties (EBD), 14 to have special educational needs (SEN) and four to have English as an additional language (EAL). This was reflected in that most of the young people in the projects (for whom this data was available) were studying at Level 3 (580) or Level 2 (174) with only 54, 21 and 17, respectively, reported to be working at pre-entry, entry level and Level 1. (For a more detailed breakdown of programme participants, see Appendix Bi and Bii).

### **2.2 Progress against Action Plans**

For the first time, this term, projects were asked to comment on the progress they had made against their action plans (established at the beginning of the academic year 2001-2002). Projects' practices in reporting their progress was variable, with some adding a column to their action plans stating the extent to which each of their objectives had been met (as requested) and others failing to do this at all. Some

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<sup>3</sup> Note that there was much missing data within the MI returns. The numbers of individuals reported by their characteristics (gender and ethnicity) and by the levels at which they were learning rarely summed to the total number of core participants.

provided evidence for their statements, whilst in other cases this had to be gleaned, as far as possible, by scrutiny of other information within the MI returns. Sixty-two separate objectives were listed across the action plans of the ten<sup>4</sup> projects that returned relevant data to LSDA. These varied considerably, from strategic targets, such as the establishment of a consortium of partners, to more far-reaching objectives, such as finding ways to broaden young people's horizons. (For further details, see Appendix C).

There was an even split between objectives that had, and had not, been met. Twenty-two of the 62 local objectives were said to have been met in full, 20 had been partially met, or were said to be '*in process*' and 20 had not been achieved at the end of Year One. Most projects (of which Project A is a good example) reported greatest success in meeting **strategic objectives** such as establishing working consortia and implementing various steering and project development groups. In addition, projects such as Project F reported success in the mapping of citizenship skills against the matrix, and Project H had successfully organised its proposed events and ensured that young people had contributed to the planning process. Objectives that had been only partially met, or had not yet been achieved at all, tended to be the more **ambitious or longer-term plans**. Some examples included:

- ♦ Finding ways of disseminating good practice and establishing what makes citizenship education effective (Project C).
- ♦ Developing appropriate accreditation opportunities (Project G).
- ♦ Identifying opportunities for links with Progress File, the Connexions Service, tutorials and General Studies (Projects G and H).

The extent to which individual projects had succeeded in meeting their objectives seemed to depend very much upon the degree of ambition with which they set out in September 2001. There is also an issue about how realistic some of the original action plans were (with some projects putting forward a series of points that might be seen as steps to achieve an objective rather than objectives *per se*). It would be unwise to 'compare' the relative success of different projects in meeting their stated objectives, given the variety in the objectives proposed. The management structures that projects were able to institute also affected their success in meeting their targets, with some projects stating that lack of time was an issue in non-achievement of certain targets. This is the subject of the following two sections.

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<sup>4</sup> One project did not provide a project-level action plan. It produced only individual institutions' action plans.

### 2.3 Management of the Projects

In most cases, Project Managers fulfilled a largely administrative and organisational role - organising steering committees and dissemination events, helping organisations to complete their management information returns, monitoring their progress and reporting to their management groups, for example. However, in a few instances, Project Managers played a more developmental role:

- ◆ One Project Manager saw his role as being to establish approaches to post-16 citizenship across his borough that would be replicable in adjoining boroughs.
- ◆ A second was working to get new citizenship education courses running, and was seeking out potential accreditation routes.
- ◆ A third described her work as strategic - initiating and leading, coordinating, organising and training, and identifying ways in which citizenship education could be integrated into the existing school curriculum.

Not all Project Managers were in a position to play this consultative and developmental role. Much depended upon their experience (whether they had a background in teaching citizenship education related issues, as was the case in most projects, or whether they had project management experience, which was less often the case), and decisions that had been made, often before they were appointed, about their responsibilities and time allocations. Project Managers' time allocations ranged from as little as 0.5 days per week to as much as 2.5 days per week, with the average being around 1.5 days per week. In cases where Project Managers had more substantial amounts of time, they were in a position to have a more strategic role. In contrast, where project management time was limited, it was more likely to be directed towards administration.

### 2.4 Projects' Use of Funds

Of the eight consortia that provided financial feedback, all had kept within budget, with most using up virtually all available funding. Five reported having spent exactly, or very close to, £35,000 over the year. Two had spent around £30,000 (£30,183 and £29,314 respectively) and one had spent only half its available budget, £17,466.56. All projects, with the exception of Project K,<sup>5</sup> had spent the bulk of their funds on staffing (between £11,990 and £31,048.27). It was not clear from projects' financial returns, or scrutiny of the MI data, however, as to how these funds were broken down between payment of organisational staff and Project Managers. (As stated in Section

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<sup>5</sup> Which spent £24,000 in category 'other (2)'.

2.3 above, Project Managers received very different levels of funding, which impacted upon the organisation of consortia and the amounts of money available to organisational staff). However, it was clear that the most of the funding that had been directed towards staffing had been allocated to funding staff appointments and/or cover, rather than towards staff development at this stage. Though five of the eight projects had spent money on staff training and/or development activities, the sums were small in comparison to the available funding, ranging from between £217.50 and £2,000. Section 3.2.2 below discusses the issue of staff development in greater detail. However, it is worth making the general point that the lack of spending in Year One on staff training and development has implications for the extent to which the projects can move forward in subsequent years.

### 3. THE CASE STUDIES

#### 3.1 Links with Consortia and External Agencies

There was a range of different types of programme across the 11 case-study organisations selected for the evaluation (each representing one consortium). The contents of these programmes are discussed in detail in Section 4 below. Firstly, the situation of the case-study organisations within their respective consortia is considered, followed by their links with Project Managers and other external agencies.

##### 3.1.1 Links with consortia

Contact and communication between Project Managers and core partner organisations was facilitated in a number of ways. Six Project Managers reported that they organised core partner meetings, or steering committees to discuss issues relating to the project and receive information. Five conducted more personalised visits to all partner organisations to help them develop programmes, offer advice and monitor progress. More informal methods of contact included e-mail and telephone communication. Most Project Managers felt that it was important to encourage networking, and to offer support to partner organisations.

Interviews with citizenship coordinators indicated that this was largely a shared view. Five reported having excellent relations with their Project Manager.<sup>6</sup> Comments included: *'I think it's very important that you have that or people will just drift,'* and *'Invaluable. It keeps you going. I need to be checked up on,'* whilst four added that they had also found the process of networking with other coordinators valuable. This was reported to have prevented a feeling of isolation, and enabled a sharing of ideas in an area that, for some, was quite new. Two coordinators were disappointed that their consortia had not provided better networking opportunities. One, in particular, was the only individual developing and delivering citizenship education within his organisation, and would have welcomed the opportunity to share ideas and teaching and learning strategies with others. Interviewees also commented that the consortium approach had offered opportunities for young people from a range of different backgrounds to meet together, take part in conferences, develop youth forums, and discuss issues of importance to them: *'Our students need the opportunities to share their ideas with other young people'.*

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<sup>6</sup> Three were unable to comment, because they were the Project Managers as well as citizenship coordinators.



Only two coordinators said that the consortium approach had not been helpful. One of these was also the Project Manager for her local area, and had found the task impossible. Whilst she recognised that it might be beneficial for core partners to be members of a consortium, she had found the task of pulling together the diverse needs and approaches of a range of different organisations too challenging alongside attempting to introduce citizenship education across her own institution. The other was confident in his active citizenship programme, and felt that this could run without the guidance or support of a consortium/Project Manager. He viewed his approach as an ‘*organic*’ one, where young people identified areas of interest or concern, and were helped to act upon these by youth work staff.

It was clear that most individuals coordinating and delivering citizenship programmes felt there was a real value in networking with other organisations and individuals, either in order to share ideas, or simply for moral support, and to prevent a feeling of isolation. The issue for the second round of development projects, will be how best to support individuals across the many organisations developing post-16 citizenship, and to keep them aware of wider practice, in the absence of formal consortia.

### **3.1.2 Links with External Partners**

Project Managers reported that they were working with between one and five national partner organisations. These organisations were quite varied and included:

- ◆ Accrediting bodies, whose specifications were being trialled by various projects and partner organisations.
- ◆ Youth work organisations and charities such as the Princes Trust, Changemakers and Millennium Volunteers.
- ◆ Churches.
- ◆ Businesses.

Only one of the projects was working directly with one of the main citizenship organisations (the Citizenship Foundation) funded by the DfES citizenship team to work with schools in key stages 3 and 4.<sup>7</sup> In three projects, the national partner organisations had taken the role of advisers to the project as a whole. Project Managers had generally found this level of external support very helpful. However, one reported that whilst these national organisations were ‘*philosophically supportive, they did not have a grip on what they could contribute.*’ Indeed, only one Project Manager made reference to the practical help and support given by the national

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<sup>7</sup> These organisations include the Citizenship Foundation, Institute for Citizenship, Community Service Volunteers and the Hansard Society.

partner organisation to the project. This was a youth-based organisation which had been incredibly ‘hands on’ in suggesting approaches to empower young people, and had provided excellent resources.

Only two of the case-study organisations were working directly with an external partner organisation. Interestingly, in both cases, the external partner provided community service opportunities for young people with physical or learning disabilities, and in one case, additional counselling and guidance. The relationships built were said to have been very strong, and both the young people and the partner organisations were said to have gained much from the relationship. One organisation was hoping to build external links next year, stating that this was a current area of weakness, but all the others were focusing on embedding their programmes and projects internally, before involving a wider range of agencies and individuals.

The linkages with national partner organisations were clearly diverse, and some Project Managers were unclear as to the role that these organisations were expected to fulfil in relation to the development of post-16 citizenship education. It was also clear that the national partner organisations did not always fully understand the aims and scope of the post-16 development projects and the role that they could most usefully play.

Issues for the second round of development projects will be to establish the best role for national partner organisations – critical friend, or provider of practical ‘hands-on’ community service opportunities. If the former, then it will be important to ensure that the partner organisations selected have a full working knowledge of citizenship education.

### **3.2 Programme Development**

Most case-study organisations offered an explanation for why they decided to become involved in the post-16 citizenship development projects. Three had responded to requests from Project Managers to become involved on the grounds of being a certain type of organisation (such as a special school), that there was a desire to recruit locally, or that they had a recognised track-record in citizenship education. Three others expressed concern about a lack of involvement of young people in local or national politics, and were keen to be involved in order to find ways to address this deficit. Two (a youth work project and a training provider) saw citizenship as the core of their work with young people: ‘*everything we do is classified as citizenship*’, and saw the post-16 development work as a way to build upon this. Only one

reported having been cajoled into the project (taking on the dual role of project coordinator within her organisation and Project Manager for the whole consortium). She had no background in citizenship, and reported that she would not take on such a role again. This indicates the importance of ensuring that those managing citizenship development projects in the future are knowledgeable, willing recruits, rather than having been coerced into involvement.

Most coordination and facilitation staff had relevant experience in the fields of citizenship-related education, or working in a developmental capacity with young people aged over 16. Amongst the project coordinators were:

- ♦ Three senior teachers (with backgrounds in law, economics and sociology). One of these had also worked for the Police Service and had undertaken development work with a large charity. He claimed to have a strong interest in ethics and citizenship education.
- ♦ Three individuals with a drugs and/or youth work background. One was currently a youth work manager.
- ♦ Two individuals working strategically with young people aged 16-19 within the LEA and the Connexions Service respectively.
- ♦ One special needs teacher.
- ♦ One college tutor.

Most staff facilitating the citizenship programmes (where they were distinct from citizenship coordinators) were teachers or tutors (ten) with backgrounds in religious education, careers education and guidance, general studies, history and politics, PSHE and special needs). Less obvious subject backgrounds included sign-language teaching and website-design tutoring. In addition, there was one youth worker. Whilst many of these individuals had relevant subject knowledge and experience or were familiar with strategies to engage young people aged 16-19, there remained some issues around staff development and resources. These are the subject of the following two sub-sections.

### **3.2.1 Staff development**

The evaluation confirmed the findings of the training and development cross-cutting project report of May 2002 that staff development has been a relatively underdeveloped area of many consortia's activities to date. Five project managers said that they had not yet given a great deal of thought to staff development issues. This was not because staff development was not perceived to be important (quite the reverse in most cases) but that, to date, Project Managers had been heavily involved in

the administration of project start-up and had had little time to devote to anything extra. One said: *'We haven't done a lot so far, but we are looking, as part of the development of the project, to develop a staff development programme.'* Of those that had given some thought to staff development (six), three were actively involved in promoting staff development activities themselves. The remaining three had had conversations with partner organisations about what their needs were, but had put little in place yet to address those needs. One of this group pointed out that all the partner organisations in her project had different needs (for example facilitation training, team-building guidance and specific knowledge gaps). There was felt to be insufficient funding available in the budgets to address all of these needs adequately.<sup>8</sup>

With the exception of one case-study organisation, none of the others reported that they had received any specific training to date. A few coordinators had attended conferences related to citizenship education, but they had not been involved in training *per se*. In most organisations this was not perceived to be a particular problem at this stage, because citizenship education programmes were being developed by small, dedicated teams, with a background interest in citizenship. Enthusiasm amongst these staff was not reported to be a problem, with most being reasonably confident about the subject area. Both school sixth forms were said to have the full support of staff, with teachers having: *'absolutely no objection to the principle of citizenship education.'* Very real issues, however, were said to be a lack of time to design and deliver programmes as well as staff would like, alongside all the other demands of Curriculum 2000. One Head of Sixth Form commented: *'We suffer from initiative overload.'*

However, training and staff development were reported to be significant concerns where citizenship education was already being delivered, or was likely to be delivered by large numbers of staff in the bigger organisations such as FE or sixth form colleges. Indeed, this was the case even where delivery was being facilitated by small dedicated teams. Two such organisations had faced negativity from tutors when discussions took place about introducing post-16 citizenship. One coordinator explained:

*Most have just ignored it completely... There seems to be no urgency to anyone understanding that this could actually happen. Then it will be like key skills and everyone will go into a mad panic.*

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<sup>8</sup> Appendix D indicates the very small sums of money that were spent on staff development by projects over the past year, a point substantiated in the May cross-cutting report.

Staff across four organisations where citizenship was being delivered by a small, dedicated team, or by one individual, also added that, whilst training and development were not presently pressing issues, they would become so when greater members of staff became involved as projects expanded. There is an issue here about the desirability of citizenship being facilitated by large numbers of often non-specialist staff in the future. Training and development needs can more easily be identified and addressed when teams are small and committed. One coordinator in a sixth form college also made the point: ‘*You can’t assume that every teacher is a “good citizen” in their own right*’. Another was concerned about how non-specialist staff would cope with the content of citizenship education, stating: ‘*We know how to teach and we know how to develop different lessons, but what we need is the actual content...help in teaching politics and law.*’ She was also very concerned about how well placed non-specialist staff would be to deal with some of the sensitive issues raised through citizenship education:

*It’s really sensitive to teach about drugs and race and equal opportunities, and if you do it wrong you can do a lot of damage! They will tell you things [for example, about drug taking] because they think you know. They think you are an expert and they tell you things you don’t know how to deal with.*

There were calls, from one special needs teacher, for specific advice and guidance on facilitating citizenship education and activities with young people with learning and/or physical disabilities. She also felt that there was a need for general training on disability issues for other members of consortium staff who, because of the nature of the project (the development of a youth forum), were working alongside her students. There are clearly issues around staff development in terms of:

- ◆ The training and development needs of staff (guidance requested so far is diverse and includes overcoming specific subject knowledge gaps, handling sensitive issues, facilitating the work of young people with special needs, running schools councils and deciding how to develop and assess courses).<sup>9</sup>
- ◆ The ways in which these needs might best be met.
- ◆ The ways in which they can be funded within existing budgets, given the reported lack of available funds for staff development during the last year.

These issues will need to be addressed as the Round One projects move into their second year, and with the new Round 2 projects, especially if programmes expand to encompass a wider range of staff, some of whom may lack enthusiasm and expertise.

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<sup>9</sup> See Appendix D. The training and development cross-cutting project report of May 2002 also identified calls for help with ideas for activities to develop active citizenship; ways to engage young people; ideas for raising awareness of what citizenship is and linking citizenship to other programmes and key skills.

The training and development cross-cutting report of May 2002 offers clear guidance on strategies to address staff development needs amongst project organisations.

### 3.2.2 Resources

Staff across most case-study organisations (six) were happy with the resources they had been able to access. These varied and included:

- ♦ Hansard Society resources.
- ♦ Citizenship Foundation *Young People's Passports* (YCP).
- ♦ Changemakers' *Making Your Own Community Action Project Happen*.
- ♦ Materials said to be generally at the disposal of a youth service.
- ♦ Resources used through curriculum subjects, including history, geography, sociology and mathematics.<sup>10</sup>

The extent to which organisations felt the need to access a wide range of resources depended very much upon the nature of their programmes. Those that were very 'active', with minimal class-based learning, tended to feel little need to access many resources at all. One, for example, was using the Changemakers resource only. Others commented on the vast array of literature relating to citizenship education, and attempted to do their best to access as much of this as possible. One sixth form tutor commented: '*Citizenship can't be learned through one set text book.*' Another, having found it too expensive to order numerous materials, had accessed the internet widely.

Staff across five organisations recognised the diversity of the field of citizenship education, and pointed to some specific areas in which they would welcome resources tailored more to their needs. These included:

- ♦ An '*off-the-shelf*' pack, providing a series of ideas for **teaching and learning approaches**, activities, ideas and concepts to help develop interesting and lively programmes (three interviewees).
- ♦ Specific guidance in what were deemed to be **specialist areas** such as law and politics, and sensitive areas such as asylum seeking and health issues including HIV/AIDS (two interviewees). This was felt to be a particular issue where staff did not have a background in citizenship-related education, and was said to be likely to become a greater issue as more staff were encouraged to facilitate citizenship programmes in the future.

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<sup>10</sup> The resources cross-cutting project report of April 2002 identified additional resources that had been accessed by four projects that returned their resources log as part of their management information return. These included Changemakers' and BBC resources amongst others. In addition, these projects had drawn upon a number of external speakers and the websites of a number of voluntary and community organisations.

- ♦ Resources specifically for the **post-16 age group** (one interviewee). Use of pre-16 resources was not considered to be a concern at present, but it was felt that, as young people began to move into post-16 learning, having experienced citizenship education at key stages 3 and 4, new resources would need to be available, to enable staff to help them develop appropriately.
- ♦ Approaches for developing citizenship with young people with **special needs** (one interviewee).

Of course, there may be resources to address some of these gaps, but the issue is one of awareness combined with limited staff time. It takes considerable time first, to become aware of the range of resources to support citizenship, second, to get access to these resources, third, to study and evaluate them, and fourth to decide which resources are most useful to the programme, and how they can be used. It seemed that few institutional staff had, at this stage, received guidance in terms of how to access and use relevant resources. One teacher was disappointed that her consultant had not responded to requests to help her find relevant materials. In addition, four Project Managers said that they had not yet considered the issue of resources, or had not yet personally drawn on any, thereby being in no position to help partner organisations in this respect. Other Project Managers identified similar ‘gap areas’ as delivery staff. Views included that there was nothing ‘*off the peg*’ as there would be for a pre-16 academic or vocational course. Many colleges were said to be having to develop their own materials. There were also felt to be no good quality ‘*route maps*’ with pathways through citizenship and support agencies clearly marked out, and there was felt to be a need for more resources relating to politics and law, ‘*grey*’ areas for many teaching staff. The issue for the second year will be how to help projects and organisations discover the resources that are available to them, and then find the time to evaluate these resources and tailor them to their programmes. The cross-cutting evaluation work on resources will hopefully shed some light on this area, and help consultants to better support project organisations.

### 3.2.3 Assessment and accreditation

When asked about their approaches to assessment and accreditation, almost all case-study interviewees gave answers about where their organisations stood in relation to **accreditation**. Staff across eight organisations stressed that they had not yet decided whether to accredit their programmes, or had not yet found a suitable qualification to work towards. Under consideration were AS Level General Studies and Critical Thinking, ASDAN Youth Award and OCN Citizenship, many of which were already running within their organisations. The issues interviewees identified were to do with whether these qualifications provided ‘*a good fit*’ to the citizenship learning being

undertaken by the young people. All of these eight organisations, however, had devised some method of internal **assessment**. Two organisations were encouraging young people to use Progress File and Record of Achievement (RoA) to record and reflect upon their experiences. Four others were developing internal assessment criteria, portfolios and certificates, whilst one used evaluation forms at the end of each session to encourage young people to reflect upon what they had learned. In one school sixth form, the post-16 citizenship development project was based around the design of an evaluation toolkit by students, to help future young people to assess and evaluate their citizenship learning.

Only one of the case-study organisations was specifically trialling an accreditation framework. This organisation was piloting OCR's citizenship specifications (which are not yet approved by the QCA) and feeding back to OCR about what was found to have been effective and ineffective. It was hoped that the QCA would approve these specifications, which the organisation in question (an FE college) had found to provide a useful course structure.

In contrast, two organisations (a school and a youth work project) were extremely negative about the concept of accrediting citizenship knowledge and skills. One stated: *'Students value accreditation, but at a philosophical level I would like to do away with so much of it...I don't want to drag it [citizenship education] out and make it too schooly.'* The other argued: *'If it becomes an academic exercise, then it will lose what it's about. If they 'pass', does that mean they are good citizens?'* Two Project Managers shared this view. One said: *'It's completely counterproductive...Time-based accreditation for example. How do you differentiate between ten good hours of activity and ten bad ones?'* She questioned what such accreditation would demonstrate. The other stated: *'There are different ways of rewarding efforts such as celebration assemblies and person of the week. It becomes dangerous and difficult if you go beyond that.'*

Little attention had yet been paid to accreditation at a project level. Five Project Managers explained that they considered it unlikely that there would be one common accreditation route suitable for their respective projects, because of the wide range of education and training providers, and the diversity of young people that each catered for. Only two were attempting to find a common accreditation framework for their projects as a whole. One was weighing up the relative value of OCR and OCN frameworks, but was a little concerned about the knowledge-based aspects of OCN within a non-school setting. Another was considering the OCN framework as a



possible accreditation route for his consortium. Two other Project Managers were developing local forms of certification. One was attempting to develop a common assessment certificate that various accreditation routes, such as ASDAN and the Duke of Edinburgh's Passport to Citizenship, might link in to. The other was looking to develop certification through her FE college for students with few traditional achievements. These students were being encouraged to complete 'workbooks' related to each of the roles on the citizenship matrix.<sup>11</sup>

The following chapter explores details of the citizenship programmes that were being developed across the case-study organisations, and considers a range of issues related to them.

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<sup>11</sup> The Assessment and Accreditation cross-cutting report of May 2002 confirmed that projects had made comparatively little progress since the previous cross-cutting report. Six of the 11 projects returned information on assessment and accreditation and of these, most made reference to various awards, assessments and certificates being used at the individual organisation level. One project had set up an assessment and accreditation sub-group, whilst another had held inset on the use of Progress File and ASDAN across the project, but such incidences were rare.

## 4. THE CITIZENSHIP PROGRAMMES

This chapter provides details of the post-16 citizenship programmes being developed across the 11 case-study organisations, and covers issues surrounding the aims and objectives of the programmes, reactions to them and their main successes and constraints to date.

### 4.1 Programme Details

The citizenship development programmes being established across the 11 case-study organisations fell into two broad categories:

- ◆ Those that were predominantly **activity-based**, often initiated and instituted by young people themselves, and usually with no taught element (six organisations). Though there was a strong input by young people into these programmes, the overall framework was usually designed by a teacher or tutor who continued to play a key role as a facilitator.
- ◆ Those that were mainly **taught**, sometimes with active components running alongside. These programmes were usually designed and delivered by a teacher or tutor (five organisations).

Amongst those promoting activity-based projects were a school sixth form, a special school, a youth service, a Connexions service, a community organisation and a cross-area project. Taught approaches were most common in FE and sixth form colleges (three) and were also adopted by the training provider and one school sixth form.

#### 4.1.1 Activity-based projects

Five of the six activity-based projects were described by staff as '*bottom-up*'. That is, they were devised mainly by the young people themselves, with help from various adults and agencies. The four projects facilitated by the youth service, the Connexions service, a community organisation, and through a cross-area approach respectively were very similar in nature. Common features of the programmes were:

- ◆ The bringing together of a forum, council or campaign group of young people from the local area.
- ◆ Questionnaire or other research by that group of young people to elicit the views of other young people in their area on issues of concern to them.
- ◆ Discussion and debate amongst the young people (often at workshops or conferences organised by the young people themselves) leading to agreed outcomes, aims and, in one case, a young people's charter.

- ♦ Presentation of views to influential adults such as councillors, MPs or teachers/tutors with a view to effecting change, and discussing issues on an equal footing.

The two other activity-based projects had been devised by one mainstream and one special school. In both organisations students were involved in developing web-sites. One dealt with issues of disability awareness. The other was seeking to offer advice on local issues to all young people aged 16-19 in the area, and provide details (*'a one-stop-shop'*) of citizenship and community service opportunities available to young people. In addition to the design of the web-site, students at this school were also involved in the design of an 'evaluation toolkit', which would be used by future post-16 learners to help them track their citizenship experiences and provide evidence for Key Skills in IT and/or communication at Level 3. Whilst this project can be described as 'activity-based' at present (because it is under development by the young people), in future, it will be used by students to support their wider citizenship learning. This project was devised by the school's Head of Sixth Form, but decisions about design, organisation and time-tabling, were made entirely by the students.

#### 4.1.2 Programmes with a taught element

Three colleges and one training provider offered citizenship education courses to young people in their institutions. Two of these programmes were newly created **discrete 'citizenship' courses**. One of these (a voluntary programme offered by a training provider and which was well received by NVQ trainees) lasted for nine months (the duration of their NVQ programmes), and was delivered by one specialist member of staff. The other (a short compulsory course offered in a sixth form college mainly to AS level students) lasted only for five weeks. This course was taught by a dedicated team of nine and sought to cover areas such as asylum, gender, equal opportunities, poverty and advertising. It had not been welcomed by the young people interviewed. They regarded it as vague, general and uninteresting and not relevant to their wider studies. There is clearly an issue here about the wisdom of compelling students to take an interest in citizenship over a short period of time without providing sufficient information about how the programme could benefit them and dovetail with their other studies.

In the other two colleges, citizenship had been **incorporated into existing course structures**. In one organisation, citizenship was taught as a discrete aspect of a two year Level 2 travel and tourism programme. Alongside taught aspects, the students were encouraged also to get involved in campaign work and organised conferences related to racial and drugs awareness. The students interviewed were very

enthusiastic about their programme, stating that they found the subjects covered interesting, and that they had been empowered to make decisions. One commented: *'It's really different from other classes where you just sit and listen'*. Citizenship had also been incorporated into a special needs programme at this college, through discussions about prejudice and community service links developed with the Salvation Army. The students interviewed had enjoyed the activities in which they had been involved, and had developed an awareness of homelessness issues.

At the other college, citizenship was being introduced into sign-language and web-site design programmes. Whilst tutors said that they respectively covered issues to do with deafness awareness and attempted to put some citizenship information on their websites, citizenship was reported to be, in reality, an afterthought. Comments included: *'I must admit, I haven't seen the matrix'* and *'We are weaker on that [citizenship] side.'* Discussions with the project coordinator indicated that these, existing, programmes were, to a large extent, regarded as examples of citizenship education in their own right rather than having had a citizenship angle specifically written into them. The students interviewed demonstrated little awareness that they were involved in courses that focused on much other than sign language and website design however. One stated: *'I didn't know that it was about citizenship until she [the teacher] said that you [the researcher] were coming in!'*

One school taught citizenship education in a fairly formal sense through its AS/A2 Level General Studies programmes (compulsory at AS Level), but also encouraged students to become involved in a range of voluntary activities including a 'buddy scheme' where Year 12 students mentored Year 7 students, the bar mock national trials, and organising a mini commonwealth games for local primary schools. Neither the general studies programmes nor the activities were explicitly promoted as citizenship, neither were there, at this stage, any links between them. Students confirmed this when they stated: *'Not really. They're totally separate aren't they?'* and *'I suppose the stuff about political systems – there might be vague tie-ins [with the bar mock national trials].'* The school had plans to draw stronger links between the citizenship education and active citizenship components of its various programmes next year.

On balance, it appeared that the most successful taught programmes were those that were integrated into young people's existing programmes and where young people understood the links between their citizenship work and other programme work. The least effective were those that could be classed as 'stand-alone' courses, operating

over a short time-frame which the young people regarded as detached from their ‘real’ studies.

## 4.2 Programme Plans and Delivery

The programmes described above were clearly influenced by individuals’ understanding and perceptions of citizenship learning.

### 4.2.1 Definitions of citizenship education and active citizenship

Amongst those organisations in which staff offered a definition of citizenship education and/or active citizenship (eight), there was a tendency for staff to highlight the importance of citizenship **education** as a basis for active citizenship.<sup>12</sup> Three organisations felt that their role was to prepare young people to play an active role in society and their communities by equipping them with the skills, knowledge and understanding to make a difference through their actions:

*Active citizenship is taking part and being part of the community. Citizenship education is the understanding of why they need to take part in the community. It’s the underpinning knowledge of why its important...Otherwise its just volunteering. That’s not citizenship.*

In contrast, three organisations defined citizenship education/active citizenship as helping young people to become physically involved in their communities, finding ways to get them involved in active debates and the democratic process and encouraging young people to do things for themselves. One interviewee added: ‘*Knowledge can come later.*’ The issue about whether young people best learn about the value and process of active citizenship through directed learning or through active involvement in their communities (the old dichotomy between citizenship as ‘taught’ or ‘caught’) is central to interpreting the success of the post-16 citizenship projects as they develop. Subsequent phases of the evaluation will aim to assess the relative success of each approach in terms of the outcomes for the young people involved and the degree to which both approaches have to be present in order to deliver effective programmes.

In only four of the eleven areas were young people able to put forward their definitions of ‘citizenship’ and ‘active citizenship’. This reflected the fact that many of the young people interviewed had not been made explicitly aware of the

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<sup>12</sup> The three organisations that did not offer an opinion tended to be those in which citizenship was being developed with a largely activity-based focus.

terminology: *'Saying citizenship to us doesn't mean anything.'* Of these four areas, young people in two (a cross-area project and a Connexions Service project) saw citizenship as getting out and meeting people, *'doing good things in the community'*, building confidence and skills and, in one of the areas, learning about equal opportunities. In the other two areas (two school sixth forms), the young people interpreted citizenship more broadly:

- ♦ In the first, students felt that citizenship, and citizenship education, were about developing political and cultural awareness, and awareness of rights and responsibilities, so that they might be in a position to go out and act upon this base of awareness.
- ♦ In the other, it was viewed more negatively: *'It's a government attempt to combat yob culture and turn us into 'good citizens'.* This included respecting all races and cultures (regarded as *'political correctness'*), *'giving something back'* and developing personal skills. In terms of *'active citizenship'*, this was viewed as: *'Getting out there and doing something...Community service, like helping old ladies across the road.'*

It is clear that, during this initial year, there was no clearly recognised or understood definition of citizenship education across the demonstration projects. DfES and LSDA are aware and concerned about this lack of shared understanding and are seeking to find ways to help projects and project organisations gain a clear understanding of what citizenship education/active citizenship is, in order to help them develop appropriately focused programmes. To this end, the UK Eurydice unit, based at NFER, was asked to collect information from Eurydice offices across Europe on different countries' definitions of citizenship education. The comprehensive results of this exercise, which was carried out in August 2002, are presented in Appendix E. In brief, the following points can be gleaned from the information received from the various offices:

- ♦ Most countries offer some form of citizenship education, usually referred to as civics.
- ♦ Although civics is sometimes taught as a discrete subject, in many countries the ideas and principles of civics education are addressed through the social sciences, humanities and environmental aspects of the main curriculum.
- ♦ Many countries introduce civics education at an early age (pre-primary and primary levels), with subject content becoming more specific as young people progress through the educational system.
- ♦ Like citizenship education in England and Wales at pre-16, many civics programmes abroad are concerned with developing knowledge and understanding of economic, legal and political systems. An emphasis on the skills of analysis and critical thinking is also common.

- In many countries there is an emphasis on the understanding of self and personality. This is developed as a basis to help young people understand their interaction with state, nature and society.
- Some countries' programmes specifically aim to promote tolerance and democratic views.
- ◆ Most countries place less emphasis on moral responsibility (with France and Greece being clear exceptions to this) and community involvement than England and Wales. The emphasis of civics programmes in most countries is more on social and political awareness and responsibility.

It is important to be aware that, whilst references to upper secondary education in Appendix E usually cover the age range to 18/19, they relate to the formal curricula in these countries. There is little with which to compare the work undertaken by voluntary, community and youth-work organisations in England, which are playing a large role in the post-16 citizenship development projects. The work undertaken by schools and FE/sixth form colleges in this country is probably closer to that outlined in Appendix E than is the work of community and youth work-based organisations, although unlike many European countries, schools and colleges in England have a stronger focus on moral responsibility and community involvement.

#### 4.2.2 Programme aims and objectives

Interviewees' aims and objectives for their programmes reflected, to a certain extent, their differing interpretations of citizenship education/active citizenship. However more individuals demonstrated an **appreciation** that active citizenship might need to be underpinned by some education in citizenship (as discussed in the previous section) than were actually putting this into **effect**. For example:

- ◆ Only four organisations stressed that their programmes aimed to develop young people's knowledge, understanding and awareness of various social, economic and political processes in order to help them make active choices, and be effectively involved in their communities. One interviewee explained: '*You've got to inculcate these things. Not all students have this inherently.*'
- ◆ Seven organisations said that their programmes aimed to give young people a voice and to '*energise*' them by providing them with the opportunities to be actively involved in their communities (through campaign work, youth fora and debating groups). It was hoped that an understanding of various democratic processes and skills development would be developed through these activities.

This was reflected further when interviewees were asked to elaborate on the ways in which their programmes might develop **active citizenship**. Eight mentioned a range of activities that had been made available to the young people, or which the young

people had organised themselves, such as charity events, college societies, schools councils, youth fora and local campaign work. Engagement in these activities was identified as active citizenship. Only three organisations defined active citizenship as helping young people to become *mentally* active through their citizenship learning, by engaging them in a range of issues, encouraging ‘*active criticism*’ and helping young people to develop opinions. The young people themselves mentioned a number of factors that they hoped would be of benefit to them through being involved in their programmes. These included:

- ♦ Developing **skills**, including confidence, facilitation, communication, self-discipline and organisation (six groups).<sup>13</sup>
- ♦ Developing **knowledge** of specific issues, including rights and responsibilities, equal opportunities, common law and political systems (four groups).
- ♦ Influencing and **improving** the **communities** in which they lived, by learning how to motivate other young people and influence adults to take action (three groups).
- ♦ Gaining a **specific outcome**, such as a certificate, a better job opportunity or something impressive to add to their CVs (four groups were quite honest that this had been a major pull factor for them in getting involved).
- ♦ Learning to **control their feelings better**, how to treat others with respect and to be tolerant (one group).

In general it can be said that most projects aimed to get young people physically involved in community-based activities (often devised by the young people themselves), with a view to giving them ‘*a voice*’, encouraging them to take an interest in their communities and attempting to change things for the better. A minority of the projects were underpinned by citizenship education of one form or another and, at this stage, formal political literacy learning was not high on the agendas of most programmes. There is an issue here about the extent to which the post-16 citizenship organisations will need to become aware of what young people have learned pre-16 through their statutory citizenship curriculum, in order to build upon this in the future. It may well be easier for schools (where citizenship learning is taking place within the organisation already) than for colleges, and other types of organisation, to build continuity and progression.

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<sup>13</sup> Adult interviewees also identified skills that they hoped young people would develop through involvement in their programmes. The majority (seven organisations) identified various key skills, in particular, communication, discussion and debating skills. In addition, three organisations hoped that young people would develop the skills to shape their futures and make a difference. Two aimed to improve young people’s critical thinking and analytical skills.



### 4.3 Reactions to the Programmes

The following sections discuss the responses of young people to the programmes in which they were involved, and the views of staff and young people, based on their experiences of developing programmes, on the most appropriate teaching and learning strategies for post-16 citizenship, and indications of good practice.

#### 4.3.1 Young people's responses to the programmes

Most staff interviewees believed that the young people had enjoyed their citizenship programmes and projects, and had become quite engaged in a range of issues as a result. Staff in seven organisations reported **positive** student responses as follows:

- ♦ In three organisations enthusiastic responses were said to have been **against the odds**. The young people concerned were described by staff as apathetic, selfish or prejudiced. Comments included: *'Sixteen is a really selfish age. It's the worst age to try and get them to do anything for anybody else'*. That attendance on programmes was good, and that the young people concerned were interested in their content was said to be testament to the success of the various programmes.
- ♦ In one organisation enthusiastic engagement has been **anticipated** due to the way in which students were selected (from a list of volunteers). *'They were the right sort of person...In the past they've proved reliable – interested, intelligent, articulate...capable of doing things independently.'*

However, involvement and enjoyment are not tantamount to a successful programme. In three organisations the young people were reported to be enjoying their programmes, and becoming more engaged with their communities, but did not have an **awareness** that they were engaged in citizenship. Others were reported to have less interest in the citizenship aspects of their courses than what they regarded as their main foci (for example learning to use sign language), although they were generally positive about their courses.

Three organisations felt that the response of young people had been somewhat **negative**, or that few young people had been interested enough to get involved. The comment of one member of staff, in whose organisation young people were undertaking a compulsory short course in citizenship, was: *'There's no homework, no note-taking, no assessment...Students say "what's the point?" So I explain it's pure education. The students look at me as if I'm mad.'* The students interviewed confirmed this perception, stating: *'It just kind of seemed to be a random group of topics.'* There is clearly an issue about the most appropriate approaches to teaching and/or facilitating citizenship in order to help young people learn, and enjoy their

experiences, especially where the groups of young people concerned present certain challenges. Staff and students' views on approaches to teaching and learning, which are provided in Section 4.3.2 below, provide some suggestions.

The vast majority of the young people were positive about their experiences so far, although in six of the 11 organisations they did not recognise the activities they were involved in as 'citizenship'. Five groups said that they had enjoyed the ability to affect change by getting involved in debates, campaign work, organising conferences and so on. As one young person stated: *'To say I tried to do something about it is more important than saying I believe that it needs to be changed'*, suggesting that the concept of 'active citizenship' had been conveyed, at least in part. Four groups had found their programmes interesting, worthwhile and enjoyable in a general sense, whilst three reported that they had gained new skills (including key skills, conflict resolution and organisational skills). A young person in one group said: *'It's wicked. It means I can get my point across without getting into fights! [as he would have done in the past]*. Two groups said that they had learned more about topical issues. The only problems encountered by the young people had been time pressure (raised by three separate groups - *'I know I have probably neglected some of my school work in doing this'*) and teamwork: *'When we meet everyone tries to talk at once.'*

#### **4.3.2 Benefits of involvement**

The young people went on to identify a number of positive benefits that they had gained from involvement in post-16 citizenship programmes. In the main, they were able to identify a whole range of **skills** that they had developed through their various activities. Some explicitly recognised that they were developing the key skills of communication, working with others, ICT and problem solving and other personal skills including:

- ♦ negotiation
- ♦ confidence, particularly through an increased ability to articulate a particular point of view
- ♦ methods of instigating change
- ♦ self-discipline and organisational skills
- ♦ business skills, including how to bid for funding.

Others appeared, on the face of things, to have seen their programmes purely as a means to an end (for example, gaining agreement from the local authority for a designated skate-board park). However, through discussion, it became apparent that

these young people had also developed a range of skills including enhanced confidence, the ability to present opinions and the ability to influence the views of adults.

A smaller number of young people mentioned that they had gained new **knowledge** and **understanding** through their involvement in project work. Most mentioned that they were now clearer about their rights and responsibilities within the community, and about the roles of key members of society, with a handful mentioning that they had gained some understanding of common law and human rights. More said that their awareness of certain ‘issues’ such as drug-taking and early pregnancy had been enhanced, and that they now felt in a better position to make informed decisions. There was **no reference** to issues related to the British political system, the media, the environment or the economy, however. Students in one sixth form college admitted that the main benefit of involvement for them had been something positive to add to their UCAS applications.

Most of the young people had not been compelled, as a result of involvement in their programmes, to join any groups or to get involved in any activities over and above the youth councils, fora, debating societies, discussion groups and community service in which they were already involved through their projects. Exceptions were one group who said they would now consider voting in a local or general election, one group that had decided to raise money for a water purification project in developing countries, two young people who had become Millennium Volunteers and one young person who said: *‘It would make me more open to considering volunteering work, but I don’t know if I would really do anything.’* A rare, but encouraging, spin-off from involvement in a post-16 citizenship development project was that two young men involved in a youth-work project, who said that they had initially only become involved for potential personal gain, were now to attend the Earth Summit in South Africa with one of their youth workers.

### **4.3.3 Views on teaching and learning approaches**

Project Managers and citizenship facilitators made a number of suggestions regarding teaching and learning strategies that might best enable good practice to be achieved. Two Project Managers felt unable to comment at this stage, and one felt that a discussion about teaching and learning strategies represented a misunderstanding of the concept of ‘active citizenship’: *‘It’s not about teaching – it’s about behaving within the project in a way that models citizenship.’* The remaining eight Project

Managers, and all staff interviewees across the 11 case-study organisations, felt that it was important to ensure that programmes:

- ♦ **adopted a practical and/or informal approach** (*'experiential learning'*) (four Project Managers and four organisations). Suggestions included basing work around interesting activities and visits, making the work task-led, encouraging the young people to organise their own events and activities (an *'organic approach'*), and making sure that any application of knowledge, skills and understanding developed was orientated towards real life activities. Two sixth form teachers added that students should be encouraged to reflect upon their experiences in school to ensure that their involvement was not just *'volunteering'*;<sup>14</sup>
- ♦ **enabled young people to identify their own interests** (three Project Managers and two organisations). One Project Manager stressed: *'I need them to explore, through their own understanding and involvement, what is meaningful to them. If the problem is a lack of involvement in public affairs, this is because young people feel they are **told**, not **asked**, things by politicians'*. Another felt that it was important for the citizenship projects to tap in to young people's interests, and then use these interests to make links to citizenship skills and understanding;
- ♦ **encouraged debate, discussion and brain-storming activities** where they were entirely class-based (two organisations). Interviewees warned against a didactic approach, although accepted that delivery style depended very much upon individual tutors.

Only two interviewees (who worked in environments catering for students following both 'academic' and 'vocational' routes) stressed a need to differentiate teaching and learning styles depending upon the client group. Vocational trainees were said to appreciate the opportunity to get involved in project work, whilst AS/A2 students were thought to be better suited to receiving, and analysing, information. One Project Manager stressed the importance in ensuring that citizenship awareness-raising happens early (as in many European countries – see Appendix E): *'You can't change perceptions at age 16 – it's too late.'* The introduction of citizenship as a statutory National Curriculum subject from September 2002 seeks to make a difference in this respect. However, for the first and second rounds of post-16 citizenship development projects this need to have an impact on young people's perceptions may be a very real issue.

Young people's views on their preferred learning styles were very much in train with those of staff. A message coming through strongly was a preference for **practical, active and events-based** forms of learning (such as meeting with key members of the community, visiting various institutions and taking part in conferences, workshops

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<sup>14</sup> This highlights the importance of ensuring that staff effectively facilitate young people's experiences, to help them learn through their activities.

and debates within the community involving adults and other young people). In contrast, there was less enthusiasm for **classroom-based approaches**, paperwork and research. Students in school sixth forms were more likely than young people in other contexts to voice a need for underpinning knowledge and awareness, for which there might be a need for some ‘teaching’. This was because of what was considered by the students to be a lack of political awareness and interest: ‘*voter turnout is ridiculously low amongst young people.*’ However, this was very much a minority view. The view expressed by the following young person (also in a school sixth form) was more representative:

*I wouldn't have it in a lesson. I'd have more activities like we're doing. More schemes. I don't think you can 'learn' citizenship. I don't think it would work. I think it would put people off.*

Where activities were to take place in a classroom setting, there were calls for an **open discursive format**, rather than a focus on reading, writing and teacher-led sessions.

A key finding from interviews with young people was that they welcomed the opportunity to be given responsibility to organise and plan events, talks and trips. Where they had been encouraged to take the lead in decision-making and planning, this had the dual effect of making the young people feel more valued and in control, but also meant that projects were often **slower to get started**. Young people admitted that, whilst they had been keen to rise to the challenge, they had initially lacked some of the organisational and team working skills required. One young person summed this up as follows:

*It started off a bit rocky, working together...There was a kind of divide between the group...There's a definite communication problem I think. When we meet everyone tries to talk at once.*

Whilst some had overcome this issue by identifying the need for officers and electing people to those posts, organising regular meetings and circulating minutes (*‘It's quite formal really. It's very professionally organised with all the minutes and everything.’*), others had found this approach unhelpful because: *‘Some people thought it meant they were in command.’* Most agreed, however, that a young person-led approach was preferable to one in which school, college or youth service staff made all the decisions. The young people recognised that this was a learning process, and that they were becoming more effective all the time. It was clear however, that even where young people were given most of the responsibility for organising their

programmes, they needed someone to mediate their experiences and help them reflect on what they had learned.

#### 4.3.4 Views on the development of good practice

A number of factors were considered by Project Managers to be key to developing good practice in post-16 citizenship, with only two feeling that they were not yet in a position to make such judgements. Organisational staff were not asked their views in this respect. The views of Project Managers were as follows:

- ♦ **Empowering young people** (four interviewees). The view was that projects need to be developed around young people's needs and preferences. Adults should not make assumptions about young people's interests and knowledge. One stressed: '*You need to get a feel for where they are so that you have a better starting point.*' Adults should always be looking for opportunities to empower young people by giving them responsibility.<sup>15</sup>
- ♦ **Encouraging a cross-fertilisation of ideas** through project meetings and steering groups (two interviewees). It is important to foster a climate in which staff can be encouraged to be innovative in their approaches to developing citizenship with young people, and to feel that they can admit weaknesses and ask for help.<sup>16</sup>
- ♦ **Ensuring that there is good project management** (two interviewees). One expressed this as: '*tight paperwork, monitoring of the action plan, keeping an eye on outputs.*' The other felt that it was important to keep projects contained and manageable, and recognise that not all young people will want to get involved.

Two additional comments were made. These were, firstly, that projects must attempt to infuse a level of **knowledge and understanding** of citizenship-related issues into young people, in order to make any community involvement in which they become involved more meaningful, and secondly, that there needs to be a shift in thinking, so that citizenship becomes part of the **14-19 learning agenda**. Once young people who have been involved in statutory citizenship education at key stage 4 from September 2002, progress to post-16 education and training, this may become easier to achieve.

### 4.4 Challenges and Successes to Date

#### 4.4.1 Challenges to the implementation of post-16 citizenship

Project Managers identified a number of issues that had effected the development of citizenship education and active citizenship post-16. The challenges most commonly

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<sup>15</sup> However, as stated in Section 4.3.2 above, young people may still need adult input to help them reflect upon their experiences, and recognise the skills and knowledge that they have acquired.

<sup>16</sup> It will be important to establish that there is scope for effective networking in the second round of development projects, in the absence of Project Managers. It may be that the lead body for each consortium will be in a position to provide opportunities for cross-fertilisation of ideas.

referred to (by seven Project Managers) were to do with **project management**. These included:

- ♦ **Dealing with the mass of administration** that came with the post (four interviewees). Most had not anticipated the amount of paperwork that would be involved, with one describing it as *'nightmarish'*. The revised requirements for projects in the second year of the projects will hopefully ease this burden.
- ♦ **Coordinating the work of partner organisations** (four interviewees). Project Managers had found it a challenge to get all partners on board and keep them on track, and to get everyone together at regular interviews and develop the partnership as a whole, so that all partners were contributing and *'sharing agendas.'* One described the greatest challenge for herself as *'getting my head around the project as a whole.'*
- ♦ **Keeping within budget** (two interviewees). One made the general comment that she had found it very difficult to keep the project within budget and another said that her FE college was having to fund its own teaching because, until their specifications gained approval, the LSC would not provide funds.

Four Project Managers mentioned that **staff development issues** had been a challenge to the success of the projects. Most referred to a need for some of their staff to develop skills of facilitation and advocacy, and learn how to *'hear'* young people. One interviewee stressed, in addition, that staff in his project still needed conceptual training in *'what citizenship is'*. To date, however, little money has been spent by the projects on staff development.<sup>17</sup>

Two Project Managers felt that **young people's knowledge** of citizenship-related issues was exceptionally low, and that there was a particular issue about how to engage the disillusioned and disaffected and foster their interest in active citizenship. Staff across three case-study organisations echoed this point, with one stating of student apathy: *'It's a cultural thing, and it shows through in so many ways.'* A Project manager felt that:

*At the moment, there is no knowledge at all. It is really like pushing a boulder over. In something like politics, it's just impossible to get them to open their minds, because they have never had to think about it.*

This point linked into a further concern, voiced by three Project Managers, about the lack of **political literacy** within the programmes being offered by partner organisations. One stressed that there was an over-focus on community involvement and volunteering activity. Another said that colleges and training providers, in particular, were risking offering young people *'action'* without ensuring that they had

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<sup>17</sup> See Appendix D.

a base of skills and knowledge upon which to base this. A further Project Manager felt that the challenge for projects and partner organisations was finding a way to get at the link between knowledge and active citizenship, and helping young people to become engaged and more reflective.

Three additional challenges relating to young people were identified. They were as follows:

- ♦ **Ensuring continuity post-16.** Many of the young people were said to move on from their courses after less than one year. How, in this situation, can young people be encouraged to view citizenship development as part of their lifelong learning?
- ♦ **Accessing young people in rural communities.** This had been challenging for the youth service, which was attempting to work out of school hours, with young people in one area.
- ♦ **Getting the project off the ground.** In one project, where young people had been encouraged to take the lead in shaping the work in which they would be involved, the project had got off to a slow start. It was said to be a challenge to encourage young people to plan constructively without a fixed agenda.<sup>18</sup>

Organisational staff had faced a number of additional challenges. Staff across five organisations had found it incredibly difficult to introduce effective citizenship programmes into an already **crowded post-16 curriculum**, or into very full course structures. Many staff were frustrated that they did not have the scope to develop programmes as well as they would like, adding that their organisations were involved in a plethora of initiatives, of which this was just one. The **time** taken to develop programmes, especially by non-specialist staff who were often starting from scratch, was also felt to have been prohibitive. Five organisations reported that lack of time was an issue for their staff or young people in moving their programmes forward. Young people working towards AS/A2 Levels and GNVQs in particular, who were often involved in citizenship programmes in their own time, were said sometimes to struggle with the demands placed upon them.

Three case-study organisations said that they had found it difficult to help young people develop **knowledge and understanding** through their informal (non-taught), practical projects. There was a sense that these organisations felt pressured to meet certain requirements that their projects struggled to fulfil. One interviewee described this as: *‘Having to make an informal process formal.’* Finally, two organisations

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<sup>18</sup> This strengthens the point made earlier that projects designed and developed by young people may require an adult to mediate their experiences.



(both colleges) felt that their projects suffered from insufficient **funding**, or were likely to in the future:

*It's difficult to see the immediate advantages of it [citizenship education] because it doesn't bring in the finance that other courses do, or it doesn't seem to have the immediate results priority that other courses do.*

*When this funding is gone, where do you go then? It's no good saying to me, "you've got some nice outcomes, get on with it".*

In spite of the range of challenges identified, most interviewees were able to identify key successes, even at this early stage of development.

#### 4.4.2 Successes in the implementation of post-16 citizenship

Most interviewees gave the impression of being enthusiastic about successes within their projects to date. Seven Project Managers, and staff across eight case-study organisations, stressed that the main successes within their projects had been the **active involvement** and enthusiasm of **young people**. Project Managers were enthused by the extent of young people's involvement in citizenship-related activities, especially given that many were using their spare time to become involved. There seemed to be particular success where young people were taking responsibility for organising conferences, workshops and visits, and deciding what the agenda of these activities should be, although one largely class-based programme was said by organisational staff to have broadened students' views of the world and helped them to think more widely than the narrow confines of their courses. One Project Manager felt that establishing a student voice, and encouraging young people to identify their own areas of interest, had been key to recent successes. Another expressed this view as follows:

*They are enjoying being part of it, having done two conferences, which have been really successful. All the young people have come to it, and they have really got a lot out of it, meeting up with people in their local community involved in the various projects...They do all the speeches, the housekeeping, the welcoming. We are there to make sure it runs OK, but it's all done by the students for the students.*

Interviewees were keen to stress where young people's active engagement with their projects had led to an achievement of their objectives. Organisational staff cited the following four successes:

- ♦ Young people succeeded in convincing local councillors to build a skateboard park.
- ♦ The production of a young people's charter.

- ♦ The election of young people involved in a citizenship project to posts within the Student Union.
- ♦ The success of a launch event organised by young people.

A Project Manager, in whose consortium young people had organised a series of workshops covering matters deemed by themselves to be important, reported the success of these events. The workshops had been filmed by the BBC, and after the event, the Project Manager met with Lord Faulkner who was said to be amazed by the young people's coherence of thought and position. In a different area, students from a special school had won an award for an environmental project in which they had been involved. This was said not only to have raised their self-confidence, but also to have made them feel more active participants within their community.

Other successes, all raised by Project Managers, were at a consortium-level. They included:

- ♦ **Engaging and working with partner organisations** (four Project Managers). One felt that all the partners in her consortium had grown in commitment and enthusiasm, and another stressed how positive it had been to see the core partners *'move beyond paper-based plans.'* This Project Manager felt that she had been given a *'licence to operate'* by the partners, which enabled her to work closely with them to help them develop. One further Project Manager said that what had been really positive in her experience was: *'Working with lovely people. Getting stuff from them even when it's not their top priority.'* This is testament to the dedication and enthusiasm of many of the staff involved in developing citizenship projects with young people.
- ♦ **Raising awareness of citizenship and its importance** within their local communities (three Project Managers). In one area, where a forum had been developed for young people to bring issues of key importance to themselves to local councillors, much had been achieved. The Project Manager reported that this activity had helped to *'build bridges'* between young people and adults within the community. Another stated: *'We have raised the profile of citizenship in the community...I think people are using the term more now. Is that an achievement?'*

## 5. CONCLUSION

The findings summarised here, and the issues that they raise, have been divided into three key areas: those issues related to the time prior to the implementation of post-16 projects; those issues related to the development and delivery of the projects, and those wider issues related to developments in citizenship education and broader policy developments.

### 5.1 Pre-development Issues

One particular issue is at the heart of the differences in the design, delivery and attitudes to the different programmes. This is the issue of **establishing a clear working definition** of what citizenship education and active citizenship means for all concerned with post-16 education and training. A clear working definition is not present at the end of Year One in the organisations running the projects and in the many institutions to which they are linked.

There is a particular division about where the emphasis should be placed in citizenship. On one side are those organisations who see the need for a strong **taught** element, balancing the development of knowledge, skills and understanding, alongside supporting active elements. On the other side are those organisations who see citizenship as primarily **activity-based**, both in the institution and in the community outside. They emphasise the active, experiential elements, which they see as leading to knowledge and understanding. This dichotomy between '*taught*' and '*caught*' elements impinges on the design and delivery of programmes and also on young people's perceptions of their programme experiences to date. An issue for further exploration is the extent to which both approaches have to be present in order for programmes to be effective.

The evaluation also stresses the importance of establishing a **clear understanding of the roles of all those involved** in the project development and evaluation processes from the outset. There need to be clear expectations of time and commitment, matched to funding, which can lead to realistic outcomes. Issues for Project Managers are how the work of various external bodies (LSDA, DfES, the cross-cutting projects, consultants, the national evaluator and national partner organisations) interact, and what is expected of them in relation to each.

## 5.2 Issues Relating to the Development and Delivery of Projects

There is a need to keep under review a number of issues related to the projects as they develop, as follows:

- ♦ **Project Management.** There was huge variation in the nature of the work undertaken by Project Managers, with the balance being more towards administration than strategic leadership. This was affected by the degree of experience of respective Project Managers, the amount of funding they received, and their time allocations (which were extremely varied). It will be important to keep under review different management models and approaches, to ascertain the strengths and weaknesses of each. In particular it will be interesting to keep under review those consortia in which young people are to the fore in project management.
- ♦ **Staff background and experience.** Citizenship programmes worked best where those most closely involved in them had prior knowledge and expertise in citizenship, and enthusiasm for it. It was much easier to weld a small team of such people to deliver programmes, the so-called ‘volunteers’, than to try to use those with little or no experience or enthusiasm, the ‘conscripts’. The nature of staff background and expertise had a considerable influence on the definition of citizenship and, in turn, on the design and delivery of the citizenship programmes in their institution.
- ♦ **Partner organisations and networking opportunities.** Partnerships seemed most effective where they were small and focused. The majority of projects had come to value the opportunities to network with other organisations and individuals. Though such opportunities were not always successful in practice, because of confusion about roles and inputs, the spirit of networking and collaboration was seen as important to the development of the projects and citizenship. This is an issue that needs to be considered in the further development of the existing Round 1, and the new Round 2, projects, which are not based around a consortium model.
- ♦ **External partners.** Projects had made links with a wide range of external partners. These links tended to divide into two types. Those that offered general, philosophical and moral support – ‘*the critical friend*’ role, and those that offered very practical, ‘*hands on*’ support such as providing community service placements for young people. The nature of the linkage with external partners requires further exploration. How projects perceive external partners may be linked to their definitions of citizenship, with those who see it as a practical, community-based activity seeking external partners who can provide practical help in delivering this aim.
- ♦ **Consultants.** The ‘critical friend’ role adopted by the consultants, and the practical help given has been generally well received by Project Managers. However, there may be a need for the consultants to provide more detailed feedback. There is some sense that there is a one-way flow of information at present.

- ♦ **Staff development.** Staff development has not featured in many of the projects to date, not because it is not regarded as a priority, but because project start-up has tended to consume time and resources. Staff development is an issue for all projects but is likely to be more an issue where large numbers of (particularly non-specialist) staff are involved in delivery. There are considerable resource implications, in terms of **funding** and **staff time** if staff development needs are to be met adequately. Whilst all the projects had directed the vast majority of their funding towards staffing, little or none had yet been used for staff development.
- ♦ **Resources.** Staff were happy with the resources they had been able to access. However, the extent of access depended on their definition of citizenship education and programme design. Those who favoured the ‘caught’ active community model felt that the community itself, rather than various media, was the best resource. Others recognised that there was a wide range of resources available to support citizenship. However there were concerns about getting access to these resources and having the time to evaluate them properly and decide how to build them into programmes. Some staff suggested the need for resources better tailored for the post-16 sector, including a supporting pack of teaching and learning ideas and guidance on sensitive and controversial issues. Other staff commented on the need for a ‘*route map*’ to guide them to appropriate resources and support agencies.
- ♦ **Assessment and accreditation.** The majority of projects had focused on exploring **accreditation routes** rather than developing **modes of assessment**. A couple of projects were sceptical about the whole notion of accrediting citizenship. There was a feeling among project managers that it was unlikely that there would be one common accreditation route for citizenship, because of the range of partners and the diversity of young people involved in the current projects. Assessment and accreditation remains a key area for further exploration and development.
- ♦ **Progress and monitoring.** Project Managers had faced difficulties in balancing the need to meet management information deadlines, with maintaining a useful coordination role within their projects. It was clear that managers with substantial time allocations were more able to adopt a strategic role in monitoring project work, and to get benefit from the process. The majority of projects reported greater success in meeting shorter-term **strategic objectives** within their action plans than in meeting more **ambitious or longer-term plans**. This may be related to how realistic or targeted some of the original project plans were. It may be that some projects would welcome guidance on how to develop their action plans in the future.
- ♦ **Young people’s responses.** Most young people were positive about their experiences to date. However, there is an issue as to whether they recognise these experiences as being concerned with citizenship education and active citizenship. Many young people recognise the active component and the **skills** that such experiences foster. There was less recognition to date, however, of the development of additional **knowledge and understanding**, particularly in relation to the political literacy strand of citizenship. There is also little evidence of young people getting actively involved in other civic and community activities, following their programme experiences.

- ♦ **Definitions of citizenship education and active citizenship.** There is a need to monitor and assess the competing definitions of citizenship education and active citizenship and their impact on programme design. In particular, what should be the **balance** between ‘taught’ and ‘activity-based’ elements in citizenship programmes in order to ensure young people develop the dimensions of citizenship (knowledge, skills, understanding, attitudes, values, engagement and participation)? At the end of Year One, the citizenship strand of political literacy is not well-developed in the projects.

### **5.3 Wider Issues Related to Developments in Citizenship Education and Broader Policy Developments**

It is important for the development projects, and the evaluation, to bear in mind that post-16 citizenship developments are taking place within a context of rapid change in citizenship education within the National Curriculum pre-16, and changes in the post-16 education and training agenda in the light of the recent Green Paper. It will be important for the projects both to inform these developments, and respond to them.

The majority of the key issues raised by Project Managers, teachers, tutors and young people involved in the post-16 citizenship projects are those that are facing schools, teachers and young people in introducing the new statutory subject of Citizenship at key stages 3 and 4. Some Project Managers were aware of the need to create stronger links with citizenship developments pre-16, particularly at key stage 4, so as not to ‘*re-invent the wheel*’. Where this can be achieved there may be real benefits in terms of developing an understanding of the aims and purposes of citizenship education, ensuring continuity and progression for young people aged 14-19, and drawing on knowledge regarding teaching and learning approaches, staff development, resources and assessment and accreditation. All of these factors may help to avoid the emergence of a narrow view of citizenship post-16, which focuses on volunteering and community involvement at the expense of political literacy (a concern voiced by three Project Managers). Consideration will need to be given to how this can best be achieved from national policy level down to the individual institution level.

There is considerable room for further co-operation and sharing of ideas with organisations developing citizenship at pre-16 in the areas of:

- ♦ The working definition of citizenship education and active citizenship
- ♦ Programme design and approach
- ♦ Staff knowledge and expertise
- ♦ Links with partners

- ◆ Staff development
- ◆ Resources
- ◆ Assessment and accreditation
- ◆ Continuity and progression

This last point is particularly important. As new citizenship education programmes become established in schools at key stages 3 and 4 so there should be a growing base of knowledge, understanding and skills among teachers, students and support organisations upon which those involved in post-16 citizenship can draw. It will be important that pre-16 and post-16 providers liaise to ensure continuity and progression of experiences for young people. This is an area for continued exploration in the coming year with existing and new post-16 citizenship development projects.

**APPENDIX A – Partner Organisations April – August 2002**

<b>Consortium</b>	<b>Sixth forms</b>	<b>Sixth form colleges</b>	<b>FE colleges</b>	<b>Training providers</b>	<b>Employers</b>	<b>Voluntary</b>	<b>Others</b>	<b>Total Partners</b>	<b>External partners</b>
A	2	-	1	1	-	1	-	<b>5</b>	6
B	1	1	2	1	-	2	-	<b>7</b>	5
C	1	1	3	-	-	-	-	<b>5</b>	19
D	-	-	2	2	-	1	2	<b>7</b>	6
E	1	2	2	1	-	1	1	<b>8</b>	unknown
F	2	-	1	1	-	-	-	<b>4</b>	unknown
G	3	-	2	-	-	1	3	<b>9</b>	4
H	1	1	1	1	-	2	-	<b>6</b>	6
I	-	-	1	1	-	2	1	<b>5</b>	3
J	8	-	1	2	1	1	1	<b>14</b>	14 (as reported)
K	1	1	-	-	-	1	-	<b>3</b>	7
<b>Total</b>	<b>20</b>	<b>6</b>	<b>16</b>	<b>10</b>	<b>1</b>	<b>12</b>	<b>8</b>	<b>73</b>	<b>70</b>



**APPENDIX Bi – Programme Participants, gender and ethnicity**  
**April – August 2002**

Type Of partner	Core Participants	Fringe participants	Male	Female	White	Chinese	African	Caribbean	Black other	Indian	Pakistani	Bangladeshi	Asian	Mixed	Other
6th form college	11	10	3	8	10										
6th form college	129	60	65	64	128									1	
	<b>140</b>	<b>70</b>	<b>68</b>	<b>72</b>	<b>138</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
FE college	48			48	45			2						1	
FE college	3		2	1	3										
FE college	2			2	2										
FE college	4		4												
FE college	12		6	6	12										
FE college	43		15	28	42										1
FE college	10	50	4	6	8		1			1					
FE college	9		8	1			3			1		1			4
FE college	20		6	14								20			
FE college	27		10	17	19							4			1
FE college	33		15	18	31						2				
FE college	14		6	8	14										
FE college/6th form	40	35	16	24	2		2	1				33			2
FE college/6th form	20	10	9	11			1	16				3			
FE college/6th form	13		8	5	1		1					10			1
	<b>298</b>	<b>95</b>	<b>109</b>	<b>189</b>	<b>179</b>	<b>0</b>	<b>8</b>	<b>19</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>71</b>	<b>0</b>	<b>1</b>	<b>9</b>

Type Of partner	Core Participants	Fringe participants	Male	Female	White	Chinese	African	Caribbean	Black other	Indian	Pakistani	Bangladeshi	Asian	Mixed	Other
school sixth form	15	175	7	8	15										
school sixth form	12		12		9			1			1				
school sixth form	20														
school sixth form	12														
school sixth form	16		7	9	7		2	2		3		3		1	1
school sixth form	13	8	2	11	8	2	1	1							1
school sixth form	13	4	11	2	13										
school sixth form	100		50	50	100										
school sixth form	100		50	50	100										
school sixth form	100		50	50	100										
school sixth form	100		50	50	100										
school sixth form	not yet known														
school sixth form	unavailable														
	<b>501</b>	<b>187</b>	<b>239</b>	<b>230</b>	<b>452</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>
Training provider	10		9	1	10										
Training provider	11		2	9	11										
Training provider	17	300	15	2	10		2	2	3						
Training provider	12	5	7	5	10							2			
Training provider	7		4	3	7										
Training provider	50		30	20	50										
Training provider	16		8	8	16										
	<b>123</b>	<b>305</b>	<b>75</b>	<b>48</b>	<b>114</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

Type Of partner	Core Participants	Fringe participants	Male	Female	White	Chinese	African	Caribbean	Black other	Indian	Pakistani	Bangladeshi	Asian	Mixed	Other
Voluntary Organisation	19		7	12	16						1		2		
Voluntary Organisation	unavailable														
Voluntary Organisation	16	240	9	7	1		1	1				13			
Voluntary Organisation	5		2	3	4						1				
Voluntary Organisation	12		6	6	11						1				
Voluntary Organisation	10	16	8	8	10										
	<b>62</b>	<b>256</b>	<b>32</b>	<b>36</b>	<b>42</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>
range of partner institutions	3			3	3										
	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>1127</b>	<b>913</b>	<b>523</b>	<b>578</b>	<b>928</b>	<b>2</b>	<b>14</b>	<b>26</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>89</b>	<b>2</b>	<b>3</b>	<b>11</b>

**APPENDIX Bii – Programme Participants, learning needs and levels  
April – August 2002**

<b>Type of partners</b>	<b>EAL</b>	<b>Other</b>	<b>SEN</b>	<b>pre entry</b>	<b>entry</b>	<b>level 1</b>	<b>level 2</b>	<b>level 3</b>	<b>level 4</b>	<b>AS/A level</b>	<b>GNVQ</b>
6th form college							6	5			
6th form college										109	20
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>109</b>	<b>20</b>
FE college											
FE college							3				
FE college							1	1			
FE college											
FE college										12	
FE college							10	33			
FE college											
FE college										20	
FE college										27	
FE college						14	19				
FE college					14						
FE college/6th form						3	9	28			
FE college/6th form							4	16			
FE college/6th form								13			
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>17</b>	<b>46</b>	<b>198</b>	<b>0</b>	<b>0</b>	<b>0</b>

Type of partners	EAL	Other	SEN	pre entry	entry	level 1	level 2	level 3	level 4	AS/A level	GNVQ
school sixth form								15			
school sixth form								12			
school sixth form											
school sixth form											
school sixth form	2										
school sixth form	2		1								
school sixth form				4	7						
school sixth form							20	80			
school sixth form							20	80			
school sixth form							20	80			
school sixth form							20	80			
school sixth form											
school sixth form											
	<b>4</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>80</b>	<b>347</b>	<b>0</b>	<b>0</b>	<b>0</b>
Training provider								10			
Training provider							11				
Training provider		17 (EBD)	13								
Training provider							12				
Training provider							2	5			
Training provider				50							
Training provider							16				
	<b>0</b>	<b>17</b>	<b>13</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Type of partners</b>	<b>EAL</b>	<b>Other</b>	<b>SEN</b>	<b>pre entry</b>	<b>entry</b>	<b>level 1</b>	<b>level 2</b>	<b>level 3</b>	<b>level 4</b>	<b>AS/A level</b>	<b>GNVQ</b>
Voluntary Organisation											
Voluntary Organisation											
Voluntary Organisation							1	15			
Voluntary Organisation											
Voluntary Organisation											
Voluntary Organisation											
Voluntary Organisation											
Voluntary Organisation											
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>
range of partner institutions	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>4</b>	<b>17</b>	<b>14</b>	<b>54</b>	<b>21</b>	<b>17</b>	<b>174</b>	<b>580</b>	<b>0</b>	<b>109</b>	<b>20</b>

**APPENDIX C – Progress against Action Plans**

<b>Consortium</b>	<b>Specific objective/outcome</b>	<b>Evidence</b>	<b>Aim achieved</b>
A	<p>To ensure that each young person registered on the project actively participates in Citizenship activities</p> <p>Young people to understand what is meant by citizenship skills and knowledge</p> <p>Young people to formally report views on the programme on a regular basis. Programme may be altered to meet agreed programme outcomes.</p>	<p>Young people have not been as involved in the planning aspect of their programmes as planned. Two have actively involved students in planning, but other institutions have had less involvement from young people. Some had initial involvement in planning but have since dropped out. Matrix was abandoned by all except one school. Young people completed baseline questionnaire.</p> <p>Achieved, but difficulties reported with mapping progress against the citizenship matrix.</p> <p>All processes to outcome achieved. Two copies of magazine published and students from all partner institutions except one college attended dissemination conference. No questionnaire from LSDA was received.</p>	Most achieved but some exceptions.
A	<p>A functioning network of local providers and other supporting organisations.</p> <p>Establishment of a wider network to include direct providers of Citizenship opportunities.</p>	<p>All processes leading to this outcome have been achieved with the exception of placing entries on LSDA website to signpost activities as this was considered an unrealistic deadline.</p> <p>All processes leading to this outcome have been achieved except promotion of activity through LSDA website, local magazine etc. Small focus group has been set up but role has been redefined from original plan.</p>	Partially achieved

A	<p>To support local providers in the design and delivery of innovative Citizenship programmes. Five organisations to deliver different models of citizenship programmes for post-16 students.</p> <p>Production of resources for use by Citizenship education providers and other interested parties</p>	<p>Not all reported on, missing data. Most have been achieved or in process. Difficulties were reported with the use of the matrix in assessing the acquisition of citizenship skills in young people.</p> <p>All outcomes achieved or ongoing.</p>	
A	<p>Two dissemination events to enable the profile of the project to be raised and disseminate good practice.</p> <p>Evaluation exercise to monitor how young people have benefited from programmes and to inform year 2 of the project.</p>	<p>All processes leading to this outcome have been achieved and report on events to be completed August 2002.</p> <p>All processes to outcome achieved.</p>	✓
A	<p>To identify staff development needs within the five provider organisations and supporting partners.</p> <p>Evaluate effectiveness of staff development sessions.</p>	<p>All processes to outcome achieved although project manager is yet to join ACT to ensure the project is keeping abreast of current developments in citizenship education.</p> <p>Evaluation not due to take place until March 2003.</p>	✓
B	Action plan not provided		
C	To map existing practice against the citizenship matrix and in particular the specified skills in order to identify how these skills are best developed.	Princes Trust and John Lewis now on Advisory group.	✓



C	To develop and disseminate a range of best practice for different organisations and for all young people including those whose life experiences do not encourage them to develop citizenship skills.	A number of key partners have been identified and work has focused on partnership delivery of quality events. The activities, however, are somewhat different to those originally proposed. The need for closer co-operation between initiatives and providers has been identified. Plans are underway to create partnership agreements between some providers and create a programme of staff and student events for the next academic year. Staff development needs in raising awareness and developing skills in citizenship teaching have been identified. Staff development training in one school was successful and model will be considered for other partners.	Partially complete
C	To identify and use trigger points which make citizenship valuable and valued by young people	Work has been slower and still mainly at the planning and discussion stage. The project has identified the importance of training for young people to take responsible roles. The development of a programme for 2002-03 is being discussed. Student training for peer delivery of Make It Real game is planned for September.	Partially achieved.
C	To recommend a range of appropriate and inappropriate methods of <b>accreditation</b> for citizenship skills.  To recommend a range of appropriate and inappropriate methods of <b>access</b> for citizenship skills.	The project is developing insights into this area. INSET has been carried out and identified needs for uncomplicated methods of accreditation.  One FE college has developed its own citizenship booklet, which has been successful. Benchmarking survey was completed. Activities undertaken by young people are commonly not followed up, reviewed or assessed and therefore undervalued by staff and young people.	✓ but with some issues raised.

C	To establish a management support structure for the project so that aims can be achieved	Project manager is in post The core partner group is well established and has met five times a year since the beginning of the project. Advisory group is established and has met twice during the year.	✓
D	To develop a menu of active citizenship opportunities which are relevant to young people	A range of activity has taken place, both through formal and informal learning. Nine programmes, projects and residentials ran over the course of the year, and two colleges were planning to pilot citizenship next year. Issues were raised about the need to make citizenship more explicit to staff and young people, a need for staff training in what citizenship is, and a need for more systematic knowledge and understanding underpinning the programmes	✓ but with some issues raised
D	To develop processes using the skills and roles matrix to ensure these activities add value to knowledge and skills development within the formal learning context	It is hoped that the development of a local assessment framework will provide partners and young people with a flexible structure recognising achievement and allowing progression	Partially achieved. No evidence yet that this is adding value to knowledge and skills development
D	To enhance and add value to existing nationally recognised youth empowerment projects locally	Youth council is currently restructuring	Not achieved
D	To identify a variety of accreditation routes which match the citizenship skills developed	The project continues to recognise the need for a variety of accreditation routes and is piloting a number of awards. The steering group is also considering assessment strategies to provide a structure to recognise both formal and informal learning	Partially achieved
D	To explore new accreditation routes recognising skills developed through young people's life experiences	Pilots of the Pioneer Award are due to begin in September	Partially achieved

D	To establish partnership structures to ensure active involvement from both the formal and informal learning sectors and develop linkages with citizenship development at key stages 3 and 4 and New Deal	The strength of the project is the range of partners from a variety of backgrounds. There were no explicit references, however, to linkages with citizenship at key stages 3 and 4 and New Deal	Partially achieved
D	To link learning for active citizenship to local regeneration and development activity	Social Inclusion officer is on the steering group and a youth event enabled young people to take part in the consultation process of the local strategic partnership. Young people have also participated in other regional development events.	✓
D	To link learning for active citizenship to consultation and development of the local Connexions partnership	Young people are actively engaged in discussions with Connexions Board, through formal meetings, residentials and social events. Contact has been difficult because of the travel involved but the young people are determined to make the consultation process with Connexions meaningful	✓
E	To establish and facilitate a consortium of participating schools, colleges and partner organisations to ensure a collaborative approach to curriculum and staff development.	Consortium has been established and an audit of current citizenship provision in project centres has been carried out. Moderation focus and visit schedule agreed and reports to be produced.	✓
E	To establish a forum of young adults representing participating institutions and partner organisations to actively participate in citizenship activities and to design and facilitate further activities at institutional and collaborative levels	Induction event undertaken and operational strategy agreed. Forum action plan and targets agreed and year 1 activities reported to have been completed.	✓
E	To recruit and facilitate a project development group to design and resource citizenship units for inclusion in the local Progression Accord	New enrichment units focusing on citizenship development and skills have been designed and developed. Two new draft units prepared.	✓

E	To establish and facilitate a project development group to design, pilot and resource citizenship units which could be incorporated into the curriculum/learning programme of the targeted student groups.	Development group has been established. Existing programmes for citizenship have been evaluated and activities and units for work designed for target groups.	✓
F	Objective not clear	New resources produced	
F	Objective not clear	Students have identified the key issues to be addressed	
F	To create a website	This has not been met due to lack of time and technical support	Not achieved
F	To produce schemes of work	This has been written but is still in draft form	Partially achieved
G	To develop a relationship between partners to enable learning and move the project forward.	Staff network of 10-15 staff created and continues to exist, will be used next year. However, in one college SMT refused to meet and support work creating a barrier to engaging staff. Despite efforts to build relationships, the college has drawn further away from the project. Over 40 staff were met with and informed about active citizenship and processes involved in generating it.	✓ but barriers imposed from one college
G	To develop key skills for citizenship through training and action.	Over 30 presentations run in tutor groups. Series of one to one meetings with young people for them to find out more. Meetings with enrichment programme students. Met with student union presidents and vice presidents to discuss issues. Significant body of 40 students identifying themselves as citizenship team who have been helped to research issues and how they can be addressed. Anti drugs campaign has been created by team.	✓

G	To assess and celebrate improvement in skills matching to matrix.	Measurement of skills has been matched against citizenship matrix. Comments were made regarding difficulty in evaluation of active citizenship.	✓
H	To arrange cross-project and cross-college events	Various events have taken place over the year.	✓
H	To encourage young people themselves to contribute to the planning and delivery of the post-16 citizenship agenda.	Students advisory group set up and met four times. 15 week short course took place from January and website shell and portal in place. Students evaluated activities offered under citizenship project. Students organised some workshop provision for conference in April.	✓
H	To build on innovation in the use of the intranet/internet to deliver material for other agency use and to encourage communication and dissemination of findings.	Use of LSDA website still in early stages but should be better used when hotlinked to local website. Chat room should have been set up but has not at this stage. Weblinks to other websites, e.g. Citizenship Foundation, to be put onto local website.	✓ but website still in process.
H	To ensure as far as possible that links are made to existing/current post-16 initiatives e.g. Progress File and tutorials/general studies.	Tutorial programme has been changed to incorporate citizenship. Timetabled for next year. Two partner institutions to pilot ASDAN. Three partner institutions issued with Progress File. Members of staff on ASDAN programme encouraging use of Progress File.	In process
H	To contribute to the setting up and support of an effective local Youth forum.	Youth Council was launched but still only partially representative. Functional but needs to be carried forward as major focus for next year of project. Relationships have improved with partners and some progress is being made to avoid duplication.	In process

I	To build the self-esteem and self confidence of the young people involved in the project.	Students and youth forum members have run workshops. All cohorts are taking part in project within the local community. Baseline questionnaire used with most young people. Young people completed evaluations after each conference. Progress File to be introduced in September 2002. Case study students identified and started.	✓
I	Young people able to work together in a co-operative manner.	Co-operative working to be theme of December 2002 event. Student union project started. Students have taken part in helping with a co-operative conference.	
I	To provide opportunities for young people to design and develop their own projects within the local community.	Projects taking place via all cohorts. Video completed by Princes Trust volunteers. Young people evidenced projects in their portfolios.	
I	To enable young people to create their own resources for future young people to use	Video diary produced and edited by Princes Trust.	
I	To provide young people with the opportunity to have broader horizons and to be aware of the wider community and the employment and participation opportunities it offers.	Topics covered: politics, race, drugs. Trip to London took place.	
I	To pilot the accreditation of Citizenship with awarding bodies.	All young people taking part in the project at present will achieve college certification and all cohorts are working towards the specified qualifications to be complete by June 2003. Schemes of work, lesson plans, competencies and workbooks are being designed and developed. 50% completed.	50 percent completed.

I	To provide staff development for those agencies involved.	Project manager has attended conferences and training events. Deliverers not mentioned to have attended events. Training event should have been put on for staff likely to deliver citizenship in the future.	Partially complete.
I	To produce quality resources that can be used in the future delivery of citizenship.	A set of resources is kept centrally. Three workbooks have been developed. Lesson material has been designed for first year lessons.	✓
I	To provide networking opportunities for both the young people and the staff involved in the project through a series of conferences and networking events.	Steering group has met regularly. Advisory group up and running. Three conferences have taken place.	✓
I	To form a link to the pre-16 development of citizenship.	Link with high school to start September 2002. But no participation or attendance at conferences as yet.	Partially complete
<b>J Aim 1. To develop support mechanisms and associated curricula to enhance young people's roles.</b>			
J	To support the young people involved with teachers/mentors, (shorthand for teacher, trainer, personal adviser, youth worker, mentor). To work with the LEA Advisory Service on curriculum development and training, building on the curriculum development work pre-16.	A steering Group meeting took place and ongoing direction was established. Collation of surveys to be done ASAP by local company on a 'paid' basis.	✓
J	To work with the LEA Advisory Service on curriculum development and training, building on the curriculum development work pre-16.	Accepted on to Pre-16 Citizenship INSET course, but ill on that day.	Not achieved

J	<p>To support the young people involved with teachers/mentors.</p> <p>To identify the learning and training needs of young participants, through teacher/mentor contact.</p>	<p>Evaluation of materials currently used to support student activity on councils/election etc. should have been evaluated but has not happened.</p> <p>All centre leaders were due to 'bid' for project monies to enhance what they currently do but only two partners attended. They presented plans and agreement was given to finance projects.</p> <p>A Manual of Good Practice Citizenship 16-19 should have been drafted. Colleagues have been made aware of it and support the value of it and discussion has taken place about items to be included, but not actually, physically set apart.</p>	<p>Not achieved</p> <p>Partially achieved only 2 partners</p> <p>Not enacted or achieved</p>
J	<p>Through the electoral college, young people will represent their peers in committees and steering groups of the local council, strategic partnerships of the 'neighbourhood renewal strategy', the Single Regeneration Budget Partnership Board, the Connexions Local Management Committee, etc., as well as in their immediate education, training (working) and leisure environments.</p> <p>to address training needs of host organisations.</p>	<p>A training event involving a national consultant has now been set up for 2/9/02, originally planned for 1/7/02, but due to working closely with a council Director, it was necessary for the latter that the training event be moved.</p>	<p>postponed</p>
J	<p>To bring together a consortium of a range of organisations within which young people are active.</p>	<p>Consortium meeting did not take place</p>	<p>Not achieved</p>
J	<p>To bring together a consortium of a range of organisations within which young people are active.</p> <p>To investigate the potential for wide representation of young people.</p> <p>To investigate the potential for activity with a</p>	<p>A consortium meeting took place, but there were more apologies for absence than expected. Two young people participated as planned and eight adults in total attended. The date had been flagged up to Consortium members early, as planned. It was a positive meeting.</p>	<p>✓</p>



	European-wide dimension, e.g. within bidding for European funds, existing youth service work. Share outcomes with the neighbouring authorities, sharpening evaluation and review.		
J	<b>Aim 1. To develop support mechanisms and associated curricula to enhance young people's roles.</b> <b>Aim 2. To help young people actively participate in their education and training environment and their communities.</b>		
J	To set up an electoral college. Through the electoral college, young people will represent their peers in committees and steering groups of the local council, strategic partnerships of the 'neighbourhood renewal strategy', the Single Regeneration Budget Partnership Board, the Connexions Local Management Committee, etc., as well as in their immediate education, training (working) and leisure environments.	Young people approached to form a steering group of 14 members. Very successful inaugural meeting of 17 young people. Thereafter the young people met fortnightly.	✓
J	To set up an electoral college. To identify the learning and training needs of young participants, through teacher/mentor contact.	The young persons steering group meetings in December & February became the planning meetings for the Launch Conference in March and this worked well.	✓
J	To support the young people involved with teachers/mentors.  To identify the learning and training needs of young participants, through teacher/mentor contact.	Students were to evaluate the curriculum materials shared and give suggestions for improvement but this has not occurred.	Not achieved
J	To bring together a consortium of a range of organisations within which young people are active.  To set up an electoral college.	A launch event was arranged by young persons steering group and went ahead in March. Volunteers to act on local committees etc to begin the Electoral College.  Young volunteers from the electoral college on file, not contacted yet, but will be after our 2/9/02 Awareness Raising Session with host bodies.	✓  postponed

J	<p>To identify how and where young people are represented.</p> <p>From the above two, to set up an electoral college.</p> <p>To support the young people involved with teachers/mentors.</p> <p>To identify the learning and training needs of young participants, through teacher/mentor contact.</p> <p>To initially deliver this curriculum through some kind of 'day release' approach.</p>	<p>Students from the Electoral College were due to meet but the order has changed in that this will happen post 2/9/02. The host bodies need to be prepared before the young people are drawn together and matched to them.</p>	postponed
J	<p>Through the electoral college, young people will represent their peers in committees and steering groups of the local council, strategic partnerships of the 'neighbourhood renewal strategy', the Single Regeneration Budget Partnership Board, the Connexions Local Management Committee, etc., as well as in their immediate education, training (working) and leisure environments.</p> <p>To support the young people involved with teachers/mentors.</p> <p>To identify the learning and training needs of young participants, through teacher / mentor contact.</p> <p>To devise, develop, and deliver curriculum to meet these needs (through liaison with the teachers/mentors).</p> <p>To initially deliver this curriculum through some kind of 'day release' approach.</p>	<p>Young person training and first committee roles should have taken place.</p> <p>When meetings take place young people are to identify own organisational base needs and wider community.</p>	<p>Not achieved</p> <p>Not necessary yet.</p>
J	<p>To bring together a consortium of a range of organisations within which young people are active.</p> <p>Through the electoral college, young people will represent their peers in committees and steering</p>	<p>The adult steering group has met less in the light of the young person steering group having taken a sound lead.</p>	Objective Changed

	groups of the local council, strategic partnerships of the 'neighbourhood renewal strategy', the Single Regeneration Budget Partnership Board, the Connexions Local Management Committee, etc., as well as in their immediate education, training (working) and leisure environments.		
K	To develop a programme which will equip young people with the knowledge and skills positively to influence their own quality of life and that of their communities.	CD ROM produced and completed. Video completed but being reviewed. Consultation started in order to turn this into transferable model.	Partially achieved.
K	To develop the use of new technology to support the Citizenship curriculum through participation in the multi-media roadshow and use of email to communicate in individual projects.	Key skills mapped in one partner institution (not applicable in others). Roadshow now prepared, not yet on road (this is due to happen in Sept 02) Text consultation mechanism in place.	Partially achieved.
K	To identify the opportunities for inclusion of key skills, Progress File, Connexions and a broad range of community involvement in the post-16 citizenship curriculum.	Reviews carried out in April and July. Resources bank developing.	
K	To develop a programme that is active, participatory and inclusive both inside and outside schools that will provide progression from KS4.	No comments made	
K	To work with awarding bodies to develop appropriate accreditation.	Accreditation seems less important to young people in training. Case study of accreditation not created as not demanded by young people.	Not required by young people

## APPENDIX D – Projects' use of funding 2001-2002

Consortium	Staffing	Training and staff development	Meetings and networking events	Travel and subsistence	Equipment	Materials	Sundries	Other (1)	Other (2)	Other (3)	TOTAL
A	27000.00	2000.00	3000.00	2000.00			1000.00				35000.00
B	31048.27		2350.00	787.52				1000.00			35185.79
C	19453.55	258.50	479.23	623.98		546.74	82.98	7000.00	300.00	1438.70	30183.68
D											<b>Expenditure form not provided</b>
E	25200.00		5900.00					900.00	3000.00		35000.00
F											<b>Expenditure form not provided</b> <sup>19</sup>
G	26864.00			450.00		2000.00					29314.00
H	19804.00	2000.00	1000.00	69.40		3158.00	600.00	3000.00	6000.00		35631.40
I											<b>Expenditure form not provided</b> <sup>20</sup>
J	11990.00	217.50	1030.86	2224.14	603.00	79.48	88.45	633.13	600.00		17466.56
K	7640.00	2000.00	800.00		200.00	300.00	400.00		24000.00		

<sup>12</sup> Scrutiny of the MI data indicated that the five partner organisations had been left to organise their own training and development within their project. Three had organised no training and development at all. One had sent two members of staff for finance education training and the other had developed a pastoral programme for form tutors with 'regular meetings'.

<sup>13</sup> Financial resources for staff development were said to be limited. Staff in the partnership had identified a need for training in developing courses and assessment strategies.

## APPENDIX E



### Definitions of Citizenship Education across Europe



The following information was collected from Units of the EURYDICE Network in August 2002 in response to the following questions:

- Is citizenship/civics education or a similar subject included in your country's curriculum?
- If yes, at which levels (pre-primary/primary/lower/upper secondary)?
- Please provide a statement of how the subject is defined in your country. For example, how is the subject defined in curriculum documents or, if this is not available, please provide a brief outline of the aims and coverage of the subject?

The scope of the information received from EURYDICE Units varied in terms of detail and approach. A summary table is appended. Sources of further information available on the World Wide Web are indicated, where available.

### **Belgium (French-speaking community)**

Civic education is a cross-curricular theme in the French-speaking community of Belgium. The basis for its teaching can be found in a decree of 1997, which sets the priorities for pre-primary, primary and secondary education.

The decree states the following objectives:

1. To promote self-confidence and the development of each pupil's personality.
2. To enable all pupils to make the most of their knowledge and to acquire the competencies to learn throughout life and to take an active part in economic, social and cultural life.
3. To prepare all pupils to become responsible citizens, capable of contributing to the development of a society which is democratic, unified, pluralistic and open to all cultures.
4. To assure that all pupils have equal opportunities in all areas of social life.

### **Bulgaria**

Civic education is quite new to the Bulgarian education system. Within the curriculum area *Public Sciences and Civic Education*, civic education is provided through the following subjects: history and civilization; geography and economics; psychology; ethics and law; psychology; and logic. All these subjects form part of the compulsory curriculum.

In the year 2000, the Ministry of Education and Science adopted state educational requirements for civic education. Schools have the right to develop their curricula and syllabi in compliance with the interests of their pupils. Prior to adoption, these standards were discussed in the framework of a public debate in order to define the content of the civic education.

## Czech Republic

### Pre-primary

A *Framework Programme for Pre-Primary Education* was approved in 2001. It contains recommended material for pre-primary education in nursery schools, special nursery schools and preparatory classes for children from socially disadvantaged backgrounds. The Programme contains a general definition of the objectives to be pursued as well as a list of skills children should acquire by the time they complete pre-primary education. One of these relates to ‘child and society’:

*In the social and cultural area the main goal is to introduce the child into human society, into the world of culture and art, help the child to master necessary skills, habits and attitudes, accept basic generally acknowledged social, ethic and aesthetic values and participate in forming social well-being.*

### Primary

In primary education, citizenship education forms part of the subject *Local Environment* for the first three years and part of *National History and Geography* in the fourth and fifth years.

### Lower secondary

*Civic Education* is taught in years 6 to 9. According to the curriculum civic education:

*...gradually forms pupil's civic profile, gives basic behaviour of pupils, their responsibility towards their own life and career, environment, the ability to understand the consequence of their decision and human relations. It helps them to understand themselves and accept the values of life.*

The aims of *Civic Education* are to show pupils the basis of everyday life of an individual and society, orient themselves in various questions of human knowledge and behaviour and help them to understand various forms of communication and various forms of interpretation of human experience. It helps pupils to understand other people and themselves and to critically judge problems at an individual and social level. Furthermore, it strengthens the consciousness of civic and human responsibility towards public matters and consciousness of our belonging to the European culture. The main goal of *Civic Education* is the formation of autonomous and responsible personalities.

### Upper secondary

Depending on the type of school, either *Civic Education* is taught (upper secondary technical and vocational schools) or *Basics of Social Sciences* (general upper secondary schools - *gymnázium*).

*Civic Education* should have an influence on the pupils' attitude. Knowledge and experience - transmitted and personal - obtained from the subject should have a positive impact on their orientation in values. The general aim of the subject is to participate in preparing pupils for civic life in a democratic society and help them to understand the complex world in which they are living. *Civic Education* should lead to individual responsibility and critical thinking as a basis for responsible and appropriate action in life.

The course content of *Basics of Social Sciences* offers a more complex introduction into social, economic, political and cultural aspects of modern life and psychological, moral and legal connections of human relationships. It prepares pupils for the responsibility of undertaking social roles, cultivates their ability towards morally responsible actions and better understanding of others and themselves, cultivates in them a desirable rate of self-reflection and self-regulation. It is a way of cultivating their intellectual, personal and civic profile and

developing and establishing their moral and legal consciousness. The subject has an important influence on forming a whole system of differentiated relationships of pupils towards reality and their attitudes towards important areas of human life. Pupils learn to view various approaches leading to a solution of problems of everyday life, critically reflect them and consider various options for their solution and responsibly choose among them. They get to know different ways of thinking and communication and various ways of interpreting human experience. They get acquainted with various schemes of social science cognition and integrated social science knowledge and findings from other educational areas. Education leads to a system of desirable motivation values and social competencies of pupils, to formation of prerequisites towards higher education study and independent life in adulthood.

## Denmark

In Denmark, civics education is taught at lower and upper secondary levels (grades 9 to 12, ages 15 to 18). It does not exist as an independent subject but is incorporated into the subjects of *Social Studies* and *History with Civics*.

There is no one absolute definition, however the following extracts give an indication (full text available online - see further information).

### Social Studies

*The subject of **social studies** shall deal with relations between people, both as individuals and in communities, and their relationship to the State, to society and nature - seen in a historical perspective.*

(Quoted from: <http://eng.uvm.dk/publications/laws/Aims.htm?menuid=1515> entry 5)

#### 1. Identity and aims

*1.1 Social science deals with Danish and international social conditions. The subject gives an understanding of the complexity and the dynamics of modern society by linking current social development to social, economic and political patterns and correlation. This understanding is achieved by learning knowledge, theories and methods drawn from the main areas of social science: sociology with social psychology, political science, economics and international politics.*

*1.2 The rapid development of all areas of society makes increasingly greater demands on the individual as regards learning to orientate oneself in a reality that is often created by the media and full of inconsistencies. In encountering the way of thinking used in the social sciences, an opportunity is given to strengthen the ability to act and to orient oneself in society.*

*1.3 The aim of the instruction in social science is twofold: the students should gain a basis for understanding the interaction between social development and the individual's possibilities for action, while at the same time strengthening their theoretical and methodical preparation for further education.*

*The instruction centres on work with theoretical as well as current aspects of social science. Through this interaction, the students are given an important basis for participating in social discussions and thus for functioning as citizens of a democratic society.*

(Source: <http://us.uvm.dk/gymnasie/almen/lov/bek/supplement30.html> entry 1)

## History with Civics

### 1. Identity and aims

1.1 *History deals with how people have lived together with one another and in relationship to society and the natural base, and history creates an understanding of how interpretations of the past are used.*

1.2 *The subject of history provides knowledge, skills and attitudes that enable the students to deal with and structure the many forms in which history is communicated and used, forms which they become familiar with in school and out of school. The subject develops their historical consciousness and identity. Through working with the subject, they become aware that they themselves and others interpret the world around us in a continual interaction between an understanding of the present, an interpretation of the past and a perspective on the future. The subject gives knowledge of their own cultural background and knowledge of other cultures, enhances their ability to experience history and gives them tools to evaluate historical material of many types. Thus the students are given an opportunity to understand and have an influence on their own world, and they are given a basis for participating in the democratic processes of society.*

(Source: <http://us.uvm.dk/gymnasie/almen/lov/bek/supplement17.html> entry 3.3)

### Further information

<http://eng.uvm.dk/publications/laws/Aims.htm?menuid=1515> item 5 and

<http://us.uvm.dk/gymnasie/almen/lov/bek/indhold.html?menuid=1520> Item 17 *History with civics* and Item 30, *Social studies*.

## Finland

Primary and lower secondary education is considered as one all-through phase of 'basic education'. The present national core curriculum for comprehensive schools, on which the following information draws, was adopted in 1994. However, curricular

reform is currently under way in Finland and the core curriculum for basic education based on new legislation will be adopted progressively between 2002 and 2006.

*Growing to Be a Member of the Society of Citizens* is one of the central aims of the entire basic education according to the framework curriculum. The following extract is taken from the chapter that defines the framework of values for schools:

*Some of the characteristics of a functioning society of citizens are the citizens' mutual equality and people's willingness to actively participate in attending to common affairs. The members of citizens' society have the right to voice and promote their own opinions. Furthermore, the citizens have a chance to oversee the work of political decision-makers as well as that of the authorities.*

*A goal of the work of the comprehensive school is to develop attitudes and capabilities in students which will make it possible for them to function as active, critical, and responsible members of society of citizens. The students must be given an opportunity to acquaint themselves with different functions of society in practice and also given a chance to practise participating in and exerting an influence on various causes and issues in society.*

*The equality of the sexes is an important part of the value basis for the school. This equality of the sexes as an educational objective means that both boys and girls are equally equipped to function with equal rights and responsibilities in family life, in working life, and in society.*



In the current (1994) framework, civics is included in the curriculum for the first six years of basic education (that is 'primary' education) as part of *Environmental and Natural Studies* which embraces biology, geography, environmental studies and civic studies.

The framework states:

*Environmental and Natural Studies observes nature and man, and their interaction. Its purpose at the lower level is to familiarise the student through his natural curiosity with simple scientific research methods. Characteristic of the learning process is to move from observing phenomena to organising basic concepts and to use the acquired information in everyday life. Environmental and Natural Studies makes a foundation for developing natural scientific thinking. In the teaching especially methods that focus on the students own activity and cooperation are emphasised. When planning the teaching, attention must be paid to the fact that the students, regardless of sex, also have a chance to familiarise themselves with phenomena in physics and chemistry and with the technical applications that relate to them.*

*The aim of Environmental and Natural Studies is to help the student to learn about himself, as a part of his immediate community, people, and humankind. Its purpose is also to familiarize the student with different parts of the globe, nature and culture around him, and to help him build his own cultural identity. It guides the student to understand different people and cultures and assess the effects of people's choices on the globe, and it builds grounds for an ecologically sustainable relationship to the environment.*

For years 7 to 9 (ages 13 to 15) of basic education ('lower secondary education'), civics is not mentioned in the framework. However, related themes are taught within the subject *History and Social Studies*. The framework states the aim of this subject is to help the pupil:

*"...to grow as an active, critical and responsible member of society" and "of master information that he needs in society..."*

## France<sup>21</sup>

Civics education has been part of the statutory curriculum for compulsory education in France for some considerable time, and aims to teach what the French call 'Republican values', such as equality, democracy, rights and duties. Lessons cover such items as the Declaration of Human Rights, appropriate behaviour at home and school, moral and ethical issues, and acting responsibly. Additional measures were introduced in 1998 to 'improve living together and good citizenship at school' from *maternelle* to *lycée*. Such measures included a new charter for every school, to be signed by teachers, students and parents, defining everyone's rights and duties, and a 'book of life' for each *maternelle* child to tell parents how their child is doing at school.

### Primary

Although children in the basic learning cycle of primary education (aged 6-8) are generally considered to be too young to study civics education per se, they do follow a course entitled *Living Together*. Such classes cover topics including personal hygiene, personal and collective security, the notion of national identity (the country of France and 'her' ideals) and an introduction to rest of the world. Civics education for 8- to 11-year-olds (in the primary consolidation cycle) aims to use the everyday situations encountered by children to illustrate

<sup>21</sup> Information from the INTERNATIONAL REVIEW OF CURRICULUM AND ASSESSMENT FRAMEWORK ARCHIVES (INCA) <http://www.inca.org.uk> and validated by the French EURYDICE Unit.

the problems of personal freedom, reacting to others and shared values. Weekly, organised debates also contribute towards teaching children how to argue and form a point of view.

- By the end of the first cycle of elementary school education (children aged 6-8), children are expected to have begun to develop appropriate social behaviour, respect for self and for others, and to be learning the rules for living in harmony with others.
- By the end of elementary school education, children aged 11 are expected to respect the rules and values in school and to be aware of the individual's responsibility in society. (All subjects, not only civics education are expected to contribute to this awareness.) In addition, the student has some understanding of the political system and institutions in France.

Further information on the civics education programme in elementary school is available at <http://www.education.gouv.fr/prim/projec/resume/educativi.htm>

### **Lower secondary**

Revised guidelines and a revised syllabus for lower secondary civics education were introduced in 1996. This revised syllabus was introduced on a gradual basis, beginning in the *sixième* in September 1996 and ending with introduction in the *troisième* (the final class in the *collège*) in September 1999. The syllabus is progressive in that the basic concepts of citizenship are explored in different contexts, moving from the near and concrete to the general and the abstract. The main themes are as follows:

- in the *sixième* (students aged 11-12) - the individual contrasted with the citizen;
- in the *cinquième* (students aged 12-13) - equality, solidarity and security;
- in the *quatrième* (students aged 13-14) - freedom, rights and justice; and
- in the *troisième* (students aged 14-15) - the citizen and the republic. As a result of the ending of military service in France, civics education in the *troisième* includes some education about the new and emerging roles of the armed forces and links with notions of solidarity and humanitarian assistance.

Lessons cover such items as the Declaration of Human Rights, appropriate behaviour at home and school, moral and ethical issues, and acting responsibly. In addition, other subjects are expected to contribute to the teaching of civics education. In history, for example, when learning about classical Greece or the Roman civilisation, students can compare the rights and behaviour of people at that time with their rights now; in science, students can learn about man's effect on the environment etc. Further details of the lower secondary civics education programme are available at the following website:

<http://www.education.gouv.fr/sec/progcol/prcol5t.htm>

Schools have been given the option of flexible timetabling for citizenship education. In both primary and secondary schools, between thirty minutes and one hour per week is allocated to civics education. It is expected that most of the teaching will be in weekly classes but schools can also deliver up to half the syllabus in longer blocks of time. It is envisaged that the longer blocks will provide opportunities for visits, project work or conferences. In the *collège*, civics education is normally taught by teachers of history and geography (or, in some cases, by the natural and earth sciences teacher), and guidance for teachers usually comes in a single volume covering history, geography and citizenship.

Since 2000, in a bid to address serious concerns about the low status of citizenship education, a formal examination of citizenship has been introduced as part of the national examinations at the end of *collège* (the *diplôme national du brevet*).

Other recent reforms propose that, throughout all four years of *collège*, education for citizenship and health lessons should be organised as part of one hour of 'class life' every two weeks. Teachers and students should be free to choose the content of the lessons.

### Upper secondary

At this level of education civic education is called *Education Civique, Juridique et Sociale* (civic, legal and social education). This aims to reflect the importance the Government places on its citizens having a knowledge of the law and the legal system. The syllabuses are designed to enable students to debate social issues of the day in the light of their previous learning. In the *seconde*, civics education has four main themes:

- Citizenship and civility/incivility
- Citizenship and integration/exclusion (with the theme of nationality)
- Citizenship, the law and relationships at work
- Citizenship and changes to family life.

For the final two years of upper secondary education (in the *première* and *terminale*), the broad themes within which the debate takes place are 'institutions and citizenship in practice' and 'citizenship in a changing world'.

## Germany

Civics education (*Sozialkunde*) is included in the curricula of all the German *Länder* (federal states) as a subject in its own right and as part of other subjects. It is an obligatory subject throughout compulsory education. At primary level it functions as a subsidiary subject or as component of another subject. At upper secondary level it can be chosen to fulfil the requirements for obtaining the general university entrance certificate.

Civic education aims to provide students with an understanding of structural and institutional aspects of a democratic society at the local, regional and national level; the interrelationship of the various sectors of society; and the relevance of social/civic policy-making for the individual and society as a whole. It is also intended to endow the students with the abilities to take effective actions and decisions as responsible citizens and to be conscious of their rights and duties as a member of society, as a citizen of the state and as a member of the community.

## Greece

Citizenship/civic education is included in primary, lower and upper secondary levels (not pre-primary). *Social Studies and Civics* is taught one hour per week in the last two years of primary education and for two hours per week in the last year of lower secondary. During upper secondary education the subject *Introduction to Law and Civil Institutions* is taught as a general knowledge subject.

## Hungary

Civic education is taught at lower (ages 10/12 to 14) and upper secondary levels (14 to 16/17).

### Lower secondary

At lower secondary level a small element of the subject *History and Civic Knowledge* includes citizenship education themes. These include areas such as: state and citizen; the institutions of the political system; participation in public matters; human rights and social obligations; and children's rights.

### Upper secondary

In upper secondary education civic education themes are included in a subject called *Knowledge of Society* for three years. This includes a vast range of themes including rules of society; basic legal knowledge; family, culture and community; religions; globalisation; effects of technology; and the consumer society.

### Iceland

‘Citizenship education’ is embedded in the main objectives for compulsory and upper secondary education in Iceland. It is also taught as a specific subject, *Life Skills*, in compulsory schools (primary and lower secondary education are combined in a single structure) and in upper secondary education.

#### Primary and Lower Secondary

In the Compulsory School Act no. 66/1995, article 2, ‘civic education’ is included in the main objectives of schools at the compulsory level (primary and lower secondary):

*The role of the compulsory school is to prepare pupils, in co-operation with the home, for life and work in a democratic society which is continuously developing. School practice and methods shall thus be characterised by tolerance, Christian ethics and democratic co-operation. The school shall encourage broad-mindedness in its pupils and increase their understanding of people's circumstances and living environment, of Icelandic society, its history and unique characteristics and of the responsibilities of the individual towards society.*

*Compulsory schools shall make an effort to carry out their activities to correspond as fully as possible with the nature and needs of their pupils and encourage the overall development, well-being and education of each individual.*

*Compulsory schools shall provide their pupils with opportunities to acquire knowledge and skills and to adopt working practices, which will encourage them to strive steadily to learn and develop their potential. The school is thus to lay the foundation for independent thinking on the part of pupils and train their ability to co-operate with others.*

In the National Curriculum Guidelines for the compulsory level the subject, *Life Skills*, aims to strengthen the overall development of the pupil. It aims to help pupils to develop his/her personal abilities, both physical and mental. It should enforce social development, morals and self-respect and respect for others. Furthermore the initiative, creativity and adaptability of the pupil will be encouraged in order that he/she will be better able to handle the demands and challenges of daily life.

Amongst other topics, *Life Skills* teaches what it means to be a member of democratic society, belong to a family, have friends, work with others and see matters from the other points of view. The focus is on the pupil and how he/she communicates, argues, sets his/her goals, shows initiative and so on. Furthermore attention has to be paid to the ability of the pupil to create and use his/her vocational skills.

The tasks in the subject at compulsory level are divided into two groups of four tasks each:

- self-knowledge, communication, creativity and lifestyle; and
- society, environment, nature and culture.

### **Upper secondary**

In the Upper Secondary School Act no. 88/1996, article 2, 'civic education' is included in the main objectives of schools at the upper secondary level:

*The objective of upper secondary schooling is to encourage the overall development of pupils in order to prepare them as well as possible for active participation in a democratic society. The upper secondary school shall prepare pupils for employment and further study.*

*The upper secondary school shall strive to develop responsibility, broad-mindedness, initiative, self-confidence and tolerance in its pupils, train them in disciplined and independent working practices and critical thought, instruct them in appreciation of cultural values and encourage them to seek knowledge continuously.*

At upper secondary level *Life Skills* is a subject where pupils are given the opportunity to deepen their understanding of themselves and their environment and strengthen their ability to handle the demands and challenges of daily life. *Life Skills* can include making pupils better able to live in a democratic society and help them to understand better the society of which they are a part. This might include looking at the historical background, the working field, culture, arts, nature, economy and natural resources, communication, family responsibility and responsibilities of each individual in the society.

### **Ireland**

Civic education is included in the curriculum at primary and lower secondary levels and in some parts of upper secondary education.

#### **Primary**

At primary level civic education is included in the subject *Social, Personal and Health Education (SPHE)*. SPHE plays an important role in developing an understanding of the democratic way of life and individual and group rights and responsibilities. It provides opportunities for children to learn about, and actively participate in, the various communities to which they belong and to develop a sense of shared commitment. It can also help them to value and take pride in their national, European and global identities and come to an understanding of what it means to be a citizen in the widest sense.

The aims of *SPHE* are:

- to promote the personal development and well-being of the child
- to foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- to promote the health of the child and provide a foundation for healthy living in all its aspects
- to enable the child to make informed decisions and choices about social, personal and health dimensions of life both now and in the future
- to develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

The curriculum is presented in three strands: *Myself*, *Myself and Others* and *Myself and the Wider World*. These are consistent throughout the primary school and provide a basis for the *SPHE* and the *Civic, Social and Political Education (CSPE)* curricula at post-primary (secondary) level.

N.B. The *Social, Personal and Health Education (SPHE)* curriculum and the teacher guidelines have been available at primary level since 1999. However, while the documents are available to teachers at present, the in-career development support will not be completed until 2002/2003 and the planning phase for this implementation will not be completed until 2003/2004.

### **Lower secondary**

Civic education is a subject in its own right at lower secondary level, and it is called *Civic, Social and Political Education (CSPE)*. *CSPE* is a course in democratic citizenship based on human rights and social responsibilities. Its primary aim is to prepare students for active participatory citizenship. Since September 1997 it has become a mandatory component of the junior cycle curriculum for all post-primary students. This year 58,000 candidates took the Junior Certificate *CSPE* examination.

The general aims and principles of *CSPE* concord wholly with the Junior Certificate programme. It aims to develop the students' personal and social confidence, contribute to their moral development, and prepare them for the responsibilities of citizenship. The course is constructed around seven core concepts.

- democracy
- rights and responsibilities
- human dignity
- interdependence
- development
- law
- stewardship

The course outline of *CSPE* is presented in the syllabus documents as four units of study:

- Unit 1: The Individual and Citizenship
- Unit 2: The Community
- Unit 3: The State–Ireland
- Unit 4: Ireland and the wider world

The sequence of the four units of study is developmental, taking individual students as its starting point and then exploring their citizenship in the contexts of the local communities in which they live, their nation and the wider world.

### **Upper secondary**

At upper secondary level civic education is not a subject in the Leaving Certificate (established). However, civic education is included in the Leaving Certificate Applied (LCA) and the Transition Year Programme (TYP).

The **Leaving Certificate (established)** is the programme the majority of Irish students study at upper secondary level. Civic education is not a stand-alone subject in the Leaving Certificate (established). However, it may be included in some subjects such as English, history, and geography. At present, the introduction of civic education at upper secondary is under examination by the education system.

The **Leaving Certificate Applied** is a distinct self-contained Leaving Certificate programme. It is designed for students who do not wish to proceed directly to third level (higher) education and for those whose needs, aspirations and aptitudes are not adequately catered for by the two other Leaving Certificate programmes. This year over 3,000 candidates took the Leaving Certificate Applied examination.

The Leaving Certificate Applied aims to develop active citizens who have a sense of belonging to the local, national, European and global community, who have a capacity to gain access to information and structures, and an ability to fully participate in democratic society. Civic education is included in the Leaving Certificate Applied (LCA) in the social education module.

The **Transition Year Programme** a one-year programme available to all students who have completed their Junior Certificate. It offers students a broad educational experience with a view to the attainment of increased maturity, before proceeding to further study and/or vocational preparation. It provides a bridge to help students make the transition from a highly structured environment to one where they will take greater responsibility for their own learning and decision-making.

The Transition Year Programme aims to promote the personal, social, educational and vocational development of students and to prepare them for their role as autonomous, participative and responsible members of society. The Transition Year provides a major opportunity to reinforce and build on the work of *Civic, Social and Political Education* at junior cycle. Civic education is included in the Transition Year curriculum as a possible area of experience and it may be offered as an optional module by schools participating in the programme.

## Italy

*Civics* or *Social Studies* is included in the national curriculum at primary and secondary (lower and upper) levels.

### Primary

In primary schools the subject is defined as *social studies*. At this level, teachers prepare pupils to become active members of social, political and economic life. *Social studies* provide pupils with first-level knowledge of social organisation as well as institutional and political aspects, with a particular reference to the Italian Constitution.

*Social studies*, at this level, has the following objectives:

- to make pupils aware of the importance of law and to help them understand the basic principles of the legislative system;
- to make pupils aware of the rules required in society, in particular the rules relevant for carrying out the decision-making processes of a democracy;
- to equip provide pupils with initial comprehension of the economic system and of the political and social organisation, through contents and methods adequate to pupils' skills.

Pupils approach understanding social organisation from the starting point of their own context: i.e. their family, their school, their living area, the activities of the local community, etc. It is also necessary to make pupils aware of the importance of European cooperation, exploiting the various aspects of national and international policy. The study of the main statements of the Italian Constitution (right to freedom, equality and social justice) helps pupils to understand the basic principles of democracy.

### Lower secondary

In lower secondary schools, the subject is defined as *Civic education* and is offered together with the teaching of Italian language and literature and history. *Civic education* provides pupils with the basic rules of social life. The fundamental text is represented by the Italian Constitution; in particular pupils will study the constitutional principles and role of the main institutions and the most relevant aspects of the European and international dimension. Teachers present themes related to family life, local communities, the organisation of justice,

tax system, organisation and safeguarding of the working system, and also themes related to traffic education, health education and international cooperation.

The aims of *civic education* at this level are the following:

- to develop the pupils' responsibility towards society, civic initiative and human solidarity;
- to develop pupils' critical attitude which enables them to understand the rules of the society, to define the relationship between personal freedom and community needs;
- to make pupils aware of the importance of participation to solve problems related to humanity, as well as to national and international society.

### **Upper secondary**

In upper secondary schools this subject is defined as *Civic Education* and is offered together with the teaching of history. The subject covers a wide range of areas including rights and duties in social life; moral responsibility; state and citizenship; historical considerations and basic principles of the Italian Constitution; and state and citizenship.

## **Latvia**

### **Secondary**

In Latvia, the subjects *Civic Education* and *Politics and Rights* are taught at certain points during lower and upper secondary education. Citizenship issues are also addressed in history lessons.

The subject *Politics and Rights* aims to develop positive, active, democratic and tolerant attitudes in students and to create an understanding of the political processes in society. This is achieved by learning about such issues as: politics and political regimes; human rights; state and government institutions and their functions; civic society and political culture (including Latvia's transition to democracy - history and problematic aspects and Latvia's role in the international environment).

The subject *Civic Education* aims "to help students to make thoughtful and responsible decisions to promote their own and society's prosperity in a culturally diverse, democratic and free country" and to inform them on the main rights and obligations of the citizen. Main guidelines for teachers include discussions on self-identity (family, nation, etc); the structure of society; rights and laws (this includes human rights, constitution, definition of nation, description of democratic state, citizen participation), Latvia in the world (i.e. international institutions, global problems etc.) and other issues.

Guidelines for history class include the need to develop personal, national and European identities and to develop tolerant and loyal personalities.

NB. From the 2004/5 school year, additional *social sciences* classes will be taught in primary education and civics and citizenship issues will be integrated earlier in the lower secondary education's curriculum.

## **Liechtenstein**

Civics/citizenship education is part of the global curriculum that covers both pre-school and compulsory level education. The global curriculum's mission statement includes the following target:



*Liberty and responsibility - School supports children (students, pupils, young people) to develop an awareness of rules and freedom. It helps them to perceive liberty on the one hand and responsibility towards society on the other. It creates an environment, which enables children to participate in constructing their own surrounding area in a responsible way and allows them to experience living together in a democratic way.*

The overall target from pre-school up to the 9th grade is as follows:

*Children acquire civic knowledge. They develop a positive attitude toward the state and are ready to take on responsibility.*

Specific targets are set for specific levels and age groups as follows:

**Pre-school and the first three years of primary school (ages 5 to 9+)**

- to develop a basic democratic attitude by making decisions together and by accepting different opinions.

**Primary education (years 4 and 5, ages 10-11+):**

- to get to know the communities, their size and symbols;
- to gain insight into tasks, functions and meaning of public institutions in the municipalities and in the state; and
- to learn and be able to apply democratic rules.

**Lower Secondary (years 6 and 7, ages 12-13+):**

- to know the Liechtenstein constitution;
- to know the basic terms of civic education and to be able to apply them in discussions, texts and presentations; and
- to learn to know the most important institutions of the state.

**Lower Secondary school (years 8 and 9, ages 14-15+):**

- to collect political information, to form an opinion with regard to political questions, to be able to co-operate with others;
- to learn corner dates of the Liechtenstein history and to check and judge the importance of the constitution;
- to gain trust in the own ability to change things; and
- to become aware of the social conditions which ensure life in the municipality and in the state.

## **Lithuania**

### **Primary**

In primary education (years 1 to 4, ages 6 to 10), citizenship education is embedded in the teaching of a subject called *Perception and Understanding of the World*.

### **Secondary**

In the 5<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> years, citizenship education is integrated into *Morals Education* (ethics or religion) and history; 11<sup>th</sup> and 12<sup>th</sup> years, into history, political sciences, economics, philosophy, law, history of art and culture.

Citizenship/civic education is also included in the Lithuanian secondary curriculum as a subject in its own right in the 7<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> years.

The subject is defined in the *General Curriculum Framework for Compulsory General Education Schools* as follows:

*One of the objectives of the Lithuanian school is to foster civic-minded citizens that have a clear idea about their own duties and rights, and are able to constructively participate in public and state life. To attain civic consciousness, one needs to have, among other things, a solid moral foundation, an awareness of the main values of democratic society and state: freedom, equality, and solidarity, respect for human dignity and tolerance; as well as trained skills in civic cooperation.*

*The course of citizenship education aims at fostering a citizen able to make judgements, take decisions and make his/her mind in an independent, unprejudiced manner. It is absolutely necessary to provide pupils opportunities to comprehend controversial realities of political and cultural life both in the country and all over the world, to learn to analyse political and social conflicts conditioned by the variety and contrariety of interests, to be able to see and understand pitfalls of a democracy itself, to learn to competently remedy inappropriate decisions.*

*Among other objectives of the course is to help pupils understand that democracy should not be taken for granted as an everlasting good. On the contrary, it poses to an individual a task to actively and effectively care for the present and future of his/her community, state and the whole of humanity.*

## **Malta**

The development of citizens in a democratic environment is one of the 14 objectives of the Maltese National Curriculum. Knowledge about democratic institutions at the local and international levels; the development of social skills and civic competencies; and education about values as promoted by the curriculum make up the mainstay of the Maltese educational system.

At the school and classroom level, citizenship education is addressed both as a special focus topic in *Social Studies* and *Personal and Social Education (PSD)* as well as a cross-curricular approach. Programmes in citizenship Education are incremental in that they start at the pre-primary and are consolidated at the primary, secondary and post-secondary levels, with different emphases on the breadth and depth of content. At secondary and post-secondary levels, Citizenship Education is largely skill-based and action-oriented where students are encouraged and supported in community service learning. Social issues as emerging in the local context are addressed by student commitment through this teaching and learning approach. The Social Studies Section of the Curriculum Department within the Education Division provides pre-service training in Citizenship Education for student-teachers at the Faculty of Education of the Malta University.

The development of citizens in a democratic environment as formulated in Objective 2 of the National Curriculum (p. 49) identifies the knowledge, skills and attitudes that underpin citizenship education. Civic skills and competencies deriving from knowledge of the democratic institutions and leading to democratic values reflect citizenship education as that which embraces both responsibilities and rights in the present as well as the preparation for citizenship in adult life. Such an orientation helps pupils and students by supporting them as they develop from dependent children into independent young people in a world undergoing rapid change. This idea of citizenship education is being considered by the Maltese national curriculum as a suitable theoretical framework and a relevant basis for school programmes of study in the area of civic education.

## Netherlands

### Primary

In primary education citizenship/civic education is part of the attainment target *Orientation on Human Beings and Society/the World*, which includes, among others, subjects such as geography and history, but also the learning areas of society, environment and healthy behaviour. Pupils learn about the society in which they are growing up, for example about the multicultural society. There is attention on values in their own culture, in other cultures and in an historical perspective and they learn to understand which values are acceptable in society. The pupil learns about legislation and the Government and the part of the citizen in relation to the Government, maintenance of law and order and security. (S)he learns to deal respectfully with pupils from different cultures and ways of life. Issues such as ethnic groups, prejudices, discrimination, emancipation, tolerance, immigration and emigration are also addressed.

The intention is that pupils will get interested in a number of important aspects in society and will increase their knowledge. This will contribute to the education of critical people of whom respectful and social sensible behaviour can be asked.

### Secondary

At this level, pupils continue to be taught about what is going on in society. This is integrated in the subject Social Studies (*Maatschappijleer*). In the future this will probably be a part of history teaching.

Cross-disciplinary themes also address issues of citizenship/civic education. Within the context of broad and balanced consideration of people and society, pupils should obtain a degree of insight into their position within their immediate personal environment and the wider social environment. Explicit attention should be given to:

- recognising and dealing with one's own standards and values and those of other people;
- recognising and dealing with the similarities and differences between the sexes;
- the relationship between mankind and nature and the concept of sustainable development;
- active citizenship in a democratic and multicultural society and in the international community.

## Poland

Civic education is taught at the following levels:

- Primary education (grades 4 to 6)
- Lower secondary education
- Upper secondary education

### Primary

Civic education is taught as a cross-curricular theme *Preparation for Social Life*. It includes the following modules:

1. Preparation for family life
2. Regional education – cultural heritage in the region
3. Patriotic and civic education.

### Lower secondary

Civic education is taught as a separate subject *Knowledge about Society*. It includes the following modules:

1. Preparation for family life
2. Civic education
3. Preparation for active participation in economic life.

### **Upper secondary**

Civic education is taught as a separate subject *Knowledge about Society*. It includes topics in the following subject areas:

1. Society
2. Politics
3. Law
4. Poland, Europe, the World.

## **Portugal**

In Portugal's new curriculum for basic education (primary and lower secondary) there is a new cross-curricular theme, civic education (*formação cívica*). It aims to develop a 'civic sense' in pupils and provide a basis for becoming responsible, critical active and participatory citizens, with an exchange of real life experience and by means of their individual or collective participation in the life of their class, school and community.

For 10- to 15-year-olds, 45 minutes per week is allocated to activities in this area, supervised by a class teacher.

## **Scotland**

The Scottish National Priorities for School Education contain the following commitment

*'to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society'*.

Scotland's school curriculum already provides a rich resource for education for citizenship. Relevant subject areas at all stages of school education include *Personal and Social Development*; *Religious and Moral Education*; and *English Language*. The social subjects strand of environmental studies within the 5-14 curriculum and subject areas of modern studies and history in the post-14 stages also offer opportunities to promote education for citizenship.

The place of citizenship in the Scottish school curriculum was strengthened in June 2002 with the publication by Learning and Teaching Scotland of *Education for Citizenship in Scotland: A Paper for Discussion and Development*.

*Education for Citizenship in Scotland* proposes a framework whereby early learning centres and schools can provide young people with opportunities to develop capability for thoughtful and responsible participation in political, economic, social and cultural life. The paper argues that young people can be encouraged to be active citizens in their communities through opportunities to take on responsibilities and exercise choice while at school. This does not involve the introduction of a new, discrete subject into the Scottish school curriculum. The main recommendation of the report from Learning and Teaching Scotland is that the goal of education for citizenship in Scotland should be the development of thoughtful and responsible participation in political, economic, social and cultural life.

Further information: A supporting website for *Education for Citizenship in Scotland* is available at: <http://www.LTScotland.com/citizenship>. This provides the paper in full as well as case studies of effective practice in education for citizenship and other useful resources.

## Spain

In Spain, *civic education and human rights* is not a subject in its own right but is present in the curriculum as a cross-curricular theme. According to the Organic Act 1/1990 on the General Organisation of the Education System which established the current Spanish education system, cross-curricular themes must have some coverage in every subject across the curriculum from pre-school to upper secondary level. However, it also states that each establishment may give priority, according to its needs and experience, to one or another area of these themes, with the aim of expressly fostering those values that are of greater relevance in their context.

The following excerpts from the above mentioned Act, highlight this cross-curricular theme:

*Values which make life in society possible are communicated and exercised through education, particularly those relating to all basic rights and liberties. Habits of democratic coexistence and mutual respect are acquired and preparation for responsible involvement in different activities and social situations is made. The maturity of societies is derived, to a large extent, from their ability to include both individual and community dimensions into education and its continuity.*

*Education shall develop with the following principles being taken into consideration: Effective equality of rights between the sexes, rejection of all types of discrimination and respects for all cultures. Formation of democratic behavioural patterns.*

*Primary Education shall help children develop the following abilities: Appreciate the basic values which govern human life and co-existence and prove that he/she is in agreement with them.*

*Statutory Secondary Education shall help to develop the following abilities. Behave in a spirit of cooperation, moral responsibility, solidarity and tolerance, respecting the principle of non-discrimination.*

*Adult education shall have the following objectives: to develop their ability to participate in social, cultural, political and economic life.*

## Sweden

In Sweden, citizenship education is taught at every level from pre-school to upper secondary.

### Pre-primary

There are no specified subjects in pre-school, but there are many references to citizenship in the pre-school curricula. There are too many to list here but as examples:

- “...all pre-school activity should be carried out in accordance with fundamental democratic values.” p.7
- “An important task of the pre-school is to establish and help children acquire the values on which our society is based.” p.7

Amongst ‘goals to strive towards’, pre-schools should try to ensure that children

- “feel a sense of participation in their own culture and develop a feeling and respect for other cultures” and

- “develop their ability to function individually and in a group, to handle conflicts and understand rights and obligations as well as take responsibility for common rule.” p.13

Source: SKOLVERKET (NATIONAL AGENCY FOR EDUCATION) (2001). *Curriculum for the pre-school*. [Online] at <http://www.skolverket.se/pdf/lpfoe.pdf>

### **Primary and lower secondary**

Primary and lower secondary education (compulsory education) in Sweden is considered as one ‘all-through’ phase. Civics is a distinct subject in the compulsory school and its aims and goals are explicitly laid out in the *Compulsory School Syllabuses*, pages 74 to 76. Amongst others, the subject of civics should aim to

- “provide basic knowledge about different societies, impart democratic values and stimulate participation in democratic processes.” and
- “bring alive and explain how people form and are formed by society and how they organise themselves to achieve common goals.” p.74

Amongst ‘goals to aim for’, the teaching of civics should ensure that pupils

- “understand and practise the fundamental principles of democracy”
- “acquire a knowledge to be able to discuss local and global issues, which are important for a sustainable society.”

The section *Structure and nature of the subject* (p.75) may also be of interest.

Source: SKOLVERKET NATIONAL AGENCY FOR EDUCATION) (2000). *Compulsory Schools Syllabuses*. [Online] at <http://www.skolverket.se/pdf/english/compsyll.pdf> (pages 74 to 76)

Further information: SKOLVERKET NATIONAL AGENCY FOR EDUCATION) (2001). *Curriculum for the Compulsory School System, the Pre-school Class and the Leisure-time Centre*. [Online] at <http://www.skolverket.se/pdf/lpoe.pdf>

### **Upper secondary**

Citizenship is also one of the compulsory core subjects for all branches of upper secondary education.

At this level, the programme manual for upper secondary education states that, amongst its aims

*“The subject of civics aims on the basis of democracy as the value system at broadening and deepening pupil’s knowledge of contemporary social conditions and societal issues. In addition the subject aims at providing pupils with better conditions to actively take part in the life of society and a preparedness to meet changes in society”* p.128

Again, goals to be aimed for and the structure and nature of the subject are outlined.

Source: SKOLVERKET NATIONAL AGENCY FOR EDUCATION) (2000). *Programme Manual. Programme Goal and Structures, Core Subjects, Subject Index for the Upper Secondary School*. [Online] at <http://www.skolverket.se/pdf/english/progman.pdf> (pages 128 to 131)

Further information: SKOLVERKET NATIONAL AGENCY FOR EDUCATION) (2001).  
*Curriculum for the Non-Compulsory School System.* [Online] at  
<http://www.skolverket.se/pdf/lpfe.pdf>





Country	Pre-primary	Primary	Lower secondary	Upper secondary	Comments
<b>Belgium (FR)</b>	Cross-curricular theme embedded in the priorities of the education system.				
<b>Bulgaria</b>		Taught through compulsory subjects in the <i>Public Sciences and Civic Education</i> area of the curriculum: <i>history and civilisation; geography and economics; psychology; ethics and law; psychology and logic.</i>			
<b>Czech Republic</b>	Pre-primary framework recommends 'introducing child to human society'	Included in subject teaching of <i>Local Government and National History and Geography</i>	<i>Civic Education</i> taught years 6 to 9.	Taught through <i>Civic Education</i> or <i>Basics of Social Science</i> depending on the type of secondary school	Main goal - formation of autonomous and responsible personalities.  Gives basic guidelines about important issues of social life/organisation. Forms and develops morally responsible behaviour. Understand others. Critically judge problems.
<b>Denmark</b>			Taught through <i>Social Studies</i> and <i>History with Civics</i>		Relations between people, both as individuals and communities and their relationship to the state, to society and nature (social studies).  Knowledge of own cultural background and knowledge of other cultures....opportunity to understand and have an influence on their own world....basis for participating in the democratic processes of society.
<b>Finland</b>		Primary education (first six years of all-through school) civics included in <i>Environmental and Natural Studies</i> )	Related theme taught through <i>history and social studies</i>		'Growing to be a member of the society of citizens' a central aim of compulsory education.  ...learn about himself as part of immediate community, people and humankind....understand different people and cultures... (primary).  To grow to be an active, critical and responsible member of society (lower secondary).

Country	Pre-primary	Primary	Lower secondary	Upper secondary	Comments
<b>France</b>		Part of statutory curriculum. <i>Living Together</i> ages 6 to 8. <i>Civics education</i> for ages 8 to 11 includes weekly, organised debates	<i>Civics education</i> part of statutory curriculum. Formal national examination of citizenship at the end of <i>collège</i> (lower secondary school).	<i>Civic, legal and social education</i> . Government places importance on its citizens having knowledge of law/legal system	'Republican values' such as equality, democracy, rights and duties.  Appropriate behaviour at home and school, moral and ethical issues and acting responsibly.
<b>Germany</b>		Obligatory throughout compulsory education. As a subsidiary subject/component of another subject at primary level. As a subject in its own right thereafter ( <i>Socialkunde</i> ). At upper secondary level can be chosen as a subject to fulfil requirements to obtain the general university entrance certificate.			Understanding of...democratic society; interrelations in society; enable students to take effective actions and be responsible citizens.
<b>Greece</b>	Not taught	<i>Social studies and civics</i> (one hour per week last two years)	<i>Social studies and civics</i> (two hours per week final year)	<i>Introduction to Law and Civil Institutions</i> (two hours per week)	
<b>Hungary</b>			<i>History and civic knowledge</i> has small element of citizenship themes	<i>Knowledge of society</i> covers vast range of subjects	
<b>Iceland</b>		Issues of civic education embedded in the main objectives of compulsory and upper secondary schooling. Taught as <i>Life Skills</i> throughout the compulsory and upper secondary curriculum.			<i>Life Skills</i> to strengthen overall development of pupil (compulsory education) and to deepen understanding of themselves and their environment (upper secondary).

Country	Pre-primary	Primary	Lower secondary	Upper secondary	Comments
<b>Ireland</b>		Included in <i>Social, Personal and Health Education (SPHE)</i> . Three strands: <i>Myself, Myself and others</i> and <i>Myself and the wider world</i> . Form basis for post-primary level.	Compulsory subject: <i>Civic, Social and Political Education (CSPE)</i> . Examined in Junior Certificate CSPE.	Civic education is not a separate subject. May be included in English, history and geography. Presently looking at introducing citizenship education at this level. Special programmes: <i>Leaving Certificate Applied</i> and the <i>Transition Year Programme</i> include civic education.	Developing an understanding of the democratic way of life and individual group rights and responsibilities (primary).  Course in democratic citizenship based on human rights and social responsibilities.... prepare students for active participatory citizenship (lower secondary).
<b>Italy</b>		Included in <i>Social studies</i>	<i>Civic education</i>	<i>Civic education</i>	Primary - prepare pupils to become active members of social, political and economic life. Secondary - Italian Constitution provides fundamental text for teaching.
<b>Latvia</b>		New classes to be introduced from 2004/5	Classes in <i>Civic Education</i> (lower) and <i>Politics and Rights</i> (lower and upper secondary). From 2004/5 civics and citizenship issues will be integrated earlier in the lower secondary curriculum.		Develop positive, active, democratic and tolerant attitudes...understanding political processes in society.  To help students make thoughtful and responsible decisions to promote their own and society's prosperity in a culturally diverse, democratic and free country.
<b>Liechtenstein</b>	Included throughout pre-school and compulsory education. Global curriculum has overall emphasis on 'liberty and responsibility' supported by individual targets for each phase/age group				

Country	Pre-primary	Primary	Lower secondary	Upper secondary	Comments
<b>Lithuania</b>		Embedded in <i>Perception and Understanding of the World</i>	Citizenship education as subject in its own right for three years of lower secondary education.  Integrated into various subjects during lower and upper secondary education: <i>morals education, history, political sciences, economics, philosophy, law and history of art and culture.</i>		...to foster civic-minded citizens...clear idea about their own duties and rights...able to constructively participate in public and state life.  ...opportunities to comprehend controversial realities.....analyse political and social conflicts..  Importance of democracy emphasised.
<b>Malta</b>	Taught through special focus topic in <i>Social Studies</i> and <i>Personal and Social Education (PSD)</i> . Programmes are incremental from pre-primary through to secondary and post-secondary levels. Skill-based and action-oriented at secondary level and above.				Citizenship education as that which embraces both responsibilities and rights in the present as well as the preparation for citizenship in adult life.
<b>Netherlands</b>		Taught in the attainment target <i>Orientation on Human Beings and Society/the World</i> which includes <i>Geography, History, Society, Environment and Healthy Behaviour.</i>	Taught through <i>Social Studies</i> and through cross-curricular themes.		Learning about society, Government, diversity, active citizenship.
<b>Poland</b>		Cross-curricular theme: <i>Preparation for Social Life</i>	Separate subject: <i>Knowledge and Society</i> (preparation for family life; civic education; economic participation)	Separate subject: <i>Knowledge and Society</i> ____(society, politics, law, Poland/Europe/the World).	
<b>Portugal</b>		A cross-curricular theme.			Developing a civic sense and providing a basis for becoming responsible, critical, active and participatory citizens.

Country	Pre-primary	Primary	Lower secondary	Upper secondary	Comments
<b>Scotland</b>		Relevant subject areas at all stages of school education include <i>Personal and Social development, Religious and Moral education and English language</i> . The social subjects strand of environmental studies within the 5-14 curriculum and subject areas of modern studies in the post-14 stages also offer opportunities to promote citizenship education.			'...teach pupils respect for self and one another and their interdependence with other(s).....teach them the duties and responsibilities of citizenship in a democratic society.'  Recent document <i>Education for Citizenship in Scotland</i>
<b>Spain</b>	<i>Civic education and human rights</i> is a cross-curricular theme at all levels.				Institutions have discretion which values to emphasise.  'Formation of democratic behaviour patterns....basic values which govern human life...behave in a spirit of cooperation, moral responsibility, solidarity and tolerance, respecting the principle of non-discrimination.'
<b>Sweden</b>	Not a specified subject, but there are references to citizenship themes in the pre-school curricula	<i>Civics</i> is a distinct subject in the compulsory school (primary and lower secondary)		<i>Civics</i> is a core compulsory subject for all branches of secondary education	Prepare pupils to actively take part in the life of society and a preparedness to meet changes in society.



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