

Getting started with post-16 citizenship

Revised edition

Post-16 Citizenship Support Programme

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE



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LSIS is the sector-owned body formed from the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA) to develop excellent and sustainable FE provision across the sector.

The Post-16 Citizenship Support Programme aims to disseminate and support best practice in citizenship across all areas of 16–19 education and training, and improve coherence and progression from key stage 4 citizenship to the post-16 phase.

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INTRODUCTION

Getting started with post-16 citizenship

Citizenship and the post-16 sector

This publication, now updated, aims to support the introduction of citizenship teaching and learning in the post-16 education and training sector. It is directed at people working with post-16 learners in colleges, school sixth forms, work-based learning, youth and community groups and offender learning. It provides guidance, case studies, activities, checklists and other resources to help these organisations ‘get started’. The case studies and resources have been developed by the Post-16 Citizenship Support Programme working with partners in a range of post-16 settings since the launch of its predecessor, the Post-16 Citizenship Development Programme, in 2001.

Citizenship education is an important part of the development of young people. It enables them to learn about their rights and responsibilities, to understand how society works, and to develop knowledge and understanding of social and political issues. Citizenship learning is active, reflective, learner-led and community focused. It prepares young people for dealing with the challenges they face in life. Through citizenship education, they are encouraged to take action on issues of concern to themselves and play an active part in the democratic process, thereby becoming more effective members of society. Successful citizenship education increases confidence, self-esteem and motivation for learning. Young people are encouraged to express their views, to have a voice and make a difference to the communities in which they operate, and to reflect on what they have learnt.

Citizenship has been a statutory subject at key stages 3 and 4 in secondary schools since 2002. One of three overarching aims of the National Curriculum is to develop responsible citizens who make a positive contribution to society¹. The recently revised programme of study states that citizenship should develop social and moral responsibility, community involvement and political literacy. Key concepts include democracy and justice, rights and responsibilities, and identities and diversity. The Crick Report² on post-16 citizenship was the starting point for the development of citizenship in the range of post-16 settings. The report recommended:

- **an entitlement to the development of citizenship, of which participation should be a significant component, should be established, which would apply to all students and trainees in the first phase of post-compulsory education and training**
- **all such young adults should have effective opportunities to participate in activities relevant to the development of their citizenship skills, and to have their achievements recognised.**

It is important that young people aged 16–19 are not excluded from the opportunity to continue their citizenship studies and to further develop their skills and knowledge. There are clear benefits for the young people themselves and the organisations in which they learn. The young people show increased confidence and self-esteem, a greater interest in the world around them, an ability to get things changed, knowledge about ‘the system’, experience of taking part in challenging and worthwhile activities, and a more positive attitude.

Organisations gain from the constructive involvement of staff and learners in decision making and more motivated learners; they also increase retention and achievement and have better relations with the local community.

The Qualifications and Curriculum Authority (QCA), which has now become the Qualifications and Curriculum Development Agency, (QCDA), developed guidance for post-16 citizenship³; the framework for citizenship learning from the guidance appears on page 9. The framework is deliberately flexible since it is recognised that learners in the post-16 sector take part in education and training in a range of different contexts, undertaking many different programmes and courses at a range of levels. It does, however, provide three essential opportunities that young people should have when undertaking citizenship learning. They are opportunities to:

- identify, investigate and think critically about citizenship issues, problems or events of concern to them
- decide on and take part in follow-up action where appropriate; and
- reflect on, recognise and review their citizenship learning.

Policy context

Since 2001, citizenship education has become an increasingly important element in many government agendas, which are generally supported by all political parties. It is recognised that giving all members of our society, including young people, a stake in their communities and an opportunity to voice their views, makes for improved community cohesion, more stable neighbourhoods and more engaged citizens. There have been a number of government initiatives – in the Home Office, the Department for Constitutional Affairs, and the Department for Communities and Local Government, as well as the Department for Innovation, Universities and Skills (from June 2009 the Department for Business, Innovation and Skills) and the Department for Children, Schools and Families – all designed to inform, include and engage young citizens.

“We need to be confident that everyone leaving education is equipped to be an informed, responsible, active citizen. In an ever more complex, interdependent world, where an engaged population is crucial to the health of our society, we continue to put citizenship at its heart too.”

14–19 White Paper, February 2005

Currently, the main contributions of post-16 citizenship learning to wider policy goals include:

Every Child Matters (ECM) – every young person should be able to ‘make a positive contribution’ and citizenship learning helps by equipping young people with the knowledge and skills to have a voice and to influence decision making. Citizenship learning can also make an important contribution to the other strands of the ECM, that is ‘Be healthy’, ‘Stay safe’, ‘Enjoy and achieve’ and ‘Achieve economic wellbeing’.

“Citizenship promotes ECM through the college curriculum. It has been used to improve teaching and learning, including take up of enrichment activities, leading to better retention and achievement.”

Di Layzelle, Croydon College

Learner voice and the learner involvement strategy – post-16 providers are expected to have a learner involvement strategy in place. Learner involvement is a feature of the Self-Evaluation Framework and the Common Inspection Framework. Learner voice and citizenship are also keys to the success of the personalisation agenda. An evaluation⁴ of the first year of the learner involvement strategy in colleges found the top four benefits were:

“Improving methods for communication between staff and learners; ability to demonstrate changes in approach that have come about as a result of learner involvement; improving ability to correlate learner involvement with overall quality assurance processes; and that staff members are more confident in how they involve learners.”

Community cohesion – post-16 providers are encouraged to promote community cohesion which involves reinforcing shared values, breaking down segregation between groups of learners and ensuring that providers are aware of their role in combating violent extremism. Schools are now subject to a duty to promote community cohesion, which can also be built on in other learning settings. This follows a recommendation by the Diversity and Citizenship Curriculum Review⁵ which stated that:

“We passionately believe that it is the duty of all schools to address the issues of ‘how we live together’ and ‘dealing with difference’ however controversial and difficult they might sometimes seem.”

The policy contexts appropriate to the different post-16 settings are described in Section A.

Approaches to post-16 citizenship learning

The Post-16 Citizenship Support Programme and QCA have identified six main approaches that providers have used in developing citizenship learning in post-16 settings. A range of case studies of these approaches can be found in Section B.

Learner voice and representation: There are different ways of consulting young people and giving them a voice in decision-making, including formal structures, such as youth councils, parliaments or advisory panels; specific activities, such as focus groups, conferences and group discussions; and collecting feedback, for example online surveys, suggestion boxes, video-diaries, chat rooms and text messaging.

Qualifications and personalised programmes: There are a range of citizenship qualifications for post-16 learners including AS and A-level Citizenship Studies; full and short course GCSEs in Citizenship Studies; the embedding of citizenship in Diplomas; and the Project at levels 1 and 2, and Extended Project at level 3, which could be on a citizenship theme.

Group tutorial and enrichment: School sixth forms and colleges typically offer group tutorial and enrichment programmes that provide excellent space within the curriculum to include citizenship activities. Other post-16 providers also offer ‘enrichment’ in the sense of a programme of activities outside of the main learning programmes.

Voluntary and community action: Volunteering and voluntary activities allow young people to gain experience of taking action on issues that are important to them. Charity fund-raising can make a contribution to citizenship learning when young people learn more about the issues underpinning the need for funds. Local community organisations often provide a focus for volunteering and citizenship action by young people.

Single events: Citizenship events, such as conferences, workshops and exhibitions, can bring a ‘buzz’ to an organisation. The best events are planned and run by young people based on citizenship topics of interest to them.

Projects: These involve young people in undertaking projects on issues of interest to them. They often involve research but may have a range of outcomes in the form of music, art or video. They can be formally assessed as a Project as part of the 14–19 reforms or be a voluntary activity or part of a course or an enrichment activity.

About this pack

The guidance and activities in this pack are designed for use by organisations that would like to introduce citizenship into their post-16 provision. The materials are appropriate for all providers. The aims of the pack are:

- to clarify what citizenship education is and how it differs from other programmes
- to enable learning organisations to consider progression from citizenship learning at key stage 4
- to offer advice and guidance on good and effective practice, based on the experiences of the Post-16 Citizenship Development and Support Programmes and the QCA guidance
- to provide a range of case studies and tips to enable post-16 providers in any setting to ‘get started’ on a citizenship learning programme
- to provide a selection of activities and audits to enable staff to raise awareness of senior managers, other staff and learners
- to emphasise the importance of working with community partners in the delivery of citizenship education
- to raise for discussion the importance of assessment in citizenship.

The Resources section on pages 87–90 has a wealth of materials produced by the Post-16 Citizenship Support Programme most of which can be ordered or downloaded from the website (www.post16citizenship.org).

¹ *Citizenship: Programme of study for key stage 4*, The National Curriculum, QCA 2007 – <http://curriculum.qca.org.uk>

² *Citizenship for 16–19 year olds in education and training: report of the Advisory Group to the Secretary of State for Education and Employment*, DfEE/FEFC, 2000

³ *Play your part: post-16 citizenship*, QCA, 2004

⁴ *Evaluation of the impact of the learner involvement strategy: Year one interim report*, Ekogen/Ipsos Mori, LSC, 2008

⁵ *Diversity and citizenship*, report of the curriculum review, Department for Education and Skills, 2007

A framework for citizenship learning from *Play your part: post-16 citizenship*

Post-16 citizenship should provide young people with **essential opportunities** to work towards broad **learning objectives** while developing and practising their skills through citizenship **actions** and **activities**.

Essential opportunities	Citizenship learning objectives	Citizenship actions	Citizenship activities
<p>Post-16 citizenship should give young people opportunities to:</p> <ul style="list-style-type: none"> • identify, investigate and think critically about citizenship issues, problems or events of concern to them and • decide on and take part in follow-up action where appropriate <p>and</p> <ul style="list-style-type: none"> • reflect on, recognise and review their citizenship learning. 	<p>Citizenship learning increases young people's skills, knowledge and understanding so they are able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding about citizenship issues • show understanding of key citizenship concepts (e.g. rights and responsibilities, government and democracy, identities and communities) • consider the social, moral and ethical issues applying to a particular situation • analyse sources of information, identify bias and draw conclusions • demonstrate understanding of and respect for diversity and challenge prejudice and discrimination • discuss and debate citizenship issues • express and justify a personal opinion to others • represent a point of view on behalf of others • demonstrate skills of negotiation and participation in community-based activities • exercise responsible actions towards and on behalf of others. 	<p>Citizenship actions involve young people using skills of enquiry, communication, participation and responsible action to:</p> <ul style="list-style-type: none"> • discuss and debate citizenship issues • make a change • challenge an injustice • lobby representatives • increase representation • provide a service or benefit to others • empower self or others • resist unwanted change • make informed choices and follow up decisions and/or actions • take part in democratic processes to influence decisions. 	<p>Citizenship activities involve young people working with others on issues, for example:</p> <ul style="list-style-type: none"> • writing and/or presenting a case to others about a concern or issue • conducting a consultation, vote or election • organising a meeting, conference, forum, debate or vote • representing others' views (e.g. in an organisation, at a meeting or event) • creating, reviewing and revising an organisational policy • contributing to local/community policy • communicating and expressing views publicly via a newsletter, website or other media • organising and undertaking an exhibition, campaign or display • setting up and developing an action group or network • organising a community event (e.g. drama, celebration or open day) • training others (e.g. in citizenship skills and knowledge, democratic processes). <p>The case studies in the pack and on the Post-16 Citizenship Support Programme website give more examples: www.post16citizenship.org</p>



SECTION A

Citizenship in different post-16 settings

1. Citizenship in colleges

Policy contexts

Government policy has promoted citizenship in the college sector through the QCA non-statutory guidance and through the LSIS Post-16 Citizenship Support Programme. Colleges are encouraged to promote **community cohesion** and prevent violent extremism⁶, which means working with the local community and representatives of faith and minority ethnic communities as well as learners. The **learner involvement strategy** requires establishing structures for representing and consulting young people as well as seeking innovative ways to develop the 'learner voice' in all aspects of the college's work.

Citizenship learning can support each strand of **Every Child Matters**, in particular 'Making a positive contribution', and can therefore provide a central element of group tutorial and enrichment programmes. The 14–19 reforms, especially the **Diplomas**, include citizenship as an integral part of the curriculum, encouraging subject lecturers to use debates and discussions to explore the issues. **Personal, learning and thinking skills** include developing the role of young people as 'effective contributors'. **Functional skills** can be developed as part of citizenship activities. Citizenship overlaps with the personal and social development skills required as part of the **Foundation Learning Tier**, for example learning about rights and responsibilities at work and taking part in community action projects.

“As an organisation our aim in the city is to further enhance our reputation for academic excellence and define our identity through citizenship, creating opportunities for young people which will see them empowered, informed, enquiring and confident, setting agendas rather than simply following them.”

Senior manager, Regent College, Leicester

Approaches to citizenship in colleges

Colleges have used all the various approaches to developing citizenship learning:

- **Learner voice and representation**, including the establishment of representative structures such as councils and forums and the election of student course representatives; the development of student unions; and the involvement of learners in surveys, consultations and staff appointments.
- **Group tutorial programmes and enrichment**, sometimes involving structured activities delivered through the pastoral curriculum with links to the Every Child Matters outcomes as well as a diverse range of activities offered under enrichment.
- **Qualifications** such as the AS and A-level Citizenship Studies; the full and short course GCSEs in Citizenship Studies; the embedding of citizenship in Diplomas; and the Project at levels 1 and 2, and Extended Project at level 3, which could be on a citizenship theme.

⁶ See www.dius.gov.uk/~media/publications/1/17193_DIUS_Next_Steps

- **Voluntary action and campaigns** are sometimes organised by the student's union, and co-ordinated volunteering opportunities are also offered by many colleges.
- **Single events**, such as one-off conferences, workshops and exhibitions sometimes linked to international and national days and weeks on major themes (e.g. Holocaust Memorial Day or International Women's Day).

Getting started – top tips for colleges

Here are some reflections by college practitioners on how to get started with post-16 citizenship.

- Decide on the kinds of approaches to citizenship that will provide a good fit with your college's curriculum, culture and ethos (see Section B).
- Conduct an audit to find out what is going already and to see which staff can be called on to support your initiative (see Section C).
- Persuade the senior management team of the value of citizenship as a way to develop the 'learner voice' and improve the quality of provision. Cultivate a senior management team citizenship champion and have a citizenship co-ordinator with a cross-college role (see Section D).
- Enthusiastic subject specialist staff are crucial for post-16 citizenship learning in college-based projects. Have students help plan and deliver staff development activities. Give staff either time or money (and preferably both) to develop citizenship activities. Seek external funding if at all possible (see Section E).
- Allay staff fears about delivering content they see as outside their expertise and comfort zone by providing resources, teaching material and staff development (see Section E).
- Get a core of trustworthy learners on-side early and reward them regularly for their efforts. Use creative approaches – for example, music, dance, film or fashion offer appealing ways into citizenship issues for young people. Allow the learners to take the lead – the stronger their involvement, the more they will achieve (see Section F).
- To encourage learners, organise training days with an outside speaker/consultant, preferably outside the college environment, and get involved in local/national campaigns in which learners can meet new people and their peers from different parts of the country or world (see Section F).
- Encourage learners to get involved within their community by conducting surveys and interviewing members of the public on community wide issues (see Section G).
- Have a clear outline of the assessment strategies that are to be used. A high profile should be given to the activities by encouraging events such as presentations, displays of work, campaigns and awards ceremonies. Celebrate students' achievements: photographic displays, performances, stories in college newsletters will spread the citizenship message and build students' self-esteem (see Section H).

The following case studies on pages 13–18 illustrate two colleges' approach to citizenship. More case studies of approaches can be found in Section B.

Case study 1

Croydon College

About the college

Croydon College in south London consists of three entities: Croydon Sixth Form College (6F); Croydon Skills and Enterprise College, dealing with Skills for Life and a wide range of vocational courses; and Croydon Higher Education College. It attracts over 13,000 students each year who select from courses leading to more than 350 different qualifications. The college is undergoing a rebuilding programme and is currently on two sites.

The citizenship programme

The citizenship provision falls within the area of enrichment/tutorial. The co-ordinator has been gradually introducing citizenship through staff training over recent years and it is now embedded in the tutorial programmes of a number of areas, including Skills for Life, Child Care, Health and Social Care, and Public Services. Citizenship activities are also part of enrichment provision across all three colleges. Examples include a 'Citizenship Community Cohesion Pledge' project, inspired by the Olympic and Paralympic Games; student-run community events involving other schools and colleges; and a developing learner voice strategy.

Citizenship staffing

The programme is driven by the co-ordinator who is Tutor Manager for Enrichment and Citizenship. She is an advanced practitioner with a cross-college role, working with all three entities of the college and on both sites. She is responsible for enrichment provision, which includes a wide range of citizenship activity, and for supporting and training tutors in citizenship delivery. She is currently aiming to make three appointments for co-ordinators to support the tutor training and also to work with the Vice-Principal responsible for personalisation to drive forward the learner involvement strategy.

What activities do young people do?

Tutorial programmes

Within tutorials, staff and students can either focus their citizenship activity on curriculum issues or choose from a menu of activities provided. Bite-sized training sessions for the tutorial teams encourage them to adapt citizenship materials for use within their own areas. For example, the Health and Social Care teams have been exploring ways of using a citizenship approach to topics such as teenage pregnancy, alcohol and drug abuse, and smoking. The team has forged links with community groups and the Primary Care Trust. Senior management at the college is developing a strategy for embedding citizenship more consistently across all tutorial provision because it regards citizenship training (for example in active learning, student involvement and dealing with controversial issues) as a strategy for improving teaching and learning across the college.

Citizenship Community Cohesion Pledge

One of the initiatives, within enrichment, is based on the Olympic Pledge Project. Using the ethos of the London 2012 Games, around 90 students from different levels were inspired to develop

ideas for college-based, local or international projects. Each group was asked to take part in some cultural or physical activity, taking action together in order to make a positive difference. Students' 'pledges' had to be completed within three to four weeks with their planning, progress and reflections recorded in a log book. During the first round, 11 pledges included action on recycling in a local primary school, promoting education among refugee children, working with the police on street safety, and supporting Children in Need in projects in Uganda and Burma.

The initiative has now become the Citizenship Community Cohesion Pledge. Using the six strands of the single equality scheme (faith, ethnicity, sexuality, age, gender, disability) students select an area in which they would like to make a difference to people's lives and help promote community cohesion. Among current 'pledges' are a project in which HE students are working with FE students on a drama activity that brings awareness of disability; a sports project that involves students working with local Muslim schools and gaining an understanding of gender and faith issues; and a health and social care project which is focusing on the safety of children in Croydon and the Congo, to be presented by the students at a UN meeting in Geneva.

Community events and link projects

As a result of the success of three student-run whole-borough conferences on street issues and knife crime, the college was invited to work closely with the local authority, the police force and the Safer Boroughs Partnership. A student plan of action has been put to the Borough Commander, suggesting that a new comprehensive primary school education programme be put in place, with police officers working with college students and other young people from the borough. This work is in development. In addition, some students working at entry level have been invited to provide the views of young people at Safer Borough events.

Other events have been run in partnership with London schools and colleges.

- Working with others from Shooters Hill College, deaf students took part in a conference, led by a specialist teacher of the deaf, to consider a range of citizenship issues. As a direct outcome of the event, deaf students at Croydon have set up a club to raise awareness of deafness.
- An event for Public Services students, planned with the Ministry of Defence, took the form of a simulation in which 100 students from Croydon and two other south London colleges explored a crisis scenario. In role as members of the government, students made decisions on dealing with the crisis.
- A joint conference on community cohesion, with a college in Staffordshire and a school from the borough of Waltham Forest, resulted in students from Croydon College carrying out a project entitled 'Challenge the Media' during which they interviewed staff at Croydon's local newspaper and have been invited to provide positive stories of young people's action.

Learner voice

There is a cross-college student parliament, the president of which is elected by students. Students raise issues in tutor groups, which are passed to a student council by elected reps and then on to the parliament. The parliament discusses issues further and decides on targets which are taken to the Vice-Principal. Training is provided for reps by the Parliament Co-ordinator, who is a youth worker on a part-time contract. The learner involvement strategy is currently focused on developing the learner voice through the curriculum.

Successes

- Citizenship activity is now college-wide, including within the HE College.
- Seven Croydon College students are acting as ambassadors for Croydon Borough on behalf of the local authority.
- There are numerous links with community organisations, especially the police. These organisations ask college students to provide them with advice from the perspective of young people.
- There has been a record of success in working in partnership with other schools and colleges across London.

Future developments

These include:

- embedding citizenship within tutorial programmes across the college
- developing the learner voice within curriculum areas
- devising curriculum materials with a citizenship focus for the full range of learners.

Case study 2

Oldham Sixth Form College

About the college

Oldham Sixth Form College is a purpose-built sixth form college located in the centre of Oldham. It attracts more than 2,000 students, mostly aged 16–18 studying an extensive range of A level, AS and vocational courses at level 3, together with a smaller range of GCSE and vocational courses offered at level 2. It draws its learners from a diverse community and a wide geographical area, mostly within Greater Manchester, including areas of social and economic deprivation. Some 40 per cent of learners are from minority ethnic backgrounds, compared with 20 per cent of the local population. In March 2005, the college was awarded Learning and Skills Beacon status. The latest Ofsted inspection in 2008 noted that:

“The college is held in very high esteem in the local community where it plays a leading role in providing excellent education and progression opportunities for young people. A strong characteristic of the college is its commitment to and involvement in the local regeneration partnership.

“The college has become a local leader in this process and works with a variety of local partners to promote educational and social inclusion... The college’s approach to educational and social inclusion is outstanding. The college provides a harmonious multi-cultural environment with a strong focus on mutual respect and student success... Equality and diversity and Every Child Matters themes are embedded within the tutorial programme and are part of the ethos of the college.”

The citizenship programme

Citizenship within Oldham Sixth Form College is part of various aspects of the provision. There is a detailed and well-planned tutorial programme delivered by ‘super-tutors’; enrichment provision includes opportunities for a wide range of citizenship-related activities, including an inter-faith group. There are also a number of cross-college initiatives involving links with the local community and there is a well-developed learner involvement strategy.

Citizenship staffing

The college’s 30 ‘super-tutors’ devise and deliver the tutorial programme to around 120 tutor groups. The tutors have an average of four tutor groups each. They apply for their posts as tutors and receive a responsibility point for carrying out this work. Tutors receive training and meet annually to develop the next year’s programme. Each tutor will be responsible for the preparation of two or three sessions, building on their own strengths. They write the scheme of work, prepare the resources and research relevant web links. This material appears on the weekly online tutorial bulletin. In addition, subject teachers from citizenship, government and politics, sociology, law, psychology and geography integrate aspects of citizenship into their subject teaching. The Head of Religious Studies also leads an inter-faith discussion group within enrichment.

What activities do young people do?

Tutorial

Each student receives 1.5 hours per week of tutorial support, divided between one-to-one support and group tutorial. The division of time varies with events in the college calendar, but most groups receive 45 minutes of group tutorial per week. Citizenship topics include equality and diversity, political awareness and community cohesion. Student feedback on the tutorial programme is gathered in two ways: an annual course review questionnaire that goes to all students and includes questions on the tutorial programme; and focus groups held with students from every course in May. Students are asked which topics worked best and whether they would add new topics to the programme.

Curriculum

AS/A level Citizenship Studies is offered as part of the curriculum. In addition, other subject teachers include citizenship activities within their subjects. For example, geography students worked with the Regeneration Department of Oldham Metropolitan Borough Council as part of a consultation on land use for Moston Brook, an area within Oldham, while government and politics students took part in a discussion with the same department regarding the Regional Development Framework. In addition, a number of students were given the opportunity to quiz actors after their performance of *One Extreme to Another*, a play about extremism from the GW Theatre Group.

Enrichment

AS Citizenship is offered within enrichment for those students who are interested in the subject and gives them another qualification to boost their UCAS points. An initiative that is receiving much interest is the Salaam Society. In this group, run by the head of Religious Studies, students of any or no religious background can come together to explore Islamic or other religious issues in the media in order to deepen their understanding of the world around them. Students from the college recently attended a workshop run by the Learning and Skills Improvement Service (LSIS) on the prevention of violent extremism.

Cross-college activities and partnerships

The college has forged a number of partnerships with community organisations that provide stimulating opportunities within the curriculum and tutorial and also within enrichment. These include the link with the Regeneration Department of Oldham Metropolitan Borough Council, (mentioned above), which has also provided opportunities for students to contribute to the debate on the Manchester congestion charge and to take part in a council video which appears on its website. Other partners are 'Peacemaker' and 'Shared Futures', two organisations that promote understanding between different groups. Peacemaker provides training for staff and a programme of activities that are used in tutorial.

Learner voice

The Learner Involvement Strategy includes an annual course review by all students and the use of focus groups, as described above. There is also an active student association made up of seven elected officers who meet every Tuesday lunchtime to discuss college issues. The President and the Vice-President of the student association are also student governors. Once a term, the student association chairs a full student forum, which is attended by a representative elected from

each tutor group. The student association organises fund-raising and events in addition to other duties, and has selected such causes as support for Gaza. It also organised a St George's Day event. There are also 25–30 student ambassadors who apply for the post on the basis of a job description. Their tasks include liaising with other schools and hosting parents' events.

Successes

- The Salaam Society has had a good effect on the college ethos and has been identified by Ofsted as good practice.
- The work on equality and diversity has led to a positive approach to community cohesion, now spreading outside of the college.
- The link with the local borough council has provided numerous opportunities for enriching the provision of citizenship.

Future developments

- The college plans to build on the success of the Salaam Society, its work with Peacemaker and the prevention of violent extremism. In particular, the college would like students themselves to lead on this agenda and run activities for other students.
- There has been some volunteering through V-Involved, and there are plans to extend this.
- As a result of some of the work with community partners, staff have become aware that their students are already working with some partners outside of college. An audit of students' interests is planned in order to build on these pre-existing contacts.

2. Citizenship in school sixth forms

Policy contexts

Schools already have developed policies and practice to deliver statutory **programmes of study** for citizenship at key stages 3 and 4. The sixth-form provides an opportunity to build upon this foundation by allowing for more active citizenship appropriate to the age and maturity of learners.

Government policy has promoted citizenship in school sixth forms through the QCA non-statutory guidance and through the LSIS Post-16 Citizenship Support Programme. The Self-Evaluation Framework (SEF) includes **Every Child Matters** outcomes, and a sixth-form citizenship programme can contribute to all five strands especially 'Making a positive contribution'. Citizenship Studies at GCSE, AS and A level are available and include opportunities for active citizenship. **Diplomas** include citizenship as an integral part of the curriculum. **Personal, learning and thinking skills** include developing the role of young people as 'effective contributors'.

The **learner involvement strategy** requires the formal structures of consultation such as school councils and other forms of learner consultation. Preparation for **higher education** demands the breadth resulting from engaging in debates about citizenship issues and from volunteering in the community or mentoring peers. Engaging with the wider community of the school is part of the response to the duty to promote **community cohesion** as well as being part of the **extended school** remit.

“Don't be rigid about what form citizenship actions have to take. Students can and should find the best way to achieve their goals, whether this is through debating groups, magazines, day events, awareness campaigns, guest speakers. The list is endless and giving them ownership is vital.”

Citizenship Co-ordinator, Gosforth High School

Approaches to citizenship in school sixth forms

Schools with sixth forms use a range of approaches to citizenship education:

- **Learner voice and representation**, for example through the operation of a student's union, sixth-form committee or school council. Senior students are also often representatives on the school's governing body.
- **Qualifications** include AS and A level Citizenship Studies; full and short course GCSEs in Citizenship Studies; the embedding of citizenship in Diplomas; and the Project at levels 1 and 2, and Extended Project at level 3, which could be on a citizenship theme.
- **Group tutorial** can include citizenship modules including topics such as diversity and democracy.
- **Enrichment programmes** provide opportunities to participate in personal challenges, debates and investigations as well as taking on leadership roles in the school and community.
- **Single events** targeted at sixth formers include not only mock elections, mock bar trials and Model United Nations General Assembly simulations, but also conferences, workshops, performances and exhibitions on citizenship themes.

- **Voluntary action and campaigns** can involve sixth formers in taking action on an issue of concern to them following the necessary background research and surveys of their peers. Sixth forms also offer volunteering opportunities as part of community service that can have a citizenship dimension if they are able to explore the underlying social and political issues.

Getting started – top tips for school sixth forms

Here are some reflections by sixth-form practitioners on how to get started with post-16 citizenship.

- Consider what kinds of approaches to citizenship will provide a best fit with your school's goals, culture and ethos (see section B).
- Audit what activities are already going on to see which curriculum areas and staff have experience or syllabuses which are fruitful for the development of more citizenship learning (see Section C).
- Gain support from senior management and the head of sixth form to provide resources, time and commitment (see section D).
- Get and keep all delivery staff fully involved by providing full training and consultation (see Section E). Build citizenship into the PSHCE/general studies programme.
- Consult with young people about the issues that are important to them. Make the sessions/lessons as interactive and student-led as possible and give students ownership of their activities. Allow time for reflection and evaluation (see Section F).
- Spend time fostering the student council's or student parliament's sense of importance and identity. Encourage working parties organising events or projects to be accountable to the student body as a whole. Ensure managers and students respect its role (see Section F).
- Get everyone in your community on-side – parents, students, teaching and non-teaching staff – as education should be about looking outwards to communities beyond the school gates. Work with outside agencies where possible as this really broadens students' perspectives and is a great preparation for life beyond school (see Section G).
- Build QCA assessment objectives into teaching and learning strategies. Peer-led assessment for learning and having to answer questions from their peers sharpens the focus of the students. Acknowledge, reward and celebrate the achievement of the students (see Section H).

The following case study on pages 21–22 illustrates one school's approach to citizenship in the sixth form. More case studies of approaches can be found in Section B.

Case study

Bishop's Hatfield Girls' School

About the school

Bishop's Hatfield Girls' School is an oversubscribed all-ability 11–18 comprehensive school with 700 pupils. A wide cross section of socio-economic groups is represented and currently less than 20% of the pupils are from minority ethnic backgrounds. The immediate local community suffers considerable deprivation; the town of Hatfield has the highest number of young people not in education, employment or training (NEETs) in Hertfordshire.

The most recent Ofsted inspection report (2007) stated:

“The inspection agrees with the school's self-evaluation that this is a good school and had good capacity to improve further... The standards the pupils reach are above average at both Key Stage 3 and Key Stage 4... The overall effectiveness of the sixth form is good. Attendance and punctuality are good and the drop-out rate is low. Teachers have very good subject knowledge and develop students' independent learning skills effectively. Students speak highly of the skills they develop which prepare them for the future well.”

The citizenship programme

As part of life skills, post-16 citizenship builds on a well-established programme at key stages 3 and 4. Year 12 students have two 50-minute periods of life skills per week, and year 13 has one period, delivered by a small team of trained humanities staff. Citizenship forms one third of the programme with PSHE and careers education taking up the other two thirds. In addition, year 12 students have an afternoon dedicated to community service, often with a citizenship focus.

The citizenship programme is planned with students through evaluation and consultation. This enables staff to clarify the rationale, agree the programme, and put forward ideas including opportunities for active citizenship beyond the formal curriculum. The planning involves a focus group of students who comment not only on the content of the proposed programme but also its delivery. The programme in 2008/09 included topics such as the United Nations Millennium Development Goals, sentencing young offenders, meeting the local MP, culture and identity.⁷

What activities do young people do?

Citizenship within the life skills programme

Citizenship is active and engaging and aimed at developing students' critical skills as well as their knowledge of topical controversial issues. The programme includes a number of simulations including 'Crisis' – a simulation of the decisions made by the government of a small developing country aiming both to maintain political popularity and also improve the country's economy; and 'Trading Trainers' – a fair trade game that explores the impact of unfair trade on the lives of ordinary people in developing countries.

In addition, there are opportunities to meet and question the local MP, work with a local magistrate on sentencing activities, and discuss the use of animals in medical research with a local drugs company. A very popular 'Breakfast News' session enables students to discuss items in the day's papers over coffee and croissants in the manner of a breakfast television programme.

Community service

All sixth formers are given one afternoon a week to undertake community service linked to the V-Involved Award scheme. The volunteering often involves campaigns on live local issues. For example, one group worked with Connexions, the University of Hertfordshire and Welwyn Hatfield District Council in an effort to combat prejudice and discrimination against certain sections of the community. They produced a DVD to be used in local secondary schools as an educational tool.

Learner involvement strategy

Each year, three head girls and five senior prefects are elected by their peers in years 12 and 13. It is one of the head girls' responsibilities to organise regular school council meetings which are attended by form representatives. At the beginning of each term, tutor groups elect a form captain, vice-captain, games captain and school council representative, who gather information and ideas from the members of their form before attending the school council meetings.

The head girls discuss issues raised at school council with the Headteacher who decide on a response together. It is also the school council's responsibility to choose the termly charity effort. Within the sixth form, the posts of social secretary and treasurer are also filled following election and interview by students.

Pupils are involved as much as possible in the running of the school, and pupil representatives attend meetings such as those of the Equal Opportunities Committee, Health and Safety Committee, and the Library Committee. The head girls are also invited to governing body meetings. Pupils' views are sought on a wide range of issues, including the allocation of money from the Parents' Association.

As part of its learner voice strategy, the school has been carrying out student evaluations of the curriculum across all key stages at the end of each life skills module and for all subjects as part of the faculty review process. In the sixth form, students are also consulted on planning the content and the delivery of the life skills curriculum.

Members of Welwyn Hatfield District Council visit the school regularly to respond to students' concerns about the local community and proposals for improving it. The work is supported by Welwyn Hatfield Youth Council as there is regular communication between the youth council and the district council and school representatives are elected to the youth council each year.

Future developments

These include:

- improving opportunities for assessment post-16 and building on assessment pre-16
- investigating courses leading to qualifications in citizenship
- developing a school award that accredits active citizenship by tracking and evidencing levels of participation within school and the wider community.

⁷ For a DVD clip of the focus group in action and for a summary of the scheme of work, see *Listening to Learners? Citizenship and learner voice*, LSIS, 2009

3. Citizenship in work-based learning

Policy contexts

Citizenship learning is essential for young people who may not have gained confidence from success in mainstream schooling. Citizenship overlaps with the personal and social development skills required as part of the **Foundation Learning Tier** – for example learning about rights and responsibilities at work and taking part in community action projects. **Every Child Matters** requires providers to enable learners to ‘make a positive contribution’. **Personal, learning and thinking skills** include developing the role of young people as ‘effective contributors’. **Functional skills** can also be developed as part of citizenship activities.

A training provider’s **learner involvement strategy** provides opportunities for young people to be representatives and for all to have a ‘voice’. The **community cohesion agenda** provides a strong reason for enabling young people to explore their own identity and those of others in their group and the community. The return of high youth unemployment is a reason for young people to understand the wider global and national economic and political factors that affect employment.

“Work-based learning is about young people being actively involved in the economy of the community through employment. Engaging in society and becoming part of the workforce is a progression route that is key to their personal and social development.”

Alice Pethick, Zenith Apprenticeships

Approaches to citizenship in work-based learning

There are a number of common approaches to integrating citizenship into learning programmes for trainees and apprentices:

- **Representative structures**, such as learner councils where elected representatives consult with and report back to their peers.
- **Voluntary and community actions and campaigns**, such as volunteering to work as peer mentors as part of a leadership award, or joining a campaign to keep a local hospital open.
- **Qualifications and personalised learning**, such as personal and social development qualifications that include aspects of citizenship learning or functional skills programmes on a citizenship theme.
- **Single events**, such as taking part in competitions which culminate in a day of presentations showing young people’s work to make a difference in their communities.
- **Projects**, such as carrying out opinion surveys in the local community on topics relevant to their vocational area.

Getting started – top tips for work-based learning providers

Here are some reflections by practitioners on how to get started with post-16 citizenship.

- Gain the support of senior management to undertake an audit and then develop a citizenship policy through consultation with staff, learners, stakeholders and the community (see Section C).
- Use *Getting started with post-16 citizenship* to provide CPD for staff and to promote citizenship within your organisation. Encourage staff to be active citizens themselves so they will see the value of citizenship learning and lead by example (see Section D).
- Decide which approaches to citizenship will fit best with your qualifications, curriculum, vocational areas and wider goals (see Section B).
- Review the resources provided by the Post-16 Citizenship Support Programme to see which you can use to involve learners (see Resources section).
- Enthuse, engage and empower the young people to deliver, plan and review citizenship activities themselves (see Section F).
- Develop relationships with local colleges or schools for joint citizenship projects and build partnerships with community organisations where learners can volunteer and make a difference locally (see Section G).
- Ensure that citizenship projects and activities are recorded as evidence for qualifications and to promote good news stories about their success and impact (see Section H).

The following case studies on pages 25–28 show how two work-based learning providers have approached citizenship learning. More case studies of approaches used by work-based training providers can be found in Section B.

Case study 1

Fareport Training Organisation

About the training provider

Fareport Training Organisation Ltd has been a privately owned limited company since 1986. The company contracts with the Learning and Skills Council to deliver both apprenticeships and an Entry to Employment (e2e) programme to young people aged 16–24. Young people progress from e2e into occupational areas such as accounting, business administration, customer service, early years care and education, hairdressing, information technology, health and social care, painting and decorating, and, as a new development, trade skills (including brickwork, elementary plumbing, electrical work and carpentry). The organisation places an emphasis on key skills, functional skills, practical skills and personal skills. The centre is also actively involved in the pilot for the Foundation Learning Tier.

The citizenship programme

Citizenship has become a compulsory part of the e2e programme and fulfils many of the requirements of the Foundation Learning Tier, especially personal development. Links are made with vocational areas. There are also numerous off-timetable activities which focus on citizenship issues. The learner voice is heard through a learner forum, and also through learners being able to attend some staff meetings.

What activities do the young people do?

e2e programme

All e2e learners follow a programme in citizenship for one day each week as part of their agreed curriculum. The programme gives young people an opportunity to explore social and political issues of concern to them (both local and global) and investigate the effects these could have on their lives. The programme is based on the QCA post-16 citizenship essential opportunities and learning objectives⁸ and helps learners to gain recognised qualifications in essential skills and the key skills of Working with Others and Improving Own Learning and Performance. The young people themselves identify the issues to explore and take responsibility to research selected issues. They then lead the delivery of sessions with their peers. Links are made to their main programmes, and opportunities are provided for learners to develop their confidence, personal and social skills.

Links to vocational areas

Citizenship learning is linked to vocational areas, for example:

- Learners involved in the trade skills course have worked with older people in the locality, both practising their skills and also carrying out independent inquiry into local support for the elderly.
- Young people following the early years care and education programme have investigated cases of child abuse, such as that of Victoria Climbié, raised the awareness of other learners and explored the impact of such cases on the Every Child Matters initiatives.
- Learners following the hairdressing course have carried out investigations into the use and disposal of chemicals used in the industry, and the extent of recycling of product packaging.

Off-timetable activities

Learners have planned and undertaken a variety of wider activities as part of this programme, including 'Question Time' sessions with a local college, debate days, a programme of outside speakers, citizenship through music workshops, theatre visits, 'job-swap days', video-making and involvement in local action groups.

Learner involvement strategy

In addition to the citizenship programme, Fareport Training's learner involvement strategy provides a number of ways in which learners can contribute their views to the running of the organisation. A learner forum is held once a month and is open to all. The decisions made at these meetings are followed up by the young people themselves. For example, at one meeting, participants discussed learners' concerns about the operation of the Education Maintenance Allowance (EMA) in which the rules are rigidly applied and seen as sometimes unfair. The meeting voted to write to their local MP; they made an appointment to see him at his surgery to discuss their concerns. Young people have also been involved in observation in the classroom in order to make recommendations about discipline procedures.

Some fortnightly staff meetings are also open to learners, and there are suggestion boxes, surveys, focus groups and one-to-one meetings during which young people can have their say. An elected representative is invited to take part in staff interviews. Training on presentation and interviewing skills is available for young people wishing to take part in such meetings and act as representatives and advocates for their peers.

Successes

- Citizenship is now embedded in the e2e programme and forms part of every learner's studies.
- The learner forum is going from strength to strength and new ways are being developed for giving young people a voice. The learner involvement strategy featured on a DVD from the LSIS Post-16 Citizenship Support Programme as an example of good practice.⁹

Future developments

These include:

- The expansion of the 'learner ambassador' role. A number of learners have represented Fareport at national events to speak about their personal experiences of citizenship and the impact that this learning has had on their immediate and future progression in life.
- Extension of learner voice opportunities through the organisation becoming part of the 'Peer Review' team (LSIS pilot with four colleges and one other WBL provider). This will allow learners to make a real difference in helping to shape the development of the organisations involved and have a voice nationally when the final pilot report is submitted.

⁸ See www.qcda.gov.uk/4852.aspx

⁹ See *Listening to learners? Citizenship and learner voice*, LSIS, 2009.

Case study 2

Honda

About the Honda Institute

Honda has had a presence in the UK since 1961, and manufacturing was started at its Swindon plant in 1986. There are three main product groups: cars, motorcycles and power equipment, which includes engines, tillers, generators, lawn mowers and all-terrain vehicles. Honda's vision is 'to become a company that society wants to exist' and its mission is 'to enrich the social, economic and educational well-being of communities and society through corporate and individual participation'. The company has a firm commitment to corporate social responsibility and lists these under four headings:

- Responsibilities as a motor manufacturer: environment
- Responsibilities as a motor manufacturer: safety
- Promoting opportunities in education for the next generation
- Initiatives to deepen our relationship with society.

This commitment has influenced the 'block-released' apprenticeship programme run by the Honda Institute near Heathrow. The Honda Apprenticeship Programme provides training across all three product divisions of cars, motorcycles and power equipment. The courses lead to level 2 and 3 NVQs, and level 2 key skills. At any one time there will be around 300 apprentices working on the programme. The apprentices are given employed status by authorised Honda dealerships and are released for up to 20 weeks (one week every four to five weeks) to the Honda Institute. They work in stable groups of a maximum of 12 and spend their weeks at the Institute living in a local hotel where they have evening classes.

The citizenship programme

The apprentices follow a 'parallel curriculum' alongside their technical learning, lasting up to 123 hours over their apprenticeship. This is called the 'Honda Challenge' which incorporates citizenship into a personal development programme along with other topics such as responsible road use, first aid and customer care. This work must be completed in order for the apprentice to receive their final certificate, and it is supported through Honda's own certification and incentives scheme.

The aim of the parallel curriculum is to create employees who are active and responsible citizens, and who understand Honda's corporate responsibility and its commitment to safety, the environment and the company's place in the community. In particular, Honda has a commitment to diversity.

The company tells its apprentices that "Honda recognises that successful organisations are those that understand the competitive advantage of effectively managing diversity. As a company, we recognise the need to embrace diversity in visible and tangible ways such as having a diverse workforce, a diverse dealer body, a diverse team of suppliers and supporting efforts in building strong community".

Citizenship staffing

Honda has appointed a specialist citizenship tutor, who provides the opportunity for apprentices to openly discuss topical controversial issues and to debate the relationship of these to the company and their role within it.

What activities do young people do?

The citizenship modules consist of 'Respect for the individual (equality and diversity)', 'Contribution to society', and 'Environmental citizenship'. The modules encourage the apprentices to take some action themselves. For example, 'Environmental citizenship' explores ways in which they can make changes to their own practice at work and encourage others also to change. As part of 'Contribution to society', the apprentices learn about the importance of being an active citizen in their own community and in their workplace, and consider how this fits with Honda's commitment to corporate social responsibility. Through a partnership with a local charity, the apprentices experience voluntary work and learn about disability issues.

Citizenship makes contributions to other aspects of the parallel curriculum. For example, as part of their investigations into health and safety, they take part in a simulated employment tribunal and learn about equal opportunities legislation.

Successes

- Citizenship is now embedded in the parallel curriculum. Apprentices and staff are clear about what citizenship is and its relevance to Honda.
- The links with local charities will provide the apprentices with the opportunity to undertake practical active citizenship, while also contributing towards the company's commitment to corporate social responsibility.

4. Citizenship in youth and community groups

Policy contexts

Taking forward the ideas in **Transforming Youth Work**, the policy resulting from **Youth Matters** promotes active citizenship, particularly through volunteering (e.g. the establishment of **V**) and the full range of ways to contribute to the local community, including leading action, campaigning, fund-raising and peer-mentoring. Citizenship can make a contribution to all five outcomes of **Every Child Matters**, but in particular ‘Making a positive contribution’. **Every Child Matters** and **Youth Matters** both stress the importance of young people being consulted and having a say about the services which are provided for them.

Ofsted inspectors are required to report on the outcomes of the youth work curriculum in particular ‘young people’s ability to function socially and politically’ and the extent to which they ‘accept responsibility and participate actively in youth work settings and the wider community.’ Youth services have led in developing youth parliaments and other local representative structures for youth consultation.

“As a youth service our core business is to promote voluntary participation and through this comes the promotion of ‘voice and influence’ to ensure every young person feels valued and plays an active part in the shaping of our services.”

Youth service manager, Hull

Approaches to citizenship in youth and community groups

There are a number of common approaches to developing citizenship learning in post-16 youth and community settings:

- **Learner representation**, such as youth parliaments and youth forums but also surveys and consultations to tap into the ‘voice’ of young people.
- **Volunteering**, such as opportunities to work for local charities which often have social goals. Peer-mentoring or peer-training is a form of volunteering where young people provide support for younger people or their peers linked to a citizenship issue, for example drugs and alcohol awareness.
- **Voluntary action and campaigning**, for example to influence decision makers to provide more facilities for young people in the local area.
- **Single events**, such as a conference on street crime and community safety or competitions involving public speaking or performance with a citizenship theme.
- **Projects**, which are popular with community groups, often involve research into the views of young people about particular topics.

Getting started – top tips for youth and community groups

Here are some reflections from youth workers in the sector on how to get started with post-16 citizenship.

- Conduct an audit to find out what activities are going on that can be described as citizenship. Consider how some existing activity and aspects of the youth work curriculum could be given a more citizenship flavour where young people take action to make a difference (see Section C).
- Provide training for youth workers so that they have the necessary knowledge, skills and understanding to facilitate citizenship learning (see Section E).
- Not all young people want to learn about politics, so look for interesting and creative ways to engage them, e.g. through film, music or visits. Make sure that the issues you start with are those that affect them and their lives (see Section F).
- Start from their own interests and encourage them to lead their own project, campaign or action. Make sure to involve them in all stages – planning, representation, management and evaluation (see Section F).
- Citizenship activities are more successful when young people and adults work together on projects. Collaborate with community partners to use the full range of resources and support (see Section G).
- Build in opportunities for young people to reflect on citizenship activities and to review learning. Achievements can be celebrated in informal ways after an activity as well as more formally at events or through accreditation, such as youth awards or Millennium Volunteers (see Section H).

The following case study on pages 31–33 illustrates how one youth service has approached post-16 citizenship. Other examples can be found in Section B.

Case study

Youth Action, Blackburn

About the youth organisation

Youth Action is an independent community organisation in Blackburn, Lancashire, working with young people aged from 8 to 24. Established in 2003, it now has over 5,000 youth members and works with young people to develop their skills, to involve them in action and to encourage 'civic citizenship'. Youth Action has a strong board of trustees, drawn from and representing the various stakeholder groups of Youth Action, and over half of the positions on the board are reserved for young people aged 18–24, who are elected by members of Youth Action every year. It works closely with local councils, including Blackburn with Darwen Borough Council, Lancashire County Council and Cumbria County Council.

The organisation's aims are to:

- offer young people activities that motivate, educate, make productive use of time and improve the quality of life for young people in the community
- offer activities that promote self-help, empowerment and team work, which strengthen the quality of life for young people and the community as a whole
- encourage and assist young people in the area to actively participate in the group activities
- enhance multi-cultural understanding and mutual respect
- promote the views and interests of young people to official agencies and bodies with a view to enabling positive change
- work with young people to equip them with the skills to be effective leaders in their communities and bring about positive community action.

The citizenship programme

Youth Action operates a wide range of projects with children and young people. All projects are user-led and there is a youth advisory board which actively liaises with staff and volunteers on the direction of all the projects. There is also a very well-established volunteer programme. While much of its activity with young people takes place in the evenings, at weekends and during school holidays, there are also established partnerships with local schools, in which Youth Action staff run citizenship projects with humanities teachers.

Citizenship staffing

Youth Action has a large staff consisting of full and part-time members of staff, as well as numerous session staff and volunteers. All are trained to work with young people on the various projects in an open, democratic and inclusive way.

What activities do young people do?

The following examples of Youth Action projects can be investigated in more detail by visiting the Youth Action website (www.youth-action.net). New projects are developed all the time and some projects are on-going.

Mutual Respect

The aim of the project is to give the young people of the Borough the opportunity to enter into dialogue with older members of the community who are war veterans, and to give them an insight into what actually happened from the veterans' point of view. This intergenerational project, in partnership with Blackburn Museum, gives the veterans recognition for their contribution and also builds bridges between young and older people. The first phase of the project resulted in the production of a DVD, which is available from Youth Action.

Citizenship and Identity

This project, which involved young people from a range of communities across Blackburn, asked them to consider the question 'What is Identity?' The workshop enabled them to express their views and opinions and helped challenge stereotypes that existed in the different communities. Using a wide range of images, young people from different cultures, faiths, sub-groups and postcodes across the area, openly expressed their views on their own identity and listened to each other. The ideas behind this project influenced an annual event called 'Creative Minds', involving many schools across the Borough.

International Democracy

This project, supported by the British Council, enables young people from around the world to use the latest technology to have a dialogue about issues such as democracy, law, citizenship, equality, human rights, and the right to education. Youth Action has a partner organisation in Pakistan with which it has a regular video conference call. Over 20 young people on either side of the world have two-hour long debates on a range of issues that young people themselves set. Youth Action plans to host a delegation from the partner organisation in the UK, followed by a return visit to Pakistan.

Young Muslims in Britain

This project was a unique opportunity to work with the Foreign and Commonwealth Office (FCO). It enabled some young Muslims to express their views on a video called *Young, British and Muslim*. The video is used in embassies all over the world showing positive images of young Muslims and allowing their voices to be heard. The video is also part of a pack entitled *We all came here from somewhere: Diversity, identities and citizenship* produced by the Post-16 Citizenship Support Programme (see Resources section).

Women and Equality

This is a development project which works with a group of 20 young Black and Minority Ethnic women, aged from 18 to 24, to research role models who are working in senior jobs part time, or after maternity leave, and are managing a work-life balance. This project will produce a website toolkit based on interviews, case studies and tips for employees, and also tips for employers on improving staff retention and on the benefits of providing quality part-time senior roles for female employees.

Volunteering

Volunteers aged from 16 to 25 are offered numerous opportunities in local voluntary organisations. Free lunch and travel expenses are provided to encourage young people to take up these opportunities where they are also able to gain accreditation.

Successes

- The 'Mutual Respect' project has had a very important impact both on intergenerational relationships and on young people's understanding of the role of their forebears in Britain. The work is on-going and involves young people from more cultural groups.
- Young people from Youth Action are frequently called upon by policy makers to provide a youth voice. The FCO video, *Young, British and Muslim*, was one example. Another is a consultation with a representative group of young people carried out by Blackburn with Darwen Borough Council on community cohesion. Young people are also working with local children's services to devise a continuum of need to provide support for young people in the area.

Future developments

- Youth Action aims always to maintain and improve best practice. In addition to innovative projects, staff provide on-going one-to-one support for young people and help them deal with issues responsibly, especially in relation to risk-taking behaviour.
- The volunteering programme has expanded during the national economic recession. Many more young people are looking for volunteer placements and, in response to this, Youth Action has taken on a networking role in the local area, providing a one-stop shop for many of the available volunteer placements.
- Youth Action is building its contacts with schools and aiming to increase the opportunities for schools to work with them.

5. Citizenship for young offenders

Policy context

Young offenders in custodial and non-custodial settings can benefit from citizenship learning not only as part of their education and training programme but also to help tackle their offending behaviour. Citizenship is part of personal and social development, which is an element of the **Offender's Learning Journey** and the **Foundation Learning Tier**.

The requirement to develop a **learner involvement strategy** applies to youth offending contexts and can involve consultation with young offenders and representative structures.

The positive effects from citizenship learning can:

- encourage socially responsible behaviour and can, for some, be a step back into society
- help reduce the risk of re-offending by encouraging young people to draw on their experiences and consider the impact that an individual's actions can have on society and the wider world
- provide opportunities for young people to have a genuine voice, to feel listened to, and can contribute to improving their low self-esteem and confidence.

Approaches to citizenship in youth offending

The Post-16 Citizenship Support Programme's publication *Straight talking: citizenship and offender learning* (see Resources section) is a useful source of ideas and case studies. Some of the approaches used to develop citizenship learning in youth offending contexts are:

- **single events**, such as hosting the Anne Frank exhibition where young offenders following some training take on the role of guides
- **projects**, such as researching and making a film on rights and responsibilities relating to arrests and street offences
- **campaigns**, such as encouraging young offenders to register to vote in general elections through discussion and posters
- **learner representation**, such as being offered the chance to become a diversity representative and having training to help carry out the role
- **qualifications**, such as Foundation Learning Tier approved qualifications for personal and social development that include community projects and investigating rights and responsibilities at work.

Getting started – top tips for young offender institutions

Here are some reflections from practitioners in the sector on how to get started with post-16 citizenship.

- Sell the benefits to the prison/youth offending managers and to other education staff, stressing the importance of the advantages to the prison community, the young offenders and the wider society (see Section D).
- Gain the support of all other staff and ensure that they understand and are willing to accept possible changes in young people's attitudes and behaviour (see Section E).
- Link citizenship activities to the personal and social interests of the young people and involve other areas of learning – for example in catering, sport, art or music. Make the citizenship projects real; they should reflect the controversial nature of citizenship issues and explore possible real solutions (see Section F).
- Involve the young people in action where possible and with appropriate support from other staff. Involve the young people and give them some responsibility for the projects. The role of tutor should become facilitator (see Section F).
- Deliver all education within a 'citizenship' culture that encourages mutual respect in a safe, inclusive environment that is intolerant of racism, sexism and other excluding attitudes.
- Challenge the young people to achieve, celebrate their achievements, promote their successes and let them see themselves positively to build their self-esteem.
- Promote positive achievements within the organisation and help to build a sense of community.

The following case study on page 36 shows how a Youth Offending Team and a Young Offender Institution approached citizenship learning. More case studies can be found in Section B.

Case study

Milton Keynes Youth Offending Team and Feltham Young Offenders Institution

Education staff from Milton Keynes Youth Offending Team (YOT) work with young people who are subject to a variety of court orders. The team offers a course consisting of units accredited by the National Open College Network as part of the Progression Awards Programme. The citizenship unit is offered at levels 1 and 2, and accreditation of the unit can take place as soon as the work is completed.

The unit 'Citizens and Citizenship' covers citizenship knowledge, understanding and skills. It aims to help the young people to consider the following questions: How aware are they of being citizens? How much do they feel part of society? How much do they know about rights and responsibilities? Have they ever done anything to help their own community? The programme attempts to enable young people to understand where they fit in to their own communities before moving on to taking action themselves.

Education provision at Feltham Young Offenders Institution (YOI) is provided in partnership with Kensington and Chelsea College. Provision has included hosting the *Anne Frank: A History for Today* exhibition (see case study on page 43); working with a film company on a video about attitudes to offending; conducting a survey and campaign on prisoners' right to vote; and providing accredited training for race and equality representatives.

SECTION B

Six approaches to post-16 citizenship

There are six distinct, but related, approaches to post-16 citizenship that have been identified.¹⁰ They are citizenship learning through:

- 1. Learner voice and representation**
- 2. Qualifications and personalised programmes**
- 3. Group tutorial and enrichment programmes**
- 4. Voluntary and community-based activities**
- 5. Single citizenship events**
- 6. Projects.**

It is good practice to combine several of these approaches to ensure that organisations become ‘citizenship-rich’ and that all young people are able to benefit. Many examples have been documented by the Post-16 Citizenship Support Programme in all settings for post-16 education and training. The case studies that follow illustrate interesting ways in which colleges, school sixth forms, work-based learning providers, youth and community groups, and offender learning providers have delivered citizenship learning using these different approaches.

The case studies provide many ideas that can be used in the whole range of post-16 settings. Invite colleagues to look through some of the examples to identify those that they would like to develop for the organisation.

- *Which case studies reflect approaches that we are already doing or have done?*
- *Which case studies represent best practice incorporating active learning, youth-led action, community involvement and real, topical and controversial issues?*
- *Which activities would be most popular with (a) staff and (b) learners?*
- *Which examples should we try to replicate here?*

The Post-16 Citizenship Support Programme has published resources on each of these approaches which give more examples and further information (see Resources section).

¹⁰ Based closely on the approaches identified in the Post-16 Citizenship Development Programme (2001–6) and cited in *Play your part: post-16 citizenship* (QCA, 2004)

1. Learner voice and representation

There are different ways of consulting young people and giving them a voice in decision-making. They include formal structures, e.g. youth councils, parliaments and advisory panels; specific activities, e.g. focus groups, conferences and group discussions; collecting feedback, e.g. online surveys, suggestion boxes, video-diaries, chat rooms and text messaging.

- A.** At **Merton College** the student parliament meets four times a year. Two, one-hour tutorials prepare learners for the election of two representatives per tutor group including discussions about the skills needed, democracy, and ground rules for the parliament to work effectively. Representatives choose an executive committee which then elects representatives to sit on college boards, course teams and the governing body. They also elect a Chair of the Parliament, Secretary, Treasurer and members of the Events Committee. Youth workers support the committee officials as they liaise with college staff to follow up issues raised at the parliament.
- B.** **Chichester College** has a learner voice policy which includes a raft of measures to ensure learners have the skills and motivation to get involved and that staff are able to respond. A critical role is played by the member of staff with responsibility for promoting and supporting the learner voice policy. Learner representatives play a key role in getting first-year students involved and building a 'pipeline' of talent and enthusiasm. Learner representatives have taken steps to engage adult and part-time learners by attending tutor groups and introducing themselves. Learners are involved in the evaluation of their courses with curriculum team managers, course leaders and staff.
- C.** The **Leicestershire Youth and Community Education Service** has a county Youth Council and councils in seven districts which meet monthly to discuss issues of concern to young people, for example the operation of dispersal orders. Their views are put to invited officials or councillors. The Youth Council comprises representatives from the district councils and representatives of particular groups such as young people from minority ethnic groups, those with disabilities and those in care. All representatives received training during a residential event. Issues for discussion are generated through questionnaires and a chat forum on the website (www.thejitty.com).
- D.** At **National Star College**, which caters for 160 young people with severe disabilities through specialist education in a residential setting, citizenship is prominent within the curriculum. Learner involvement is seen as a crucial mechanism for strengthening the learners' capacity to engage as active citizens. Key features to support this include course and residential representative structures, comprising a student union executive and a student parliament; a taught citizenship programme promoting integration into the wider community via citizenship; learner voice activities; and an Envoys programme where young people are trained in how to be effective participants in meetings/working parties as well as personalised learning mentors through whom feedback from learners is gathered. Learners have been able to influence decisions on a range of issues from course content (such as the taught citizenship programme) to facilities.

- E.** In Worcestershire, young people from the local youth service, **Youthcomm**, regularly run consultation events for young people across the county on themes of particular relevance and interest to them. A recent consultation involved the National Youth Agency (NYA), which wanted to find out how well its 'Hear by Right' standards about involving young people were being applied locally. The event included electronic voting and drama workshops. Young people gave their scores on the extent to which local services were involving children and young people. The information was used in a report by a review panel of young people.
- F.** **DAFBY** (Bath and North East Somerset Youth Service's **Democratic Action for B&NES Youth**) promotes young people's rights and their participation in democratic decision-making in the development of council services. Young people are involved in local and strategic decision-making, including regular meetings with B&NES Executive Members, councillors, officers and the Chief Executive. DAFBY also facilitates the Youth Parliament elections. Membership is open to all young people who meet in village youth clubs with up to 45 attending. Citizenship activities have included a fair trade project, workshops for a BBC film project about community conservation, a consultation day on human rights, and a German exchange visit including a discussion of issues such as asylum, terrorism and democracy. One member has been working with a group to support gay, lesbian, bisexual and transsexual young people who feel isolated in their communities. Most DAFBY members accredit their hours to Millennium Volunteers.
- G.** Young female offenders in **HMP Holloway** are able to feedback their views on the education courses via surveys. A student forum gives them a voice in the provision of their education and a diversity forum raises equality issues. The taught citizenship programme provides some training for representatives. Learners also participated in staff training to develop the prison's citizenship and learner voice work.
- H.** **Aylesbury Training Group** has an apprenticeship council which meets for an hour each month comprising six apprenticeship representatives and the same number of staff. A formal agenda covers topics such as health and safety, equal opportunities, charity fund-raising ideas, improving facilities and arranging events. An election campaign is held when candidates hold discussion forums and distribute literature and posters culminating in a secret ballot on 'polling day'. The Secretary posts minutes of meetings on the notice board. Representatives visit workshop groups to gain opinions and feedback agreed actions. Apprentices can also provide feedback using simple questionnaires offered nationally.

2. Qualifications and personalised programmes

There are a range of citizenship qualifications for post-16 learners including AS and A level Citizenship Studies, a full and short course GCSE in Citizenship Studies, the embedding of citizenship in Diplomas, and the Project at levels 1 and 2 and Extended Project at level 3, which could be on a citizenship theme. Citizenship can also be delivered through other qualifications and special personalised programmes.

- A. Bradford College** offers both the GCSE (Short Course) in Citizenship Studies and AS and A level in Citizenship Studies. Both qualifications provide opportunities for learners to engage with contemporary issues and practise active citizenship. Many learners have a strong sense of identity linked to their Asian heritage, and identity/community cohesion feature in both courses. Visitors from the community join learner groups to discuss common issues. One AS project explored the issue of free primary education through links with a Kenyan school and students raised funds for resources and equipment for the school. Learners often join local and national campaigns and demonstrations, reflecting their commitment to the active citizenship component of these courses.
- B. At Hull College** the Voyager Project works with disengaged 16–19 year olds on an intensive 13-week, 34-hour a week course accredited by the City and Guilds Profile of Achievement. Part of the course involves encouraging them to make a difference to their local communities. For example, two young women unhappy with conditions on their local estate met councillors to put their views across.
- C. Gosforth High School** offers the AS in Critical Thinking to high-achieving learners. An important element of the course is developing arguments and critically reviewing evidence. Topical and controversial issues provide the content for debates which learners are encouraged to bring in on a weekly basis. A group of these students have set up a weekly debating society that meets after school. Citizenship topics are also integrated into the AS General Studies programme. An Amnesty International group was set up following discussions of human rights in this course.
- D. At Egguckland Community College** students complete four challenges for the ASDAN Certificate of Personal Effectiveness at level 3 which covers the citizenship dimension. In the Community Action challenge one group developed a campaign on human trafficking, and in the Global Community Challenge learners visited the Eden Project and researched a range of global issues before launching a campaign.
- E. Fareport Training Organisation** delivers citizenship through its e2e programme via regular learner-led sessions addressing local and national issues. These involve young people carrying out research and delivering this information to their peers on topics such as the consequences of crime, the death penalty and fair trade. This allows them also to develop functional skills.
- F. At a London Young Offender Institution** young people are offered, at induction, the opportunity to become a race and equality representative for their wing. Members of the team, which include staff, undertake a 10-hour course accredited at level 1 by OCN. The course materials have been devised by the diversity officer and other staff.

3. Group tutorial and enrichment programmes

Although most commonly associated with school sixth forms and colleges, other post-16 providers offer enrichment in the sense of a programme of activities outside of their main learning programmes. Personal tutors who need support benefit from training in how to integrate citizenship into the tutorial programme and pastoral curriculum as well as access to a range of resources.

- A.** At **Croydon College** the citizenship programme, delivered through enrichment, has been a powerful force for integration and development. The programme is based upon two major pathways – the college’s Youth Forum, which has become the Enrichment Committee, and curriculum citizenship delivered through subject-based tutorials. The Enrichment Committee has representatives from every area, including ESOL students and those with disabilities. It has been a springboard for a number of student-led campaigns and is consulted on enrichment provision. The college’s enrichment programme offers a range of opportunities for students to get involved in the college and the local community, for example working with Envision, an education charity, on graffiti and litter projects, working with the local youth service, and taking part in art and music activities as part of cultural awareness.
- B.** **City and Islington Sixth Form College** has introduced citizenship into the cross-curricular enrichment programme in a number of different ways which change each year. For example, in one year, students were able to take part in a drama production of *The Visit*, a play that raises moral and political issues about the importance of individuals standing up against evil. In another year, students were offered a citizenship through music option in which they wrote, produced and performed raps with a citizenship theme. The raps were recorded on CD and performed to an invited audience. The students later took part in national training workshops, encouraging other young people to express their social and political views through music. Other enrichment activities include a ‘Question Time’ event, a fashion show exploring identity during Black History Month, and devising a programme for International Women’s Day.
- C.** At **Merton College** citizenship is delivered mainly through weekly group tutorials and is enhanced by wider citizenship activities open to all students outside of curriculum time. Some vocational areas also teach modules of citizenship as part of the course. Examples of modules are political awareness, alcohol awareness (including the social and political dimension), celebration of difference, and ‘Whose right? Whose responsibility?’ Opportunities as part of enrichment include the student parliament and representation on a range of bodies, peer-mentoring, action against gun crime, consultation and feedback on the Borough’s town plan, and Millennium Volunteers.
- D.** At **Wootton Bassett School** learners are given a range of opportunities as part of enrichment. Each tutor group has to lead an assembly on a topical or ethical issue of their choice, for example global warming, fair trade and AIDS awareness. Learners vote for their own committee of representatives for the Charity Challenge, a series of events to raise money for chosen charities. During these activities the citizenship issues behind the activities are investigated. They also participate in an externally run simulation on being ‘President for a Day’ in an impoverished country.

4. Voluntary and community-based activities

Volunteering and voluntary activities give young people the chance to gain experience of taking action on issues that are important to them. Charity fund-raising can make a contribution to citizenship learning when young people learn more about the issues underpinning the need for funds. Local community organisations often provide a focus for volunteering and citizenship action by young people.

- A.** At **King Edward VII School** (Melton Mowbray), a small group of sixth formers set up a fair trade group after hearing a talk from People and Planet on the plight of farmers in poor countries. During their initial activities, they sold fair trade products to the staff room, parents at open evenings and fellow students. They visited the mayor and leader of the town council to give a presentation on their work to a full council meeting. The council was debating whether Melton should apply for fair-trade status. The motion was passed and the mayor believed that councillors were swayed by the group's arguments.
- B.** The Enrichment Committee at **Croydon College** has been a springboard for a number of student-led campaigns, for example Make Poverty History and fund raising for a local hospice. Other issues of concern to learners have led to working with Envision, an education charity, on litter and graffiti.
- C.** Two students at **Coulsdon College** established the African Caribbean Society that meets every two weeks in enrichment time. All students are welcome irrespective of their heritage. Its popularity has been spread through word of mouth. The aim is to bring a greater sense of community to black people as they work together to counter stereotyping and violence.
- D.** **Shipley College** participates in the intergenerational mentoring scheme set up by Bradford Community Accord. The scheme encourages young people to meet with senior citizens to exchange experiences.
- E.** Students at **Aylesbury High School** take part in a peer-mentoring scheme which focuses on teaching political literacy to year 8 and GCSE Citizenship to year 10.
- F.** Young people from across **Plymouth** collaborated on *YP MiX*, a website offering advice, information and news. A group of volunteers conceived the idea and developed the site which was overseen by two advisory boards – one of young people and one of adults. Interactivity is a key feature to enable young people to choose the topics they want to discuss.
- G.** A group of eight young offenders worked with staff from **Kensington and Chelsea College** and **Team Video**, an educational media company, to make a video about perceptions of offenders in society. They were filmed responding to vox pop interviews on questions such as why offenders commit crimes and what rights should offenders have. The project explored whether all prisoners should have the right to vote. With agreement, posters were made encouraging young people to register to vote in general elections.

5. Single events

Citizenship events can bring a ‘buzz’ to an organisation. The best events are planned and run by young people based on topics of interest to them. However, they need support from staff in the form of training, advice and access to resources (see in particular from the Post-16 Citizenship Support Programme *Getting the show on the road: skills for planning and running citizenship events*, see Resource section).

- A.** A **Young Offender Institution** hosted the *Anne Frank: A History for Today* exhibition. One of the aims was to raise questions about diversity and inclusion given the multi-ethnic population in the institution. A small group acted as guides to the exhibition and benefited from having to explain the panels to other offenders and to a range of visitors.
- B.** At **Aylesbury High School** students worked with the neighbouring boys’ school to plan and run a conference that included students from 10 local schools. The theme of the event was ‘Breaking down Barriers’, and it included exploration of issues such as terrorism, national identity, fair trade and international relations. The planning committee invited a number of local people as speakers, including the local MP, the mayor and nationally-known journalists and campaigners. The workshops were run by the students who had received training in dealing with controversial issues prior to the event, and a large-scale simulation of a United Nations debate took place in the afternoon.
- C.** Worcester Cathedral and **Youthcomm** (a project within Worcestershire Youth service) run an annual conference for young people across the county. The aim of each event is to raise awareness among young people of an important social and political issue, to enable them to develop an informed opinion, to gather their views, and to draw up a manifesto of belief of those who attend the conference. This is passed on to MPs, MYPs (Members of the Youth Parliament) and MEPs. The most recent conference was entitled ‘European citizenship: What’s in it for me?’ Voting at the conferences is managed by the young people from Youthcomm, using their electronic voting system.
- D.** Young people from the **Oldham Youth Inclusion** project were inspired to join a post-16 citizenship through music competition. They attended a workshop run by other young people to explore issues and lyrics and, when short-listed, performed at an awards event in their home town. Their entry, *Young and Oldham*, about the role of young people in their community won the competition.
- E.** At **Aylesbury College**, entry-level learners work with students from the Park School for young people with learning difficulties to stage an annual production in July at the local community theatre. The production is based on citizenship work that they have explored as part of their OCR Entry Level Citizenship course during the year. The performances include short plays, singing, dancing and comedy.

6. Projects

Projects involve young people in undertaking research or developing ideas on issues that are of interest to them. Project outcomes, based on research, may take the form of music, art or video. In terms of formal assessment, the project at levels 1 and 2 and the Extended Project at level 3 offer an excellent opportunity to gain a qualification for work done on a dedicated citizenship theme.

- A.** Young volunteer researchers at **Fitzrovia Youth in Action** (FYA) in central London received training from the National Council for Voluntary and Youth Services on how to run effective workshops before leading residential workshops at which ‘drugs and community safety’ was identified as a key issue. The peer-research project on drugs came out of previous research by the young people which showed that drugs and drug-related crime were a major cause of concern to their peers living in the area. Funding was obtained from the Camden Council Drugs Action Team and further training was offered in research techniques. The peer researchers interviewed over 350 young people in youth clubs and a school, presenting their findings to practitioners and policy makers.
- B.** A **Youth Offending Service in London** provides services, support and strategic advice designed to reduce the risk of, and prevent, further offending by children and young people aged 8–17. The citizenship project involved six young people on Intensive Supervision and Surveillance Programmes. The young people chose rights on arrest as an issue they wanted to investigate further. Using a range of activities, including quizzes, the staff enabled the young people to learn more about rights and responsibilities and prepared them for the making of a documentary on the subject, working with Youth Culture Television. During the filming they interviewed a chief inspector with responsibility for stop and search in the borough, a local solicitor who has expertise in stop and search, members of the public for ‘vox pop’ clips. They then filmed themselves doing a role play of do’s and don’ts.
- C.** **Islington Sixth Form College** has used the performing arts to engage learners in citizenship issues and give them an insight into being active citizens. The production of a play, *The Visit*, explored the idea of the social and moral responsibilities in standing up to evil. It involved 70 learners who researched the political background to the play and, in workshops and rehearsals, took part in structured debates on the issues raised and their modern relevance. The play was performed over four nights to over 500 people from the local community.
- D.** **e2e learners** at **Warwickshire College** had a taught unit on citizenship covering basics such as rights and responsibilities and equal opportunities as a preparation for deciding on their project topics. One group chose to work with the local Connexions office to research and make recommendations to improve the service offered to young people with family problems. The learners used video to record their involvement in the project, to inform others and to act as a record of what they had achieved.

SECTION C

What are we doing already and is it citizenship?

In many organisations there are already aspects of the education or training provision that develop some of the knowledge and skills of citizenship. However, too often staff and learners confuse citizenship with other long-established programmes and assume that they are the same thing.

The following are not necessarily citizenship:

- personal and social education
- health education
- careers education and guidance
- work-related learning
- fund-raising
- key/functional skills
- outdoor education
- leadership programmes
- volunteering
- peer-mentoring
- life skills programmes
- sex education
- interpersonal skills training
- finance education activities

There is, of course, an overlap between the content of many of these programmes and the issues covered within citizenship. The difference is in the approach. Citizenship requires young people to learn about the public aspects of an issue and to discuss what laws and/or policies there are and who makes the decisions. It also provides opportunities for young people to develop and express their views on these policies and to consider how they themselves can influence them. For example, an examination of drug use from a citizenship perspective would include the laws on drug use and how they are implemented, and the views of different sections of the community on local policing of drugs. It would cover also a discussion of whether laws should be implemented differently, a development of balanced opinions on the issue and plans for responsible action.

Citizenship also includes involving young people in decision-making at a teaching group, organisational or community level, giving them the opportunity to take part in action relating to issues that are of concern to them. Many organisations already have student, learner or trainee councils, which represent the views of other young people to the senior staff. Widening participation in these councils, as well as the development of other ways of giving learners a voice, will increase young people's citizenship skills and their sense of belonging to the organisation.

- Carrying out an audit is a good starting point. Use 'Activity C1: Getting started audit' on the next page to find out what your organisation is already doing¹¹.
- Challenge staff claiming to understand what citizenship is to complete 'Activity C2: What do I know about citizenship?' quiz.
- Use 'Activity C3: Citizenship activities audit' to identify current strengths, weaknesses and gaps in your current provision.

¹¹ An online interactive tool which allows you to review and audit your whole organisation citizenship provision will be available from March 2010 at www.post16citizenship.org

Activity C1 – Getting started audit

This audit will provide information about aspects of your organisation that can lead to the success of your citizenship programme. Use it with other staff to stimulate discussion about organisational development.

1 = thinking about it 2 = working towards 3 = we're happy with this	Tick box		
	1	2	3
A. Leadership, management and coordination			
Managers share their vision of citizenship with staff and young people			
There is a clear policy and a strategy for implementing this			
Managers allocate sufficient status and time to co-ordinate citizenship			
B. Resources			
Existing staff expertise is identified			
Adequate time is allocated to the provision of citizenship			
A budget is available for citizenship teaching and learning resources			
C. Provision and assessment			
Provision for citizenship takes account of QCA guidance			
All learners have opportunity to participate in at least some citizenship activities			
Assessment is linked to the 10 QCA learning objectives			
D. Staff development			
Staff involved in citizenship provision have clearly defined roles			
Staff have the knowledge and skills to facilitate citizenship activities			
A variety of approaches to staff development is offered			
E. Monitoring and evaluation			
Plans are in place to evaluate the extent to which provision leads to citizenship learning			
The programme is effectively monitored			
Action is taken on the basis of evaluation findings			
F. Wider community involvement			
Relationships with community partners are formed and maintained			
Partners are clear about their role and the mutual benefits of the activity			
Partners are briefed about expected citizenship learning outcomes			

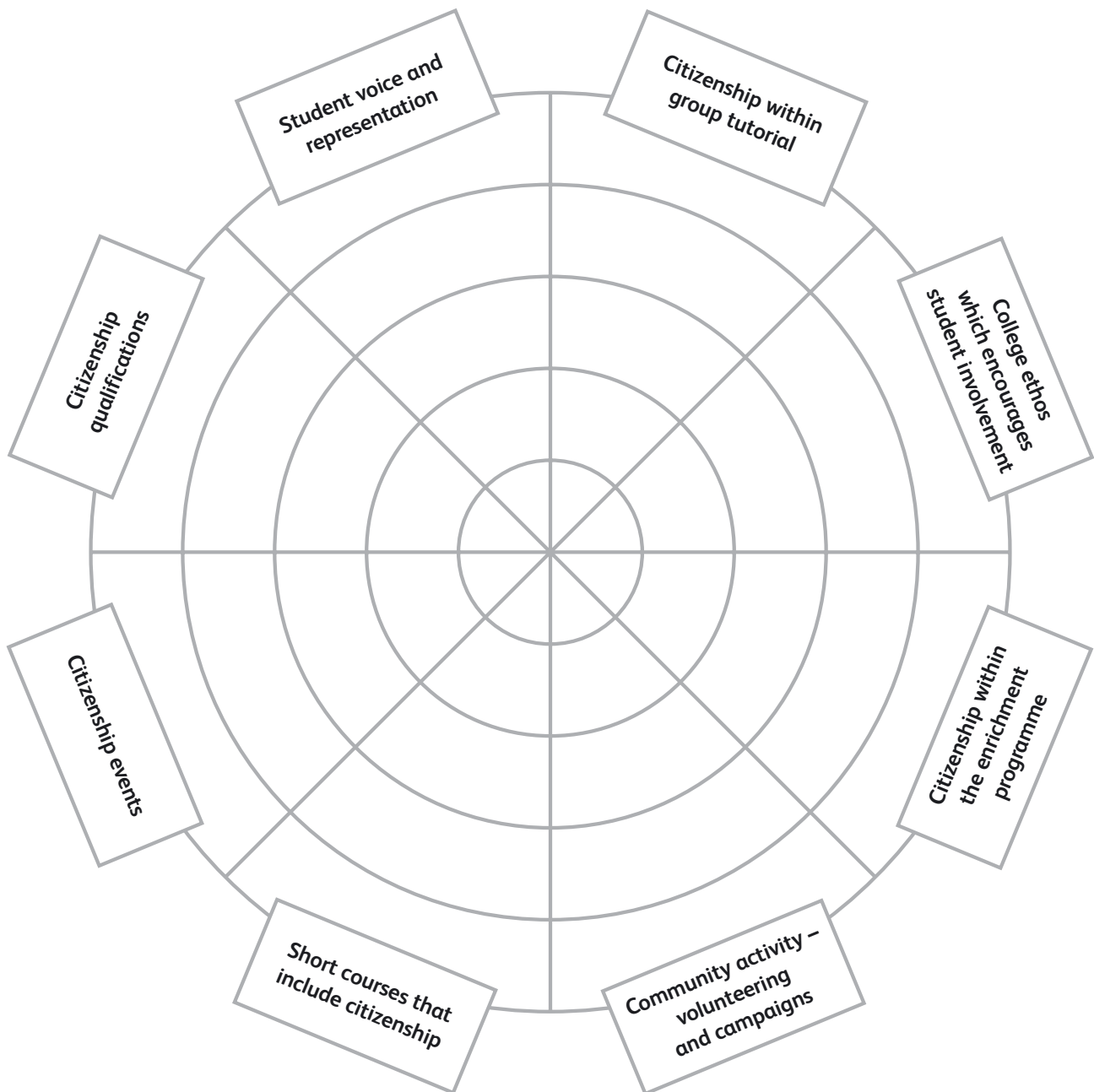
Activity C2 – What do I know about citizenship?

Try this quick quiz. (Answers at the bottom of the page.)

- Citizenship education should:
 - a) tell young people whom to vote for
 - b) make young people behave better
 - c) give young people skills and knowledge needed to participate in their communities
 - d) give young people a set of moral values
- Citizenship education is aimed primarily at young people who have been in trouble True False
- Being an active citizen involves, for example:
 - a) working in a charity shop
 - b) eating healthily
 - c) being a considerate neighbour
 - d) organising a community campaign
- The focus of citizenship is the public policy aspects of an issue True False
- Citizenship education should NOT necessarily include:
 - a) communication skills
 - b) personal finance
 - c) political literacy
 - d) knowledge of rights and responsibilities
- Political literacy is:
 - a) learning about how to take part in and influence public life
 - b) being able to behave with self-confidence
 - c) carrying out community service
 - d) being able to spell 'parliament'
- Citizenship education is important because it helps maintain the status quo True False
- Citizenship education benefits young people because it improves their social life True False
- Involving young people in decision-making is important to organisations because:
 - a) it saves the staff having to make decisions
 - b) it makes young people conform
 - c) it is linked to funding
 - d) it makes young people feel they belong
- It is important to society that young people vote because:
 - a) the turn-out is too low
 - b) the government wants more votes
 - c) the future of democracy is in the hands of the young
 - d) it is their duty

Activity C3 – Citizenship activities audit

1. How much citizenship goes on in your organisation under these headings? Shade the rings in a colour. If a small amount, just shade the inner ring. The more citizenship that goes on, the greater the shaded area will be and the bigger the shaded slice of the 'pie'.
2. Which areas do you plan to strengthen? Shade these rings in a different colour.



SECTION D

Working with senior management

Senior management support is essential if citizenship programmes and activities are to be sustainable and effective in an organisation. Such support must be based on a clear understanding of what citizenship is, what it aims to achieve and how it can benefit the young people and the organisation. Staff are likely to be more motivated and to take part in staff development for citizenship if senior managers are enthusiastic.

In addition, if young people are to develop their citizenship skills and value their experiences, they will need opportunities to influence decision-making, and this will start in their own learning organisation. The culture and ethos of the organisation must, therefore, enable all members, staff and learners, to express their views, be listened and responded to and encouraged to take action.

Gaining support

If senior managers have yet to be convinced of the need for citizenship to form part of the provision of the organisation, there are a number of ways in which the benefits can be sold.

- Address a senior staff meeting and show clips from videos in which young people spell out what they have learned and its importance to them.
- Encourage some of the learners who have been involved in citizenship activities to put on an event and invite the senior managers. The event could be an exhibition, a workshop, a debate or a performance. The experience of the Post-16 Citizenship Support Programme suggests that young people have more success in persuading adults of the benefits since they are proof of the increased motivation.
- Get some positive publicity for a citizenship project that your learners are involved in. Articles and photographs in *Citizenship News* (the Post-16 Citizenship Support Programme magazine) and success in national or local citizenship competitions and activities have all proved effective in promoting citizenship within an organisation.
- Ask your senior manager to complete 'Activity D1: Senior managers' questionnaire', and 'Activity D2: An ethos audit' (pages 50–51).
- Use the Egguckland Community College citizenship policy (see Activity D3, page 52) as the basis for a discussion and the development of an organisational policy for citizenship.

Activity D1 – Senior managers’ questionnaire

This is a list of things that managers can do to support citizenship within their organisations. Place a tick against each statement in the column that best reflects where you think you are.

Do we...	Don't do this at all	Do this to some extent, but need to do more	Do this well
Really understand what citizenship education is all about			
Make public positive statements to staff, learners and visitors about the value of citizenship			
Give strong support to the team organising citizenship by, for example, attending events			
Allocate sufficient resources and time to the citizenship programme to allow for staff development and planning			
Have a committed co-ordinator of citizenship with time allocated to the task			
Have in place a policy outlining the aims and vision for citizenship within the organisation			
Enable extended citizenship activities to take place off-timetable and to include visitors from the community and other education/training organisations			
Expect there to be strong links between your organisation and members of the community, including minority groups			
Continue to support citizenship activities even when things have gone wrong			
Believe that we have a democratic ethos in this organisation?			

Now try the next audit, 'Activity D2: An ethos audit', which focuses on the ethos of your organisation...

Activity D2 – An ethos audit

The most successful citizenship relies on a supportive ethos in the organisation, in which staff and learners are involved in decision-making, and feel valued. This questionnaire provides you with the opportunity to estimate how far your own organisation embraces a citizenship ethos. You can copy the questionnaire and use it again or with others. Complete this audit as honestly as you can, placing your organisation on the scale 1–10 for each question. Carry out the audit again in a few months and compare your ratings.

1 = low score, 10 = high score.

	Low		High
1. Are the staff involved in decision-making on all important issues?	1	----- 5 -----	10
2. Do all staff (including administrative and facilities staff) attend staff meetings?	1	----- 5 -----	10
3. Are the young people involved in decision-making on all important issues?	1	----- 5 -----	10
4. Is there at least one young person on the governing body?	1	----- 5 -----	10
5. Are there representative structures in place to involve young people in decision-making?	1	----- 5 -----	10
6. Are these structures effective in getting young people's voices heard?	1	----- 5 -----	10
7. Are most young people involved in elections for representatives?	1	----- 5 -----	10
8. Are most young people interested in the decisions of the representational bodies?	1	----- 5 -----	10
9. Do senior staff ever change their minds about a decision when young people ask them to re-consider?	1	----- 5 -----	10
10. Is there a real commitment to respect every member of the organisation?	1	----- 5 -----	10

Activity D3 – A policy for citizenship education

Eggbuckland Community College citizenship policy

Citizenship is seen as an integral part of the education of young people at Eggbuckland Community College. It underpins our ethos and everything we are trying to achieve. As a 'Learning, Caring and Achieving' organisation, we strive to empower our students by helping them to develop the knowledge, understanding and self-confidence that is necessary for them to play an active part in society and effect change. In so doing, it is understood that particular emphasis is on the development of critical key skills: communication, working independently as well as part of a team, and problem-solving.

Our citizenship programme is designed to ensure that students:

- know their rights and responsibilities
- are able to analyse and discuss significant issues
- understand how society works
- play an active role in society.

It offers young people the opportunity to:

- identify, investigate and think critically about issues that affect individuals and society
- decide on and take appropriate action
- reflect on and review the effect of action taken.

This policy also aims to clarify for all stakeholders exactly what is meant by the term 'citizenship' and how it is addressed at the College. The stakeholders include:

- students
- staff
- parents
- governors
- community partners.

Discussion questions:

- *What benefits would a citizenship policy bring to your organisation and learners?*
- *What are the strengths and weaknesses of the Eggbuckland policy statement?*
- *What would you want to include in a policy statement for your organisation?*
- *How can you involve staff, learners, stakeholders and the community in developing the policy?*

SECTION E

Working with other staff

If an organisation is to provide an effective citizenship programme, other staff have also to be convinced of its value. At the beginning of a programme, it may be possible to work with just a small team, who should be willing volunteers, not conscripts. The team's first task is to raise the awareness of other staff and to sell the benefits to them. This can be achieved in a number of ways:

- Citizenship activities for young people should be motivating and engaging so that the word spreads across the organisation. Citizenship activities often provide a 'buzz' because they tend to spill over into the whole life of the organisation; they don't stay in the classroom or training room. Exhibitions of activity can help raise awareness.
- Members of the team can point out the benefits to other staff with whom they work.
- Citizenship can become an item on a range of agendas, and team members can explain how a citizenship programme could affect the ethos of the whole organisation.
- Other members of staff can be invited to visit classrooms to observe citizenship activities that are taking place.
- Young people can be encouraged to tell other staff about their citizenship achievements.

Staff development

Once the awareness and interest of other staff has been raised, the team will need to plan a programme of staff development. They will rely upon the senior managers to make time, and possibly funding, available for this programme. The programme should take account of the following:

- the experience of different staff members in relation to citizenship
- specific identified training needs
- time and resources available
- ways in which staff development can 'mirror' the most effective approaches to citizenship education – that is it should be active, facilitative and collaborative
- involving young people in training.

Staff development includes a range of strategies, including group training activities as well as individual development processes, which can take the form of coaching, mentoring and shadowing. The following pages provide some examples of group training activities which can be used to clarify what citizenship is, to encourage staff to listen to young people's views and to identify training needs.

Activity E1 – Citizenship and personal social and health education/lifeskills

Background, organisation and resources

This short activity can be used to explore with participants the confusion that often arises between personal social and health education/lifeskills and citizenship. This activity would be particularly useful if the citizenship work is to be set within a pastoral or tutorial context.

Participants are each given a grid ('What is the difference between PSHE/lifeskills and citizenship?') and asked to devise appropriate questions. This could be done in pairs and feedback taken at the end.

PSHE/lifeskills aim to give young people the knowledge, skills and attributes required to help them develop as individuals, manage their relationships and have fulfilling, healthy and positive lives. It covers all those aspects of life that affect each of us every day and can make us happier or less happy people, depending on the individual choices we make.

Citizenship develops many of the same issues (e.g. drugs, family or health) and considers others (e.g. crime, politics or environment) in such a way that young people get a wider social perspective on each. They learn about the political and economic implications of these issues for the whole of society and the policies that relate to them. They develop arguments to defend their own and others' points of view. In particular, they learn the importance of doing something to improve the world, and they develop the necessary knowledge and skills to help them take such action.

Aims

- To enable participants in a non-threatening way to discuss their views on citizenship and PSHE/lifeskills
- To provide an example of an opening activity that could be used with young people or other staff if citizenship is to be delivered within a pastoral or tutorial context.

Running the activity

- Give out the grid. As a whole group, look at one issue with its personal and public dimensions. Ask the group to explain what they think is the difference between a PSHE/lifeskills approach and a citizenship approach.
- Ask pairs to think up appropriate questions for each issue from a PSHE/lifeskills perspective and from a citizenship perspective, and write them in the columns of the grid.
- Take feedback from pairs and then ask the whole group (or pairs again) to come up with a simple description of the difference between PSHE/lifeskills issues and citizenship issues. The information given in 'Background, organisation and resources' (above) could be used to consolidate understanding at this point.
- Alternatively, if time is short, you could ask each pair to pick one issue that they are interested in and together write different questions from each perspective.

With grateful thanks to the Citizenship Foundation for the original idea for this activity.

What is the difference between PSHE/lifeskills and citizenship?

THE ISSUE	PERSONAL (PSHE/lifeskills approach)	PUBLIC (Citizenship approach)
Smoking	e.g. Why do you think people choose to start smoking?	e.g. Do you think it is right to ban smoking in pubs and bars?
Work		
Relationships		
Drugs and alcohol	e.g. What effects can addiction have on your life?	
Safety		
Gambling		
Bullying		
Parenting		e.g. Should the parents of disruptive children have to undertake parenting classes?
Time management		
Personal finance	e.g. How can I keep out of debt?	e.g. What are the implications of students paying fees for higher education?
Careers		
Sexual health/ health issues		

Activity E2 – Is it real citizenship?

Background, organisation and resources

Many excellent projects are run by young people using a wide range of skills. They decide on the project, plan and run it themselves. But not every young-person-led project is necessarily citizenship. There needs to be some citizenship knowledge and skills involved. This activity helps participants to decide whether or not a project allows real citizenship learning to take place.

Participants are given sets of cards (A–E) and asked to decide whether or not the activity described in each case study is real citizenship or not. They can work in pairs or small groups.

Aims

- To encourage discussion of what is and is not a citizenship project
- To help participants identify how to turn existing projects into citizenship projects.

Running the activity

- Put participants into pairs or small groups and give each group a set of cards, copied from the next page and cut up.
- Ask them to decide whether they regard each case study as an example of a real citizenship project or not. The answer might be ‘it depends...’
- Get feedback from each group using the feedback sheet to help you, and discuss with the whole group how projects that are not regarded as real citizenship could be strengthened so that citizenship knowledge and skills could be gained by learners.
- Ask participants to return to their pair and to describe a project on the blank card (it could be real or made up). When they have finished, they should swap cards with another pair. Pairs have to decide whether the project on the card they have received is real citizenship or not. Ask each pair to explain their view.



Case study A

Some students on a level 1 catering course at a college investigate the origins, prices and trade rules of agricultural products, such as coffee, tea and sugar. They organise a session on fair trade for other students at the college, carry out research on the internet and plan a role play. They book a speaker, obtain fairtrade products and use the role play to help stimulate discussion. During a review of the activity, they identify what they have learned about the social, moral and ethical issues relating to trade.

Case study B

Following a tragic road accident in which a fellow-student is killed, some sixth formers create a garden in her memory. They contact a local builder for advice and free building materials, and staff from a garden centre for help in garden design. They organise a collection in the school to pay for the materials and the plants, and spend their free time doing the work. When the garden is ready, they plan and run an opening event at which they all say something about their friend and unveil a plaque to her memory.

Case study C

Some apprentices on a level 3 engineering course hear about an earthquake in Asia. Volunteer engineers from a local company, where the apprentices have worked, have offered to go to the stricken area to help in the aftermath by building new shelters for survivors. The apprentices collect money through a raffle and car cleaning to help fund two engineers to travel to the site of the earthquake, with specialist equipment. They raise £500 in a week and they present the cheque to the company, which matches their contribution.

Case study D

A district council wishes to consult young people on a new community plan. Members of a youth group plan a programme of consultation events about a range of local issues for their peers. They create a video of 'vox pop' clips which they use to stimulate discussion at the events. These events are also attended by representatives of the district council and the police. The young people at the events vote on aspects of the community plan, and the youth group produces a report for the district council.

Case study E

A health and social care class in a college have been working with a residential home for older people. They have become friendly with the residents and are concerned at the lack of visitors and fun. They organise a tea party with entertainment. Some of the students organise the food, some make decorations and the rest prepare the entertainment, including community singing, a dance performance, a short play and a quiz. The party is a great success and the residents thank them, noting how the event has changed their views of younger people.

Write your own

Feedback:

Case study A

Yes, this is a good example of a project in which the students find out about some citizenship issues relevant to their own area of vocational study. Fair trade is a good example of a global issue. The students also undertake some action to raise the awareness of other students.

Case study B

No, as it stands, this valuable project is not citizenship. It involves no understanding about the public policy issues involved, nor any action by students which might improve the current situation. To make it citizenship, students would need to investigate the circumstances of the accident and find out whether a change in policy could prevent future accidents. Should there be a reduction in the speed limit at the accident site? Is new signage required? Was one of the drivers using a mobile phone? The students could, perhaps, run a campaign to bring about increased awareness or a change in by-laws.

Case study C

No. This is a worthwhile fund-raising exercise, but is not citizenship because it provides no opportunity for young people to learn more about public policy. It could become citizenship if the trainees investigated whether the impact of the disaster affected people differentially – perhaps there were queries about the quality of the buildings at the earthquake site, or there may have been a slow response by the nation's government. Young people could, perhaps, investigate the possibility of a 'rapid response' force, funded by the United Nations, to take urgent action when natural disasters occur.

Case study D

Yes, this is a good example of active citizenship in that the young people engage in a consultation exercise with their peers on matters of local policy and draw up a report of young people's views for the local council.

Case study E

As described, this is not a citizenship project. However, it would be if, in the rest of their course, the young people learned about public policy on care of older people. They could investigate the range of local provision for older people, including the funding of such provision and the rules about who pays. They could compare provision in this country with others, and the reasons for the differences. The learners could discuss why there appears to be little understanding or contact between the generations and take some action to raise awareness among other young people of age stereotypes.

Activity E3 – Involving learners in staff development

Background, organisation and resources

Experience suggests that the most effective staff development involves young people in the role of either ‘expert witness’ or sometimes ‘trainer’. When citizenship has really had an impact, a young person is far more convincing, and often more articulate, about the benefits they have gained. It’s vital that learners are genuinely involved to avoid tokenism and that they are given appropriate support for the roles they will play.

It is best to involve young people from your own organisation in this activity. If that is not possible, there may be young people in a neighbouring organisation or young associates, via the Post-16 Citizenship Support Programme, who would be willing to attend your staff development session. Or, you could use a clip from the interactive guide to post-16 citizenship, *Making it click* (CD-ROM available free from the Post-16 Citizenship Support Programme, see Resources section). The activity consists of a question and answer session with the young people or group discussion if the video clip is used.

Aims

- To enable participants to hear the views of young people on the benefits of citizenship
- To consider the benefits of citizenship for the learning organisation and for society as a whole.

Running the activity

- Give a copy of the handout ‘Benefits of citizenship’ (on the next page) to each participant.
- Explain that the purpose of the session is to identify the benefits of citizenship to young people, the organisation and society as a whole.
- Either introduce the young ‘expert witnesses’ or show the video clip from the CD-ROM *Making it click* – Starting Points – Why do it? – video clip ‘Is it worth the effort’).
- If you have young expert witnesses present, ask each to give a brief description of their citizenship project and to say what they have learned from the experience. They could also take questions from the staff present.
- Put participants into groups and ask them to discuss the questions on the handout, noting points on the sheet for feedback.
- Take feedback on each of the first three questions on the sheet, also asking the opinion of the young people if they are present.
- Finally discuss the final question with the whole group.

Benefits of citizenship

Benefits	Points from young people (or video)
<p>1. What are the benefits of citizenship programmes for young people?</p>	
<p>2. What are the benefits for their learning organisation?</p>	
<p>3. What are the benefits for society as a whole?</p>	
<p>4. How might you persuade other staff and learners in your organisation that citizenship is worth the effort?</p>	

Activity E4 – Identifying training needs

Background, organisation and resources

Identifying training and development needs in your organisation can be done very simply and quickly by using the 'Personal development wheel'. Completing it will help to establish the current level of experience or confidence in relation to the key areas for effective practice in citizenship and show what training or development is needed.

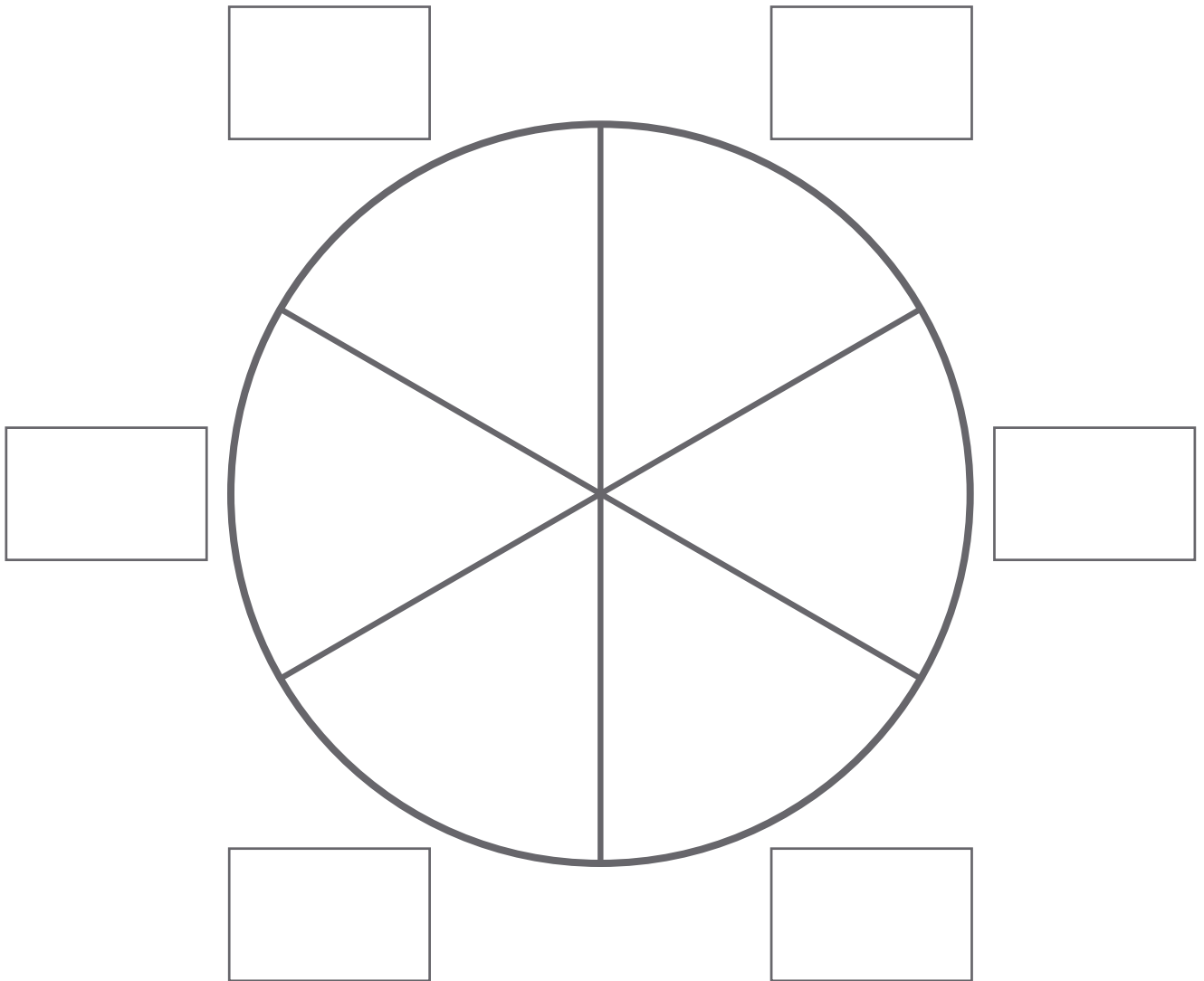
Aims

- To clarify those areas of citizenship that staff are confident and less confident about
- To identify areas of training need.

Running the activity

- Draw a large circle on flip-chart paper and divide it into a number of 'pie slices' depending on the number of different areas of training need (see next page).
- Label the segments according to the group needs because managers will have different areas of training need than co-ordinators or frontline staff. Examples of training need areas might be:
 - knowledge and understanding of citizenship issues
 - working with young people in a facilitative way
 - assessing, recording and recognising achievement
 - working with controversial issues
 - linking active citizenship with other programmes
 - engaging young people in participation.
- Ask participants to mark a line near the edge of the pie slice if they are confident in that area and near the centre if they are less confident (the bigger the slice, the more confident).
- Individuals could complete a handout-sized sheet first and then transfer their marks to the bigger wheel, if that is more convenient. It also prevents people being influenced by the marks of others.
- Discuss the completed diagram with the group and look for patterns in the markings. Are individuals in particular roles more or less confident than others?
- Discuss how training needs could be met. For example, could more confident participants mentor or coach those who are less confident?

Active Citizenship Personal Development Wheel



SECTION F

Working with learners

Young people often claim that they find politics ‘boring’, while older people sometimes accuse the young of being ‘apathetic’. However, the experience of the Post-16 Citizenship Support Programme shows that approached in an engaging way, and focusing on topics of real concern to young people, citizenship can provoke interest, motivation and genuine commitment. There are a number of points to bear in mind when planning engaging citizenship programmes (based on guidance in *Play your part: post-16 citizenship*, QCA, 2004).

Planning citizenship programmes – key points

Led and owned by young people

When citizenship is first introduced into an organisation, it is probably best to start with a small group of learners and gradually involve more as the programme develops. The young people involved from the start can help promote the benefits of the programme both to their peers and to the staff. For young people to feel ownership of the programme they should be involved in the initial planning and decisions about the issues to be investigated and their help should be elicited to involve others.

Issues-based

Young people tend to be more interested in the issues that affect our country and our communities than in the political structures that underpin our democracy. The young people themselves should identify real political, social, economic or environmental problems and events that are of immediate concern to them. As a result of investigating issues, they learn about relevant structures and processes that have to be accessed. For example, in order to find out about local community safety provision, learners will need to make contact with organisations such as the police and the local police authority to find out how they work.

Suited to a range of learning styles

Citizenship should always involve young people in a range of different teaching and learning strategies. Active and experiential learning will include investigations, simulations and role play, debates, visits, video-making or organising events (see Resources section for a list of publications available from the Post-16 Citizenship Support Programme). There will also be opportunities for reading documents and visiting websites, writing articles and letters, and listening to outside speakers and to each other.

Collaborative

Young people will learn a range of interpersonal skills by working in groups of varying sizes and composition. They should work with each other, with other members of the organisation and also with members of the local community.

Engaging, stimulating and fun

When they enjoy activities, young people tend to remember them. This is particularly true when they have to take responsibility themselves for the success of an event and when they feel valued for their achievements.

Participative

Citizenship does not just involve learning about an issue, problem or event. It requires that young people think about what needs to be done to change things and how this can be achieved. They can then plan and take part in some kind of action. Examples of action might be organising a meeting, presenting a case, expressing views via a newsletter or website, organising a campaign, or setting up an action group.

Reflective

Real citizenship learning takes place when young people are given the opportunity to reflect on what they have done, what impact they have had, the skills and knowledge they have gained, and how they might do things differently another time. It also helps them to identify what they have learned and have yet to learn.

Establishing and building on prior learning

All young people will have studied some citizenship during their secondary schooling since citizenship has been a statutory subject of the National Curriculum since 2002 (see panel on next page). Short course GCSEs in Citizenship Studies have grown in popularity, and a full course GCSE is now available with options for young people to build on and progress their learning at AS and A level or through Diplomas and Extended Projects.

Prior experience of and assessing learners' current understanding of citizenship are important considerations when embarking on post-16 citizenship activities. As a starting point, it is worth finding out what young people have already learned in citizenship at school or at a club or voluntary group. Equally important, and in line with the QCA guidance for post-16 citizenship, is to establish learners' concerns and interests, whatever approach you subsequently adopt to citizenship learning.

To identify any issues that the group feel strongly about and encourage learners to talk to each other, the 'Opinion Finders' activity could be used, or possibly the 'Discussion Carousel'. An example is provided on page 69 of a successful introduction module which has been used by colleges, training providers and youth groups.

Citizenship in the National Curriculum

Citizenship is a statutory subject within the National Curriculum at key stages 3 and 4. Following a review the new secondary curriculum has been taught from September 2008 and aims to increase flexibility and develop:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens who make a positive contribution to society.

The development of new programmes of study for citizenship has provided an opportunity to establish it as a new kind of subject, one that develops understanding of key concepts and the citizenship skills necessary for young people to take informed and responsible action.

All National Curriculum subjects share a common format for their programmes of study. For citizenship the **importance statement** describes why the subject matters and how it contributes to the aims of the curriculum. It reflects the three principles of effective citizenship education:

- Social and moral responsibility
- Community involvement
- Political literacy.

The programme of study identifies the **key concepts** that young people need to understand for citizenship:

- Democracy and justice
- Rights and responsibilities
- Identities and diversity: living together in the UK.

The **key processes** identify the essential skills for the subject. For citizenship these are critical thinking and enquiry; advocacy and representation; and taking informed and responsible action. The range and content section of the programme of study outlines the breadth of the subject matter and consists of the central social and political issues of the day, such as the operation of the justice system; political, legal and human rights; democratic and electoral processes; the origins and implications of diversity; and the challenges facing the global community.

Activity F1 – Opinion finders

Background, organisation and resources

This activity is designed as an ‘opener’ to get young people starting to think about citizenship issues and to meet as many people as possible. It is an information-gathering exercise in which each participant is allocated one question to put to as many people in the room as possible in the time allowed. They then work in smaller groups to summarise findings. Each participant will need the sheet entitled ‘Opinion finder – citizenship issues’, copied from the next page.

Aims

- To enable participants to meet and talk about citizenship issues with a number of people in the group
- To encourage participants to identify issues of real concern to them.

Running the activity

- Give each participant a copy of the sheet ‘Opinion finder – citizenship issues’ with one of the questions circled. You should circle roughly equal numbers of all the questions. It helps in running this activity if the sheets are printed on different coloured paper depending on the question circled.
- Explain that everyone should become an ‘opinion finder’ for their question. They should speak to as many people as possible and make notes of their responses to the question in the box. They will also be asked other people’s questions at the same time. They should avoid people who have the same question (and colour of sheet) as theirs.
- After 15 minutes, stop the activity and ask all those with the same question circled to gather together in a group. Each group should share and discuss their findings on that question, and record the key points.
- Invite a spokesperson from each group to report findings to the whole group and facilitate discussion of findings that also draws out their prior citizenship learning.
- As an assessment opportunity, ask participants to work in pairs at the end of the activity and review what they have learned about their own and other people’s attitudes towards citizenship from this activity.

Opinion finder – citizenship issues

Ask other people the question circled and record answers to your question in the box below.

1. What in your view is the most worrying issue facing the world today?
2. Are you more concerned about local issues or national issues, and why?
3. Some people say that young people are not interested in political and social issues. Do you agree? Why or why not?
4. If they do not agree with a government decision, what do you think people should do about it?
5. Would you, or have you, ever voted in a local or national election? Why or why not?
6. If there was one thing in the world that you could change, what would it be?



Activity F2 – Discussion carousel

Background, organisation and resources

In this activity, participants sit in two concentric circles facing each other and have a brief conversation with each person, ‘speed-dating’ style. The technique can be used in staff development, but also with young people. It is a good way to raise all the different points on a citizenship issue at the start of a module. It also works as an excellent ice-breaking opening activity, but it must be pacy, noisy and fun. You need quite a large space, so put tables to the sides of the room or use an empty hall.

Aims

- To provide a fun icebreaker in which everyone meets a number of other people
- To raise for discussion some key citizenship questions.

Running the activity

- Arrange chairs in two circles, an inner and an outer circle, with pairs of chairs facing each other. If running the activity with more than 20 people, have two sets of concentric circles of chairs.
- Seat half the group on the inner chairs and the other half facing them on the outer chairs. Give each person sitting on the inner circle a different question on a piece of card. The question must relate to the topic you want people to discuss. You could use the questions from the previous activity, or you could write some on a new topic.
- The person holding the question card asks the question of the person sitting opposite and has a short conversation about it. After two minutes, clap your hands or blow a whistle to bring the conversation to an end. Ask the people in the outer circle to move one seat to the right. Questioners now discuss their question with their new partner.
- Again allow two minutes for discussion and then move the outer circle again. You can continue until the circle has rotated completely, or you can swap the inner circle and outer circle over after about five conversations to give everyone a chance to hear the range of questions.
- At the end of the activity, ask those seated on the inner circle to summarise the responses they received to their question and facilitate a plenary discussion on some of the more interesting or controversial points that arise.
- As an assessment opportunity, ask participants to work in pairs at the end of the activity and review what they have learned about their own and other people’s attitudes towards citizenship from this activity.

Case study

Example of a citizenship induction module

Background

This module has been used in colleges, schools and by training providers. It is based on a *thiSociety* project developed by Chris Rowe and Martin Bou Mansour. In colleges, it has been used within the tutorial system as a six-week induction for new students working at a range of levels. The focus of the work was the students' first impressions of the college. The training providers and schools focused on the community within which the young people lived, and the module was used to introduce citizenship issues. It could be adapted for use in other contexts and is particularly useful for exploring issues of community cohesion.

The project

1. The learners are asked three questions at the start of the project:
 - What is a community?
 - What are your impressions of the college community/local community?
 - What are its strengths and weaknesses?
2. Working in small groups, the learners identify their impressions and provide some evidence for these. They capture these on flip charts and discuss them with the whole group, agreeing the main areas in need of improvement.
3. Young people now carry out some research to find out whether others agree with their views. The research can be undertaken using a survey, focus groups or in-depth interviews with other young people in the institution or the local area.
4. Having identified a number of strengths and weaknesses of their institution or area, the young people are given cameras to record evidence. The cameras can be disposable ones, mobile phones or digital cameras, depending on the resources available. *The Real Picture: Citizenship through photography* (see Resources section) provides guidance on how to prepare young people to take well-composed images and to plan what they want the image to convey.
5. Learners next select the photographs for an exhibition. It is important that the group selects not only well-composed photos, but also images which convey citizenship messages. Each learner should have at least two photographs in the final exhibition.
6. The exhibition will need to be mounted in an appropriate venue. The young people themselves should negotiate this and prepare the captions. They should also attend the exhibition and discuss it with those who view it.
7. In one of the colleges, the exhibition was followed by a lunchtime event at which each tutor group made a short presentation about the issues they had highlighted. The event was attended by a senior manager, who listened to students' views and promised action on their suggestions.

“Working in small groups, my students took about 150 photos to illustrate what aspects of the college they were happy with and those they wanted to change. It was then a matter of reducing these to about 15 for a presentation and exhibition. I was impressed by the way the group worked together to reach a consensus.”

College tutor



SECTION G

Working with the local community

Effective citizenship relies on good working relationships with community partners. Developing partnerships extends opportunities for young people to:

- engage in active citizenship through participation in local community projects
- develop understanding of ways in which national and global issues impact on localities
- learn about how different types of organisations operate.

Partners may offer information, materials, visits, speakers, facilitators, mentors and coaches, publicity and/or placements. Partners can themselves benefit from opportunities for staff development, a raised community profile, and an increased knowledge of issues relevant to their business or social enterprise. If a community partnership is to succeed, there are a number of good practice principles to be followed:

- Be clear about the purpose of the partnership, what young people will learn and how this will develop their citizenship knowledge, skills and understanding. Use the chart in Activity G1 (pages 72–73) to clarify this.
- Consider mutual benefits – what will the partners get out of the arrangement? Education may not be their main reason for existence, but there could be spin-off benefits that will help them ‘sell’ the partnership to their managers. For example, their own staff could gain development opportunities.
- Negotiate the extent of the involvement and make sure that both sides agree what will happen, when, how long for, and with how many learners.
- If community partners are to visit your organisation, make sure that they have all necessary information about timings, venue, parking, etc, that they are met and provided with refreshment, that they are supported while in the organisation and that they are thanked afterwards. Partners are usually very interested in any work that young people carried out as a result of the visit.
- Consider all the legal, health and safety implications of the arrangements. This can include Criminal Records Bureau (CRB) checks, where required, either for community partners or for the young people themselves, if a placement involves young children. Parents and senior managers may need to be kept informed of activities taking place off-site.
- Discuss with partners the principles of your citizenship work and ensure that they will support the following: equal opportunities, giving young people autonomy and responsibility, treating everyone with respect, listening to young people’s views, encouraging debate, and supporting learning.
- After the activities, ensure that young people have a chance to review and reflect on their learning. This can involve members of the community group providing testimony or other evidence of the knowledge and skills gained by learners.

Activity G1 – How to get the best citizenship opportunities from community partners

You will need to be clear about what young people will experience and learn from working with your community partners. This chart helps you to consider some of the risks associated with different types of partners. Use the questions below to help you plan your negotiations with partners.

Type of organisation	Possible opportunities for supporting citizenship	Things to think about	What I want learners to experience and learn from this contact
Supermarket	<ul style="list-style-type: none"> work experience placements information about the company and its policies on, for example, the environment, food labelling or customer care staff to visit and take part in role play or to give a talk 	<ul style="list-style-type: none"> Would young people have a chance during a work experience to consider real citizenship issues, e.g. equal opportunities practice, relationships with trade unions? Would the supermarket object to young people interviewing customers? 	
Charity	<ul style="list-style-type: none"> educational resources produced by the charity on the work it does talks by charity staff fundraising opportunities 	<ul style="list-style-type: none"> How can you ensure that the young people go beyond fundraising and really learn about the citizenship issues involved? 	
Political party	<ul style="list-style-type: none"> speakers in debates and mock elections materials – leaflets etc. about the views of the party on a range of issues interviews with party workers about the work of politicians and candidates, and how the party workers support them 	<ul style="list-style-type: none"> Should ALL local parties be contacted, in order to provide balance? Would you contact extremist parties? How would you prepare learners to work with politicians and to question their views? 	
Environmental pressure group	<ul style="list-style-type: none"> educational resources produced by the pressure group on the work it does opportunities to take part in environmental projects members of pressure group to visit and take part in role play or to give a talk 	<ul style="list-style-type: none"> How would you prepare learners to work with members of pressure groups and to question their views? What risk assessments would you have to carry out if young people get involved in environmental projects? What citizenship learning will come out of environmental projects? 	
Local police	<ul style="list-style-type: none"> visits by young people to the police station work shadowing talks from community liaison officers educational materials provided by the police 	<ul style="list-style-type: none"> Will contact with the police generate hostility from some of your learners? If so, how will you handle this? How can you make sure that young people do not take part in unsafe 'prohibited activities' such as car chases? 	

Type of organisation	Possible opportunities for supporting citizenship	Things to think about	What I want learners to experience and learn from this contact
Hospital	<ul style="list-style-type: none"> community work placements fundraising opportunities interviews with staff about, for example, the funding and operation of the NHS 	<ul style="list-style-type: none"> How can you ensure that the young people go beyond fundraising and really learn about the citizenship issues involved? How can you make sure that young people do not take part in unsafe 'prohibited activities' such as access to drugs? 	
Local council	<ul style="list-style-type: none"> talks from local councillors or paid officials councillors to set a brief for local research councillors and/or officials to be the audience for presentations by young people on local issues visits to the council chamber to listen to council meetings use of the council chamber for young people's debates local councillors to take part in mock elections 	<ul style="list-style-type: none"> Will you invite councillors of all political views? How can you prevent local council work appearing boring to young people? 	
Primary school	<ul style="list-style-type: none"> community work placements joint projects 	<ul style="list-style-type: none"> Would the headteacher require CRB (Criminal Records Bureau) checks on the young people? What citizenship learning will come from work placements in primary schools or joint projects? 	
Home for the elderly	<ul style="list-style-type: none"> interviews with residents community work placements interviews with staff 	<ul style="list-style-type: none"> What permission is needed to visit? Would the young people need CRB checks? How can work placements build real citizenship learning? For example, how can you make sure that learners increase their knowledge about local and national policy on care of the elderly? 	
Other partners			

Activity G2 – Case studies: Projects involving community partners

A school sixth form and Age Concern

Gladys Aylward School in Enfield, north London, worked closely with Age Concern to run an intergenerational project with the sixth form. Older volunteers from the community worked with sixth formers for one morning a week during a six-week period in the autumn term. The whole of year 12, together with about 20 volunteers, gathered for an input on a series of issues identified through discussion with students at the start of the academic year.

The topics were of local interest and were introduced by a local expert, such as a councillor, an MP or a charity worker. The inputs were followed by structured discussions, facilitated by a member of staff and involving small mixed groups of older volunteers and students. Topics covered included: crime prevention, drug and alcohol abuse, the environment, teenage pregnancy, fair trade, voting and Amnesty International. The speaker visited the various discussion groups to take questions and to hear the comments of the students and the volunteers.

As well as questioning the visitors, the mixed groups of young and old made recommendations on the issues under discussion and fed these back to the speaker. Several students, who had shown signs of disaffection from the project, were given the task of making a video record of each event to be used with younger students to promote citizenship education. This strategy successfully re-engaged them.

A college entry level course and Aylesbury Development Education Centre (ADEC)

Students at Aylesbury College, working at entry level, followed citizenship as part of their Pathways programme. Working with ADEC, the students examined some of the issues affecting the world as a community, which fits with Unit 4 of the OCR Entry Level Citizenship Studies specification. They examined inequality, the threat to the world's environment from pollution and over-use of natural resources. They found out about the 'Make Poverty History' campaign. These global themes also influenced the students' art work.

In the second term, using art they developed ideas that were examined as part of the global awareness course with ADEC. Students made various papier maché artefacts, such as bowls and plates, representing food inequality between the rich and the poor world, and models of endangered species. They used re-cycled paper to make the artefacts for their exhibition, having investigated the problems associated with waste paper and set up a collection of college paper.

The art work was shown during a two-week long exhibition at the local arts centre. It also formed part of the college celebrating diversity festival, one year winning first prize. All the artefacts were sold in aid of the college charity – an orphanage in Cameroon. In the third term, the art work was geared towards the production of scenery and props for the annual performance on a citizenship theme put on by the students at the local arts centre.

A training provider and the Refugee Arrival Project (RAP)

Camden Jobtrain works with young trainees on vocational courses. A special citizenship programme was devised as part of the core provision for all learners. The tutor had found it difficult to deal with the asylum debate in a classroom setting and decided that the learners needed to experience the asylum system for themselves. He worked with the Refugee Arrival Project (RAP), an agency that assists people through the asylum process, and took some of the trainees to Heathrow Airport.

Each trainee was asked to complete a short baseline assessment to find out their current knowledge and opinions and to sign an agreement to ensure that all information regarding individual asylum cases was kept confidential and to treat all people encountered with respect. Each team member was given a character to role play for the day, based on real case studies. They were left at Arrivals and met by the RAP Young Person's Adviser, who took them to a small room and 'interviewed' them, in role as an immigration officer. The young people found the interview difficult, but it was pointed out to them that the system is designed to establish if they have a genuine reason for staying in the country.

They were given asylum forms to complete, and then heard from a member of the RAP team, who shared his own asylum story. The young people were moved by the story and when they re-visited the baseline assessment, they had not only increased their knowledge, but had altered their opinions. They then planned ways in which to share their new information with other trainees.

A community college and the University of Plymouth

Exmouth Community College is an 11–18 mixed comprehensive school with over 2,500 students, including 400 full-time sixth-form students. Citizenship features in a number of ways: it is a core feature of the personal development programme; all level 2 students follow the GCSE short course as a part of their vocational programme; and GCE AS Social Sciences: Citizenship is offered as an option for years 12 and 13 and as an additional course for year 12 politics, sociology and law students.

In addition, the college has trialled and is now piloting the level 3 Active Citizenship qualification, which is being piloted as a model for the proposed Extended Project. The qualification involves students in identifying a citizenship issue of interest and concern to them. They researched the issue and then planned and carried out some action relating to it because the qualification emphasises student autonomy, much of the work necessarily took place in students' own time.

Those involved in the Extended Project work closely with PGCE citizenship students from the University of Plymouth who mentored the candidates and supported them during the various stages of their projects. They also helped them prepare for the assessment of the qualification, which takes the form of a presentation and an individual oral.

A youth service and Worcester Cathedral

Worcester Cathedral has run an annual conference for young people in partnership with the local youth service, Youthcomm. The conferences were young people-led, with local Members of the Youth Parliament chairing the event and giving keynote speeches. Youthcomm had access to advanced communication technology in the form of a website and equipment for electronic voting.

The events were advertised on the website and participants could take part in discussions about the topics to be addressed before the event on the message board. Each year the conference had a different theme: 'The global village for good or ill'; 'Does prison bar crime'; 'Sexuality, gender and inequality'; and 'European citizenship – what's in it for me?' Around 300 young people attended the conferences and took part in workshops, electronic voting and debates.

The conferences made use of a range of methods to allow people to express their opinions: message boards, graffiti walls, raps and doodles on table cloths. Following the last event, a manifesto from those who attended the conference was passed to those who hold representative positions for the locality – MPs, MYPs and MEPs.

Discussion questions:

- *What do you think are best practice principles in involving the community in citizenship learning programmes?*
- *Which of the case studies do you find most interesting, most challenging and most collaborative?*
- *Which examples do you or could you replicate in your own organisation?*

SECTION H

Assessment and accreditation

“Assessment of citizenship helps young people to recognise and value what they have learnt. It helps to identify the purpose and intended outcomes of citizenship learning and shows that such learning is important and rigorous.”

Play your part: post-16 citizenship, QCA, 2004, page 34

“The review session was good because I knew I’d improved on some levels, but I actually got to know why I’d improved...It gave me a good understanding of what I have learned and what I need to improve on.”

Aylward School sixth-form student

Assessment is not about making value judgements about the individual as a citizen. But it is important in citizenship to help young people understand and value the progress they are making, recognise what they have learnt and able to make decisions about their future learning. Not everything needs to be assessed formally or lead to accreditation. Assessment should be fit for purpose, manageable and planned with learners as part of their citizenship activities.

Formative assessment – or assessment for learning – involves staff and young people using evidence of learning to decide where they are, where they need to go next, and how they will get there. On-going high-quality feedback is required, and it may come from peers, staff and other adults involved in citizenship activities.

Summative assessment – or assessment of learning – takes place when it is appropriate to make a judgement about overall achievement, perhaps at the end of an activity, course or unit. The judgements should be made according to agreed standards or criteria that are understood by learners and staff. Assessment of learning may result in a mark or grade being awarded and it can lead to an award or qualification.

A process to plan citizenship assessment

It is important to plan assessment into a citizenship programme so that assessment is integral to the teaching and learning. The following five-stage process (see panel on next page) is designed to encourage assessment for learning within any course, programme or activity by considering the assessment approach at the start of the planning process. Both staff and learners can be made aware through the planning process of why the programme is being undertaken, what is expected to be learnt, and how learning will be recognised, recorded and celebrated.

How each stage is used is flexible. The process should reflect the nature of the citizenship course, programme or activity (for example, whether it is part of a formal citizenship course or an informal learning experience or activity).

A five-stage process for planning citizenship assessment

Stage	Questions for action
1. aims and purpose	<ul style="list-style-type: none"> • What would we like to achieve in this programme? • Which citizenship learning objectives are we going to cover? • What are the contexts and activities we are going to use?
2. starting points	<ul style="list-style-type: none"> • What citizenship knowledge, understanding and skills do we already have?
3. learning objectives	<ul style="list-style-type: none"> • Which particular objectives are we aiming at here? • What is the underpinning knowledge, understanding and skills required for each of these objectives? • How are we going to develop that knowledge, understanding and skills?
4. recognition of learning	<ul style="list-style-type: none"> • How will we identify what we have learnt during the activity? • What form of assessment for learning would be appropriate for this activity? • What sort of evidence of learning might be generated? • Should we record progress; if so, how?
5. review overall learning	<ul style="list-style-type: none"> • How and when will we review and reflect on what we have learnt during the programme? • How well did we meet the learning objectives? • How might we apply and develop what we have learnt in future? • How will we recognise and/or celebrate our progress and achievements?

This process is based on the Learning and Skills Council's work on recognising and recording progress and achievement (RARPA) in non-accredited learning

Accreditation

Many learners want the recognition of their citizenship learning to be more formal through awards and qualifications. There are some already available and more are being developed. The QCDA website lists all relevant awards available (www.qcda.gov.uk/4778.aspx)

In England and Wales, three awarding bodies – AQA, Edexcel and OCR, – offer courses in Citizenship Studies at GCSE.

www.aqa.org.uk/qual/gcse/cit.html

www.edexcel.org.uk/quals/gcse/citizenship/sc/3280/

[www.ocr.org.uk/qualifications/GCSE\(ShortCourse\)CitizenshipStudies.html](http://www.ocr.org.uk/qualifications/GCSE(ShortCourse)CitizenshipStudies.html)

There is also an entry level qualification available from Edexcel:
BTEC Entry Level Certificate in Life Skills (Citizenship & Community Studies)

www.edexcel.com/quals/btec-entry/lifskills/Pages/default.aspx

National Open College Network offers many qualifications which are used particularly in an offender learning context (www.nocn.org.uk).

At level 3, subject specific criteria for Citizenship Studies at GCE AS/A level have been developed by QCA. The criteria are on the QCDA website (www.qcda.gov.uk) and the Post-16 Citizenship Support Programme website (www.post16citizenship.org). AQA offers an A level in Citizenship Studies, which builds on the popularity of their AS Social Science: Citizenship.

QCA's curriculum guidance states that Diploma learning should contribute to the overall curriculum aim for young people to become 'responsible citizens who make a positive contribution to society'. Some Diploma delivery partnerships have mapped the citizenship programme of study against principal learning because there are various areas of overlap. The controversial and active dimensions of good citizenship teaching can enrich and enliven Diploma teaching.

The Extended Project qualification is offered as a stand-alone level 3 qualification and as a compulsory qualification for an advanced Diploma. Projects are also being offered at levels 1 and 2. At each of the levels the project can be an excellent vehicle for a dedicated piece of citizenship work.

The activities in the following section can be used in staff development to encourage the use of a range of assessment activities. They are both reproduced from *Assessing and recognising achievement: post-16 citizenship*, QCA, 2005.

Activity H1 – Why assess citizenship learning?

Background, organisation and resources

Assessing citizenship is important if learners are to know what they have learnt and then move on to new learning. Moreover, achievement has to be identified before it can be recognised and celebrated, and this gives young people increased self-confidence and motivation. However, there is sometimes resistance among staff to the notion of assessment in citizenship. There are many different reasons for this resistance, and this activity has been designed to address concerns and put the case in favour of assessment for citizenship learning.

Each pair of participants will need a copy of the sheet of speech bubbles on the next page, which provides commonly expressed views for and against assessment in citizenship programmes. Participants will join up with another pair to form a four to further develop their views on assessment. The facilitator will need a copy of 'The importance of assessment in citizenship programmes' sheet (page 82), which provides the arguments for assessment.

Aims

- To provide an opportunity to discuss concerns about assessment of citizenship
- To clarify the importance of assessment in any area of learning
- To introduce some of the terminology of assessment.

Running the activity

- Ask participants to work in pairs and give each pair a copy of the speech bubbles. Ask them to decide whether they agree with any of the statements on the sheet and to choose one that they strongly disagree with.
- Ask pairs to join up to make groups of four and share discussions on the statements. The group should formulate a short presentation on why assessment is important in citizenship.
- Select two volunteer groups to make their presentations to the whole group and facilitate a discussion on why there is often resistance to assessment in citizenship. Ensure that the negative arguments are countered using the points on 'The importance of assessment in citizenship programmes' sheet.

Views on assessment in citizenship programmes

Citizenship should be fun. The minute you start to assess it, you lose the young people's interest.

How can you assess citizenship? What would it mean to *fail* in citizenship? Does it make you a bad citizen? No, assessment of citizenship is wrong.

My students felt really good when they realised how much they had learnt in the citizenship programme and how many new skills they had gained.

We need to know how the learners are doing in all the programmes they study. How can they progress if no-one tells them how they are doing and what they need to improve?

Citizenship involves people's values and attitudes. I don't think you can or should try to assess these. But you can assess knowledge and skills.

Assessment is just all about testing and ticking boxes. I want my learners to get involved, not get put in pigeon-holes!

Assessing citizenship is just too time-consuming and very difficult to manage with a large group of learners.

Participation in the community is central to citizenship. How can I assess how well my learners participate? Doesn't it depend on their ability to get on with people?

The importance of assessment in citizenship programmes

Why assess?

- Assessment in citizenship programmes helps young people to recognise and value what they have learnt.
- It helps them to identify the purpose and intended outcomes of citizenship learning.
- It shows that such learning is important and rigorous.

Assessment in citizenship programmes should:

- be planned as part of citizenship activities
- be fit for purpose – valid, reliable and appropriate for the type of citizenship programme taking place
- support learning
- involve young people as partners in the process
- be formative so that young people can set targets and plan how to achieve them, reflect on and feel confident about their progress, and recognise and value their achievements.

What should be assessed?

- Not everything needs to be assessed
- Staff and young people will need to agree what to assess, how to assess and who will be involved
- What to assess may depend on the length of time young people are involved in citizenship activities (e.g. whether they are full- or part-time, following a fixed programme or taking part in voluntary activities).

Form of assessment

- The form of assessment should be fit for purpose and depends on the type and length of the activity. In some situations, a question and answer session at the start and end of the session will be sufficient; in other situations, an activity such as a presentation to peers will be appropriate.

Activity H2 – Fit for purpose

Background, organisation and resources

This activity has been designed in order to illustrate the very wide range of assessment techniques available for use in citizenship activities. It requires participants to consider whether, when and how they might use the different techniques and the potential strengths and weaknesses of each.

Participants will work in pairs and then in fours. Each pair will discuss four of the techniques marked on the sheet, 'Assessment techniques'. The handout also has a blank square for participants to write an idea of their own. Pairs will need copies of the list of examples on the 'Citizenship activities' sheet taken from the QCA Framework for Citizenship Learning.

Aims

- To provide illustrations of some of the assessment techniques that can be used in citizenship activities
- To give participants the opportunity to discuss their possible use
- To raise for discussion the potential strengths and weaknesses of each technique.

Running the activity

- Ask participants to work in pairs. Give out copies of the 'Assessment techniques' sheet (on page 84) and allocate each pair four of the techniques to discuss, depending on numbers of participants. They will also need the list of citizenship activities.
- Ask pairs to discuss the following questions in relation to each allocated technique:
 - Have they ever used this technique and if so, did it work?
 - Which of the activities on the 'Citizenship activities' sheet (on page 85) might the technique work best for? Why?
 - What are the potential strengths and weaknesses of each technique as an assessment tool?
 - Is the technique most appropriate for self-, peer- or staff assessment?
- If pairs have a different idea that they have used, ask them to fill in the blank box.
- Ask pairs to join up with another pair in order to share the discussions on the different techniques and any suggestions participants have about different ideas.
- Facilitate a whole-group discussion on the strengths and weaknesses of each technique and on the roles of staff and learner in each.

Assessment techniques

1. Writing on a post-it one thing learnt from the session and sticking it on a board so that everyone can read everyone's post-its	2. Sitting in a circle during a session and, in turn, each person saying one new thing they have learnt in the last 20 minutes
3. Making a video of an activity, viewing it and discussing in the group what it shows about skills being used, knowledge being expressed, etc.	4. Filling in a review sheet, working in pairs, with each member of the pair helping the other to consider what he/she has learnt
5. Receiving feedback from a group and/or visitors on a presentation of research and conclusions into a citizenship topic	6. Making displays of photographs, written work, art work, collages, banners, artefacts, etc, where learners have clearly communicated what they have learnt
7. Planning, developing and performing a song, rap, poem, dance, play or comedy sketch, which summarises learning from research	8. Use of question and answer by a member of staff, directing focused, open questions to individuals (or groups) and allowing sufficient time for reply
9. Placing a marker on a graph, pie-chart, scale or some other diagram to represent current level of own confidence in a skill or knowledge area and revisiting this diagram later	10. Taking a written test, which could be a multiple-choice format, short answer or 'fill in the gaps'
11. Keeping logbooks of work undertaken and reflections on learning at different points in the unit	12. Taking part in quizzes and game shows which test the knowledge of the contestants
13. Use of observation sheets by staff, visitors or peers to record learners' contributions, use of particular skills or level of knowledge expressed in an activity	14. Sorting statements on cards. The statements can refer to skills used in a group activity. The sorting can be done by individuals or could be used as a peer-assessment exercise when cards are allocated to different individuals by the group
15. Researching an issue, synthesising material and writing an essay; receiving feedback and making revisions	16. Write your own...

Citizenship activities

- A. Writing and/or presenting a case to others about a concern or issue
- B. Conducting a consultation, vote or election
- C. Organising a meeting, conference, forum, debate or vote
- D. Representing others' views (for example in an organisation, at a meeting or event)
- E. Creating, reviewing and revising an organisational policy
- F. Communicating and expressing views publicly via a newsletter, website or other media
- G. Organising and undertaking an exhibition, campaign or display
- H. Setting up and developing an action group or network
- I. Organising a community event (for example drama, celebration, open day)
- J. Training others (for example in citizenship skills and knowledge and democratic processes).

From Play your part: post-16 citizenship, QCA, 2004



Resources

Many of the following resources can be ordered or downloaded from the website of the Post-16 Citizenship Support Programme www.post16citizenship.org

Citizenship News, the termly magazine of the programme contains many articles, case studies, policy updates and a useful resources supplement on topical citizenship issues. To receive electronic copies of the magazine, please register at www.post16citizenship.org/register

Introduction: policy and useful citizenship-related websites

Post-16 Citizenship Support Programme: www.post16citizenship.org

Learning and Skills Improvement Service (LSIS) Excellence Gateway: Community cohesion: www.excellencegateway.org.uk/page.aspx?o=communitycohesion

There are also two resources from the Post-16 Citizenship Support Programme which will help organisations deliver the requirement to promote community cohesion:

'We all came here from somewhere': diversity, identities and citizenship, QIA, 2006

Moving forward together: citizenship learning for community cohesion, LSIS, 2009

Teachernet: www.teachernet.gov.uk/teachingandlearning/subjects/citizenship

National Youth Agency: www.nya.org.uk

Citizenship Foundation www.citizenshipfoundation.org.uk

British Council: www.britishcouncil.org

Institute for Citizenship: www.citizen.org.uk

Community Service Volunteers: www.csv.org.uk

Changemakers: www.changemakers.org.uk

Qualifications and Curriculum Development Agency: www.qcda.org.uk

Ofsted: www.ofsted.gov.uk

Active Citizens in Schools Project: www.continyou.org.uk

(Select 'What we do' then choose 'Healthy, active learning communities')

Play your part: post-16 citizenship, QCA, 2004, the source of post-16 curriculum guidance and the 10 learning objectives for post-16 citizenship: www.qcda.gov.uk/4852.aspx

Citizenship and 14–19 developments

The Post-16 Citizenship Support Programme has published 12 quick guides which give details of particular aspects of 14–19 developments relating to citizenship. Titles as follows:

1. *Overview of 14–19 developments*, QIA, 2008
2. *Personalisation, learner voice and citizenship*, QIA, 2008
3. *Building on developments at key stage 4*, QIA, 2008
4. *Citizenship and Every Child Matters*, QIA, 2008
5. *New citizenship qualifications*, QIA, 2008

6. *Citizenship through Extended Projects*, QIA, 2008
7. *Key skills and functional skills through citizenship*, QIA, 2008
8. *Citizenship and personal, learning and thinking skills*, QIA, 2008
9. *Citizenship through Entry level programmes*, QIA, 2008
10. *Citizenship, enterprise and Diplomas*, QIA, 2008
11. *Citizenship and employability*, QIA, 2008
12. *Citizenship and community cohesion*, QIA, 2008

A further Quick Guide on whole organisation approaches to citizenship learning will be available from March 2010.

Staff development and citizenship

The support programme has also produced six 'Quick Steps' guides for staff development on specific citizenship themes:

1. *Overview*, LSIS, 2008
2. *Getting started*, LSIS, 2008
3. *Controversial issues*, LSIS, 2008
4. *Learner voice*, LSIS, 2008
5. *Diversity and community cohesion*, LSIS, 2008
6. *Citizenship learning through Diplomas*, LSIS, 2008

Section A – Citizenship in post-16 settings

Case studies of whole-organisation approaches to developing citizenship can be downloaded from the Post-16 Citizenship Support Programme website: www.post16citizenship.org

Straight talking: citizenship and offender learning, LSIS, 2009, is the best guide currently available to help people working with youth offenders to build citizenship learning into their work

Post-16 Citizenship: What? Why? How? (VHS video and CD-ROM), LSDA 2004, addresses the questions of what citizenship is, what the benefits are and how to deliver it

Section B – Approaches to post-16 citizenship

1. Learner voice and representation

Listening to learners? Citizenship and learner voice. Training and development activities with DVD-ROM video clips, LSIS, 2009

Six approaches to post-16 citizenship: 1. Citizenship through learner voice and representation, QIA, 2007

Organisations wishing to audit their approach to learner voice, can find a useful standards framework, 'Hear by Right', on the National Youth Agency website www.nya.org.uk

Learner voice case studies can be downloaded from the Post-16 Citizenship Support Programme website: www.post16citizenship.org

2. Qualifications and personalised programmes

Citizenship opportunities through foundation, higher and extended projects, LSIS, 2009

Six approaches to post-16 citizenship: 2. Citizenship through qualifications and personalised programmes, QIA, 2007

Reality check: citizenship through simulation, LSDA, 2006, offers a guide to writing simulations and role plays which address curriculum content and citizenship learning.

Lesson materials for the first five Diploma lines and for the AQA AS level Social Science: Citizenship can be downloaded from the programme website.

3. Group tutorial and enrichment programmes

Six approaches to post-16 citizenship: 3. Citizenship through group tutorial and enrichment programmes, LSIS, 2009

For the sake of argument: discussion and debating skills in citizenship, LSIS, 2009, a useful guide for tutors and subject staff to manage group discussion and debates

Agree to disagree: citizenship and controversial issues, LSIS, 2009, a guide to managing controversial issues in enrichment, tutorial or as part of courses.

4. Voluntary and community-based activities

Six approaches to post-16 citizenship: 4. Citizenship through voluntary and community-based activities, LSIS, 2009

More than volunteering: active citizenship through youth volunteering, QIA, 2007, contains both learner and staff activities on how to tweak your volunteering programmes so that they also deliver citizenship learning

5. Single citizenship events

Getting the show on the road: skills for planning and running citizenship events, QIA, 2006, helps support young people wishing to run an event

Six approaches to post-16 citizenship: 5. Citizenship through single events, QIA, 2007

Often citizenship can be approached via different media to engage young people as evidenced by the following four Post-16 Citizenship Support Programme publications:

The Real Picture: Citizenship through photography, LSDA, 2004

More than words: citizenship through art, LSDA, 2005

Get up, stand up: citizenship through music, LSDA, 2005

Choosing an angle: citizenship through video production, LSDA, 2006

6. Projects

Six approaches to post-16 citizenship: 6. Citizenship through research projects, QIA, 2007

A case for action? Skills for active citizenship research, QIA, 2007

Citizenship opportunities through foundation, higher and extended projects, LSIS, 2009

Section D – Working with senior management

Post-16 citizenship: a guide for leaders and co-ordinators, LSIS 2009, contains useful policy guidance and extracts from key documents

Section E – Working with other staff

Citizenship Uncovered: a young person's guide to citizenship (DVD), LSDA, 2006

Make it happen: effective practice in post-16 citizenship (VHS video/DVD), LSDA, 2005

Making it click: an interactive guide to post-16 citizenship (CD-ROM), LSDA, 2005

Staff development for post-16 citizenship, LSDA, 2005

See also the six Citizenship staff development Quick Steps listed above.

Section F – Working with learners

The Post-16 Citizenship Support Programme publishes a range of activities for learners in addition to those listed elsewhere. These include regular supplements in *Citizenship News* on topics such as the US Presidential elections, trade unions, the media, youth crime. Ten of these are available on the CD-ROM *Active citizenship: Learning Resources for 10 topical issues*.

Other packs are available on a number of topics including:

Joining the game: Themes for post-16 citizenship, LSIS, 2009

Crossing the lines: Citizenship in the Diplomas, QIA, 2008

The language of citizenship: Activities for ESOL learners, QIA, 2008

More than profit: Work, social enterprise and citizenship, QIA, 2007

Happy planet: Sustainable development and citizenship, QIA, 2007

For the full range of free Post-16 Citizenship Support Programme resources go to:

www.post16citizenship.org/publications

Section H – Assessment and accreditation

Assessing and recognising achievement: post-16 citizenship, QCA, 2005:

www.qcda.gov.uk/4821.aspx

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