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Letter from the Editor

This (bumper) edition of the newsletter shows again that there is a fantastic amount of impressive work in citizenship education involving a very large number of talented professionals.

‘News from our project’ is bursting with items about recent and forthcoming conferences, seminars and other activities. (see pages 4—39). A very warm welcome to future events is extended to all those who have already joined us in the past and especially to those who have still to experience the delights of a citizED occasion!

We hope that one of the strengths of our project is the enthusiasm to investigate citizenship education broadly and to avoid narrow agendas. We want to explore matters broadly so that we can think and act creatively. We also want to recognise the very many links that take place between individuals and organisations. As such, ‘news from our project’ includes a report by Peter Brett who is a member of the Department for Education and Skills’ CPD team and you will also see in ‘news from government agencies and NGOs’ a report by Don Rowe who is the national co-ordinator of the citizenship CPD team. Similarly, we want to think creatively by looking for citizenship in a range of locations but also ensuring that links can be made between different individuals and organisations: hence a series of features from experts in museum education (Royal Geographical Society; Archives, Libraries and Museums, London; Galleries of Justice; a piece by a tutor - Neil Hetherington - who has used the Imperial War Museum).

There is much more that could be said about the wealth of material that is included in this issue: news and views from the National Children’s Bureau, Association for Citizenship Teaching, the Electoral Commission, a fascinating feature article by John Potter, information about new books and a review of Channel 4’s web based material as well as items about developments in Canada, the European Union etc.

The challenges of implementing citizenship education are significant. But the tidal wave of initiatives (of which only a few are represented in this newsletter) means that we are involved in the creation of a powerful, extremely positive professional force that brings us ever closer to the achievement of the laudable ambitions included in the Crick report. Ultimately, I hope that the work reported in this newsletter shows that we are helping “people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting; to build on and to extend radically to young people the best in existing traditions of community involvement and public service, and to make them individually confident in finding new forms of involvement and action among themselves”. Much has been done; much is still to do.

Ian Davies, University of York.
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Challenges & Prospects for Canadian Social Studies Edited by Alan Sears and Ian Wright

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Country-reports on EDC for EU Member States
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<td>Hilary Claire</td>
<td>Two Regional workshops running simultaneously London and North East</td>
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<td>Janet Palmer</td>
<td>Joint conference with Esmee Fairburn Trust - ‘Character &amp; The Good Citizen’</td>
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<td>Janet Palmer and John Lea</td>
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<td>Jon Davison</td>
<td>Seminar on Citizenship, Diversity and Behaviour held for Key IPRN management members</td>
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<td>Janet Palmer</td>
<td>Joint conference with the North West Science Learning Centre - ‘Citizenship and Sciences Education’ – Manchester</td>
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<td>ACT</td>
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#### 2005

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<td>Janet Palmer</td>
<td>National secondary phase conferences - ‘cultural diversity and inclusion’ (venue tba)</td>
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<td>Janet Palmer</td>
<td>Secondary phase seminar – ‘Ofsted update, quality and accountability’ (venue tba)</td>
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<td>Janet Palmer &amp; Peter Brett</td>
<td>Two regional NQT &amp; training networking conferences – ‘assessment issues and consolidation of regional networks’ (north and south venues)</td>
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<td>Liz West</td>
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<td>Peter Brett</td>
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<td>Janet Palmer</td>
<td>School-based tutor networking conference – ‘mentoring issues, evaluation and revision of mentor support materials (briefing notes)’ (Manchester or York)</td>
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<tr>
<td>Hilary Claire &amp; Cathie Holden</td>
<td>Three regional workshops</td>
<td>July 05</td>
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<tr>
<td>Janet Palmer</td>
<td>Joint conference with associated body – ‘differing perspectives on citizenship education from 4 nations’</td>
<td>Nov 05</td>
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## FORTHCOMING EVENTS

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<tr>
<td>Janet Palmer</td>
<td>National secondary phase conference – ‘school ethos, democracy, participation and empowerment’ (venue tba)</td>
<td>Jan 06</td>
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<td>Janet Palmer</td>
<td>Secondary phase seminar – ‘teaching sensitive and controversial issues’ (venue tba)</td>
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<td>James Arthur &amp; Janet Palmer</td>
<td>Citizenship seminar on the themes of assessing trainees</td>
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<td>John Lea</td>
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<td>Janet Palmer &amp; Peter Brett</td>
<td>Two regional NQT &amp; Training Network Conferences (north and south venues)</td>
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<td>Elizabeth West</td>
<td>National secondary phase conference – ‘Eco schools, the environment and sustainability’ (venue tba)</td>
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<td>Jon Davison</td>
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<td>Janet Palmer</td>
<td>School-based tutor networking conference – ‘mentoring issues, evaluation and revision of support materials (briefing notes) (venue tba)</td>
<td>Jun 06</td>
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<td>Peter Brett</td>
<td>Secondary phase seminar – ‘citizenship education and ICT’ (venue tba)</td>
<td>Jun 06</td>
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<td>PENAC</td>
<td>National Conference London for full EY/Primary to include transition to KS2-3</td>
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<td>First of 2 ‘Citizenship with…..conference’</td>
<td>Sept 06</td>
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<tr>
<td>Janet Palmer</td>
<td>National Joint conference with associated body (tba)</td>
<td>Nov 06</td>
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<tr>
<td>ACT</td>
<td>Second of 2 ‘Citizenship with… conference’</td>
<td>Dec 06</td>
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A joint conference History/Citizenship conference organized by the Association for Citizenship Teaching (ACT) for the ITTCitized project will be held in London on Tuesday 9th November. The conference is open to all History and Citizenship PGCE students, teachers and mentors in England. The conference title is "Citizenship through History - What is good practice?". Attendance is free and a light buffet lunch will also be provided.

For some History teachers, Citizenship has been seen as one government initiative too far and a dilution of the identity of History as a subject in its own right. Citizenship educators have yet to convince many history teachers as to how incorporating a Citizenship focus explicitly into their teaching can make for a better History lesson. For their part, the Citizenship co-ordinator is under pressure as OFSTED inspection accumulates that cross-curricular approaches to Citizenship are often lacking in terms of both definition and rigour. There is of course a wealth of common ground between History and Citizenship but there is an urgent need to define models, and flesh out examples, of what good practice in terms of an effective marriage of Citizenship and History looks and feels like. Mere coincidence of content and implicit links are not enough. So how can established subject areas like History contribute to the explicit implementation of the citizenship curriculum whilst remaining true to the spirit and content of their own Subject discipline?

Through leading keynote speakers from the world of Citizenship and History education and a range of practical workshop sessions, participants will experience a range of opportunities and practical lesson ideas to enable them to explore how history teaching can respond to the challenges and opportunities provided by citizenship education.
The Primary Strand of CITIZED:

**Regional Workshops**
This year the primary strand of CITIZED will hold two regional workshops instead of a national conference. Both will address working with primary students on Citizenship through Humanities. The first workshop, facilitated by Gavin Baldwin (Middlesex University) and Hilary Claire (London Metropolitan) will take place on June 28th at London Met. A stimulating day is planned with the morning devoted to developing citizenship through local history and family history (led by Hilary) and the afternoon to museums, identity and citizenship, led by Gavin.

The workshop is almost full, but there are still a few places so contact Hilary if you would like to come (h.claire@londonmet.ac.uk).

The second workshop will be at Leeds Metropolitan in the early autumn, facilitated by Julia Tanner (Geography) and Jacquie Dean (History). Jacquie and Julia are both extremely well known in their fields and are planning an excellent day (avoiding clashes with BERA!). They will be in touch with people in their part of the world soon with more details.

**An Induction pack on Transition**
Hilary Claire and Cathie Holden are writing an induction pack about Transition issues KS2 – 3, which will be ready early next year.

**A workshop on Transition**
Cathie ran a workshop on ‘Citizenship and Transition from KS2’ at the May seminar in York. This looked at how secondary can learn from primary, and vice versa, as well as effective methods of communicating end of key stage attainment in citizenship to secondary schools.

**A workshop on Assessment in Citizenship**
Hilary and Cathie are running a workshop on 'Assessment in Cit Ed in the primary sector' at the Assessment Conference in Birmingham, organised by John Bennett. John Lloyd from the DfES and Liz Craft from the QCA are the key note speakers.

**Web based commissioned articles**
Two commissioned articles are in the pipeline from people working in Citizenship Ed in Primary ITE. Penelope Harnett from UWE is writing up the work she has been doing with students on using the new Empire Museum in Bristol, and we are hoping that Julia Tanner will be able to write up some of the work she has been doing with her students, developing global citizenship. Watch this space!

**Other relevant publications**
Hilary has a book entitled ‘Teaching Citizenship in Primary Schools’ coming out in August (published by Learning Matters) written for the ITE market. Julia Tanner has contributed a chapter on Geography and Global Citizenship and Linda Whitworth on RE and and Citizenship Education. We think that the book will be invaluable for students, NQTs and practitioners generally who want to develop their practice in citizenship education in the primary sector. Its in the final editing stage so do watch out for it.

Lastly, please let Hilary know if you have relevant news about your work developing Citizenship in Primary ITE which can go on this site. It’s a notice board for us all!
Secondary strand – News From Our Project

Recent events and activities:

Conference

On 27th April we held a conference at Manchester Metropolitan University, Institute of Education entitled ‘Citizenship Education and Community Involvement’. This attracted delegates from six different ITT providers, mentors, NQTs, trainees, an LEA adviser for citizenship, representatives from the Teacher Training Agency, HMI, Dfes and NGOs working with schools and training providers.

Go to the ‘Conferences’ link for a full report.

Seminar

On 11th May we held a seminar at York University entitled ‘PSHE and Citizenship – Progression from Key Stage 2’. The seminar provided an opportunity for participants from secondary PGCE courses to debate the questions and issues relating to PSHE and Citizenship Education and progression from KS 2 with colleagues from primary schools, PGCE primary and undergraduate courses and others.

Questions such as:

- What do secondary schools have to learn from good practice in primary schools?
- What can key stage 3 teachers expect pupils to have learned about Citizenship in KS2?
- When so many secondary schools locating their Citizenship studies in the PSHE department, is it possible to retain the integrity of both subjects? Are they similar or fundamentally different in nature?

The seminar attracted sixteen delegates including HEI tutors from seven ITT providers, trainees, the Institute for Citizenship, a local primary headteacher, research students, an advisory teacher and a representative from the Teacher Training Agency.

Go to the ‘Seminars’ link for a full report.

Commissioned research.

We have commissioned three pieces of research for the secondary strand. The first entitled ‘What You Give is What You Get – a preliminary examination of the influence of teacher perceptions of the role of Citizenship education on its delivery, status and effectiveness in schools’ by Ralph Leighton, senior lecturer in education at Canterbury Christchurch University College, is already published on the web-site.

Go to the ‘Commissioned Research’ link
Other articles on ‘Using Debate to Promote Critical Thinking in Citizenship Education’ by Jessica Pyke from the University of Bristol and ‘the Organising of School-based Citizenship Training’ by Jill Martin from Anglia Polytechnic University are in the pipeline.

**Forthcoming events:**

Mentor Conference – 11th October

This conference which is designed to specifically meet the needs of citizenship mentors in schools has been moved from the summer to the autumn term. It will now be held at a London venue on October 11th. Issues for mentors that arise from this year’s PGCE course evaluations will be addressed and participants will have an opportunity to evaluate the first draft of the Citiz-ed mentor support materials (briefing notes). We will also invite teachers from the post 16 sector who may wish to become involved in Citizenship Education and ITT.

Joint conference with Esmee Fairburn Trust on ‘Moral, Ethical and Character Education’ to be held at a London venue in October.

Joint conference with the North West Science Learning Centre - ‘Citizenship and Sciences Education’. 24th November

This exciting conference for ITT providers, mentors and teachers of citizenship and citizenship through science will be held at the Museum of Science and Industry in Manchester.

**Support materials:**

We are in the process of preparing briefing paper to support citizenship subject mentors. These briefing notes will cover:

- Citizenship, partnership and the implications for the QTT standards for training citizenship teachers
- The mentor’s training role (development of subject knowledge, teaching and learning, Citizenship and ICT, creating individualised learning programmes)
- The mentor’s management role (timetables and wider curricular experiences, cross-curricular citizenship, transition issues)
- Helping beginning teachers to assess citizenship
- The assessment of beginning teachers
- Sources of support and further information

Mentors attending the mentor conference on October 11th will be able to evaluate
The Association for Citizenship Teaching has been making a substantial and significant contribution to the work of the citizED project. There are 4 pieces of work that are underway:

1. ACT is establishing a subject association network that is built through a series of conferences that are organised on the theme of ‘citizenship with ..’. The first of those conferences will take place in November 2004 and explores the theme of ‘citizenship with history’. A wide range of subject and other associations have been invited to become members of a network that will allow for easy identification of key individuals who will be able to speak for and about citizenship within their organisation. It is hoped that positive overlap concerning citizenship education will occur between organisations and new activity will be generated.

2. ACT is with the co-operation of the citizED’s Gary Prosser, building an interface between its own web site and our project. ACT as the principal organisation for citizenship education in the United Kingdom will when working in parallel with the citizED project allow for a vital link with teacher education. The ACT web site already carries material on its home page and links have been set up between the sites. An ever closer union is envisaged!

3. ACT has set up a higher education committee (ACT HE). 3 meetings have taken place this year. A workshop will be presented at the ACT annual conference and a report on work that has been achieved is being prepared by our dissemination officer, Jill Martin. That work will include a review of progress in relation to research developments and issues in the secondary phase. Members of the committee are liaising closely with their opposite numbers in the citizED project. This committee is set to achieve permanent status within ACT at the 2004 ACT annual conference. It will serve as the main conduit between the project and ACT.

4. ACT has taken on the major responsibility of producing a series of briefing papers for trainee teachers. These papers will provide a comprehensive introduction for those new to teaching citizenship in the secondary school. There will be 4 types of briefing papers. The introduction (1 unit) will be in the form of a teachers' guide in which citizenship is briefly discussed, the goals of this project stated and the nature of intended work described. The briefing papers that focus on specific content for teaching will be used by trainee teachers (and perhaps other teachers) and be directly useful to them as they develop the knowledge and understanding necessary to produce good lessons and other activities. The briefing papers relevant to particular types of learners will provide food for thought and specific practical guidance about how educational work can take place with those who exhibit specific learning styles. The pedagogical briefing papers will provide practical guidance around specific approaches to educational work (i.e. teaching styles). A total of 34 papers will be produced and the authors responsible for the first tranche will be presenting their work in September 2004.
POST 16

Significant and exciting work is already been undertaken by the Learning and Skills Development Agency: www.lsda.org.uk. The project manager is Julia Fiehn: jfiehn@LSDA.org.uk. And the Qualifications and Curriculum Authority is developing resources to aid teachers: http://www.qca.org.uk.

Definition of the Strand
Post-16 education encompasses a multitude of learners and providers. This entails a complex system for the implementation and delivery of citizenship education which requires both support and development.

Citizenship education in the post-16 sector faces the challenge of engendering engagement and inclusion and overcoming disaffection and exclusion. The post-16 sector's unique position in delivering citizenship education to post-adolescents and adults raises important questions, issues and requirements for all stakeholders involved in its delivery.

The overall aim of this strand of the bid will be to identify such questions, issues and requirements and to develop effective means through which they can be met and through which all stakeholders in post-16 ITT citizenship education can be supported.

The specific aims of this strand are to:

- explore the various ways in which Citizenship currently features in all aspects of post-16 education, in order to inform, share, and enhance practice;
- provide opportunities for practitioners to research and report on academic and practical aspects of Citizenship as a subject in the post-16 curriculum;
- produce, and share, resources to enhance the teaching of Citizenship, particularly for trainee teachers in Post-16 education. The two co-ordinators of this strand are John Lea: j.c.lea@canterbury.ac.uk and Andrew Peterson: a.d.peterson@canterbury.ac.uk, both of whom would be very happy to discuss any matters relating to the teaching of Citizenship in any Post-16 context, and to consider proposals for small scale research or academic papers.

Projects already underway are: the production of an audit of HEI providers who have Post-16 Cert. Ed./PGCE teacher training provision for Citizenship a comprehensive literature review of work relating to the use of Citizenship in post-16 education; case studies of post-16 students and staff perceptions of Citizenship education.

An important element of this strand will be to provide opportunities for interested educators to come together in workshop and conference settings over the next three years. Please look out for postings which relate to these opportunities and please let us know if
you have a theme which you consider would be worthy of inclusion in one of these settings. We will also attempt keep everyone posted of all such similar events which relate to Citizenship education.

Finally, as you may be aware, this is a time of rapid change in the field of post-16 education. Two of the most notable recent events have been the publication of the Ofsted Report into Initial Teacher Training in FE: http://www.ofsted.gov.uk and the publication of the interim Tomlinson report on the 14-19 diploma: http://www.14-19reform.gov.uk/latest_news/index.cfm Both of these will impact enormously on this strand in the next few months. If you are particularly interested in these developments please read the separate short paper and contact us with your views.
This aim of this conference was to enable participants to explore how schools can implement the Citizenship national curriculum order that states that pupils must – ‘negotiate, decide and take part responsibly in both school and community-based activities’, and the implications of this for the training of Citizenship teachers.

The conference attracted 37 delegates and contributors including ITT providers, mentors, NQTs, trainees, an LEA adviser for Citizenship, representatives from the Teacher Training Agency, HMI, Dfes and NGOs working with schools and training providers including Envision and Community Service Volunteers.

The conference began with an address from Professor Michael Totterdell, the Director of the MMU Institute of Education. He welcomed the delegates and expressed his views on the importance of Citizenship Education particularly in the context of the urban education agenda and global awareness.

Janet Palmer then introduced to the first keynote speaker Nick Nielsen who gave an inspiring presentation about the underpinning philosophy and work of the Envision community project entitled ‘Citizenship outside the Classroom’. Envision was established in June 2000 by 4 young people committed to enabling 16-19 year olds to get practically involved in ‘making a difference’ to their own lives and the lives of others in their own communities and beyond. In September 2001 the Envision programme began projects in 5 London schools supporting pupils in setting up their own, self-identified community projects. This expanded to 20 schools in the second year, 40 this year and they plan to work in 60 schools next year. Their aim is to enable young people to realise their capacity to make a difference by developing their own social and environmental projects and inspire others in the process.

Their programme helps teenagers discuss the issues they care about and assists them to develop the social tools to set up relevant and engaging projects where they identify their own agenda, take ownership of their own schemes, and with the support of the Envision volunteers, develop self-confidence and skills through planning and working as a team. The kinds of projects and issues the young people have become engaged with have included; working with homeless people to refurbish a shelter, setting up a fair-trade event, improving local green spaces, raising money to install solar panels in their school and working in partnership with the local council to tackle street crime. Joint events are held where teams can celebrate and share their successes and students’ work can be accredited through the Millennium Volunteers scheme. The presentation was concluded with a DVD of young people expressing their positive views about volunteering and community involvement at an Envision event.
For further information about Envision, including their plans to expand beyond London to Oxford and Cardiff in the first instance and to work with other groups such as young offenders, visit their web-site at www.envision.org.uk.

The presentation was followed by questions and discussion from the floor. Delegates discussed the project in relation to, amongst other things, the statutory elements of the NC Orders for Citizenship Education, how schemes run by 6th formers can impact lower down the school, how political literacy can be developed through such projects and how schools could tackle the issue of inclusion within a voluntary scheme.

The next keynote speaker was Dr Peter Brett who is seconded from St Martin’s College to the DfES as North West CPD Coordinator for Citizenship. Peter’s paper was entitled ‘Good practice in community involvement in the North West’. In his role as North West CPD coordinator since September 2003 Peter has met with Citizenship coordinators, teachers and advisers in all 21 LEAs in the region. His paper reflected on the key issues pertinent to delivering the community involvement aspect of the NC orders and outlined many examples of good practice he had observed in North West schools. Click here to download a copy of Peter Brett’s paper.

After lunch delegates worked in teacher led groups to discuss the following questions:

- what mechanisms can schools put in place to help students negotiate and decide on their community involvement?
- how do we interpret ‘taking part responsibly’ – what might this involve?
- given the difficulties associated with some out-of-school activities, how can the school develop its internal community-based activities?
- how can citizenship teachers work with others in the school to achieve the aim of all pupils engaging with community activities?

The feedback included concerns about the following:

- engaging all pupils in community activities
- the importance of school senior management teams understanding what citizenship education is aiming to achieve
- the need for school councils to be ‘genuine’ in their remit and practices
- the need for all teachers to be regarded as teachers of citizenship
- issues of assessment and evaluation of achievement
- the importance of seeing schools as a community resource in themselves
- peer evaluation of the citizenship curriculum
- the role of governors in promoting the citizenship agenda.

The day was concluded with a talk from Lynne Percival from Community Service Volunteers where she shared with us her extensive knowledge of a wide range of community projects in North West schools. Click here to download Lynne’s presentation notes.
The success of the conference is evidenced in the evaluations reported below.

Q 1 Has the conference met your expectations?

- 25% ‘excellent’ 67% ‘good’ 8% ‘satisfactory’

Q2 Which elements of the programme did you find most useful?

- Envision presentation very stimulating
- Creative thinking ideas of speakers
- Meeting experienced people for contact and ideas
- Envision presentation was great. Very inspiring! Lots of good ideas and reassuring that community projects can be done successfully
- Discussing with other people their experiences. Finding out about community based ideas for citizenship integration within schools
- Looking at the different community projects that can be undertaken
- Enjoyed the discussions – listening to other people and their views
- Projects and case studies that have worked in real life
- Nick Nielson, Peter Brett and group discussions
- CSV and Envision
- Envision
- Envision was an intriguing and interesting idea
- Talking in group discussions
- Practical ideas for community involvement
- Speaking to others and finding out what works
- Discussion groups in the afternoon
- Working with colleagues
- The information about the work of CSV and Peter Brett’s talk

Q3 Which element of the programme did you find least useful?

- all useful
- the less interactive sessions such as CSV
- nothing, everything was useful

Q4 General arrangements of the conference

- 85% ‘excellent’ 15% ‘good’

Q5 Please comment on the presentations

- 67% ‘excellent’ 33% ‘good’

Any further comments:

- enjoyed the opportunity to network with like-minded colleagues
- interesting and useful day
- very informative
- would be a little more interesting if it was a little more interactive (audience participation)
- very varied input
ITT Citized Conference

Citizenship out of the Classroom – Nick Nielsen, Envision

1). Summary
2). Context
3). The Envision Approach
4). Workings of the Envision Schools and College Programme
5). Envision Team projects
6). Key Lessons

1). Summary

Envision is an educational charity pioneering active citizenship in post-16 education. Its aim is to enable young people to realise their capacity to make a difference by supporting them to undertake their own practical projects around social and environmental issues of relevance to them (e.g. disaffected youth, homelessness, street crime, Fairtrade). In only three years we have expanded into 40 diverse schools and colleges across London and beyond, engaging 80 volunteers and over 400 young people. The aim is to build towards making Envision a replicable national programme in the future.

2). Context

Citizenship Agenda, post-16
Following the second Crick Report it was made clear that in contrast to citizenship education for Year 11 and below, post-16 citizenship should be much more of an experiential process.

Limited pro-activity
A key challenge that Envision, and other bodies (including schools) seeking to engage young people in active citizenship, can encounter is a climate lacking student pro-activity in formal education. Not being pro-active is often the ‘thing to be doing’ from the young people’s point of view, particularly in the post-16 age group. The primary reason for this is often a lack of appropriate opportunities.

Staff time pressure
Because of both time pressures, and sometimes a relative lack of awareness of active citizenship, teachers understandably have a limited amount of time to organise relevant and engaging activities for students.

Importance of voluntary participation
Because of the importance of the experiential aspect of post-16 active citizenship education, voluntary participation on the part of the students plays an important part in the
process. Coercing young people into the activity would run the risk of negatively impacting on their citizenship education.

3). The Envision Approach

There are a number of aspects which ensures the programme is as effective as possible:

External Organisation
Envision is able to present to the students as an external organisation, separate from the school. This has been important in conveying the adult nature of the opportunity, avoiding any negative perceptions the students may have of school authorities’ attempts at getting them active, and most importantly removing as far as possible the ‘teacher-student’ relationship to encourage the students to take responsibility.

Making pro-activity exciting
To challenge the current climate in schools and elsewhere, Envision organises highly inspiring presentations which include powerpoint presentations, music, video and various interactive aspects. The engagement model varies according to audience as students from different schools and colleges are engaged by different styles of language.

Hands-on support
If the initial presentation was not followed up by a high level of hands-on support, Envision have found that any initial inspiration and engagement would quickly peter out as the norm of non-pro-activity took over. Therefore, Envision provides weekly hands-on support in the form of trained volunteers and the Envision Co-ordination team. This ensures momentum, effectiveness and flexibility in the model.

Non-prescriptive
A key technique in challenging a lack of pro-activity is to ensure the participating students are engaged on their own terms. Therefore the Envision programme offers the opportunity for its participants to identify what projects they would like to tackle. Examples of social and environmental projects are given but the participants take the decisions. This maximises their enthusiasm and the relevance of the programme enabling Envision to operate in a huge diversity of schools.

Open to all
While only a limited number of students can get involved in the Envision process (teams vary in size from around seven up to 30), it is important that the opportunity is perceived as open to all. For this reason a presentation to the entire 6th form is important, as is the open invitation for interested students to get involved through the year. Envision aims to provide an inspiring experience for its participants, providing an example to peers and younger students ensuring the experience has a wider-reaching impact.
4). Workings of the Envision Schools and College Programme

Presentations
At the beginning of the academic term members of the Envision coordination team carry out a number of interactive presentations to the entire sixth form of schools and colleges who have expressed interest in the programme. The presentation is both engaging and entertaining with the aim of being open to everyone.

Brainstorm
At the end of the presentation anyone who is interested in Envision is encouraged to sign up to come along to an immediate taster ‘team’ session where they will explore the issues they might want to tackle. They will need to commit to volunteering their time if they are to become an Envision Team member.

Team Formation
The students are then encouraged to form an Envision Team, a group who will work together and plan out a series of practical hands-on social and environmental projects. The team must learn to work through any issues of conflict or disagreement and develop a plan of how they are going to carry out their projects.

Volunteers
At the beginning of this process the Envision coordinators bring in two volunteers to support the team. These volunteers are referred to as Envision Youth Educators (EYEs). EYEs are members of the local community interested in supporting groups of young people to put their projects into action. EYEs are carefully selected through interviews and training and are policed checked before being placed with an Envision team. They commit to attending weekly meetings with the team over two to three academic terms.

Projects
Once the EYEs have established a good rapport with their team and have worked out a convenient regular weekly time to meet (usually a lunchtime), the students go about focussing their ideas and looking at what practical projects they would like to develop. The demands of schoolwork are taken into consideration and there is no pressure to achieve. The programme relies on the desire and the energy of its young participants to bring about change. Each team runs an average of two to three projects through the year. Press here for some examples to date.

Conclusion
The programme runs through the autumn and Easter terms with each team continuing to develop and implement their projects. It concludes in the summer term before exams and study leave. A large majority of teams who have Year 12 members wish to continue their projects after their exams are over.

Joint-Team Events
Throughout the year Envision offer a number of events for all the students involved to come along. These can involve workshops relating to social and environmental issues of interest to them, or practical projects in their local communities. By attending, the students meet people of their own age, get inspired by each others’ ideas, feel part of an
active community, and generally have a good time.

**Student Website**
Over the course of the academic year the participating Envision teams are encouraged to showcase their projects on their own Envision webpages housed at: www.envision.uk.net The site has become a hub for sharing ideas and best practice.

**Award**
The programme is an award scheme and so every year in July, a ceremony is held to acknowledge and bring together the achievements of everyone who has participated. Last year this was highlighted outside City Hall in London when students (with the direction of a specialist artist) created six giant waste sculptures, each with a theme of the issues identified by the students themselves.

Ultimately the students feel a sense of achievement for having given up their own time to make a difference, and observed the impacts of their efforts on the community around. Having realised their capacity to make a difference, they become Envision Graduates, to be kept linked in to a growing community of world-changers.

5). Envision Team projects

Because the Envision Programme is largely non-prescriptive, the range of projects undertaken by the students are extremely varied, responding to local environmental and community needs as groups of young people see them. Below are some examples of team projects carried out over the previous year:

**Working in the community**

Envision teams often express interest in tackling issues that are relevant to their immediate school community. The South Camden Community School Envision team wanted to address the problem of younger students causing trouble in the local area as its members in the past have themselves been identified with giving the school a bad name. After consultation with other young people in the school, the team devised a project to provide something for young people to do after school. After securing the backing of the school’s headteacher, the team in co-ordination with Envision and its volunteers, put a proposal together to the Community Chest Fund to run a programme of activities including: sport sessions at the local youth club, Kung Fu accredited training, and musical workshops. The funding application has been successful and the team are planning to run the project each day after school from around 3.30pm till 6.00pm on a four-month pilot basis. The
Queens Park Community School Envision team are also aware of the lack of after school activities available to their age group. They have set their sights on a vacated local building which has sat dormant for over 15 years. The building used to be called the Tiverton Centre, which was once a community hub for the area. The team want to convert the run-down building into a fully operational youth club, shared with other tenants, offering classes, a study area and computer centre. The project has the backing of the Mayor of Brent and the local residents association. Initial land searches have been carried out with Brent Council planning department. The team are now applying to various grants and engaging the local community through a series of presentations.

ADT College Envision team, have decided to challenge the stereotype of young people as apathetic troublemakers in a constructive fashion. They have set about making a short video documentary on the public’s opinions of young people and how this changes when young people are actively involved in local community projects. The team have carried out their first project, cleaning up graffiti in a local park, and interviewed a number of local members of the public about their opinions and how this activity affected them. They are currently organising follow up activities and will then edit the material and the resulting documentary will be used as an awareness tool to empower young people in their college and the wider community.

Fairtrade and ethical and healthy eating
With obesity levels in young people now a major concern and with the arrival of fairtrade products in the mainstream, the wider issue of ‘food’ has been something that a lot of students have looked at. The Hampstead School Envision team responded to a large number of complaints in the school about the state of their canteen. The canteen did not offer a good variety or many options for vegetarians. More importantly the team were concerned at the lack of healthy options. After carrying out a survey indicating high disapproval rates amongst students, the team set up a rival canteen selling reasonably priced, healthy and ethical food which was so popular it became a monthly feature. As a result, the canteen altered its ways, reducing prices and bringing in fruit and more diverse options. A number of schools including Archbishop Michael Ramsey Technical College have campaigned for and successfully installed a ‘Green Machine’. The machines offer a healthy and fairtrade option to mainstream vending machines by guaranteeing that products are a mixture of fairtrade, organic and low in additives. Four Envision teams in total have successfully installed the machines with a number of other teams looking to do the same. Students have learnt of the Green Machine through other teams pro-actively installing them, which highlights successful replication amongst the Envision community. With the growth of fairtrade in Britain, many Envision teams have pioneered new ways of promoting products whilst highlighting the issue and raising awareness within the school community. Determined to convince a sceptical fellow sixth form audience the Cardinal Vaughan Memorial School decided to bake a number of delicious fair-trade cakes and biscuits to win over taste buds in the school. The sale was so successful that they sold their entire stock in one lunchtime, raising over £140. The money will be given to a community project in Africa.
Tackling waste

Envision teams are aware that local authorities and national government are keen to reduce and recycle the amount of waste generated in schools. The problem is that waste is not a ‘sexy’ issue. How do teams make it relevant to the school community? The Henrietta Barnet School Envision team decided to popularise the issue by holding a ‘recycled fashion show’, a fashion show where the clothes were made entirely out of recycled and re-used materials. The team even managed to convince some of the teachers to model the clothes. The show had a tremendous impact and as a result, students from the team held a workshop at the Envision event. Subsequently both St. Marylebone and Seven Kings High School are to hold their own versions to promote recycling within the school. Howells School Envision team decided to make use of an area in their school grounds to house a composting scheme and organic garden. As a result waste from the school kitchens is collected and taken to the bins; the compost collected is then used on the organic garden. A number of teams have realised that the only way of implementing recycling in the school is to get on and do it themselves. Both Chiswick Community College and the LeSwap 6th Form network have also set up school recycling schemes.

Homelessness

Homelessness is another community issue which students have been keen to tackle. The Pimlico, Westminster City and Greycoat Hospital Schools are all based in the City of Westminster and as a result the Envision teams at these respective schools have all felt that rough sleeping and homelessness is an issue that is literally on their doorstep. The Pimlico Envision team wanted to focus on younger homeless people. After some local research they found a local homeless shelter called the Cardinal Hume Centre, which works with 16-21 year olds and provides not only accommodation but a complete service to help the young people get back on their feet. The team have organised a whole fundraising week with cake and food sales, competitions, quizzes and an awareness campaign. The team are hoping to organise a volunteer to work at the centre itself. Greycoats Envision team organised a school assembly to raise awareness of the issue and invited two people, with first hand experience of living on the streets, to talk. They also organised a very successful school wide collection of Christmas decorations to give to the charity Crisis for their homeless shelters over the Christmas period. All Envision teams involved in the homelessness issue are keen to look at long term ways of helping to provide a solution to Britain’s homeless population.

HIV/AIDS Awareness

Education of HIV and Aids awareness is an issue which Envision teams feel is not widely understood by a lot of young people and therefore raising the topic is of vital
importance. The **Latymer School** Envision team raised awareness of the issue of HIV/AIDS after hearing about the impact this disease is having in developing world. They decided to organise a week of awareness assemblies and activities in their school and to raise money for the Terrance Higgins Trust. To raise money they organised for the school to have an ‘own clothes’ day where pupils had to pay £2 to be able to come in non-uniform, they sold red ribbons, held a computer competition and in the future are also planning a sponsored parachute jump. To date the team have raised nearly £2,000.

**Conservation and Bio-diversity**

Urban surroundings suffer from a lack of green spaces and as a result Envision teams have devised a number of projects which have involved promoting the spaces they have and even creating new life! The **St. Savoires St. Olaves** Envision team have been busy revitalising a green space that has been abandoned for many years. The area is dilapidated and as a result the team have been busy applying for grants to improve the fence around the area as well as purchasing a number of tools and plants for the garden. So far the team have received an Action Earth Grant. The team plan to use the area as a shared use garden for urban wildlife, composting, native plant species and a pleasant place for sixth formers to use in the summer. The **Old Palace** Envision team have also been busy encouraging new life. The team have embarked on a programme with the school and Thames21 to hatch baby trout (fish) and re-introduce them into Carshalton Ponds, tributaries of which run beneath the school. The trout were hatched in the school and have subsequently been released. The team are monitoring their progress.

**Energy use and renewable energy**

Energy and where we source it from has been a topic for teams with some looking at how they could switch energy supply over to renewable sources or offset the schools carbon emissions by planting trees. The **King Alfred School** Envision team were attracted by
the possibility of getting solar panels installed in their school. After consultation with the school management and Parents Association, who felt that the project was unrealistic as the school could not afford to contribute and the students would be unable to raise the large amount of money needed, the team bounced back. They were not deterred and started organising fundraising events within the school. One student set about applying to a number of grant giving bodies and was successful with one which granted £5,000 to the project, a figure that will be matched by the government’s renewable energy fund. The panels have now received planning permission and will soon be installed. The panels will power the entire energy of the school’s science block and will feed renewable energy back into the national grid. The two year project has inspired a number of other Envision teams to apply for solar grants with Camden School Envision team awaiting to hear from a number of submitted applications and South Hampstead High School Envision team hoping to replicate the success. As part of their ‘make a difference week’ The South Hampstead team bought in a renewable energy expert to talk to younger pupils about the new renewable energy possibilities available to everyday people.

All projects are highlighted on the interactive schools and colleges website, run by the Envision teams themselves. Visit: www.envision.uk.net. This aspect has been far more successful this year because of the time invested in its development, the increased accessibility and the simplicity of the site. Teams indicate that it is a really good way of finding out what other teams are engaged in.

6). Key Lessons

Citizenship not explicit
While Envision is effectively a post-16 active citizenship programme, this is not made explicit to Year 12 and 13 students from the participating school or college. We have found that students are more likely to be inspired if they perceive the reason for their involvement is not primarily their own education. While experiential learning is the context for the entire process, Envision has found that its participants are only able to identify why they really got involved towards the end of the programme. The reasons given for getting involved at the beginning differ a great deal.

Active on their own terms
Because Envision is non-prescriptive it is often the first opportunity its participating students have had to take responsibility for their own process. This often means that the team is able to experience barriers, disillusionment and frustration (often part of the process) and with the help of the hands-on support, maintain momentum and learn from their experience.

Not just volunteering
In keeping with some of the Crick report recommendations that citizenship should be more than just volunteering, the Envision process is centred around weekly meetings which are opportunities for brainstorming, discussion, awareness raising, skills development, reflection and evaluation. This broadens the process and ensures citizenship learning is sustainable as all of Envision’s participants are able to create their own opportunities.

For more information about Envision, and the potential to get involved in the programme as either a school/college or volunteer, please visit – www.envision.org.uk
“The community involvement aspect of citizenship is key to developing an individual’s ability to understand basic political issues, as it helps young people appreciate the wider social aspects of politics and, often, more clearly identify the relationship between policies and real life experiences and problems in their own communities”
[Electoral Commission, Age of Electoral Majority: Report and Recommendations, April 2004]

“What is core to effective citizenship education is the principle that pupils can identify problems within their communities with a view to finding and implementing solutions themselves.”
[Elisabeth Hoodless, Executive Director of Community Service Volunteers]
Cf CSV Citizenship one year on (September 2003)

- One of the three key recommendations for effective citizenship education in the Crick Report (1998) was that students should learn about and become “helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community” (p.12). In the NfER longitudinal survey, young people defined community involvement in a number of ways including helping to improve the community, playing an individual role in the community, being proud of a community and fighting for community rights. As part of my seconded role with the DfES as a CPD adviser for citizenship education I have been fortunate enough to be able to seek out, observe, write up and disseminate good practice in the area of citizenship education and this includes the dimension of citizenship and community involvement – indeed some of the most innovative and exciting projects have been in this area. What I hope to do today is describe some of these projects, share with you some of the defining principles of good practice in relation to citizenship and community involvement; explore some of the elements which need to be in place to make good things happen and finally touch upon some of the implications for initial teacher education.

At the outset, however, I would not wish to diminish the obstacles in the way of linking citizenship and community involvement effectively – they can be substantial. The CSV in their survey of Citizenship one year on in sixty sample schools noted the following:

- Lack of training for teachers who are not specialists in citizenship - 51% indicated that only the Citizenship Co-ordinator had received citizenship training at their schools.
- Over half (52%) of the teachers surveyed indicated that having the resources to establish effective external links presented one of the greatest challenges to successful implementation of the subject.

- A third (34%) specified that having someone to help find opportunities outside of school would singly most benefit the teaching of citizenship.

- A further 18% indicated that the establishment of additional links with communities was the most important factor that would assist the teaching of citizenship in their schools - as Elisabeth Hoodless, Executive Director of the CSV put it, “Teachers tell us that it’s hard to make links with communities without adequate resources of time, telephone access and support.”

[As an aside here, it is worth noting that I was fortunate enough to arrange for St. Martin’s PGCE beginning teachers to visit Deptford Green School in March 2004, rightly acclaimed as a flagship school for citizenship. Interestingly, the dynamic citizenship coordinator came originally from a youth and community rather than teaching background and he had negotiated a half timetable – the remainder of his time was devoted to coordination and developing, nurturing and seeking out new community links]

- When asked by CSV about the type of additional training that would be useful for delivering citizenship education, responses were fairly evenly split between the three main strands of the citizenship curriculum but 37% felt they wanted more training in community involvement

- More positively, however,

- 67% of respondents indicated that citizenship teaching had helped develop links with their communities.

♦ Other, even more fundamental barriers to marrying Citizenship and community involvement were identified in the first year findings of the Citizenship Education Longitudinal Study (Kerr, Cleaver and Ireland, 2003). They noted that there was a need to: “help schools to address successfully the community involvement strand of citizenship education, in partnership with representatives from local communities”. It was noted that in some ways educational policy was working against the grain of social change. In particular, research indicates community and neighbourhood are contested concepts (Crow and Allan, 1994; Kenyon, 2000). Moreover, while local neighbourhood remains an important source of social identity in contemporary society, it is increasingly being viewed as an extension of home (Forest and Kearns, 2001). Thus while neighbourhood and community for previous generations was associated with collective local, class or work identities now it may increasingly be associated with individual identities: i.e. as extensions of our homes. Perhaps the implications of a growing belief summed up in the statement attributed to Mrs. Thatcher in the 1980s that ‘There is no such thing as society’ are coming home to roost. If neighbourhoods are taking on meaning for young people as extensions of home in this way, this may provide one plausible explanation for young people’s apparent disassociation from ‘traditional’ collective community involvement and neighbouring activities. In addition to this, schools may not serve one community but in effect
several fragmented and diverse communities. As Kerr, Cleaver and Ireland note, a further explanation for the apparent decline in community based activities and support may lie in the fact that different groups can develop different ‘time-geographies’ and ‘action-spaces’ within a local area (See Forrest and Kearns, 2001; Kenyon, 2000). Active community involvement and neighbouring may differ between different groups, and immediate next-door neighbours may know nothing about, or have little in common with, each other’s work, workplaces, wider kinship groups or leisure activities. In other words, proximity may no longer equate with communication, communion and commonality.

- **Exciting Community Involvement Projects in the North West of England**

- When Citizenship community involvement projects work well they can work very well as I am sure will be confirmed this afternoon when we hear about CSV projects from Lynn Percival.

- **Halton**

- A project that particularly impressed me this year has been developed in Halton LEA. It was based upon a major infrastructure project relating to a new Mersey Crossing linking Runcorn and Widnes. What should be the route of the new Runcorn Bridge and what might be the impact and consequences? The Citizenship adviser, alongside four teachers seconded for five days from local schools, and in partnership with the Education Business Partnership in the area, created an excellent, flexible KS3 resource which can be used in the context of Geography, History or discrete Citizenship lessons. The project provides insights, and a potential model for others, beyond the specific locality of Runcorn and Widnes. Skilfully, the resources incorporate a cycle of change approach to Citizenship projects – which could apply to any large scale local regeneration project – this involves planning, research, doing/making a difference and self and peer evaluation activities. Each step of the project builds in options, and starter and plenary activities as well as core lesson tasks. The resources contain differentiated tasks for lower attainers and embeds clear assessment criteria.

One of the teacher contributors was an experienced Geography teacher from Fairfield School, Widnes, an 11-16 mixed comprehensive. A Geography colleague taught the following observed lesson at Fairfield with a Year 7 group using the project’s resources. The lesson had pace, engagement and rigour. It incorporated Geography objectives relating to transport issues and Citizenship objectives relating to local democracy and making a difference. It also included a sustained focus on some of the core language of both Geography and Citizenship and links to literacy through structured extended writing.

The lesson starter was based around the re-cap question, ‘Why are we in such a hurry to build a new bridge?’ and incorporated two contrasting news stories displayed on an interactive whiteboard from the local newspaper – one highlighting new jobs, another the potential environmental impact on the local curlew population. Students worked in pairs to identify three good things from building a new bridge and three possible negatives.
Key words such as ‘commuter’, ‘congestion’, ‘gridlock’, ‘pollution’, ‘re-generation’ came naturally into the whole class debate. The teacher moved on to ask, ‘What’s it got to do with the local council?’ Students were keen to both answer and ask questions. They then undertook a diamond nine ranking exercise in pairs in relation to the question, ‘What could we do to make a difference?’ prioritisng a range of possible campaigning strategies. Words like ‘lobby’, ‘petition’ and ‘consultation’ were lingered on and defined. Students then worked in fours to swap notes and try to agree a consensus of their opinions. The final element of the lesson focused upon advocacy and channelling literacy skills – ‘How would you write to someone to find out what they think or influence them?’. A draft (informal and not very well-written) letter to a councillor raising environmental concerns was shared with the class. How could they improve this and hone the key messages. Over the course of the lesson, the students were clearly motivated by engaging with a ‘live’ local issue.

Blackpool
I shared this case study with advisers and teachers in Blackpool. Here they are thinking along similar lines as they look to link urban renewal with young people and the school curriculum. There are very ambitious plans underway with the aim of transforming Blackpool into the Las Vegas of the north over the next fifteen to twenty years. The Council aims to gradually alter the demographics of visitors to the town bringing in wealthier social classes and capitalising on the increasing power of the ‘grey pound’. The planned changes encompass considerable change and re-building around the central sea-front at Blackpool – new environmental amenities and attractions; all weather retail and leisure spaces and re-designed beach areas. There will be losers as well as winners from the proposed changes and demolition of a substantial amount of local housing. Young people will be key participants in the envisaged changes. I attended a Council launch of their vision with Humanities teachers and senior teachers. A range of Citizenship teaching and learning resources are planned which genuinely involve young people in dialogue about some of the proposed changes. For example, Y9 pupils from three volunteer schools will be involved in a range of debates during Local Democracy Week in October 2004. Already the issue in live in the local newspapers – local, national and European politicians are having their say. There is potential for schools to be integrally involved as the local community re-engineers its future.

Morecambe Bay
Other projects have impressed me too. The ‘edge’ referred to in the title of Thinking on the Edge project represents a variety of communities and coastal environments clustered around Morecambe Bay. The resultant resources, piloted across KS2 and 3 with 9-13 year olds in seven schools, represent a happy marriage between Citizenship, Geography, and R.E. and Thinking Skills and Philosophy for Children teaching approaches. These are combined with an overarching vision of education for sustainability. They are rooted in local partnerships and a belief that “indigenous knowledge and local experience may be combined with educational activities to help communities have a better understanding of their environment, develop their own projects and manage their own resources”. The approaches to learning are driven by real questions asked by children (including hard ones like, “Why don’t we stop using fossil fuels and start using renewable energy sources?” “Do we have opinions when we don’t have power?” and “Will this planet always be there?”). The project aims to support teachers in finding strategies “of
stimulating questions which offer opportunities without constraining outcomes”. The resources also give due weight to emotional and creative responses to environmental stimuli.

Specifically ‘Citizenship’ activities include: an investigation of the siting of wind farms; prioritising bio-diversity projects and the protection of endangered species; options for the re-generation of the promenade at Grange-over-Sands; and how local authorities make decisions about which bits of coast to protect against changing sea levels. The possible ‘action’ outcomes listed for citizenship education arising from litter problems interestingly include: ‘How do we decide how to prioritise what to do about litter?’ (political process); ‘I will do nothing until I understand this more’ (research); ‘I will spend two hours clearing litter’ (direct action) and ‘I will do nothing because I don’t like being told what to do’ (active civil disobedience?)!

I reviewed this teaching resource before the terrible recent tragedy of the death of Chinese cockle pickers in Morecambe Bay. Presciently, the project authors featured cockle picking. Probably my favourite case study and set of activities, based on a ‘mystery’ approach, related to the headline, “Wirral pickers muscle in on Bay Cockle beds” (Westmorland Gazette 22 Nov 2002). A large boat from the River Dee had come to Morecambe Bay to collect cockles provoking opposition from small local operators around Flookburgh. The cockles were being sold to Spain with other local ships in turn bringing fish from Mauretania. Spain is short of cockles because of recent oil tanker accidents off the Spanish coast. The issue of fishing rights opens up the whole ethical area of ‘fairness’ – a core Citizenship concept. As the text indicates, ‘fairness’ cannot be discussed without considering whether it is possible for everyone to be happy without conflict. The authors ask, “Do we create boundaries to protect particular ideas of fairness?”.


Oldham

The context for an Oldham anti-racism project was framed by the riots in the town in the early Summer of 2001. A subsequent independent review recommended that schools and the LEA work together to provide an Oldham focus to the KS3/KS4 Citizenship curriculum in relation to cultural diversity. Key questions underpinning the project included: What does it mean to be a citizen in an ethnically diverse town? What are core values relating to being British and being an Oldhamer? What are the different cultural backgrounds within this context which thrive in Oldham? Alongside a range of practical teaching resources and adaptable lesson plans (again trialled in three schools) there is a sensitivity to the importance of clear ground rules for a positive classroom climate and the handling of controversial issues. The guidance underlines the key role of the teacher in facilitating group discussion.

The materials are ‘themed’ by year group and provide a model of how progression can be built into Citizenship schemes of work in terms of the complexity of issues addressed, levels of intellectual and emotional challenge and the development of young people’s knowledge, understanding and skills. Each unit builds upon previous work. In Year 7 the
focus is on ‘Identity and Diversity’; Year 8 looks at ‘Migration and Settlement’; Year 9 pupils explore ‘Segregation, Conflict and developing a United Oldham’. The Year 10 programme focuses upon ‘Understanding and Tackling Racism’ whilst Year 11 work comes under the heading ‘Racism – a wider dimension’. The latter adapts the excellent ‘My England’ materials and unpicks events surrounding the murder of Stephen Lawrence.

The individual tasks are well pitched, accessible and both teacher and pupil friendly. For example, the Year 7 programme provides an opportunity for individual pupils to reflect on how they feel about where they live and their hopes and fears. It doesn’t dodge the existence and profile of far right political organisations in the town. There is a nice sense of ‘push’ and ‘pull’ migration factors in Year 8 and Benjamin Zephaniah’s excellent poem – ‘The British – serves 60 million’ could be a staple component of any lesson linked to the theme of cultural diversity. A thoughtful simulation activity in Year 9 – ‘Northland v Southland’ provides a relatively non-threatening context for pupils to empathise with issues experienced by either an immigrant population or its host community. The pupils later explore directly the events of May 2001 in Oldham in the context of weighing up and evaluating ‘background factors’ and ‘triggers’. There are opportunities to explore positive ways forward through active citizenship projects and the development of school charters.

The aim is for all Oldham schools to sign up to incorporating the Y7-11 materials into schemes of work. Oldham was also looking to develop further CPD and resources in relation to interdependence and conflict resolution. Project leaders were looking to learn lessons from Northern Ireland in this area and linking up with the Warrington Peace Centre, the Spirit of Enniskillen organisation and the experience of EMU in Northern Ireland.


Both the Morecambe Bay and Oldham resources take as their starting point emphatically local circumstances and issues but in the process open up debates with much wider national and global resonance. They highlight the diversity and richness of possibilities open not only to teachers in the north west of England (where the projects are rooted) but also elsewhere in the country. Both also provide students with exciting and engaging opportunities to discuss and address real life issues and to see that they can participate in activities that make a difference in their wider communities. If Citizenship education is about exploring what kind of future society do we want, it is resources like these that will provide a route map for young people in search of their own answers.

What do these four examples from Halton, Blackpool, Morecambe Bay and Oldham of a happy marriage between Citizenship and Community Involvement have in common. Several factors struck me in terms of commonality. One is that they took time to develop and were the product of partnership. There was a synergy between town and community and school/educational objectives. Schools, teachers and students were integrally involved in the projects’ development, not passive recipients of worthy resources developed without
consulting them. For me another key was the link between community involvement and the curriculum. If one conceptualises citizenship education under the three ‘C’s of Curriculum, Culture and Community it is important that there are links between the three areas. It is meaningful links with the curriculum that help to make community involvement more than mere volunteering.

Community involvement needs to move beyond visits by the school choir to the local old people’s home, the distribution of food parcels following Harvest Festival and the odd contribution to school assemblies by a local police officer. This can happen. Pupils at Deptford Green school, for example, are involved, amongst other things, in a Geography-based project analysing a major local regeneration scheme, a public consultation on re-developing the local High Street, renovating a dangerous nearby underpass, the establishment of leisure trails and the publication of an impressive community magazine called ‘Oi!’.

Carrie Supple, Project Manager at the Citizenship Foundation, has offered a wide range of ideas as to how teachers and educators can help young people feel less powerless and convince them that they can make a difference. She has suggested a checklist of principles for effective community involvement:

- Opportunities needed to be provided to young people to enable them to achieve change – she talked about ‘capacity building’;
- There needed to be clear aims, with youngsters very clear about their roles;
- The role of adults was to provide support, advice and a point of contact;
- Projects and networks took time to develop and needed a time commitment;
- Team-building through negotiating and campaigning was crucial;
- Youngsters needed knowledge of issues and how to access points of power;
- Serious money was sometimes required to make things work;
- It was important to celebrate success.

She has provided examples of her involvement in projects such as the ‘Kick Racism out of Football’ campaign, work with refugees and breaking down prejudices within communities welcoming refugees, inter-generational projects in relation to leisure facilities and transport, and the development of the cross-community forum in Stoke-on-Trent.

It might be useful to draw a comparison with federal and state approaches in the USA. **There is an impressive scale to the federal government’s commitment to encourage student involvement in community service. President Bush has called on every American to devote at least two years of their lives – the equivalent of 4,000 hours over the course of their lifetimes – to serving their neighbours and has launched the Learn and Serve America Program. The Corporation for National and Community**
Service and the USA Freedom Corps (created in the aftermath of the terrorist attacks of 11 September 2001) has developed the Students in Service to America guidebook to help instil in their students the lifelong ethic of service. $43 million in grants were provided to schools, colleges and community organizations to promote service-learning programmes last year and these programmes engaged approximately 1.5 million students in community service activities. The admirable slogan of this programme is “We have the power to make a difference. Let’s start using it” (See www.usafreedomcorps.gov). 50,000 Freedom Corps members are working directly in support of education and with teachers and there are plans to increase this to 75,000. As harrassed and often isolated Citizenship co-ordinators in England ponder the practical difficulties of enabling their pupils to engage in meaningful ways with their local community this kind of support can only be a boon.

There was some scepticism within a UK delegation to Washington DC in November 2002 about the notion of ‘Service Learning’ with a suspicion (supported by US national evaluations) that at times the emphasis is much more upon the ‘service’ than the ‘learning’. It relates to the difference between volunteering and citizenship. It may also relate to nuanced differences between seeking to educate ‘active’ and informed citizens as much as ‘good’ citizens. Having said this, where there is a strong integration between community involvement and the academic curriculum in the US it was evident that the results can be very powerful. The conference heard some excellent case studies of coherent and award-winning service-learning programmes. For example, within the Hudson High School district of Massachusetts it was clear that a strong lead was given by the superintendent of schools, Sheldon Berman (the equivalent of the Director of an LEA), who was a founder of the US organization Educators for Social Responsibility. Todd Wallingford, a classroom teacher at Hudson High School outlined an impressive and integrated 9th Grade English-Social Studies-Civics course based around the over-arching question, “What are the rights and responsibilities of a citizen in a just society?”. The learning outcomes from this project are for students to appreciate that “democracy is an ongoing struggle kept alive by an active and informed citizenry” whilst through community projects “students discover first hand the value of civic engagement”. It was the strong inter-relationship between community projects and classroom assignments that was most impressive. Plenty of time is devoted to planning, reflection (in the form of a letter to their parents half way through the project) and discussion. Finally, students write an essay in which they tie their service work to the course work by considering the extent to which they would have been capable or willing to perform their service project in Nazi Germany and why their service is necessary to help maintain a just society. To help the following year’s class, students also fill out a ‘Networking Sheet’ offering ideas and contacts for future service projects.

Implications of the ‘community involvement’ strand of Citizenship for initial teacher education

There are lots of things that initial teacher education courses will seek to develop in relation to beginning teachers understanding of community involvement, but it is honest to admit at the outset that this is a demanding task. Overall, in the current scale of development of citizenship education in English schools, the QTT Standards in relation to citizenship subject knowledge are difficult expectations even for experienced teachers. In a
sense, all those involved with citizenship in secondary schools – from trainee teachers to senior managers – are learning to teach the subject. OFSTED inspectors have concluded (February 2004) that, “At this stage of subject development, Citizenship teachers lack the strong base of subject knowledge which might be expected of qualified teachers in other subjects.” This means that even established partnership schools, with a good track record of supporting beginning teachers, may struggle to provide well-qualified mentors in the area of Citizenship.

A list of possible approaches might include the following:

• **Underlining the centrality of community involvement within any vision of what National Curriculum citizenship education encompasses**

As beginning teachers consider why citizenship education is being given enhanced prominence in modern society and the role that schools and teachers play in such developments as well as the opportunities and challenges for citizenship education and what makes it different underline the inter-relatedness of the three strands of the National Curriculum. As the preamble to the National Curriculum puts it, “Knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action”. In other words, it is not about vague, de-contextualised skills of participation. Simply taking part in a community activity is not necessarily Citizenship.

• **Encourage students to see what, officially, counts as a good marriage of citizenship and community involvement and what is seen to constitute good practice**

In this context it might be useful to share and discuss Hart’s ‘Ladder of Participation’, which provides a useful hierarchy of progression on student participation (or non-participation at lower levels). This is useful when considering the learning involved in any community project. Level 4 of this is ‘Assigned but Informed’, Level 5 ‘Consulted and Informed’, Level 6 ‘Adult-initiated shared decisions with children’, Level 7 ‘Child-initiated and directed, Level 8 ‘Child-initiated shared decisions with adults.

• **Looking to ‘model’ practice as part of the college course.** At St. Martin’s we have looked to establish partnerships, for example, with the local police, youth offending teams, Magistrates’ Association, local council and local and regional NGOs. Ensure that the relationship with community representatives is one of active dialogue.

It might be useful to review the extent to which college sessions naturally build in opportunities to consider all dimensions of the third ‘participation’ strand of the Citizenship National Curriculum.

• **Review the demands on Citizenship and community involvement associated with examination boards.** This is an interesting area to explore in relation to, for example, the expectations of the GCSE Citizenship Studies short course coursework requirements. How does the teacher guidance and levels of response mark schemes help to define what effective community involvement looks and feels like.
• **Build community involvement expectations and criteria into one of the trainees’ assignments.**

• **Use the trainees to assist in the development of community projects.**
   
   This may be a positive step in developing Citizenship training partnerships. The better training schools and departments regard ITE trainees as a valuable resource and this certainly applies to Citizenship beginning teachers. They can bring new ideas, new resources, contact with recent developments, energy, enthusiasm, commitment, stimulation and opportunities for curriculum development. Can the trainees help their host schools, for example, to develop a policy for using visitors – the QCA has produced guidance ‘Working with External Contributors’ for Citizenship.

• **Consider what community involvement might mean in the context of school that have a strongly cross-curricular model of Citizenship.** For me, one of the things that helps to define Citizenship and to make it distinctive is that at the end of a sequence of lessons there is some kind of a ‘change action’. It is this active, participative and community involvement aspect of Citizenship that is the missing element within cross-curricular Citizenship models. Knowledge and skills are present but the ‘making a difference’ element is absent.

• **Equip beginning teachers with both the resources and some of the knowledge to engage in meaningful community involvement during their school placements.**
   
   It might be a useful partnership activity to develop a local shared database of useful contacts which is then augmented year on year. Local knowledge in terms of issues that have current resonance in local communities is invaluable for beginning teachers. In the context of beginning teachers in Cumbria this can range from understanding the importance of Sellafield to the West Cumbria; how and why proposals for wind farms are a cause of local controversy; the reception of asylum seekers in Carlisle to the impact of a recently imposed curfew for under 16s after nine o’clock in Wigton.

**Conclusion**

Around the region, I have been lucky enough to observe a range of excellent classroom practice. Key community issues can often really help to switch young people on to political literacy. Other questions that I have seen posed in classrooms around the north west include: what would happen if they closed ICI at Warrington/Sellafield in West Cumbria? Should a third runway be built at Manchester airport? Why do motorways matter to our town? The Crick Report noted that “Often the…local community provides a perfect context for pupils to examine issues and events and to become involved in active, participatory activities and experiences”. The case studies that I have been able to share with you today tend to bear this statement out. We need to find ways to enable beginning teachers to key into their local communities both during their training and their subsequent early years of teaching.

As the Home Secretary David Blunkett reminded us recently, there is a bigger picture here that it is important not to forget. He talked about “capacity-building for civil re-
newal and for youth engagement – and for making the link between the political and civil aspects of democracy. All the evidence shows that those with assets engage, those who engage also vote, those who vote influence, those who are very wealthy have the most influence. But crucially those who do not engage and do not vote have little or no influence. Their lack of both alienates them from broader engagement with society as well as from the formal decision-making process…when people disengage, especially those who most need help, the public domain is drained of legitimacy”.

Renewing Democracy: Why Government must invest in Civil Renewal
A speech by Home Secretary David Blunkett to the Ash Institute - Boston, USA - on 9 March 2004.

References


CSV Citizenship one year on (2003)

Electoral Commission, Age of Electoral Majority : Report and Recommendations April 2004


ROWLEY C & LEWIS L Thinking on the Edge (Living Earth, 2003)
The purpose of the secondary strand Citz-ed seminars is to bring together small groups of interested people to focus, in detail, on a particular issue pertinent to the training of Citizenship teachers.

The Framework of Guidance for PSHE and Citizenship at KS 1 and 2 remains non-statutory, yet there is evidence that many primary teachers have embraced the challenge of PSHE and Citizenship with greater enthusiasm than their secondary colleagues.

This seminar aimed to provide an opportunity for participants from secondary PGCE courses to discuss with colleagues from primary schools, PGCE primary and undergraduate courses and others, the questions and issues relating to PSHE and Citizenship Education and progression from K S 2.

Questions such as:

- What do secondary schools have to learn from good practice in primary schools?
- What can key stage 3 teachers expect pupils to have learned about Citizenship in KS2?

and,

- When so many secondary schools locating their Citizenship studies in the PSHE department, is it possible to retain the integrity of both subjects? Are they similar or fundamentally different in nature?

The seminar attracted 16 delegates including HEI tutors from Manchester Metropolitan University, University of York, University of Exeter, Middlesex University, Newman College, Leicester University and York St John’s College. Others included a PGCE History/Citizenship trainee who is also a York councillor, the manager of the Institute for Citizenship, a local primary headteacher, research students, an advisory teacher and a representative from the Teacher Training Agency.

Welcome and introductions were given by Dr Ian Davies from the University of York and the first input came from Cathie Holden from the University of Exeter. Cathie has
Cathie’s session began with an activity where participants were asked to look at a case study that posed legal and moral dilemmas. The case study was about the fate of the murderers of Jamie Bulger. Participants were asked to read the details of the judges’ decision to allow the boys’ continued privacy from press intrusion into their lives and consider whether they agreed with this judgement. Issues were raised about the skills involved and ethical issues considered whilst undertaking the task, and at what age pupils might undertake such a task. Discussions followed about the importance of good pupil/teacher relationships and appropriate classroom methodologies. A key point made by Cathie was that, when she had given the same activity to a mixed group of primary and secondary teachers, many of the primary teachers thought their pupils were mature enough to do the activity, whereas many secondary teachers thought their pupils were too young and they would not be able to do it until year 10.

The activity was followed by a paper entitled ‘If only they would listen’ – quote from a secondary teacher on the Citizenship masters course.

Cathie’s paper talk was followed by questions, discussion and comments from the seminar participants.

Issues discussed included:

- The importance of primary, secondary and special schoolteachers having the opportunity to work together in training sessions (evidenced by the evaluation of the DfES PSHE teacher certification programme)

- Whether or not LEAs could provide more opportunities for teachers to meet together cross-phase – it was important for key stage 3 teachers to know what primary pupils had covered in PSHE and citizenship

- Inset through themes and subjects rather than age phases

- Wakefield LEA’s cross-phase school-council conference

- The benefits of year 6 teachers working with secondary teachers to develop confidence in circle time activities

- Secondary schools needing to be more aware of primary schools’ involvement in the National Healthy Schools Standard and what this means for PSHE and Citizenship

- The dilemma of ensuring appropriate development in citizenship education at Key Stage 2 – not just PSHE. The need to find a way of recognising what PSHE has to offer but that it does not automatically deliver citizenship.

The implications for the training of teachers:

- Bringing primary and secondary trainees together wherever possible (this hap-
pens at Newman College). The need to look at the conceptualisation of the role of the teacher (perceived to be a teacher of subject at secondary level and a teacher of children at primary level).

- Is the secondary curriculum too structured and standards led and the primary curriculum too cosy and unstructured when it comes to PSHE and citizenship – what do the phases have to learn from each other?

Discussions were followed by break, after which Roger Highton, headteacher at Dunnington Cof E Primary School in York (a small village school) gave a presentation entitled **PSHE and Citizenship – examples from a York Primary**. Citizenship activities undertaken by teachers and pupils at his school included:

**On a local level**

- Literacy and drama projects on Hiroshima
- Geography and history projects
- INSET for all staff
- Assemblies
- Circle time and PSHE
- Collective worship (thought for the day)
- Re syllabus
- School council (consulted by local parish council on ‘village plan’)
- First York Schools Council Conference
- Community links with local historical society and local environmentalists to support a nature reserve

**On a national level**

- Book days
- Walk to school week
- Charity events
- Current affairs

**On an international level**

- A visit by teachers to Toronto sponsored by the British Council
- Links with Ghana (teacher exchange visits – pupil newsletter – Ghanaian week)
- European week
- School links with Canada, Ghana, Spain, South Africa and Japan
- School bidding for Global School status.

Rogers’ presentation was followed by questions and discussion of issues such as:

- How to ensure that the school council is for all pupils and not just the most able
- How to involve pupils in the facilitation of events – even at primary school age
How a school with a predominantly white intake can become a Global Status school and how important this is.

Institutional reform in schools – how to ensure that citizenship is not lost in a crowded timetable

Being very clear about the purposes of overseas links – planned, whole school approach essential. Sending year six pupils onto secondary education well prepared to become engaged pro-actively in citizenship opportunities.

Implications for Teacher education

- How to make sure trainees and the school benefit from ITT partnerships – e.g. can large block placements have a negative impact on pupils, are there other models to explore?
- The importance of not overburdening staff whilst encouraging CPD

Lunch was followed by discussion of the Key issues for ITT providers led by Janet Palmer from the Manchester Metropolitan University and Linda Whitworth from Middlesex University.

The questions posed to the participants were:

- What do secondary schools have to learn from good practice in primary schools?
- What can key stage 3 teachers expect pupils to have learned about Citizenship in KS2?
- When so many secondary schools locating their Citizenship studies in the PSHE department, is it possible to retain the integrity of both subjects? Are they similar or fundamentally different in nature?
- What are the implications for training on Citizenship ITT courses?

Below are some notes from the discussions:

**Questions 1 & 2**

- Development of schools councils working from form through year to school organisation - creating the environment
- Listening to the pupil voice – creating and developing opportunities using the skills developed in the Primary context
- Recognition of the philosophical and cultural shifts which may be needed in a school with a trainee – possibility of the trainee having the more specific focus for CE and being used as part of the school’s mechanism for improvement
- Issues of senior management – how to influence the school ethos
- as insiders – the position of the student in the school. The place and role of the student
- as outsiders - issues for HEIs wanting to influence the opportunities and direction of school experience. How much influence could / should an HEI exert?

**Questions 3 and 4**
- “You can’t do CE without PSHE” quote from a member of the seminar group indicating the relationship of CE and PSHE. Opposite view – can you do PSHE without CE? the general feeling was no, that you needed PSHE because that provides the personal development which provides the arena of change needed to develop an active citizen
- issues of PSHE as opposed to CE
- delivery in a primary school where the 2 may be intertwined (different position as it’s non-statutory)
- delivery in a secondary school where there is a discrete syllabus with very specific content – a need to deliver separate strands
- in CE need to avoid the checklist approach e.g. KS3
- relationship between approaches – the substantive and the procedural
- relationship between process and concepts
- underpinning values and ideas
- need for dialogue with and in schools
- mechanisms - e.g. reflective journals significant for trainees to demonstrate CE thinking (also provide evidence towards standards)
- getting airtime for CE
- creating the active citizen - more than just knowing the principles (issues for the trainees)
- co-ordination of CE in schools within / through the trainee
- supporting trainees as agents of change
- value of networking – across HEIs
  o in schools
  o using CE trainees to train others, e.g. workshops
  o using CE trainees to run workshops at conferences

- Nature of CE currently immature – the need for a continuing dialogue to drive developments

The seminar concluded with a brief plenary bringing together key points from the discussions with emphasis on the role of citizenship trainee teachers as agents of change in schools.
For centuries on the site of the Galleries of Justice, at the Shire Hall in Nottingham, citizens of the local community were locked up in prison, stripped of their civil liberties in the courtroom and sometimes lost their lives, on the gallows of the front steps.

In the 21st Century, as the National Centre for Citizenship at the Galleries of Justice we are opening our doors and unlocking the potential of the community to become active citizens.

Learn about the Past Act in the Present Change the Future

This is the philosophy behind the Galleries of Justice, a museum and heritage site housed in the old Shire Hall in Nottingham’s Lace Market and made up of a range of Victorian courtrooms, an 18th century prison and Edwardian Police station.

Traditionally the museum has as its core market Primary schools visiting for the Victorians, and Secondary schools for Crime and Punishment through Time, however with the advent of Citizenship the Galleries has become a prime venue for learning about legal literacy, rights and responsibilities and the discovery of community involvement.

The NCCL has been formed into three main sections: Schools and Colleges; Crime Reduction and Community Access. All operate under the banner of Citizenship and aim to inform and challenge, with the end result of Citizenship Learning.

For schools and colleges there is an active programme in mock trials both historical and contemporary, students get to participate in the courtroom drama of George Beck who was one of the Reform Bill Rioters, not only was he tried at the Shire Hall but also executed on the front steps.

Looking at modern day issues such as burglary, street crime, graffiti vandalism, trials also take place in a modern youth court which is linked directly with the Police station.

The NCCL whilst being housed at the Shire Hall is also actively involved in web based projects, the largest being www.rizer.co.uk which translates the criminal justice system into an interactive youth friendly format; for any teacher who wants to know about the law, this is the first place to visit.

As a charitable organisation the NCCL needs to source funding for all its projects. The most recent Crime Reduction project is ARC (Actively Reducing Crime Schools and Colleges) which creates Crime Reduction centres in schools.

This involves a process of the school using its council to look at issues of crime in the local community and leads to a funded project to tackle crime in the local area. Participating schools gain accreditation, receive funding for projects and are given extensive resources to use as part of their Citizenship teaching.

With 17,000 education visits a year, the aim is now to add to the learning capabilities of the building beyond the heritage site.

This year sees the organisation take over the national prison museum collection, which should be a rich source of information. This includes a wealth of archive materials and physical items such as Oscar Wilde’s cell door and original Execution equipment.

Visitors will also get the chance to look round the Community Galleries, which recently had an exhibition on Global refugees and currently has an exhibition on the cultural identity of black Britons.

To find out more about the work of the NCCL visit our website www.nccl.org.uk

or contact Tim Desmond, NCCL, Galleries of Justice, Shire Hall, Lace Market, Nottingham, NG1 1HN 0115 952 0555 tim.desmond@nccl.org.uk
As a tutor on a science PGCE course I am increasingly aware of the importance of preparing students to be able to manage the discussions around such issues as global warming and genetic engineering that increasingly will form part of the science curriculum within schools. It also appears that knowledge of the nature of science is generally not well developed amongst the students whilst doing their degrees. There seems to be a tendency to focus on the ‘facts’ of their subject and to ignore the socially constructed aspects - the dynamic relationship between the scientific establishment and the culture within which that establishment operates. The question is how to engage the students with this way of thinking.

Attending the opening of the Tibetan Peace Garden along the Lambeth Road in London brought me back to the grounds of Imperial War Museum, a place I hadn’t visited since I was a boy. The IWM suffers from having a name made up of the three most ‘hated’ words in the English language. For someone with liberal sensibilities it may not be the first choice for a trip out. However, this is not a place that glorifies war, rather it aims to represent the experiences of all those who were touched by the conflicts of the last century. As such it stands as one of the major museums of social history in the world.

As I reacquainted myself with the collections, my science tutor role came to the fore. Even a cursory glance reveals a lot of science. However, this somewhat simplistic use of the museum’s collections as a teaching stimulus seemed to be missing a very important point. That is the role of scientists and technologists in the development and manufacture of these weapons. This seemed to be a way of engaging students that hadn’t been overworked before, so I contacted the Education Department at the IWM to see if we would be able to work together.

Paul Salmons is the Education Officer attached to the Holocaust Exhibition at the IWM. This is a permanent exhibition at the museum and contains artefacts and testimony of survivors of the Holocaust. He was keen to develop work looking at how ‘racial science’ and social Darwinism, which was by no means peculiar to Germany, underpinned Nazi ideology and how this had been promulgated to the extent that the Holocaust had been allowed to happen.

As the first step in this work a group of science PGCE students were taken along to the IWM for a day. We started off with a presentation, using artefacts and archive material considering the way in which the imagery of science and the rhetoric of survival of the fittest had been used by the Nazis to give a ‘rationality’ to their politics of hate. The session was interactive and made the students think about the underlying social milieu. The second part of the day gave them the opportunity to go around the exhibition. They all reported being deeply affected by this experience.

As a stand alone activity this event had merit. It exposed the students to an historical method of working – something quite akin to the scientific method interestingly enough – which might facilitate cross-curricular work in the future. It offered a context in which the rationality of science, its detachment from its social context could be questioned. It offered up a ‘case study’ of where a non-questioning approach could lead. Perhaps most importantly it educated the group of students about a specific period of history of which there was some ignorance within the group.

Both Paul and I are keen to develop this work past the stand alone package described above. We aim to offer the day to others involved in initial teacher training and to develop materials that might be used in schools to support work in this area. To this end we have held some seminars with teachers around the country. There is clear support for this work. One teacher said ‘I think it should be emphasised more heavily in the curriculum if tomorrow’s scientists are to prevent this from ever happening again.’ Whilst one of our initial target audience wrote: ‘I’m only a PGCE student now but hope I will be able to use this in whichever school I teach in. I think it could form part of the science scheme of work, not necessarily just citizenship.’

If you would like more information on this work contact Neil at n.herrington@uel.ac.uk or Paul at psalmons@iwm.org.uk
Museums, Archives, Libraries and the Citizenship Curriculum
A guide to supporting schools in the teaching of citizenship

Introduction
This guide has been written for staff in museums, archives and libraries that are thinking of developing services and resources that support the teaching of citizenship. It contains information about the curriculum and also gives an insight into how schools are teaching the subject currently. There are ideas on where and how to start and several practical suggestions for activities that organisations could develop and make their own.

Why citizenship?
Several factors led to the introduction of citizenship to the National Curriculum.

There are two overall aims of The National Curriculum:

_Aim 1:_
The school curriculum should aim to provide opportunities for all pupils to learn and achieve.

_Aim 2:_
The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare children for the opportunities, responsibilities and experiences of life.

(The National Curriculum, Qualifications and Curriculum Authority 1999)

The Citizenship curriculum was developed in order to provide a more focussed and robust means of achieving these aims.

The National Curriculum can be viewed and downloaded at [www.nc.uk.net](http://www.nc.uk.net). Telephone helpline: 01787 884288. Through an arrangement with the Group for Education in Museums ([www.gem.org.uk](http://www.gem.org.uk)) copies are free to museums when an order is faxed on headed paper: 01787 312950.
“Civics”, in one form or another, is on the curriculum of almost every other European country. In Britain voter apathy is a problem. It was felt that if pupils were better informed about, and more engaged in the whole democratic process then they would be more likely to participate in that process.

Teachers saw that pupils were often passionately interested in events being covered in the media. However, the prescriptive nature of the curriculum in other subject areas made it very hard to find time to debate current affairs and issues in an appropriate and meaningful way. The citizenship curriculum is not prescriptive and designed to give schools the flexibility to respond to topical concerns in their own way.

Museums, archives and libraries and the citizenship curriculum

By their very nature museums, archives and libraries will be of interest to schools looking for examples of citizenship in action. All three provide a service to individuals but have to recognise the differing needs of their many users. The need to provide an egalitarian and effective service could be a focus for study.

Museums, archives and libraries (MALs) may be part of the local community and/or democracy because of the way they are funded, the way they are managed, the work they undertake, their physical location or the collections they hold. As such their very function and existence could be examined by pupils.

Museums and archives have a unique capacity to communicate an intellectual and emotional understanding of ideas and issues from other eras and other cultures makes them an ideal venue for the teaching of citizenship. With appropriate interpretation, collection items can animate human experiences and provide a basis for the exploration of views and beliefs, imaginative thinking, discussion and empathy. They can inspire an understanding and appreciation of diversity and the value of difference. It is expected that pupils will develop just these skills through the teaching of citizenship, using concrete examples and active participation.

Libraries, as centres of local information will be able to give practical advice on where and how to contact local government, pressure groups, welfare organisations and charities. Teachers may be unaware that libraries hold this type of information. Let schools know that you can help in this way and try to develop ways of making this information available to teachers and to pupils doing individual research.

MALs can support the teaching of citizenship in many ways. There are great opportunities here for MAL to work in partnership with one another and with organisations beyond their sector to develop strong, user-focused programmes. Talk to your neighbouring museum, archive or library about the possibility of collaboration. And take the opportunity to explore links with community-based organisations and youth services. You may find inspiration and new ways of working.

The Citizenship curriculum and schemes

Citizenship has been statutory for Key Stages 3 & 4 pupils (aged 11 – 16 years) since September 2002. Pupils are assessed in citizenship at the end of Key Stage 3 but, in
common with other National Curriculum subjects, there is no requirement for assessment at Key Stage 4. Three examination boards also offer a GCSE (Short Course) in citizenship studies:
Accreditation and Qualifications Alliance, www.aqa.org.uk
Edexcel Foundation, www.edexcel.org.uk

At Key Stages 1 & 2 pupils (aged 5 – 11 years) citizenship is part of the framework for Personal, Social and Health Education (PSHE) and it is not statutory. There will be no end of stage assessment for primary pupils but schools will be expected to record each child’s progress. OFSTED (www.ofsted.gov.uk) looks for evidence of work in this subject and for progression.

It is suggested that each pupil has a Citizenship Portfolio (Key Stages 3 & 4) or Citizenship Logbook (Key Stages 1 & 2) in which to record their achievements. This will be an opportunity for pupils to develop skills in self-assessment and record keeping.

The National Curriculum handbooks describe what should be taught in the programmes of study at Key Stages 3 & 4 and in the framework for PSHE & Citizenship at Key Stages 1 & 2. The Qualifications and Curriculum Authority (QCA) (www.qca.org.uk) suggests that schools take a flexible approach to addressing the requirements of the programmes of study. As already stated, this less prescriptive approach should allow schools to develop ways of covering the curriculum that are responsive to the institution and to its local community and current events.

The QCA has produced schemes of work for each curriculum area. The schemes cost £25 each (inc. p&p) and can be obtained from QCA Publications, PO Box 99, Sudbury, Suffolk CO10 2SN. Telephone: 01787 884444. Fax: 01787 312950. They can be viewed and downloaded at www.standards.dfes.gov.uk/schemes Local authority organisations will receive a 50% discount when orders are made using headed paper.

The schemes of work:
• give practical suggestions on to how to cover each subject in the classroom.
• suggest teaching activities
• give learning objectives and outcomes
• identify the links to the National Curriculum programmes of study
• recommend supporting resources
• identify links to other curriculum areas
• offer suggestions for teaching citizenship through other subjects

See also the LMAL summary of the National Curriculum Programme of Study for Citizenship:
(http://lmal.org.uk/priorities/index.cfm?ArticleID=212&NavigationID=161)

The schemes are extremely helpful to MALs because they give a sense of how schools might deliver the curriculum. They are a useful reference that can be used to identify how and where collections and activities relate to each subject. It will certainly facilitate discussions if you are reasonably familiar with both the curriculum and the schemes of
work before you meet teachers.

Other sources of useful information about the teaching of citizenship are:

www.dfes.gov.uk/citizenship Department for Education and Skills website. These pages specifically supporting the teaching of citizenship.

www.citizen.org.uk The Institute for Citizenship is a charitable trust that aims to promote citizenship and active participation in democracy through education and other activities.

www.teachingcitizenship.org.uk The site of the Association Citizenship Teaching (ACT). This is a membership organisation. The annual fee is £25 this includes the cost of three journals.

**How are schools addressing the citizenship curriculum?**

Both primary and secondary schools will have a member of staff with responsibility for citizenship. This person is usually called the Citizenship Co-ordinator.

Before schools begin to write policies or development plans they will have carried out an audit of citizenship across all subject areas. They will almost certainly have found that a significant proportion of the citizenship curriculum was being covered but had not been identified as such. They may have been delivering elements of citizenship in any of the following ways:

- in work that they are doing in other subjects
- implicitly in the ethos and expectations of the school
- pupils are encouraged to take responsibility for their own learning and assessment
- in pupils contributions to:
  - the planning and organisation of events
  - school and year councils
  - school policy development and delivery eg: behaviour, anti-racism, community initiatives
- in school assemblies
- in circle-time
- after school clubs and activities and school journeys
- in focus weeks eg: environment week, safety week, conflict resolution week
- in playground initiatives

Schools will have made the links from these activities to the citizenship curriculum more explicit.

**How are schools teaching citizenship?**

Audits will have revealed that each school has a unique starting point for the planning of schemes of work. Most schools will develop a ‘mixed economy’ for teaching citizenship, including:

- teaching through other subjects with the links made more explicit
- modules timetabled into PSHE
- timetabled citizenship lessons
tutorial time made more purposeful and productive
• specific events off-timetable eg: Activity Weeks, Drug and Alcohol Awareness Day, theatre in education
• extra-curricular activities, events and community participation

Assessment
At secondary level, the cross-curricular elements of citizenship can be very difficult to assess. For example a history teacher may see a class for a one lesson where an aspect of the citizenship curriculum is embedded in a lesson. The teacher will find it very difficult to carry out assessment of how each of the pupils performed in citizenship during that lesson. MALs could help with assessment. There may be opportunities during a visit for teachers to observe pupils and assess their interactions against the citizenship curriculum. This assessment opportunity should be flagged up to schools as a possible outcome of a visit.

MALs can offer activities that could be used for assessment by teachers. For example, during or after a visit pupils could carry out:

• self-assessment and reflect on their work with you
• produce written work that demonstrates their achievements in citizenship
• complete multiple choice check lists
• make presentations on work they have done
• peer reviews
• an exercise where they recall key points.

How can MALs prepare to support the citizenship curriculum?
Organisations should audit current services for schools and see if they are already offering elements of the citizenship curriculum. Canvass the opinions of teachers to see if it is worth strengthening the citizenship elements either in the on-site services or activities or in the resources provided for work in the classroom. Let schools know what you are doing that supports the citizenship curriculum. Look for opportunities for pupil assessment.

Do contact schools to see what sort of help would be most useful to them. There is anecdotal evidence that teachers are feeling rather overwhelmed by all the printed information and resources being sent to schools. A personal approach would probably be appreciated. Talk to schools now, while they are firming up their policies. Build a long-term relationship with schools by ensuring that the support you can give is built into their development plans.

Remember that for primary schools, citizenship is not statutory and therefore programmes and activities with this single focus may not be as well-supported. However, cross-curricular work with a strong citizenship strand may attract schools.

Organisations that are rooted in the local community, either through their collections or through the activities they undertake, may be able to give excellent support to the community elements of the curriculum.
It is expected that the citizenship curriculum will promote an understanding of active citizenship through pupils’ participation in the wider community, MAL can be pivotal here (see suggested activities below).

**What sort of things can MAL actually do?**

As always it is vital to develop services within the framework of an education strategy and in consultation with users. At every stage of development discuss your plans with teachers. Pilot programmes and resources with schools and modify them in response to feedback. Evaluate your work to ensure that it continues to meet the needs of schools.

Museums, archives and libraries can foster the development of pupils’ knowledge and skills in citizenship through the formal services that they offer to schools. But they are all uniquely placed to offer pupils the chance to participate in the community through the work that they do.

The following ideas are listed just to spark ideas in the reader – there are plenty more just waiting to be developed!

**Exhibitions**

Incorporate citizenship themes into exhibitions and supporting resources and activities.

**Follow-up activities for the classroom**

Suggest classroom activities that involve role-play, debate, and simulations. All may help pupils to develop the skills and insight needed to see another’s point of view, to empathise, to improve their understanding of social and moral issues – all required outcomes of the citizenship curriculum.

Give pupils time to reflect on their experience at the museum, archive or library, either before the end of the visit or back at school with their teacher. This sort of considered response to individual learning is fostered through citizenship. For example pupils could complete individual evaluations. Responses could be recorded in pupils’ portfolios or logbooks.

Create photocopiable writing frames on citizenship issues. These can be used during lesson or tutorial time, for homework and by teachers to record and assess pupils’ progress. This written work could then be added to pupils’ citizenship portfolios or logbooks.

Provide material that will stimulate discussion about the role of museums, archives or libraries. What are museums, archives and libraries for? Who do they serve? How do communities participate in and influence the activities of MAL?

**Special events**

Focus on a citizenship theme for a fixed period and develop programmes, services and resources to support the theme. The event could last a day and target one school or run for much longer and target many schools.
For example:
- A museum, archive and library could run a collaborative event that looks at crime and punishment or the community. Through a mix of visits and loans pupils could explore how these issues were dealt with in the past. They could make comparisons with modern attitudes and practices by looking at newspaper and fictional accounts. The supporting resources could encourage pupils to improve their research skills. A large collaborative event could be well resourced and could last for term or two and could target all the schools in the local area.
- An archivist could run a democracy day for one school. Pupils could visit the archive and work with the archivist, not just to find out about democracy but to learn research skills.
- A museum, library and archive could work with a local school on the theme of charity. This could be a multifaceted project including fundraising, an examination of how charities work and research into philanthropy and help for people in need in the past e.g.: workhouses.

One off events or annual focus days and weeks mean a lot of extra work but they can:
- attract additional funding
- allow organisations to tap into external marketing when part of a national event (eg. Museums and Galleries Month, Local History Week, the Big Draw)
- attract press coverage.

Every school will hold focus days or activity weeks at different points during the academic year. Themes for these events might include conflict resolution, industry week, mock elections, the environment, drug and alcohol awareness and model United Nations (www.una-uk.org). Discuss with your local school what you might do to help or even suggest a citizenship theme that you could support on a year on year basis.

Visit schools during activity weeks and, as a guest speaker or interviewee talk about your organisation’s role and its relationship with the community.

**Artists in residence**
A residency could be based around a citizenship theme. For example: diversity or improving the local environment. Children could work with older or younger pupils or with another sector of the community.

One of the suggested activities for Key Stage 3 pupils is to plan an arts orientated project. This could be centred on and managed by a museum, archive or library.

**Intergenerational events**
Plan events where pupils work with younger children or with community groups.

For example:
Help schools to facilitate secondary transfer by building relationships between primary and secondary schools. First year secondary school pupils (Year 7, Key Stage 3) could be inducted as museum guides, perhaps focussing on an aspect of the primary school curriculum or a special exhibition. Primary school pupils from the local feeder school could then have their own individual guide during a museum visit. This would be a valuable
experience for both parties. Alternatively, pupils could guide their families or the local seniors’ club during a visit.

Pupils could be mentored in working with loan boxes or handling collections and could take them into residential homes, day care centres or primary schools.

**School linking**
Schools are encouraged to link with schools in other parts of the world to share experiences and ideas. If you know of a museum or archive, with similar collections to your own in another part of the world, you could broker a partnership. A school that has visited you could be put in contact with a school that has made a recent visit to a similar organisation overseas.

**Out of hours - enrichment activities**
Schools will find it extremely difficult to find interesting, supportive and meaningful ways for pupils to contribute to life in the wider community. This is an area where MAL have a great deal to offer. For a small organisation without the capacity to cope with the large number of pupils in a secondary school year group, it is a chance to work with manageable numbers of young people.

**Young people’s forum** Schools will be looking out for just this sort of community involvement for pupils. Now could be the time to set up a structure that allows you to recruit a young people’s forum from local schools.

[www.centresforcuriosity.org.uk](http://www.centresforcuriosity.org.uk) The training section of the Centres for Curiosity website has advice on setting up a children’s forum.

**Study support programmes** Run citizenship based after school study support programmes. Discuss this with your LEA who may have funding for this work.

**Exhibition advice** Co-opt local pupils onto teams for exhibition planning.

**Opportunity to volunteer** In collaboration with schools your organisation could set up a programme that allows pupils to volunteer. Pupils could:

- help to run events
- assist with holiday activities and clubs
- assist with summer schools
- trial activity sheets and family trails
- evaluate programmes and resources
- act as guides

**Further help and ideas**

**Education Business Partnerships**
EBPs can help museums, archives and libraries in many ways. For example they could broker partnerships between schools and MAL; facilitate focus groups and INSET, find teachers to help write/trial resources. You should be able to reach your local EBP through the education authority.

Below are a few of the organisations that have developed programmes, activities and resources that support the teaching of citizenship.

**The British Library**
See 21st Century Citizen a web-based resource that uses the collections of the Library and the National Archive (Public Record Office) and others to support the teaching of citizenship.
www.bl.uk

The Imperial War Museum
Citizenship has been incorporated into the Learning Strategies of Imperial War Museum North and the Cabinet War Rooms. They have also led INSET days on Citizenship for teachers and created some web-based resources.
www.iwm.org.uk

The Royal Geographical Society
‘Unlocking the Archives’ is a project to make RGS archives available to learners; it will give support to citizenship curriculum.
www.rgs.org

London’s Transport Museum
LT Museum runs a varied outreach programme that looks at citizenship in relation to the use of the underground.
www.ltmuseum.co.uk

Galleries of Justice
Under the aegis of the Galleries of Justice the National Centre for Citizenship and the Law delivers a wide range of services that focus on citizenship.
www.galleriesofjustice.org.uk
www.nccl.org.uk

Report written by: Tina Sawyer, Education Consultant
C Copyright: ALM London
ALM London (Archives, Libraries and Museums London) is the new strategic development agency for archives, libraries and museums in London and is the successor body to London's Museums, Archives and Libraries (LMAL). ALM London works to encourage collaboration between archives, libraries and museums in the capital, and to ensure that this collaboration brings benefits to the sector and to users and visitors. For further information please visit the website at www.almlondon.org.uk.
The citizenship curriculum and museums, archives and libraries 21.5.03
Steve Brace
Head of Information Services and Resources
Royal Geographical Society with IBG

Unlocking the Archives
* Preserving for future generations
* Widening public access
* Enhancing educational value

1. The Royal Geographical Society with IBG
The Society is a world centre for geographers and geographical learning dedicated to the development and promotion of knowledge together with its application to the challenges facing society and the environment.

It was founded in 1830 and is located in Lowther Lodge, Kensington Gore. The Society supports many aspects of geography including geographical research, education and teaching, field training and small expeditions, the public understanding and popularisation of geography and the provision of geographical information.

The Society believes that Geography plays a vital role in life long learning and research about the world and some of the most pressing challenges facing it, including those of:
- Developing individual and group environmental responsibility
- Planning for sustainable resource use and development
- Understanding and living in multi-cultural societies
- Reducing the human impact of natural environmental hazards
- Understanding and managing social and economic regional inequalities
- Managing population growth and migration
- Understanding, mitigating and adapting to global environmental change
- Maintaining landscapes and bio-diversity

2. The Society’s materials
The Society’s collections cover over 400 years of geographical research, exploration and discovery – from the 16C to the present day and we continue to accession materials into the collection.
We hold over 2 million items including:

- **Maps** – over a million maps, which illustrate not only cartographic information but also a wide range of citizenship issues – from for example slave routes between Britain, Africa and the Caribbean; to Charles Booth’s poverty survey of London 1886/91 or identifying the region where Mary Seacole – the black nurse who treated British troops worked during the Crimea War.

- **Texts** – a library of 250,000 publications and periodicals

- **Photographs** – over 500,000 photographs from the earliest days of photography in the 1860s to the present day. May of which being the first recorded photographic images of Africa, Asia, the Middle East and Caribbean.

- **Documents** - such as the papers of Stanley and Livingstone

- **Objects** - from Shackleton’s balaclava to slave chains David Livingstone used in his lecture to denounce slavery

The heritage elements of the collection particularly record the ‘Golden Age’ of British exploration during the Victorian and Edwardian period – and the attitudes of British society during this period to the wider world. And as such they reflect how the British viewed their role within the rest of the world. And such concepts continue to refract how the British view the world today – particularly in terms of the countries we know about and diasporas of people who have migrated to Britain from the Caribbean, Asia and Africa.

3. The educational importance of heritage collections and archives - *The “family photo album”*

Heritage collections – be they documents, photographs, or objects provide – an educational resource spanning both the themes of the collection and their chronological coverage.

In essence, collections are the formalised equivalent of our family photo albums, papers and ‘nick nacks’ that we all keep in our homes and often pass on (sometimes in good order) to the next generation. When we look at our own personal collections we both know our way around them and also are at ease with using and discussing them. When we look through our own family materials we might be reflective but we are also more likely to be prompted by the materials to:

- Complain about the 1970’s clothes our parents forced us into.
- Tell anecdotes about family holidays and gatherings.
- Guess at what might have become of school friends – before we track them down on *Friends Reunited*.

In all these cases, we make an implicite link between the past – the record of our families and how these experience have helped shaped the present. Further, this is usually a very active process, sometimes over a drink, full of conversation and energy in how people
address the materials.

Yet when people often approach formal collections – and especially archives – they often face a number of barriers to use the materials in a similar way. They bring a mind set of reverence to the materials (particularly in the face of expert curatorial knowledge), they might not know their way around them, what the collection contains and might be reticence and a bit awe struck about using the materials. They feel they should be “quiet” and behave in a particular way and essentially feel that – to use the worlds of an new audience development programme the Society has recently joined – that its ‘not for the likes of me’.

Yet is it the responsibility of all organisations holding collections to provide accessible routes into their collections - we must aspire to make them as accessible to young people as the album of photographs on the top of their wardrobe.

And here the citizenship curriculum provides a key opportunity in terms of establishing the relevance of collections to young peoples’ lives.

For example, “How can an individual citizen be sure that he or she will be treated justly and fairly if those who have influence over our lives are not at pains to ensure that the records of our activities are properly set down and kept?”

It is the collection, preservation and making accessible of archival materials that provides access to records of our past and also the interpretation of events. And perhaps even more importantly: “Archives are about identity. They define and record personal identity and chart the emerging and developing identity of communities. The sense of being included by, or excluded from, society is closely linked to this sense of personal or community identity.”

It is this sense of connection to a community, and the rights and responsibilities which flow from this which are central to the concept of citizenship. So the involvement of young people in an organisations collection – through the use of citizenship as an explicit dimension - provides a range of opportunities for young people to (re)interpret the materials from their own perspectives.

4. Unlocking the Archives
This is a £7 million Heritage Lottery Funded project to be completed April 2004 and to provide three key elements:

- Preserving the collections for the future
- Widening public access
- Enhancing educational value through onsite, online and outreach work with schools

This will be achieved through:

- Building of new stores and integrated single collection online catalogue system (which will move from a number of separate card index files)
- The construction of new public facilities – a new reading room, education centre, seminar rooms and exhibition space.
- The development of new programmes directly lining the materials to the needs of
schools, life long learning and also a range of minority ethnic perspectives.

As part of our lead up the 2004 launch we are keen to involve schools in our pilot programmes linking heritage to citizenship, particularly within the following areas:

1. The Unlocking the Archives education website which has downloadable educational materials for KS3/4. These materials have been specifically tailored to the geography, history and citizenship curriculum and currently feature work on Everest with materials on the British Empire to be added shortly. Alongside this is the related Geography in the New site which explores contemporary geographical issues in the news. [www.rgs.org](http://www.rgs.org) In addition, we have been working with the Moving Here project to provide 3,500 19th and early 20th century photographs of the people and places of the Caribbean and Indian sub-continent which illustrate diasporas of their people to Britain. [www.movinghere.org.uk](http://www.movinghere.org.uk)

2. A programme of themed conferences and educational study visits to use the Society’s materials

3. Our programme of themed exhibitions which will showcase materials from our archives and connected them to contemporary issues.

4. Access to the materials through the online catalogue – which in the future will also include digital scans from the photographic collection.

5. Relevance to the citizenship curriculum

The Society’s developing programme will support schools in a number of specific areas of the citizenship curriculum for example:

**Knowledge and understanding about becoming informed citizens:**
KS3 1b. the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.
KS4 1b. the origins and implication of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.
KS3 1i. the world as a global community and the political, economic, environmental and social implications of this.
KS4 1j. the wider issues and challenges of global interdependence and responsibility, including sustainable development.

**Developing skills of enquiry and communication**
SK3 2a. think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.

**Developing skill of participation and responsible action**
KS3 3 a. use their imagination to consider other people’s experiences and be able to thing about, express and explain view that are not their own.

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**Contact details:**
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Tel 020 7591 3000  Fax 020 7591 3001 [www.rgs.org](http://www.rgs.org)
Developing Strategies for citizenship education in and beyond the school

*John Potter*

**Background**

The reasons for introducing education for citizenship in England in 2002 were both political and educational. In the flurry of concern around assessment, recording, reporting we are in danger of losing sight of the larger purpose of citizenship education. Citizenship education aimed ‘at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life.’ Such is the ‘ambition’ of education for citizenship.

**How are we Doing?**

Last year Ofsted inspected and reported on the impact of citizenship in a small sample of schools. The inspectors concluded that performance was patchy and too many schools had failed to grasp the ‘ambition’ of citizenship education. Too often schools treat citizenship education as just one more subject that has to crammed into an already bursting taught curriculum.

Furthermore, many schools fail to understand the fact that education citizenship education needs to be rooted across the culture of the whole school. Education for citizenship has four layers: (i) issues, (ii) ethos, (iii) pedagogy and (iv) partnerships with parents and community. Together these elements make up the four layers of education for citizenship.

The encouraging news is that many teachers – probably still a minority – are enthusiastic and imaginative and have a great ambition for education for citizenship. But much still needs to be done if education for citizenship is to honour to ambitions of its founders.

**Building a Citizenship Culture**

First, those involved with citizenship education need to communicate the fact that the Programme of Study is a means to an end – effective citizenship – not an end in itself. Teachers, pupils and parents need to make the connection between making a difference and developing citizen skills and understanding. Pupils who can make their voice heard - use evidence, persuasion and personal commitment to change the world – are pupils who will learn more and succeed better in what they set out to do. The Plymouth students who made a professional video on democracy in the Philippines and the Durham students who took responsibility form monitoring and tackling disruptive behaviour in their class have seized the point. Citizenship, behaviour and quality learning make up a virtuous spiral of action, reflection, learning and improvement.

**Strategy**

Second, we need to draw on the experience of those schools that respond to the social and political challenges facing their communities through both the taught and whole curriculum. For example, schools that support communities where there is racial tension or suspicion between older and young people have strong agenda to work to. Ataf-Sabir, a young Asian working with Changemakers in the midlands, collected together a group of friends ad set up Radio Ramadan to explain their faith and support their community. Young people at Thistley Hough High School in Stoke-on-Trent suffered from serious racial tensions between the whites and Asians. The young people complained to the teachers. The teachers said they couldn’t do it on their own. They could only tackle the problem by working *with* the pupils. The students were treated as the solution not the problem. The situation is now transformed. A student Equal Opportunities Council develops
dance, games and cultural events in and beyond the school. They publish their achievements on the school website. In the school Entrance Hall is a large exhibition of their work, including pictures of the dance events that the young people have performed far and wide in theatres and arenas.

**Joint Action**

Third, ambition and strategy mean nothing unless and until they result in positive action that produces stronger communities and better learning. Every attempt by local government or local communities to improve neighbourhoods and strengthen communities should involve young people from schools and local youth organisations. There is a programme called impetus which encourages young people in schools and youth organisations to promote human rights, across their schools and into their local communities. impetus projects are supported by specially convened Local Voluntary Panels (LVPs). CSV (Community Service Volunteers has set up a website for educators and local communities to use when looking for ideas and help with community projects.

There is a huge, largely untapped reservoir of opportunities and good will out there. The problem is that not enough people understand how these opportunities can be tackled. As far as citizenship is concerned there are too many gaps in the system. There is, all too often, a gap between those responsible for Personal, Social and Citizenship Education (separate but related subjects) and the rest of the staff teaching more traditional subjects. There can also be a gap between the citizenship team and the Senior Managers; and between the Senior Managers and the Governors. Furthermore, there is far too often a gap between the school and its wider communities. Partnerships don’t come together easily. Both sides need to understand each other’s needs and interests. Both sides must invest sufficient effort in making the partnership work.

**Signs of Hope: A Citizenship Accord**

The Association for Citizenship Teaching (ACT) is backing the idea of a nationwide Accord to encourage schools and their partners locally, nationally and beyond to sign up to a simple agreement to work together in ways that will foster effective citizenship education.

The objective of the Accord is to enlist partners from education, community, government and business to shape and support the:

1. **Principles** that underpin citizenship education and against which it should be developed, implemented and evaluated

2. **Policies** that have a direct or indirect bearing on building effective education for citizenship

3. **Practice** of citizenship education through a national partnership project

The principles behind the Accord are being explored across the UK through the Four Nations Conference which brings together leading partners in education for citizenship from England, Scotland, Wales and Northern Ireland.

We are also discovering the technology of connectedness which will have a huge impact on teaching and learning, including the development of citizenship education. In Dudley – in the English Midlands – 40,000 hand-held computers (PDAs) will be provided for young people and adults as a tool for their personal and shared learning. Each PDA will have blue-tooth and infra-red connectivity. This will give every user direct and immediate others in the classroom and - through the web - to fellow citizens across the world. Such developments will significantly transform the character of education locally and internationally. We shall soon have technical the tools we need for a genuinely global approach to citizenship education. Forthcoming international con-
references in Germany - Weinheim and Koln – are promoting the growing international interest in citizenship education and service learning, but it is not certain how far this will impact upon most teacher training, let alone on practice in schools.

The Outstanding Question

The outstanding question is: Do we have the intellectual and pedagogical frameworks to make the most effective use of these tools. University ITT courses - for the most part - offer citizenship education only to those who intend to specialise in it. There is still little understanding among the generality of subject teachers of the broader aims and methods of education for citizenship. CPD is patchy and practice varies significantly from one place to another.

For a start, we need to promote a widespread understanding of the four layers of citizenship education outlined above: issues, ethos, pedagogy and partnerships with the wider communities. These layers can be dynamically illustrated in the form of a CITIZENSHIP CUBE which itself is built of many separate but related books. This CUBE deliberately sets out to show how the component parts of citizenship education can relate and work together. The CUBE is proving useful in initial tests in the North East. It defines the landscape of citizenship education and thereby helps practitioners keep their eye on its larger aims. It also breaks down the themes - issues, ethos, pedagogy and partnership – into their component parts. This makes it possible for policy makers, practitioners and pupils to tackle the challenges of citizenship through a sequence of manageable steps. It offers, in short, a framework for developing effective education for citizenship.

The CUBE can further act as a ‘mug-rack’ on which to hang further information. Pictures, video clips, web links and other materials can readily be hyperlinked to the basic framework. It can become a one-stop-shop for resources, particularly web resources, that at the moment are scattered across the ether like confetti in the cosmic wind. Our aim is to put the CUBE on a website and allow people to draw from it and constantly to update it with the latest links and ideas. In the meantime we would like more people to use and develop it.

Copies of the CITIZENSHIP CUBE are available at cost for non-commercial use from John Potter at potterjb@blueyonder.co.uk

John Potter is a consultant in citizenship education and author of Active Citizenship in Schools: A Good Practice Guide to Developing a Whole School Policy (CSV/Kogan Page 2002). He is a member of: the Editorial Board of the Association for Citizenship Teaching; the Steering Group of the Four Nations Citizenship Conferences (UK); the Board of the ICSLTE (Clemson SCC - UK), and a trustee of Changemakers. He co-ordinates impetus in England, and is – with Titus Alexander - co-author / editor of the forthcoming Education for a Change (Routledge, Jan 2005). He was previously Director of Education for Citizenship at CSV (Community Service Volunteers.)
Introduction
This paper aims to provide a brief introduction to the current initiatives designed to improve the quality of continuous professional development (CPD) available to teachers of citizenship education in primary and secondary schooling. In it I will describe how the strategy has developed to date, what its principal objectives are, what members of the strategy team have encountered in schools and LEAs and how we have attempted to meet the needs we have found. I conclude with some observations on the nature the task and a tentative look into the future.

What is the National Strategy for CPD in citizenship?
The National Strategy for CPD in Citizenship currently has a number of strands to it. These are:

- four full- or part-time members of a regional advisory team, centrally coordinated by myself,
- a network of 70 or so Advanced Skills Teachers. The CPD team seeks to support ASTs by means of the establishment of regional networks, meetings and conferences, including an electronic AST forum on the ACT website for the exchange of ideas and mutual support,
- the development of a CPD handbook, in which the key messages about, e.g., the nature of the subject, curriculum building, progression, whole school issues, assessment and so on will be set out alongside case studies of good practice,
- publication of training materials, including video and Powerpoints in order to put key messages into the hands of those who need them at school or LEA level.

Why has the CPD strategy been developed?
The CPD strategy was developed in order to boost progress in embedding citizenship education in the school system. There is no extensive debate about whether or not schools should promote citizenship values (there is a long and honourable tradition amongst British schools of promoting civic responsibility) but there is, in practice, a whole series of issues and debates about what form explicit citizenship education should take, e.g., where it is best located, whether it is more a lifeskill than a social science, who should teach it, how it should be assessed, how much curriculum time it should have, and so on.

The CPD team has aimed to make contact with, and offer support to, every LEA in each of the supported regions. This has enabled us to build quite a complex picture of how citizenship is being implemented both at LEA and school level. Team members have run or supported training courses in most of their LEAs, have offered a steady stream of advice and guidance, have supported the establishment of local teacher groups and so on. We have tried to identify those areas where colleagues have most urgently required help such as assessment, teaching controversial issues, or on introducing the GCSE short course.

One thing that strikes almost immediately is that, for most local authority advisers, citizenship is an additional responsibility to already large portfolios and may well represent an essentially new subject area for them. At school level, also, it is typical that citizenship coordinators have other responsibilities such as PSHE, careers, work experience, history, humanities or
In such cases, the friendly, expert (and free) support of a colleague from the CPD team has been invaluable and, in many instances, has enabled colleagues to take steps in developing training opportunities they otherwise would not have attempted.

Citizenship is new, at least in its present form, and the situation is changing quite quickly as practice develops and advice from QCA and Ofsted becomes sharper in the light of experience. For example, Ofsted has recently (Update 43, Feb. 2004) clarified its position on the standards of delivery it is now expecting of schools. Schools had been given until 2005 to bring their practice up to a level expected of a NC subject, but Ofsted (amongst others) noted the very slow pace of change in the majority of schools. It transpires that the majority of schools have done little more than tweak the PSHE curriculum and that citizenship (and PSHE) are still largely being delivered by form tutors as part of the pastoral curriculum. The poor standards of teaching often associated with tutor-based programmes is becoming increasingly recognised.

As noted earlier, the CPD team has been very active in training for assessment. This being the first year in which end of KS3 assessment is required, many teachers have faced the question of how to assess and report citizenship. There are still many misapprehensions about what is required, and how best to assess the different strands or elements represented in the Attainment Targets. This requires confidence in knowing what techniques work best for these different areas (knowledge, skills and participative activities), how to assess work undertaken in cross-curricular and whole school contexts, and what to do about the assessment of group and ‘active’ citizenship work. There is, for example, a great deal of interest in the potential of self- and peer- assessment techniques for obvious reasons including their ability to reach the parts other assessment tools don’t reach, but also because they are very much in the spirit of democratisation and participation. However, these techniques require a good understanding of their strengths and weaknesses. For example, self-assessment, the experts say, works better in the limited context of a single piece of work rather than the summative context of a student’s end of year statement. We have offered many training sessions on this subject and developed a PowerPoint on assessment issues, which will be accessible shortly on the ACT website.

A very big issue we encounter all the time has to do with the quality of delivery of the citizenship curriculum. It is becoming increasingly clear to us that training can only do so much to improve the current situation. Standards will not rise in citizenship unless it is taught by teachers who are committed to the area, have an interest in it and are well supported in school and beyond. And, however much a CPD team might work with subject coordinators, standards will not improve radically across the board unless there is a major shift away from the dominant mode of delivery which is still via the pastoral curriculum and the form tutor. No one with a specialist interest in citizenship (and no pupil taught citizenship by an unwilling form tutor) is happy with the current situation. It is not just training that is required it is structural change within, we believe, the majority of schools. Using form tutors to teach PSHE and citizenship was advocated by many as best practice in the 80s and 90s but experience and repeated inspections have now shown this model to have failed. Form tutors do an important job but they do not operate effectively where their subject knowledge is lacking and they do not have the experience or the confidence to handle sensitive and controversial issues. The result is ‘death by worksheets’ and lessons more like substitution lessons than the rewarding experiences they should be. Furthermore, when the whole school does PSHE and Citizenship at the same time, resourcing becomes a major problem. This is eased when the subject takes place across the timetable. It may be more expensive to create a specialist department for citizenship (possibly including PSHE) in the first instance but to do so will dramatically raise standards and will mean that schools can tap into a whole new cohort of committed and very able NQTs now completing their citizenship PGCEs. This is a new way to ease teacher recruitment and take an unwelcome burden off unhappy form tutors at the same time. We have heard of one school where the new department is staffed by three citizenship NQTs. The rest of the staff – and the students - can be heard heaving a collective sigh of relief.
Ofsted is now inspecting citizenship with the same rigour it brings to any other subject. The implications of what this means for curriculum construction and time allocation are significant. For political as well as educational reasons, schools have been left to decide how much time to devote to the new subject, with the result that many are doing far too little but may not be aware of this fact until the inspectorate arrives. If a full NC core subject receives 10 per cent or more of curriculum time, and if RE gets around 4 per cent, it has to be asked how much curriculum time is actually required to achieve a similar standard in citizenship (some schools we hear of appear to be offering less than 1 per cent). Ofsted is already saying that teaching through cross-curricular delivery is too tangential to cover the core knowledge adequately, and suspended timetable days, when used as the sole method of delivery, will not provide adequate time for coverage of the curriculum nor for proper consolidation and progression. So this is another key message the CPD team is reinforcing. Interestingly, the Key Stage 3 strategy document Designing the Key Stage 3 Curriculum (DfES 2002) suggested (no more than that) that 3% of curriculum time could be allocated to citizenship. It seems to me that even a good teacher could not achieve a satisfactory level of subject coverage (bearing in mind the need for debate, discussion and group work to develop skills as well as knowledge) on much less than this. The forthcoming CPD handbook discusses this issue and will suggest ways to achieve this level of curriculum input without neglecting key elements of PSHE.

**Identifying and celebrating good practice**

Having listed all the difficulties we face at present, it has to be said that the CPD team has come across many marvellous examples of exciting and rigorous citizenship work, both within the core curriculum and as enrichment activities. The team is collecting examples of good practice to encourage other teachers and to disseminate good ideas. We will draw on these examples in the CPD Handbook and will also publish a range of the best case studies on the DfES website in due course.

Examples of outstanding grass roots citizenship work include:

- work being undertaken across Oldham LEA to combat racism and promote community cohesion. The authority is also encouraging teachers to train in Philosophy for Children (P4C) techniques to improve the quality of thinking in citizenship and other lessons.
- a programme run by an AST in Birmingham encourages disabled children to become sports leaders, not only for other disabled children but for able-bodied ones as well (an example, I think, of where sports leadership can also be counted as citizenship because of its use in extending inclusion rights to young disabled people),
- pupils in a special school, have opened a Fairtrade shop, produced a play about Fairtrade and run assemblies in local primary schools, two of which want to open shops of their own,
- Two Citizenship ASTs from schools in the north-west collaborated to produce a programme of enrichment days across a range of core Citizenship themes. The days included: Y7 Crime (involving the local Police, Youth Offending Teams and Magistrates’ Association); Y8 ‘Make a Difference’ day; Y9 Parliament and Voting (incorporating a mock election); Y10 Racism, Human Rights, Prejudice and Discrimination and Y11 European or Media and Communication days (the schools took different pathways here).

These examples demonstrate that citizenship education not only delivers an entitlement for young people to know and understand their rights and responsibilities, but shows how valuable it can be in providing seminal experiences for young people in their formative years. We have come across so many dedicated teachers doing far more than their contract requires in order to raise the quality of life for students in their schools and in the communities to which
What are teachers’ training needs?

The findings of CPD team are that teachers, senior management teams, ASTs, and advisors all have significant training needs in all aspects of citizenship. It is quite difficult with a small team (covering less than half of the government regions) to be able to address all these needs directly. Having said that, there are promising developments in the central provision of CPD. The recently introduced professional certificate in PSHE is making new forms of training available to teachers who were previously unable to access this quality of provision and the DfES is researching the possibility of developing similar support for professional development in citizenship.

The question is this: is CPD (in this or any other subject for that matter) to be regarded as an entitlement for any teacher who wants it? I firmly believe it should be. Access to CPD across the country is extremely uneven and haphazard, and where the numbers of those needing training are thinly spread (as they are in citizenship and PSHE) these needs are for more likely to remain unmet by local providers who cannot recruit sufficient numbers for any single local course. Centrally sponsored, distance-learning-based CPD, which can be accessed by teachers where and when they wish, would significantly improve the situation.

In the meantime, the CPD team aspires to be at the heart of the process of helping to embed citizenship in the curriculum. It feels to the team more like the end of the beginning than the beginning of the end because we have identified many unmet training needs at secondary, let alone primary, level. Citizenship education remains vulnerable to marginalisation, in my judgement, if standards do not quickly rise. We urgently have to demonstrate success so that schools, teachers, students, governors, parents and politicians clearly see its value, understand its purpose and come to regard it as a vital part of the curriculum and life of every school.

Notes

1. Current members of the CPD team are: Peter Brett, NW region, (currently seconded from PGCE course St Martins, Lancaster), Jeremy Hayward, London LEAs (part-time, whilst still delivering the Institute of Education’s PGCE course in citizenship), Chris Pittaway, West Midlands, (seconded from a special school with a superb record of active citizenship projects), and Balbir Sohal, South Central (part-time, seconded from Coventry LEA).

2. The network of ASTs was initially established through a partnership between LEAs and the DfES which provided grants to local authorities wishing to appoint an AST. This central grant was for one year only. Many ASTs are remaining in post, with their funding being taken over by the LEA though some posts are terminating after one year.

3. The handbook is being written by a number of consultants, with an editorial team being led by David Kerr. The handbook will be published in stages, the first chapters will go up on the DfES website as soon as they are ready, during the summer term.

Don Rowe is coordinator of the National Citizenship CPD Team but the opinions expressed in this article are his and not necessarily those of the DfES.
HEI's offering PGCE in Citizenship

The following is a list of web addresses of HEI's in England that currently offer PGCE courses with Citizenship as a single subject or in conjunction with another subject as recognised by the TTA.

Bradford College
http://www.bilk.ac.uk/cgi-bin/HEprosp/show.pl?id=161

Bristol University
http://www.bris.ac.uk/education/programmes/pgce/course/citizenship

Canterbury Christ Church University College
http://education.cant.ac.uk/Secondary-Education/citizenship.htm

Exeter University *
http://www.ex.ac.uk/education/subjects/history.htm

Institute of Education, University of London
http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=882&882_1=830&var2=PGCECE

Leicester University *
http://www.le.ac.uk/education/courses/pgce/pgce-citizenship.html

London Metropolitan University
http://www.londonmet.ac.uk/pg-prospectus-2003/courses/depts/education/pgce-sc.cfm

Marches Consortium Leominster *
http://www.marches.demon.co.uk/default.htm

Middlesex University
http://www.mdx.ac.uk/subjects/te/pgces.htm#citizen

Newman College Birmingham
http://www.newman.ac.uk/Courses/Postgraduate/PGCE_Citizenship.asp

Sheffield Hallam *
http://www2.shu.ac.uk/prospectus/op_pglookup1.cfm?id_num=EDU023&status=TN

St. Martin’s University College, Lancaster
http://www.ucsm.ac.uk/courses/education/pgce/citizenship/php

University of Plymouth
http://www.plymouth.ac.uk/courses/postgraduate/taught/2831/PGCE+Secondary+Education+%28Citizenship%29

* Web page not yet confirmed
Association for Citizenship Teaching
Annual Conference

23 June 2004

King’s College Franklin Wilkins Building,
Waterloo, London, SE1 9NN

With an exciting programme of practical, inspiring workshops, this conference is an essential training opportunity for Citizenship Co-ordinators, primary or secondary teachers of Citizenship or ICT, Citizenship Advanced Skills Teachers, LEA Citizenship Advisers and Citizenship PGCE students.

Taking the theme of “ICT, Subject Specialism and Citizenship”, the workshop programme will cover: using ICT in Citizenship teaching; teaching Citizenship through other subjects in the curriculum; and practical ideas for teaching and assessing Citizenship. The conference will be relevant to both primary and secondary teachers and will include an exhibition of Citizenship teaching resources.

To register, go to www.teachingcitizenship.org.uk or phone 020 7367 0510 for more details and a registration form.
The project focuses on the role of NGOs in human rights education within university based PGCE citizenship education courses. The research centres on the following research question: ‘What is the nature, extent and motivation of the reciprocal relationship (if any) between university departments of ITT and NGOs in the provision of initial teacher training in citizenship, with particular reference to the construction of curricula for human rights education?’ While adding to our basic knowledge and understanding of one critically important aspect of citizenship education, the research will provide a potentially useful basis for theoretical consideration on paradigm shifts in the delivery of human rights education in terms of related, practical, policy objectives for QTT Standards.

In particular, the project aims to:

- Support practical initiatives in policy development of human rights education curricula of use to university lecturers/ school-based mentors on citizenship teacher training courses in citizenship through the development of innovative forms of pedagogy relevant to training teachers
- Inform university, government-related and NGO thinking on human rights education within university initial teacher training, especially in practical strategies for working with adults other than teachers to support pupils’ learning.

**METHODODOLOGY**

*The practical focus of the research will be upon those university departments that offer ITT in citizenship together with associated NGOs. It is hoped that the full listed cohort of Citizenship providers will be involved. In addition to collecting curricular data (course booklets, published syllabi, web-based materials), qualitative fieldwork will take the form of structured interviews with course leaders and programme convenors at relevant universities and any associated NGOs. Interview questions will divide between those of (A) a general nature related to sources of guidance on citizenship; (B) those related specifically to human rights education; (C) summary statement and reflective assessment.*

**OUTCOMES**

This research will be a natural extension of and complementary to already developed networks such as CITIZED.

More widely, the project emphasises implicitly the importance of a wide dissemination of knowledge and understanding of human rights education through NGOs making a distinctive contribution to education in Citizenship ITT. Further, since National Curriculum Citizenship stresses community participation by pupils, the research may also have important wider implications for training teachers to manage the interface of formal educational settings (schools, universities) with community-based learning (charities, NGOs). Findings from the research will therefore be disseminated widely beyond ITT contexts. In addition to research publications, practical guidelines on the potential uses of governmental and NGOs will be disseminated through the website of the Centre for Research in Human Rights ([www.roehampton.ac.uk/crhr](http://www.roehampton.ac.uk/crhr)).

The Centre for Research in Human Rights is a member of the International Consortium for Human Rights Education, whose members are drawn from the continents of Africa, Asia, Europe, including Russia, and North America. The focus for dissemination and collaboration will be national and international, through academic journals and peer-review publications.

The Centre for Research in Human Rights is also planning an international conference on Human Rights Education in 2005 at which findings will be presented.
## INITIAL TEACHER TRAINING ON PSHE AND CITIZENSHIP

### Summary

The National Children's Bureau (NCB) will develop a PSHE and Citizenship resource for Initial Teacher Training (ITT) providers with photocopiable handouts for trainee teachers. It will be relevant to BEd and PGCE providers including those providing the new Citizenship course.

### Background

The new Standards and Guidance for ITT providers identifies the need for teachers to know about and understand PSHE and Citizenship (standard 2.2). It also refers explicitly to a range of ways that trainee teachers can develop their understanding. There are also of course, trainee teachers for whom their core subject is Citizenship. This is a hugely significant step forward, which NCB welcomes. This new emphasis on PSHE and indeed new course in Citizenship requires that Initial Teacher Training Institutions rethink how and what they deliver. This resource aims to build on and support the progress made by providing ITT providers with a framework and approach for supporting teacher’s development in this area.

Current initial training for teachers generally does not adequately address and meet the needs of teachers in relation to PSHE and Citizenship. Many newly qualified teachers are expected to take on PSHE and Citizenship responsibilities and are ill equipped to do so. A survey by University College London and the Sex Education Forum (SEF) identified patchy initial training provision in terms of time allocation and content.

Through a process of consultation with trainee teachers, newly qualified teachers (NQTs), ITT colleges and other relevant organisations NCB will support the implementation of the Standards and develop a resource that is visionary and pragmatic, both reflecting the importance of PSHE and Citizenship and acknowledging the time limitations within the initial training curriculum.

The resource will:

- Clarify the breadth and scope of PSHE and Citizenship, the importance of a healthy school approach and its place in the curriculum and make the links between provision of PSHE and Citizenship, a positive environment for learning and the links to treatment, support and care.

- Address legal aspects and non-statutory guidance.

- Provide a rationale and framework for effective training and development at ITT.

- Clarify the content and approach to effective training focusing on the core skills for effective PSHE and Citizenship.

- Identify how Citizenship Courses can effectively make the links with other aspects of PSHE

- Offer a small number of ‘tried and tested’ approaches to training teachers in this area including a section for PGCE providers.

- Include handouts for trainee teachers ‘What is PSHE and Citizenship?’ and a reading list of key policy documents.

**Further information from Simon Blake sblake@ncb.org.uk or Gill Frances gfrances@ncb.org.uk**
I am currently undertaking a research project for the Association for Citizenship Teaching, which is examining how ICT is currently being used in Citizenship teaching.

As part of this research, I have developed the attached survey. This survey aims to gauge Citizenship teachers’ views on the role and use of ICT to teach Citizenship and the level of satisfaction with currently available ICT advice and support. Your assistance in completing this survey will greatly assist both ACT and Becta, as it will help to identify areas where Citizenship teachers require further ICT advice and support.

I would be most grateful if you could please fill in the survey and/or pass it on to other people you think may be interested in completing it. After completing the survey, you can either email (info@teachingcitizenship.org.uk) or fax (020 7367 0501) it back to me at your earliest convenience.

Many thanks
Brooke Kenzler
Research Officer
ACT

ICT AND CITIZENSHIP SURVEY

The Association for Citizenship Teaching (ACT), on behalf of the British Educational Communications and Technology Agency (Becta), is undertaking research to investigate the use of Information and Communications Technology (ICT) in Citizenship teaching.

Section 1: Personal profile

1. Are you a practising teacher? (Please circle) yes/no
2. Which phase of education do you teach?
   - Key Stage 1
   - Key Stage 2
   - Key Stage 3
   - Key Stage 4
   - Post-16

3. Which sector of education do you teach in?
   - State
   - Independent

4. How many years of teaching experience do you have? ______

5. How would you rate your personal ICT skills?
   - Excellent
   - Good
   - Fair
   - Poor
## Section 2: Using ICT in Citizenship teaching

6. How often do you use ICT when teaching Citizenship?

   - [ ] Frequently
   - [ ] Often
   - [ ] Sometimes
   - [ ] Never

7. Do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I access the internet very frequently for personal use</td>
<td></td>
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<tr>
<td>I feel confident using ICT to teach Citizenship</td>
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<tr>
<td>ICT does not add value to my teaching of Citizenship</td>
<td></td>
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<tr>
<td>I have undertaken continuing professional development (CPD) for ICT</td>
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<tr>
<td>ICT is not relevant to the Citizenship Curriculum</td>
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<tr>
<td>I would not undertake CPD to develop my ICT skills</td>
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<tr>
<td>The use of ICT improves the quality of my Citizenship teaching</td>
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<tr>
<td>ICT should be used in Citizenship as a means to explore issues with students</td>
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<tr>
<td>I would like to use ICT more in teaching Citizenship</td>
<td></td>
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</table>
8. On a scale of 1-5, where 1=high and 5=low, rate the importance of the following reasons for using ICT to teach Citizenship. (Please circle)

<table>
<thead>
<tr>
<th>Reason</th>
<th>High importance</th>
<th>Somewhat important</th>
<th>Low importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>To motivate students</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To assist in planning lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To produce or adapt teaching resources</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To support classroom debate</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To explore topics in the Citizenship curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To enable students to carry out independent research or project work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To extend students’ understanding and use of ICT</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To provide an opportunity to link with schools in other parts of the community/world</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
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</tbody>
</table>

9. Which of the following do you believe are barriers to using ICT in Citizenship teaching? (Please mark the relevant box)

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unreliable equipment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Personal confidence</td>
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<tr>
<td>Lack of access to ICT equipment at home</td>
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<tr>
<td>Lack of suitable teaching resources</td>
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<tr>
<td>Personal competence</td>
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</tr>
<tr>
<td>Lack of access to ICT equipment at school</td>
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<tr>
<td>Lack of knowledge about how to link ICT to the Citizenship curriculum</td>
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<tr>
<td>Lack of support and guidance on how to use ICT in teaching Citizenship</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>

10. Please give an example of an ICT application, resource or piece of equipment you have used and found useful when teaching Citizenship. Why was it useful?
Section 3: ICT Advice and Support

11. Which sources do you currently use to gain ICT advice and support?
__________________________________________________________________________
__________________________________________________________________________

12. Have you accessed the Becta ICT Advice website? (Please circle) yes / no
If no, please visit: http://www.ictadvice.org.uk

13. Have you used the following advice services available on the Becta website?

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask an expert service</td>
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<tr>
<td>Online INSET</td>
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<tr>
<td>Teaching and Learning</td>
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<tr>
<td>Events - Online ICT teaching events</td>
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<tr>
<td>New2Computers</td>
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<tr>
<td>“Talk” section – online discussion communities</td>
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<tr>
<td>Newsletters</td>
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</tbody>
</table>

14. If you have used Becta’s ICT Advice site, how would you rate the following aspects of the site?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information included</td>
<td></td>
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<tr>
<td>Advice given</td>
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<tr>
<td>Training materials</td>
<td></td>
<td></td>
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<tr>
<td>Ease of navigation</td>
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<tr>
<td>Advice on linking ICT to the Citizenship curriculum</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>

15. What aspects of Becta’s ICT Advice site could be improved?
__________________________________________________________________________
__________________________________________________________________________

69
16 What other advice and support would you find useful? Eg. Conferences, INSET.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Thank-you for taking the time to complete this questionnaire.
Would you be willing to participate in a brief telephone follow-up interview?
(Please circle) yes/no

Name: _____________________________________________________________
Address:  _____________________________________________________________
Phone:     _____________________________________________________________
Email:  _____________________________________________________________
'Apathy' is a word sometimes used by the media to describe young people’s view of politics. It is true that turnout at the ballot box reached an unprecedented low in the 2001 elections, with only 39% of 18-24 year olds casting their vote.

But as anyone who works with young people knows, they are anything but apathetic. Research suggests that young people care passionately about the issues that affect their lives. They get involved in a whole host of political activities: from signing petitions to going on marches; from donating money to discussing current affairs with friends.

The problem is the disconnection between the issues young people care about and what they see as the formal political agenda. The view that ‘politics is not for me’ is exacerbated by a lack of understanding about the role of political institutions. Attempting to address this challenge, The Electoral Commission has developed a number of approaches to target the next generation of voters.

The Electoral Commission is an independent body that was set up by the UK Parliament in November 2000. We aim to increase public confidence in the democratic process within the United Kingdom - and encourage people to take part - by modernising the electoral process, promoting public awareness of electoral matters, and regulating political parties.

Undoubtedly, a creative approach is needed. Most young people will not jump at the chance to listen to why they should join the electoral register, cast their vote or take an interest in their local council.

The Commission has recently launched an Outreach Programme to deliver interactive workshops and education sessions to young people. The Outreach Team are available to visit groups of young people across the UK. The team recently conducted a national tour of community colleges to promote voter registration among 16-24 year olds.

Coupled with our outreach work, the Commission is developing free, independent resources for use within schools. Lessons plans and fact sheets will cover the role of the different democratic institutions from local councils to the European Parliament. We will also cover the voting process from general elections to referendums and how politics affects the everyday lives of young people.

Step by step activity guides are available to download from our website. These provide practical ways to introduce and explain concepts of democracy and include a giant political snakes and ladders game (3m x3m) which is available to loan from the Commission for up to 6 weeks.

In addition in the run up to the elections on 10 June this year, the Commission has been working in partnership with the Hansard Society and the Department for Education and Skills to facilitate mock elections in schools. All resources are available on www.mockelections.org.uk.

The Commission also runs schools based competitions. The 2004 Votes are Power Competition was run in conjunction with MTV and challenged young people to develop their own voter awareness campaign. To support the competition a curriculum linked lesson plan was delivered to all schools. The plan outlined how the political literacy elements of citizenship could be delivered through a diverse range of subject areas from music to design and technology.

Apart from our youth specific activities, the Commission has a wealth of research reports (including issues of youth participation), campaign materials and official forms and guidance. Most of this information can be found on our website www.electoralcommission.org.uk or for voter information www.aboutmyvote.co.uk

For more information about any aspect of The Electoral Commission’s work, to request a workshop or to borrow the political snakes and ladders please email: outreach@electoralcommission.org.uk
Citizenship Educational Research Network

Special Announcement:

"From Empire to Community: A New Approach to International Relations"
by Amitai Etzioni

Be among the first to receive a copy! We have a limited amount of discounted hardcover copies ($18 compared to a list price of $29.95). To purchase a copy of the book, please fill out the information at this link: http://www.gwu.edu/~ccps/empireorder.html. First come, first served. Questions? E-mail books@communitariannetwork.org. For other discounted books please visit http://www.gwu.edu/~ccps/order.html.

Available in bookstores from the beginning May 2004

We are happy to announce that CERN is now hot-linked to the CSSE and CIESC websites. Please bookmark the following addresses.

http://www.csse.ca/CIESC

http://www.ucalgary.ca/UofC/Others/CIESC
There will be a provincial Peace Education conference at Simon Fraser University in BC in October 2004. Their call for proposals is now available at their website:

http://www2.sfu.ca/humanities-institute/peace-ed.html

Please consider presenting a workshop and/or attending the first of what is hoped will be an annual conference.

J. Melanie Young
Research Associate
Centre for Education, Law and Society
Simon Fraser University
Challenges and Prospects for Canadian Social Studies: An Overview

Alan Sears

In his recent book, *The Social Studies Wars: What Should We Teach the Children?* Ronald Evans provides an analysis of the heated and often very public debates that have raged around social education in the United States for the past century. While debates in Canada about social studies and citizenship education may not have been intense enough to call wars, there have certainly been major skirmishes. In the late 1990s, for example, Jack Granastein a prominent Canadian historian published a best selling polemic with the provocative title, *Who Killed Canadian History?* Granastein did not leave his own question unanswered for long blaming feminists, multiculturalists and citizenship educators for watering down and distorting school history courses to the point where national history in the schools was, in effect, dead.

Granastein’s book was one salvo in on going discussions and debates about what to teach and how to teach it in Canadian social education. A new edited collection on Canadian social studies education, *Challenges and Prospects for Canadian Social Studies*, seeks to introduce new and practicing social studies educators to the debates that shape their profession. The 21 chapters written by a range of author from across Canada address a number of critical themes including questions of the organization of content; representation of diversity; and pedagogical approaches.

A central question for social studies in North America has been: What content should be taught and how should it be organized? Ken Osborne’s chapter in *Challenges and Prospects* focuses directly on this debate posing the question in its title, *History and Social Studies: Partners or Rivals?* Other chapters as well, explore the tension between those who see social studies as best organized around traditional disciplines such as history, geography and economics and those who argue for a more integrated subject focused on the study of key social issues or questions.

Historically, public schooling in Canada generally, and citizenship education in particular, were seen as instruments to promote the assimilation of various cultural groups into a homogeneous national culture. More recently, however, the country has adopted a legislative and policy framework more tolerant of cultural and social diversity and that shift has been reflected in school programs. Several chapters of the book deal with how culture, gender, sexuality and other forms of diversity have been and are dealt with in policy and curricula.

It is not enough, of course, to know what to teach, one must also have some sense of how to teach it. Virtually all of the chapters of *Challenges and Prospects* touch on questions of pedagogy and several make it the central focus. The growing body of evidence on how children learn social concepts and skills is brought to bear to provide an overview of various approaches to teaching specific disciplines such as history and more integrated subjects like citizenship as well social skills such as conflict resolution. As with the other themes covered in the book, the idea is not to provide firm and fixed solutions to complex professional questions but to introduce new and experience teachers to the range of professional practice and debate in the field.

This new book is an updated version of our best-selling title, Trends & Issues in Canadian Social Studies. Although several key chapters have been retained (up-dated to meet changing conditions), a substantial number of chapters have been rewritten, in many cases by new contributors.

This new book contains twenty-one timely chapters written by distinguished Canadian education scholars on a wide range of issues and topics that concern Canadian social studies teachers. Social studies education is introduced with an examination of definitional issues and its history as a school subject in Canada.

The collection goes on to explore a diverse array of contemporary trends, discussing theoretical as well as practical aspects of social studies education. Important issues facing Canadian teachers and students are examined in detail, making a solid collection that will be of great interest and value to new teachers, and an excellent addition to the professional library of practising teachers.

Alan Sears is a professor in the Faculty of Education at the University of New Brunswick. He has been a social studies teacher for more than 25 years working at all levels from primary to graduate school. In addition to co-editing Trends and Issues in Canadian Social Studies, he has published extensively in the area of citizenship education. He is currently principal investigator on a research project designed to map how middle school students in Canada and Russia think about key ideas related to democratic citizenship.

Ian Wright is a professor emeritus in the Faculty of Education at the University of British Columbia. He retired after a teaching career spanning four decades. He is the author of Elementary Social Studies: A Practical Approach published by Prentice Hall, now in its sixth edition. His most recent book is; Is That Right? Critical Thinking and the Social World of the Young Learner (Toronto; Pippin, 2002).

Other contributors include Kathy Bickmore, Wanda Cassidy, Penney Clark, Linda Farr Darling, Mark Evans, Susan Gibson, Andrew S. Hughes, Ian Hundey, Wanda Hurren, Joseph M. Kirman, Stéphane Lévesque, Lisa W. Loutzenheiser, John Myers, Jeff Orr, Ken Osborne, Carla Peck, Douglas Ramsay, George Richardson, Alan Sears, Peter Seixas, Ann Sherman, Patricia Shields, Manju Varma-Joshi, Walter Werner, Ian Wright

Comments about Trends & Issues in Canadian Social Studies
“Of interest not only to students and instructors but to policy makers, curriculum developers and scholars interested in comparative education. It is recommended reading for all interested in the very question of education and Canadian social studies in particular.”—Canadian and International Education

“An up-to-date anthology of contributions from Canadian social studies educators Recognized for their commitment to curricular improvement in social studies education. This book provides a good theoretical approach to social studies education ... [and] would be a useful addition to any professional teacher education collection. Rating: Excellent!”—Resource Links

Publication Date June 2004
For new and practising social studies teachers
Paper, 424 pp, 8-1/2 x 11 ISBN 1-895766-72-9 $45.00
| ADAMS, P. (2003) | Social exclusion and citizenship in a global society. Youth & Policy, no.80, pp22-33. (The author addresses the issues of citizenship and social exclusion through an analysis of global citizenship and youth work. He explores the contextual relationship between globalisation and the development of citizenship education and how globalisation shapes the context. He argues that citizenship education must equip young people with the skills, values and knowledge, within a human rights framework, which will enable them to make sense of and influence the world around them). |
| BLENKINSOP, S., and others (2004) | Evaluation of the drug, alcohol and tobacco teacher training package: longitudinal study of teaching networks and teacher observation. London: Home Office. 55pp. (RR 513). (In 2000, the DfES funded the development of a Drug, Alcohol and Tobacco Education [DATE] Teacher Training Package to support teachers, PSHE coordinators, School Drug Advisors and others, such as parents and non-teaching staff. This evaluation aimed to explore the perceptions of the key stakeholders involved in the DATE Teacher Training Package. Key findings indicated that in general, outcomes of teaching networks were positive. On observation related issues the importance of feedback to those who had been observed was identified as crucial. Most teachers also felt that more observed sessions [most had only had one session] were needed to have a significant impact on their personal development. Responses to the training package were mixed, although teachers were generally encouraging about continued involvement). (Full report and a summary available on the DfES website at www.dfes.gov.uk/research/). |
| DEVINE, D. (2003) | Children, power and schooling: how childhood is structured in the primary school. Stoke on Trent: Trentham Books. 166pp. (Aimed at policy makers, school managers and teachers, this book explores childhood and schooling from the perspective of children. While this is the main focus, it is interspersed with the views and perspectives of teachers. Three key strands run throughout: the way in which children experience schooling; what their perspective says about the exercise of power between adults and children and the structuring of childhood through school; and the ways in which children participate as active agents in the cycle of power in schools. The author argues for a more democratic and inclusive school experience for children, suggesting that this should position them as citizens, rather than as citizens in the making). |
| DRUG AND ALCOHOL EDUCATION AND PREVENTION TEAM (2004) | Drugs: guidance for further education institutions. London: DrugScope. 13pp. (This guidance has been written to help further education institutions and aims to respond to the drug education needs of students and to develop and implement college policy on drugs. Although |
the focus is on students aged 16-19, it is also relevant to students in other age groups. It takes into account the latest research and existing government guidance and good practice on drugs. Provides case studies to illustrate strategies for dealing effectively with drug education and for managing drug related situations. Contains a list of useful resources).

EGAN, B. and LEE, S. (2004) Get involved: a guide to active citizenship for LGBT people. London: Stonewall. 256pp. (Developed by Stonewall's Citizenship 21 project, this guide brings together information from a lesbian, gay, bisexual or trans [LGBT] perspective, on how to get involved in a range of activities and areas, from volunteering with a community group, to being on the board of a housing association, or sitting as a magistrate. Also provides a brief guide to relevant initiatives, legislation, non-departmental public bodies, quangos, local public spending bodies and taskforces). (Available from: Get Involved, Stonewall, 46 Grosvenor Gardens, London SW1W 0EB. Price £5 for individuals, £15 for all other organisations. Free copies can be downloaded as a text document or pdf from the Stonewall website at: www.stonewall.org.uk/stonewall/).

FOREIGN & COMMONWEALTH OFFICE (2004) Young people & vulnerable adults facing forced marriage: practice guidance for social workers. Home Office. Association of Directors of Social Services. London: Foreign & Commonwealth Office. 49pp. (This guidance is a result of a joint initiative between the Foreign Office, Home Office and the Association of Directors of Social Services [ADSS]. It aims to provide advice to a wide audience; from staff in British embassies around the world, to local social services departments. It provides background information about the incidence and reasons for forced marriages, explains the legal position and explores the role of social services. Examples of best practice are used to provide practical guidance and a list of national support agencies is provided). (Available in pdf from the publications section of the Association of Directors of Social Services website at: www.adss.org.uk).

HARRIST, A., and BRADLEY, K.D. (2003) 'You can't say you can't play': intervening in the process of social exclusion in the kindergarten classroom. Early Childhood Research Quarterly, vol.18, no.2. pp185-205. (The authors argue that most intervention programmes that aim to reduce social exclusion in schools focus on changing the behaviour of the rejected child. This paper describes a pilot intervention project which aimed to disallow overt social exclusion in a kindergarten classroom and playground by addressing the behaviour of the group exhibiting exclusionary behaviour. The project draws on the work of Vivian Paley, author and kindergarten teacher, who argues that social exclusion is a group phenomenon which interferes with learning, in a setting [school] which is for everybody and in which no one should be left out. Results from the pilot intervention suggested that encouraging a climate of non-exclusion can positively affect young children's social experience in the classroom).

PHILIP, K., SHUCKSMITH, J., and KING, C. (2004) Sharing a laugh? A qualitative study of mentoring interventions with young people. York: Joseph Rowntree Foundation. 54pp. (Reviews and analyses a range of planned mentoring schemes for vulnerable young people. In this context, planned mentoring is taken to be a set of processes within which a relationship is introduced purposefully, with the aim of working towards a meaningful relationship between a young person and a significant adult. The study draws on the accounts of young people of their experiences of mentoring, with contributions from mentors, parents, carers and stakeholders. It is the first study to examine the differences, advantages and disadvantages, between mentoring carried out as an activity with professionals and as an activity carried out by volunteers. The study concludes that although the planned mentoring interventions were greatly valued by young people and those working with them, their effectiveness in contributing to vulnerable young people's ability to address the issues facing them is a complex issue and difficult to assess).

school age mothers in the United States. The author provides a critical analysis of the ways in which educational policy has addressed teen-age pregnancy since its introduction. She explores the discourse which constructs teenage pregnancy as a problem, examines the response of schools to teenage mothers and the school experience of these mothers. She also provides a detailed examination of the rise of abstinence only sex education programmes and pressures to reassert traditional gender roles. She traces the successes and failures in educating teenage mothers since 1972 to the present, looks at possibilities for their education in the future and calls for more research to enable schools to meet the challenge of providing equal educational opportunities to school age mothers).

Going round in circles: implementing and learning from circle time. Slough: National Foundation for Educational Research. 171pp. (Used extensively in primary schools, Circle Time is used to promote pupil's self esteem, social and language skills, emotional literacy, problem solving abilities and to develop values. This NFER funded study reviews the aims, practices, issues and concerns associated with Circle Time. Using case studies it draws on the perceptions and experiences of teachers and pupils and critically considers the practical, pedagogical and ethical issues in effectively using Circle Time. Makes recommendations and provides guidelines for practice).

NCB's Library can supply photocopies upon receipt of a signed copyright declaration form for each item. Enquirers may order up a maximum of four journal articles at a cost of £4.00 per article, payable with order. Cheques/postal orders should be made payable to the National Children's Bureau. Whole books or pamphlets cannot be copied. To order photocopies, phone Sandra Fowler, Information Officer - PSHE & Citizenship on 020 7843 1901 or e-mail: sfowler@ncb.org.uk

NCB's Library publishes ChildData Abstracts, a monthly listing of all new books, pamphlets, reports and journal articles in the field of child welfare that have been added to the library database each month. For more details of Child Data Abstracts phone: 020 7843 6035 or e-mail: libr-@ncb.org.uk

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Making a difference to children and young people. Registered charity number 258825
The Life Stuff website aims to support the teaching of Citizenship, PSHE and Careers Guidance. (This review will concentrate on the Citizenship aspects of the site). The site is subscription based, with current prices varying depending on the size of the school. The site covers a wide range of topics related to the Citizenship Key Stage Four programme of study, all of which are transferable into the post-16 Citizenship entitlement, including racism, law and order, human rights, democracy, fair trade and ethical consumerism. The site is also supported by a new series of programmes broadcast on Channel 4.

The Citizenship section of the site is built around five areas, each covering a different aspect of the citizenship curriculum, and each containing resources both for students and teachers. The five sections of the site are:

- Respect;
- Culture Zone;
- Money Matters;
- Be There (which looks at the law);
- 4Life (covering racism and bullying).

Each of the areas contains an interactive activity for pupils. These are well supported by printable notes for the tutor, worksheets and classroom activities. Each section also provides a set of aims and, very usefully, links to the Citizenship programme of study for Key Stage 4.

Those wishing to familiarise themselves with the site are directed to the free trial activity. This allows users to access the interactive student activity on “Respect”, which is based around an exploration of important human rights issues within 6 different countries (full subscribers have access to 12 countries). Navigating the map is simple, with either a mouse or keyboard option available. Students are able to select one of the six countries, enabling them to access a case study, background information and notes on key events, all relating to the particular country. (For example, the selection of South Africa leads to a case study focusing on the AIDS problem which the country is facing). To support the learning of students teachers are able to access both the text to the interactive activity and an accompanying worksheet, both of which provide valuable planning and development.
The Life Stuff website provides a valuable resource for teachers of Citizenship. The activities and worksheets in all of the five sections provide good opportunities for teachers to engage learners of this age range in rewarding learning experiences. Navigation of the site is very easy. The interactive activities are clear, colourful and easy to use. Accessing the teacher resources is also made very simple, with printable versions available. Overall, the site is both welcoming and enjoyable to operate, making it most suitable for use with learners.

Though the site is primarily a mechanism to aid and promote Citizenship learning through ICT, the Life Stuff website is more than simply a good ICT resource. The case studies in the free trial provide a good example of the wider uses to which teachers can employ the site, helping them to develop both their own subject knowledge as well as a bank of useful case studies relating to human rights, democracy and global citizenship.

One slight criticism of the site is the lack of clear links to post-16 learners. Though there is information which is clearly relevant, the activities through which this information is accessed may not be suitable for some learners in the post-16 sector. Given the denomination of the site as 14-19 it would be useful to incorporate some further activities related more closely to the needs of all post-16 learners. However, this should not diminish from the strengths and usefulness of the site, which remains one of the better Citizenship websites which I have seen, and is one which should be viewed by all those involved in citizenship education.
GOVERNMENT REPORTS

Asylum Statistics: 1st Quarter 2004
Home Office (U.K.), May 25, 2004
http://www.homeoffice.gov.uk/rds/pdfs04/asylumq104.pdf

Persons Granted British Citizenship United Kingdom, 2003
By Jill Dudley and Simon Woollacott
National Statistics, Home Office (U.K.), May 25, 2004
http://www.homeoffice.gov.uk/rds/pdfs04/hosb0704.pdf

Having a sensible conversation about Migration
Home Office (U.K.) Marketing and Media strategy
http://www.timesonline.co.uk/newspaper/0,,1-1119761,00.html

(Press Release)
(Executive Summary, PDF)
(Report, PDF)

Gangmasters (follow up)
Environment, Food and Rural Affairs Committee
http://www.publications.parliament.uk/pa/cm200304/cmselect/cmenfbru/455/455.pdf
BOOKS OF INTEREST

Bloody Foreigners: The Story of Immigration to Britain
By Robert Winder

Little Brown Publishers
Hardback, 544 pp., ISBN: 0316861359, £20
http://www.amazon.co.uk/exec/obidos/ASIN/0316861359/centerforimmigra

PUBLISHER’S DESCRIPTION: Immigration is one of the most important stories of modern British life, yet it has been happening since Caesar first landed in 53 BC. Ever since the first Roman, Saxon, Jute and Dane leaped off a boat we have been a mongrel nation. Our roots are a tangled web. From Huguenot weavers fleeing French Catholic persecution in the 18th century to South African dentists to Indian shopkeepers; from Jews in York in the 12th century (who had to wear a yellow star to distinguish them and who were shamefully expelled by Edward I in 1272) to the Jamaican who came on board the Windrush in 1947. The first Indian MP was elected in 1892, Walter Tull, the first black football player played (for Spurs and Northampton) before WW1 (and died heroically fighting for the allies in the last months of the war); in 1768 there were 20,000 black people in London (out of a population of 600,000 - a similar percentage to today). The 19th century brought huge numbers of Italians, Irish, Jews (from Russia and Poland mainly), Germans and Poles. This book draws all their stories together in a compelling narrative.

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Media & Migrants: A Critical Analysis of Spanish and Irish Discourses of Immigration
By Fernando Prieto Ramos

Peter Lang Publishing
Paperback, 267 pp., ISBN: 0820469548, $56.95
http://www.amazon.com/exec/obidos/ASIN/0820469548/centerforimmigra

PUBLISHER’S DESCRIPTION: How are migrants referred to in the media? What roles do they play and when are they quoted in news reports on immigration? Whose views are implicitly reinforced? Have these changed similarly in different European newspapers in recent years? Media and Migrants systematically addresses such questions by exploring the representation of immigration in two relatively new reception countries, Spain and Ireland, over the past decade. It focuses on the discourses (re)produced in four newspapers (El País, ABC, The Irish Times and the Irish Independent) in 1990, 1996 and 1999-2000. Both quantitative and qualitative methods are combined within a Critical Discourse Analysis framework, mainly based on discourse-historical and socio-cognitive approaches. The analysis of descriptive and content categories is followed by the scrutiny of strategies of reference, predication, intertextuality and argumentation. The results illustrate an ongoing convergence of perceptions and discourses on ethnic alterity in Europe, as collective 'self' and 'other' are being redefined in the context of supranational integration and increasing migration worldwide.
Country reports on Education for democratic Citizenship for EU member states

EURYDICE will be publishing country reports for EDC for EU member states shortly. Look out for:

http://www.coe.int/T/e/Cultural_Co-operation/Educaton/E.D.C/Documents_and_publications/By_Type/Studies/default.asp