



Conference Report

**The Fifth Annual Conference on education for citizenship and PSE
in England, Northern Ireland, Scotland and Wales
and the Republic of Ireland**

Educating the Responsible Citizen

At the Park Thistle Hotel, Park Place, Cardiff, Wales

**From 3:00 p.m. on Thursday 4th to
11:00 a.m. on Saturday 6th November 2004**



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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

A report by John Potter

Institute for Global Ethics UK Trust
3-4 Bentinck St
London W1U 2EE
Tel: 020 7486 1954 / 020 7502 1798 Fax: 7935 3486
e-mail: igeuk@globalethics.org.uk

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Part I: Introduction to Conference

Conference Programme

Thursday 4th November

1. **Opening plenary session:** Sue Rivers, Secretary, PSE Network
2. **The Moral Dimension:** Bill Gatherer, Trustee, Gordon Cook Foundation
 - *Pioneering Moral Education: Book-signing by Bill Gatherer*
 - *Taking Responsibility A state-wide initiative in Maine (USA)*
3. **Progress in home countries:** Reports on work since the 2003 conference
4. **The Welsh approach:** Jane Davidson, AM, Minister for Education and Lifelong Learning, Welsh Assembly Government

Friday 5th November

5. **Whole-school approach:** John Williams, Headteacher
6. **Involving young people:** Darren Bird, Funky Dragon
7. **Good practice:** *Showcases*
8. **Children's Commissioner:** Peter Clarke, Children's Commissioner for Wales
9. **Good practice:** *Workshops*
10. **Setting the agenda:** Jan Newton, Advisor on Citizenship, DfES

Part III: Saturday 6th November

11. **Home Country groups:** Reports and recommendations
12. **Next steps:** Summary of conclusions

Quotes

"Enjoyed the social – the dancing was brill – a good choice"

The Conference Dinner "was a lovely informal event at which I felt we were able to chat informally about our various activities/projects etc. as well as skip the light fantastic in the barn dancing!"

1. Introduction

The following pages report on the 5th annual conference on education for citizenship and PSE that took place from 4th- 6th November 2004 in Cardiff. Our Welsh hosts shared their distinct and distinctive approach to PSE and citizenship education. They stressed the link between personal education and global citizenship.

The Welsh curriculum focuses on the learner as someone at the centre of a series of concentric circles of rights, relationships and responsibilities. This can be an enriching perspective from which to review and tackle the inevitable tension between PSE and citizenship education and can be very helpful.

The Cardiff conference emphasised shared concerns about sharing policy and practice around one ongoing and three specific themes across the five nations.



Networking : our ongoing theme

We revisited the work of each country since last year (Appendices) and identified a set of priorities around which to focus over the year ahead (Part V). The shared concerns came as no great surprise. They included a renewed concern for pupil participation, the need for Continuing Professional Development and a desire to network good practice in relation to contested issues, assessment and the need for effective structures for collaborative working.

Specific themes

- (i) *The need for a coherent and integrated approach* to education in theory and practice at the national, local and institutional levels.
The importance of coherence was clearly set before us by Jane Davidson, AM, Minister for Education and Lifelong Learning, Welsh Assembly Government. It was followed up by John Williams, Headteacher, Pen-y-Dre School, Merthyr Tydfil in his presentation on the importance of the whole school approach.
- (ii) *The moral dimension* - always implicit in these conferences - was made explicit by Bill Gatherer in his address on that title. This was followed up by further information, comments and questions on the values education programme - *Taking Responsibility* - which has been developed and disseminated across the State of Maine in New England - and where representatives from England, Northern Ireland, Scotland and Wales had visited in October 2004.
- (iii) *Young people's participation* and the importance of listening to pupil voices was the third conference theme. It was introduced by the Children <mailto:Children@s's> Commissioner for Wales, Peter Clarke, and developed by Darren Bird and members of

the Funky Dragon young people's participation initiative. The wide array of workshops included a number where children and young people took a leading role in presentations and discussions.

Part II - Coherence

2. The Welsh Approach

*Jane Davidson, AM, Minister for Education and Lifelong Learning,
Welsh Assembly Government*

“First of all I would like to say thank you to the Gordon Cook Foundation and the Institute for Global Ethics for inviting me to speak today and for organising and funding a large part of the conference. Indeed I think we all owe them great thanks for maintaining this event for the fifth year in succession and for continuing to keep citizenship in the spotlight. I would also like to thank the Wales PSE Network for continuing to fly the flag of PSE and citizenship and for your help in making this conference happen.

Events such as this are vitally important for us in Wales to inform our policies and practices on developing our children and young people, and I’m glad to see a wide range of our practitioners from many fields and parts of Wales here today. I would like to extend my personal welcome to those of you from outside Wales and I hope you will also find the conference a useful opportunity to find out more about our approach as well as those of the other countries here.

Although our approaches to citizenship vary across the nations, the essence of what we are trying to achieve is, of course the same. We are all looking at how best we can develop our children and young people - emotionally, morally, physically and spiritually - to prepare them to play a part in society and community life.

I think this is increasingly important against the backdrop of recent surveys showing that the mental health of our young people appears to be declining. We need to do all we can to develop their personal skills and resilience in dealing with the pressures of modern life, while at the same time providing them with well-focused, individual support when they need it.

Imbuing a sense of community and involvement in the democratic process is also increasingly important in the light of the continuing drop in turn-out at elections and the turn-off from our democratic processes. We have distributed teaching materials on the Assembly’s processes to all schools in Wales but we also need more long-term and in-depth education. I’m glad to see that Rhondda Cynon-Taf Youth Services will be showing you some of their work on this aspect tomorrow.

PSE and Citizenship

So what is our approach to citizenship in Wales? I’m sure many of you will know from previous events such as this that we do not have citizenship as a separate subject – it is included more generally within our Personal and Social Education (PSE) framework. When the curriculum was last revised, the advisory group, led by ACCAC the Welsh curriculum authority, recommended that citizenship should be included generally within the PSE framework as it was an underlying

theme which went across many of the subject areas. I believe this is an approach which suits us best in Wales and allows us more easily to bed the essential elements of citizenship within our range of policies.

In particular it helps in our emphasis in Wales on promoting PSE and citizenship as not merely separate lessons but a part of all aspects within a school which contribute to the personal and social development of pupils. This will include aspects such as involvement on school councils, working with the wider community and even being involved in conferences like this. I am very pleased that so many of our children and young people will be here tomorrow to take part in our showcases and that representatives from Funky Dragon, the Children and Young People's Assembly for Wales are here for the whole event.

I am a great believer in the importance of children's social and emotional growth alongside their educational needs, and this was reflected in my decision to make Personal and Social Education a statutory requirement within the basic curriculum for children aged 5 to 16 from September 2003. This approach ties in with the vision for education in Wales up to 2010, which I set out in our 10-year strategic document published in 2001, 'The Learning Country'. One of the principles in that document which PSE goes a long way to helping deliver is that barriers to learning must be recognised and steadily overcome for the benefit of learners' access to, participation in and support for diversity and community, so that wider opportunities and options are available.

PSE Framework

One of the key vehicles to the delivery of PSE in Wales is the implementation of the PSE framework and how this is embedded within schools' general philosophies and approaches.

The framework provides a graduated framework of development from key stage 1 to key stage 4 and covers 10 aspects: social, community, physical, sexual, emotional, spiritual, moral, vocational, learning and environmental, as well as a range of attitudes, values and skills.

It is however very much a framework and not a prescriptive document. Its intention is to allow schools and local authorities the flexibility to design their PSE delivery based on their local needs as well as the needs of individual pupils. This allows practitioners to concentrate on strengths and allows greater room for creative approaches. In this way I believe it helps PSE to be embedded more readily within a school's ethos and approach.

Healthy Schools Scheme

Another key component of our Welsh approach is the Welsh Network of Healthy School Schemes. Currently around 900 schools are part of the scheme and we are aiming to expand the Network to cover all schools.

The involvement of young people and the promotion of their self-esteem are central to the philosophy of the scheme. Emotional and personal development is fostered in a number of ways, particularly in primary schools. Some examples include discussion in Circle Time, the use of The Class Moves programme and individual school developments such as Friendship benches in the playground.

The Healthy Schools Scheme is a whole-school approach which, coupled with the Framework, should help schools to make the links to other key aspects of making our schools positive places to learn. For example, one learning outcome of the social aspect of PSE is the ability to recognise and challenge expressions of prejudice and stereotyping, which can help avoid incidents of bullying. The ongoing work on peer support and counselling in Wrexham schools has won collaboration with the NSPCC and I'm glad that Darland High School and the NSPCC will be able to show you more about this in their showcase tomorrow.

Another general area in which PSE can play a part is that of the mental health of our young people. The emotional aspect of the PSE framework promotes an understanding of the causes and effects of stress and ways in which stress can be managed. It also aims to help young people recognise anger, frustration and aggressive feelings and to develop strategies to bring about a pro-social resolution to conflict. The delivery of PSE can therefore help pupils to recognise and deal with their feelings, but it also needs to be linked to a system of personal support where pupils feel safe and know where to turn when they need help. I am keen that we should provide our schools and other education settings with the key information needed to allow them to recognise problems and put in place support mechanisms at an early stage.

Key to making the PSE framework happen are the PSE co-ordinators which we recommend that each school should have in place to plan and co-ordinate delivery. I'm glad that many of you are here today to share experience and knowledge. I don't underestimate the challenges that you face in promoting the delivery of PSE. I suspect that many of you from time to time may experience responses from others which suggest that the concentration of a school's efforts needs to be on attainment rather than personal development. I don't see these as separate issues: the two go hand-in-hand, as an increasing amount of evidence is showing. It's about getting the balance right in terms of the time spent on various teaching and development activities. Many of our schools are already doing excellent work in this area. In most parts of Wales, local authorities' PSE advisers play a key role in advising schools of approaches, adopting good practice from other areas and sourcing or developing new teaching materials.

Both LEAs and schools need of course to link to external partners, such as the police and other emergency services or health professionals, who are often better placed to deliver certain subjects or to provide a variety of opportunities. Voluntary organisations have a key role to play in this regard of course, and are particularly active in Wales. For example, we have a showcase tomorrow from Sketty Primary school and CSV showing us how they implement the **impetus** project, which is [led] by the Institute for Global Ethics.

Our statutory partners are also key to taking our agenda on PSE and citizenship forward. The Welsh Joint Education Council is currently developing a range of qualifications on PSE which will help develop its profile, while ACCAC, the Welsh curriculum authority, in conjunction with the University Wales Institute Cardiff, will shortly be releasing a range of materials for early years secondary school education. I understand that you will be seeing some of these over the next two days.

The link to the wider community and the role that its members can play is also a key in PSE and citizenship delivery. I am keen for our schools increasingly to become community resources and we recently issued guidance to all school and local authorities on this aspect.

Of course, when we think about community we need to think not only about developing a sense of place within the local community but also within wider communities, including the world as a whole. We are currently undertaking a lot of work in Wales to develop this aspect. We released guidance through ACCAC, the Welsh curriculum authority, in 2002 on Sustainable Development and Global Citizenship and have funded a number of pilot projects throughout Wales. The Assembly will shortly be producing a map of opportunities across the curriculum for secondary schools to provide their pupils with Education for Global Citizenship.

Closer to home, another key element of developing a sense of distinctive Welsh citizenship is the Curriculum Cymreig, i.e. our Welsh Curriculum as opposed to our Welsh Language Curriculum. This helps us in Wales to deliver on our requirement to give pupils the opportunity to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Participation

A key theme running throughout PSE is that of the participation of children and young people in the decisions which affect them. The Welsh Assembly Government is committed to putting into practice the principles enshrined within Article 12 of the UN Convention on the Rights of the Child, which sets out the right of children and young people to express an opinion and to have that opinion taken into account in any matter or procedure which affects them.

This commitment on the part of the Assembly Government already forms an integral part of many of our key overarching policies, particularly our Early Entitlement and Extending Entitlement initiatives which set out the essential entitlements for 0-10-year-olds and 11-25-year-olds respectively.

We cannot underestimate the benefits of effective participation. For children and young people, having opportunities from an early age to contribute to decisions which affect their lives helps them to develop skills and confidence they might otherwise not have. For example, putting forward their views in appropriate ways to different audiences, advocacy, mentoring, listening and negotiation, as well as practical evidence of what can be achieved through active citizenship. This puts them in a strong position to contribute to society in many different capacities and contexts, both immediately and for the rest of their lives. It enhances their learning, gives them transferable skills, and contributes to the creation of a dynamic, empowered workforce.

In terms of schools, the main development is the establishment of school councils throughout all Welsh schools, another of our education priorities in Wales; we have Bedwas High school here to showcase the work of one of their school councils which covers the first year of secondary school. We have also put in place long-term arrangements such as youth forums in each local authority to ensure that young people are fully involved in making decisions about their future.

Funky Dragon and the Children's Commissioner

However, the approach is far wider than just education. You'll hear tomorrow about two of our landmark developments in making sure the voice of young people is heard in Wales. I'm particularly proud that we in Wales were the first to set up a Children's Commissioner and that the other home countries have now followed our lead. I'm pleased that Peter Clarke will be here tomorrow to tell you more about his role. We are also proud of Funky Dragon, the Young People's Assembly for Wales. This was set up in 2003 by the Assembly Government to facilitate communication on a range of issues: some raised by us, and, increasingly, issues which children and young people wish to raise with the Assembly Government. Several Cabinet Ministers attended workshops with young people at the second AGM in Cardiff on 2nd July, a highly successful event providing tangible evidence of the extent to which the organisation has developed since we initially set it up. To date, Funky Dragon has focused mainly on work with young people aged 11 and over; however in the current year they have put in train steps to extend their work to include younger children. Darren Bird, the National Co-ordinator, will I'm sure tell you more about Funky Dragon tomorrow.

A new participation unit has also been set up within the Assembly to look at how we might best involve young people in all aspects of policy which affect them – not just education. I'm also pleased to say that we in Wales will be hosting the youth conference as part of the UK's presidency of the EU in 2005. A strong theme of this conference will be the participation of young people in society and the democratic process.

14-19 Learning Pathways

Another key development in Wales is the transformation of the curriculum for 14-19-year-olds and the development of Learning Pathways. The development of Learning Pathways for 14-19-year-olds in Wales has a major role to play in developing personal and social skills. Learning Pathways aim to break down the artificial distinctions between vocational and academic qualifications and offer a greater variety of educational experiences for young people, including those within the community and voluntary sector. Guidance was issued in July 2004.

The new Welsh Baccalaureate is currently being piloted, and I'm proud to say it has gained a lot of interest internationally. This will be meshed within Learning Pathways and will provide opportunities for active participation and PSE work to be developed and recognised. John Williams, head of Pen-y-Dre High School in Merthyr Tydfil, has been very active in managing one of the pilots in the school and he'll tell you more about that later in the conference.

Foundation Phase

We are also making the development of our youngest children a priority. The transition from home to school can be a very traumatic time for a child and the family. The new Foundation Phase curriculum for 3-7-year-olds highlights that the experiences to which children have been exposed before they enter education at 3 years of age have a considerable impact on their development. It is clear that positive links must be fostered between the home and the providers of care and education and that these close working relationships enable practitioners to support

parents over their children's upbringing and promote positive attitudes towards their development and learning.

How children are feeling about themselves has a direct impact on their learning. In the Foundation Phase, the development of children's personal and social skills should be extended to include intellectual, physical and emotional well-being to help children acquire an understanding of their own bodies and how to keep them healthy and safe. Personal and social development and well-being should become a core area of the Foundation Phase that can be developed through all the other areas of learning.

Practitioners and adults should work with individuals and small groups in order to meet individual needs. There should be a balance between learning through child-initiated activities that help children to develop their personal and social skills and those directed by adults. To improve the quality of provision, there is also a need for all adults who work with young children to have an understanding of how children develop and learn and of early years pedagogy.

The Way Forward

As you can see, we have lots going on in Wales to develop the personal and social skills of our young people and to encourage them to be active citizens. We need to continue to ensure that PSE and citizenship are embedded in schools' and LEAs' approaches. Many partners have a role to play in this.

New Inspection Framework

A crucial development to enable this holistic approach to PSE to happen is our new inspection framework. From September 2004, the common inspection framework requires inspectors to evaluate and report on "how well do learning experiences meet the needs and interests of learners and the wider community?" Specifically, with regard to PSE the requirements state:

"In making their judgements, inspectors should consider, where applicable, the extent to which learning experiences promote learners' personal development, including their spiritual, moral social and cultural development."

In coming to a judgement on PSE, inspectors will need to consider the extent to which schools take account of the Personal and Social Education Framework (ACCAC 2001). In order to evaluate the school's provision for personal and social education, inspectors will need to take into account the part played by all teachers as well as the ethos and organisation of the school.

Review of Curriculum and PSE Framework

Of course it is vital that our main lynchpin in the delivery of PSE – the framework – remains up-to-date and relevant to changes in society and also reflects the most recent priorities in Welsh education. Due to the need to take account of many people's views and the lead time in preparing changes to schools' curriculums it is likely to be a few years before we are able to introduce a new PSE framework.

I'm sure you will agree that there are a lot of different elements ongoing in Wales which all have an impact on developing a sense of citizenship within our young people. It is important that we

consolidate this work to ensure that it all fits together and works for the most important people in all of this – our children and young people.

The Welsh Assembly Government will continue to ensure that we are making the links between our various policies and communicate our strategies to schools LEAs and all our other partners. One element of this will be reporting to our Directors of Education on the visit to Maine organised by the Gordon Cook Foundation and the Institute for Global Ethics. Our Welsh representative, Sylvia Jones from Denbighshire, will produce a report on the Maine approach and how some of this might be applied in Wales, which I hope will generate high-level discussion.

I hope that you will continue to give us support in delivering our strategies on the ground. I hope you have a fruitful and enjoyable conference.

3. Whole-school approach to citizenship and PSE

John Williams, Headteacher, Pen-y-Dre School, Merthyr Tydfil

These clear and simple headings offer a quick and accessible summary of the key points made to the conference by John Williams.

Responsible Citizenship

Responsible Citizenship sits comfortably with some notions:

- community
- participation
- inclusion
- rights and responsibilities
- giving something back
- personal growth
- the coaching/teaching role of schools

1. Community

PSE and citizenship promotes dynamic and effective communities through developing:

- a shared **sense of purpose**
- shared **values**
- a shared sense of how to **conduct** oneself
- a shared sense of how we **treat one another**
- a shared belief in the **effectiveness of institutions**
- a shared belief in the idea of **community**

2. Participation: Student Voice and student action

- student voice – democratic process
- student voice – advice and support
- student voice in the learning process
- student action in the learning process

3. Inclusion

- whose voice?
- the range of opportunities
- how the most disadvantaged are treated

4. Rights and responsibilities

- giving something back
- the promotion of community and voluntary activity
- the promotion of work skills

5. Personal growth

- the obligation that the city has to the citizen

6. The coaching/teaching role of schools

- flooding the curriculum with citizenship

Part III: The Moral Dimension

Introduced by Dr W. A. Gatherer

4. The need for Moral Education

Bill Gatherer summarised the reasons moral education needs to be at the heart of PSE and citizenship education. He also met with us over his book signing, a shared celebration of the publication of his recent book: *'Pioneering Moral Education: Victor Cook and his Foundation'*.

In the book he describes some of the most recent developments in America and refers specifically to the 'Eleven Principles of Effective Character Education' (page 161 ff). He writes as follows: -

'In brief, these comprise:

1. The assertion of 'widely shared, pivotally important core ethical values' such as caring, honesty, fairness, responsibility and respect for self and others. Schools should stand for these values, define them, model them, study them and make all school members accountable to standards of conduct consistent with them.
2. Understanding the composite nature of 'good character': 'moral knowing' (knowing about moral values, being able to reason in moral terms, etc.); 'moral feeling' (loving the good, empathy, self-control, etc.); and 'moral action' (commitment to doing good things).
3. Promotion in schools of a proactive approach to developing character; using every possible opportunity throughout all aspects of school life and work to contribute to character development.
4. Embodying the values in the whole school community: imbuing all activities with core values.
5. Giving students 'repeated moral experiences': involving them in cooperative learning, community improvement projects, conflict resolution, etc.
6. Ensuring that the curriculum promotes character development: using student-centred, active learning, problem-solving approaches, etc.
7. Developing intrinsic motivation: fostering respect for learning; minimising reliance on extrinsic rewards and punishment; encouraging collaborative learning, etc.
8. Developing the whole staff as a moral community: all must model the core values in their own behaviour; involving all staff in developmental activities; involving all staff in discussion of moral matters and participating in character-developing experiences for students.
9. Championship of character education by leaders such as principals, senior management, governors and other influential persons.
10. Recruiting parents and other members of the community as full partners in the character-building efforts.
11. Evaluation of every aspect of the enterprise: assessing progress in character development; assessing the school staff's growth as character educators; surveying students' understanding of and commitment to action on the core values; assessing

students' moral knowledge and judgement, their moral commitment, and their moral behaviour.

These principles and applications have been adopted widely in the USA, where there is strong federal and state support for practical development programmes. The UK delegation that visited the state of Maine in October 2004 saw this exemplified in the work of the Maine Department of Education and the Institute for Global Ethics in the *Taking Responsibility* initiative.

Allowing for differences in terminology we can discern very similar statements of principle in many official and staff development publications in the UK and other European education systems.

There is, however, one outstanding and crucial difference. In almost all our policy documents there is little or no commitment to proactive, system-wide action. Moral education is universally agreed to be a prime responsibility of the school, but it is never given - in any form or under any set of terms - a prominent role as a school function. It is generally assumed that - apart from its inclusion with religious education - moral education inhabits every activity as a kind of ghost, without actual physical presence.

In the US - in the states, that is, that have adopted specific policies for moral education programmes - teachers have the assurance that the authorities require them to teach in accordance with the guidance issued to them.

In the UK, teachers only have nebulous advice accorded them; even in England, with its statutory requirements for citizenship education, broader moral education is still stipulated as an adjunct to religious education and personal and health education. Old outmoded presumptions of earlier twentieth-century policies seem still to prevail - that there can be no such thing as moral education outside the Religious Education classroom, and in any case we do not know how to teach it. These are no longer valid objections: in recent years, moral education - usually with the label of values education - has been accorded wide recognition and has been the subject of a large body of experimental development work.

It is clearly evident in this book that in each of the constituent nations of the UK there is a strong thrust towards the teaching of values and applicative experiential activities. The advent of citizenship education has opened up the whole field: in Scotland, for example, the relevant 'national priority' is called 'Values and citizenship'; in Wales, the national priority is called 'personal and social education'; and in Northern Ireland the new curricular guidelines encompass all the characteristics described in the USA for character education.

...

Victor Cook's vision is already being given practical form in modern education. All the teaching methods being developed for Values and citizenship in the different parts of the UK encompass methods for developing 'moral and social awareness', but there remains the need for methods to be developed for teaching 'moral reasoning' - the ability to arrive rationally at a valid interpretation of a moral issue, and the ability to justify logically the conclusion arrived at for application in real life. Since moral values are independent, usually, of their source, moral teaching of this kind can be conducted outside or within the teaching of religious education: there seems to be no reason, as Cook often asserted, why values education should conflict in any serious way with religious education. Thus under the banner of *values and citizenship* we can achieve all that Victor Cook dreamed of: the school, in partnership with parents and members of the community it serves, can help our young people to grow up as caring and responsible

citizens, committed to supporting what is good and productive in the estimation of themselves and their mentors, able to identify what is right and what is wrong, and able and willing to do whatever lies in their power to make the world a better place.

5. Report from Maine: *Taking Responsibility*

Rushworth Kidder and the UK team from Maine spoke briefly and answered questions.

'*Taking Responsibility*' pursued the theme of moral education through an informal Question and Answer session on a state-wide initiative to promote standards for ethical and responsible behaviour in Maine schools and communities, with Rushworth Kidder, President, Institute for Global Ethics and representatives of the UK delegations to Maine, USA (2002 and 2004.)

The following excerpts from the Citizenship and PSHE Update¹ give one perspective on the visit.

In 2001 the State of Maine had announced *Taking Responsibility, Standards for Ethical and Responsible Behaviour* of which Dr Kidder was co-chair. This was a framework of 'core principles and best practices for schools and communities to use in creating, practicing, enforcing and assessing expectations for all students, enabling them to develop as ethical, responsible, and involved citizens.' *Taking Responsibility* is worth examining² for three reasons:

Core Values in Maine*

An ethical person is:

- **Respectful** of others and self
- **Honest** in all academic endeavours and interpersonal relations
- **Compassionate** in dealing with the limitations and sufferings of others
- **Fair** in dealing with others
- **Responsible** for personal actions as an individual and a member of the community
- **Courageous** in the face of ethical challenges

* from IGE's Ethical Fitness® framework

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1. Democratic

First, it is democratic. The articulated values come from shared discussion at every stage and every level. 40,000 students took part in a state-wide survey from which it had become clear that children and young people at school would benefit from 'comprehensive and integrated efforts at fostering ethical and responsible behaviour.' Almost half the respondents (47%) reported that they were threatened either verbally or physically at school, and a fifth said that they did not 'feel safe at school'. Over a third claimed to have difficulty in learning due to disruptive behaviour of other students. More significantly, perhaps, 40% of students felt that school rules were not enforced fairly.

2. State-wide

Second, *Taking Responsibility* applies to the whole state. The Programme brings together community members with educators, children and young people from across Maine. A shared set of values is linked to a common approach to the curriculum, which promotes a set of

¹ John Potter in December edition of the PSHE Citizenship Update.

² www.state.me.us/education/cep/cep_reports.htm

Learning Results built on a *Common Core of Learning* (1990). This core identifies 'Personal and Global Stewardship' as one of the four categories that cut across individual academic disciplines. This stewardship includes a capacity to: -

- accept responsibility for personal decisions and actions
- demonstrate academic honesty and respond to challenges with courage and integrity
- respect the human rights of all people; and
- understand the ethical dimensions of citizenship, love, friendship and parenting.

3. Practical and well-structured

Taking Responsibility sets out a practical and well-structured strategy for implementing the programme goals. It provides a clear framework of principles, practice and exemplification for everyone involved. The framework lists the critical success factors for building an ethical and responsible school culture. These include:

- **Founding principles:** (i) institutional structures, including school and class sizes that promote caring student-teacher relationship; (ii) community involvement; (iii) democratic participation; (iv) personalised learning; (v) recognition of the importance of values in learning and teaching, and the need for related professional development.
- **Hallmarks:** (i) Core values, (ii) Community process and participation; (iii) adult roles and responsibilities; (iv) integration and inclusion; (v) disciplinary process; (vi) outcomes and assessment. These are *exemplified* in a set of practical sample strategies.
- **Community values:** The Camden approach is rooted in dialogue with local people. "Community includes all citizens of the towns that use the local schools... The question, 'Whose values will you teach?' often is posed when the issue of teaching values arises. Each community should answer, 'Ours'." The features, goals and steps of the consultation process are set out clearly in ways that can readily be followed.
- **Standards:** Each Core value is exemplified. Thus, for example, 'A person who is RESPONSIBLE **does** acknowledge making a mistake; **does not** evade the just consequences of personal actions.'

The UK team talked with those who shaped and implemented the programme at State level, and met with children, young people and their teachers in some of Maine's High, Middle and Elementary schools. This was an interesting and heart-warming experience. The visitors were, however, aware of projects and practice in the UK that are every bit as dynamic and challenging as what they were shown in Maine. It is too early to draw long-term conclusions from the visit; but there was a sense that the *Taking Responsibility* model has much to offer schools and education authorities across the UK. Two lessons seemed relevant and timely.

Lesson 1: Valuing Ethics

We (English) could benefit hugely from a thought-through programme that offers support, training and practical strategies for incorporating values into learning and behaviour policy at every level. *Taking Responsibility* can help educators bring together the standards agenda - with its 'high stakes tests' (SATs) and narrow emphasis on measurement - with the ethics

agenda and the wider concern for dispositions, values and creativity across and beyond the curriculum.

Since returning from Maine a group has been established, following an initial meeting in Scotland, to follow up the implications of *Taking Responsibility* for work in the UK.

Lesson 2: Valuing Politics

American colleagues might, in turn, gain from the English approach to citizenship education. Values-based programmes in the States aim chiefly to foster civility, neighbourliness and the link between learning and community involvement (service learning). Americans have no National (Federal) Curriculum and no formal commitment to political literacy. Few of their programmes explicitly encourage students to unpick the issues of power, prosperity and poverty that underpin even the simplest projects. Our English requirement to blend political insight with responsible action and learning is, perhaps, our most distinctive contribution to citizenship education beyond our shores. Likewise the distinctive insights from experience in Northern Ireland, Scotland and Wales will bring added depth and effectiveness to the work.

Across the world we urgently need a stronger and more coherent match between values education and our conflicted political agendas.

Conference Quotes

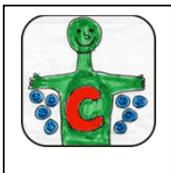
“I have no experience of this kind of conference, which brought together so many practitioners, policy makers and planners in the field of education from across the jurisdictions! It really was a very impressive undertaking”

“No other conference offers this opportunity really. That is why we need to have built in networking time/tasks”

“What we have established through the [four] nations is an international community of Learning and we need to build on this”

Part IV: Involving young people in democracy

6. The Work of the Children's Commissioner for Wales



Peter Clarke, the Children's Commissioner for Wales (CCW) addressed a plenary session

*The following notes are drawn from the CCW websites.
(www.childcomwales.org.uk)*

A Children's Commissioner is sometimes described as a children's champion and an independent human rights institution for children. Exactly what a Children's Commissioner does, and how they do it, varies from country to country - but they always have the interests of children and young people at heart.

Peter Clarke started work as Wales' first Children's Commissioner - and the first in the UK - on St David's Day 2001. He's based mainly in our Swansea Office, but travels all over Wales talking with and listening to children, young people and adults who work with them.

The post of Children's Commissioner for Wales – the first of its kind in the UK - was established by the Care Standards Act 2000. The Children's Commissioner for Wales Act 2001 broadened the post's remit and set out its principal aim, which is to safeguard and promote the rights and welfare of children in Wales.

The number of Children's Commissioners is growing in Europe and throughout the rest of the World as countries become more aware of the need to promote and safeguard the rights and welfare of children and young people, and to take them seriously. Exactly what a Children's Commissioner does, and how they do it, varies from country to country – but they always have the best interests of children and young people at heart.

Role of the Commissioner

Peter Clarke was appointed by the First Minister of the National Assembly for Wales after being interviewed by children, young people and adults. The Children's Commissioner and his team are there to help make sure that children and young people in Wales:

- are safe from harm and abuse
- get the opportunities and services they need and deserve
- are respected and valued
- have a voice in their communities and are able to play as full a part as possible in decisions that affect them
- know about their rights and the UN Convention on the Rights of the Child.

The main focus is on everyone aged 18 or under living in Wales, or who normally lives in Wales. But, the Children's Commissioner can also act in relation to older young people under certain circumstances – e.g. if they have been looked after. If there are implications for today's children and young people, he can also investigate things that happened to adults when they were children. Young people (or those concerned with young people) who think their rights aren't being respected, are invited to contact Peter Clarke and his team who will offer help directly or point inquirers in the direction of others who can help.

The background story

Children's organisations in Wales had campaigned for a Commissioner for children for over 10 years. Politicians in the National Assembly were also keen on the idea. They wanted someone who would speak up for children and young people's rights and help strengthen and improve the systems there to protect them.

In early 2000, Sir Ronald Waterhouse published his report - *Lost in Care* - after a long inquiry into child abuse in children's homes in North Wales. He recommended that Wales should have a Children's Commissioner to try and stop such things happening again. This speeded up the campaign and legislation was passed in Parliament to create the post and give it the powers needed.

Three Teams

The Children's Commissioner and his staff are based in offices in Swansea and Colwyn Bay, but work all over Wales. They are divided into three smaller teams, but all working together. Each team is headed by an Assistant Commissioner.

1. The **Legal and Administration team** provides legal expertise and deals with the day-to-day business of running the organisation.
2. The **Policy and Service Evaluation team** analyses and influences policy, and evaluates practice and promotes better services for children.
3. The **Communications team** leads on direct contact with children and young people involving them in our work and making sure that their views and opinions are communicated to others. This team also raises awareness of children's rights in general, and gets the message out about the Children's Commissioner and what the other teams are doing, to the wider world.

Further Information

- **The Care Standards Act 2000** and the **Children's Commissioner for Wales Act 2001** can be found on the HMSO website at www.legislation.hmso.gov.uk
- **The Welsh Assembly** passed legislation in July 2001 and this can be found on the HMSO website at www.wales-legislation.hmso.gov.uk
- **The Assembly's consultation document** on proposals for the Commissioner regulations provides further details on the full remit and range of powers: www.wales.gov.uk/subchildren
- **UN Convention on the Rights of the Child:** There is more information and an easy to understand version on the UN Convention on the Rights of the Child on www.theightssite.org.uk
www.savethechildren.org.uk/rightonline,
www.childreninwales.org.uk, www.unicef.org.uk or
www.crights.org.uk
- **Europe:** For more information on Children's Commissioners and ombudspersons all over Europe try www.ombudsnet.org
- **Children's Commissioner (Wales):** www.childcomwales.org.uk

7.1 Funky Dragon

The plenary session was introduced by Darren Bird, Funky Dragon



The following section includes a brief description of Funky Dragon along with further information about the Welsh Assembly's ongoing consultation with children and young people across the nation.

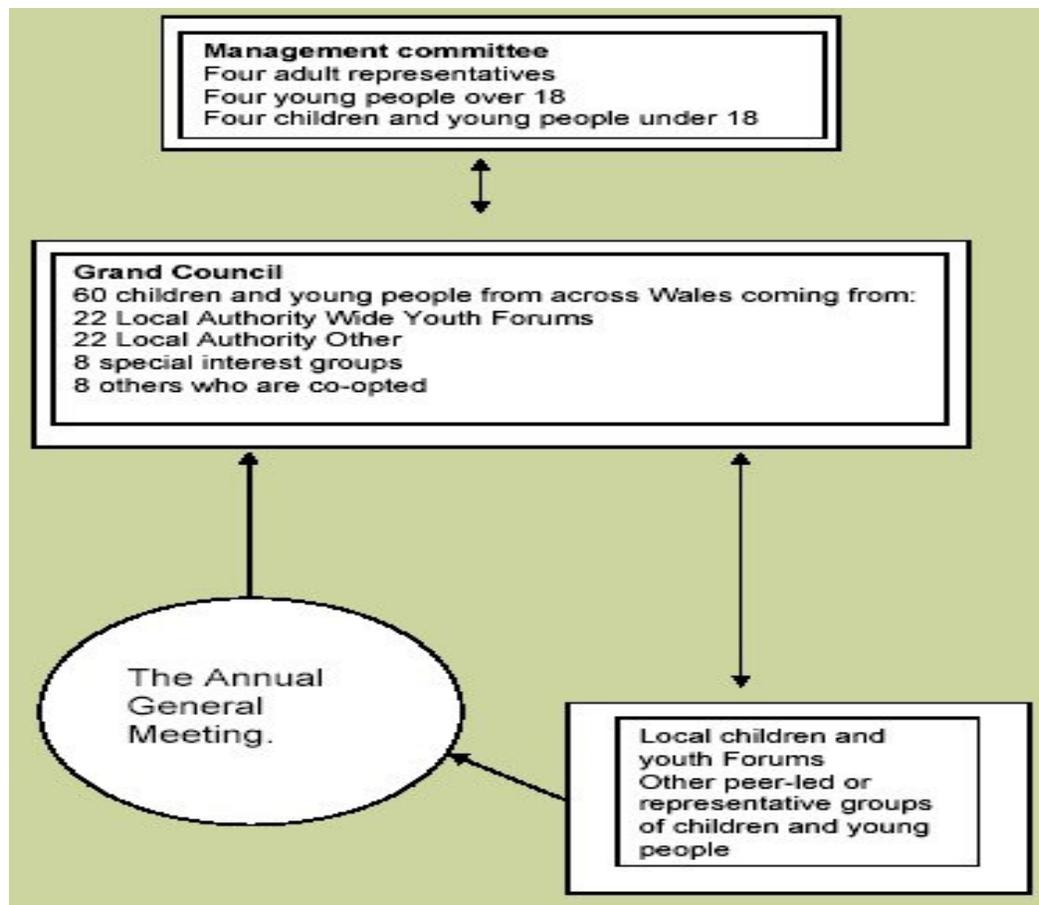
Funky Dragon is the Children & Young Peoples Assembly for Wales, and is an organisation run by Children & Young People, for Children & Young People!

It gives children and young people the chance to get their voices heard on a national level. They have close links with the Welsh Assembly Government and with all Youth Forums throughout Wales.

Youth Forums (such as Caerphilly) elect a young person to sit on the Grand Council, which is made up of 60 young people from all over Wales. It is the Grand Council that decides what

Funky Dragon is going to do (for example, what issues they are going to take up), and the representatives that take our local issues to Funky Dragon and bring national issues back to Caerphilly.

Website: www.funkydragon.org.uk



FUNKY DRAGON - Mission Statement

Funky Dragon - the Children and Young People's Assembly for Wales - is a peer-led organisation. Our aim is to give 0 – 25 year olds the opportunity to get their voices heard on issues that affect them. The opportunity to participate and be listened to is a fundamental right under the United Nations Convention on the Rights of the Child. Funky Dragon will try to represent as wide a range as possible and work with decision-makers to achieve change.

Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision-making at national level.

7.2 The Dragons' Dialogue

Issues for discussion with Children and Young People in Wales (2003)

Human Rights and Aims for Young People

The Assembly Government believes that the UN Convention on the Rights of the Child should guide its work with children and young people. Based on the rights in the Convention, the Assembly Government has drawn up a new set of aims for all of its activities for children and young people. We aim to ensure that all children and young people in Wales:

- have a flying start in life and the best possible basis for their future growth and development;
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills;
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect, and are able to have their race and cultural identity recognised;
- have a safe home and a community that supports physical and emotional wellbeing; and
- are not disadvantaged by child poverty.

These aims now provide a basis for all Assembly programmes that have an effect on children and young people and we intend that in future the relevant programmes should indicate how they meet them.

This report sets out what the Assembly Government is doing to support each core aim. It does not describe everything we are doing or every current programme, but concentrates on developing issues or those in which young people have shown most interest in consultation events and at the Funky Dragon Council's meeting with Ministers. Where there has already been discussion with Funky Dragon, the issue is highlighted. Many of the programmes support more than one aim, but to make it easier to read they have been listed under one aim each.

This report was published mainly to help children and young people in Wales give their views on the Assembly Government's activities.

If you have any comments to make on the contents or would like more information on them, please contact Darren Bird, Co-ordinator, at:

Funky Dragon

35 Heathfield

Mount Pleasant

Swansea SA1 6EJ

darren@funkydragon.org

Copies of Assembly reports, policy documents and consultation papers referred to in this report can be obtained from:

The Welsh Assembly Government Publication Centre

Assembly at the Pierhead

Pierhead Street

Cardiff Bay

Cardiff

CF99 1NA

Phone: 029 2089 8688 029 2089 9600 Fax: 029 2089 8947

Email: assembly-publications@wales.gsi.gov.uk

Relevant consultation papers are also available on the Assembly internet website at wales.gov.uk using the "Current Consultations" link.

Conference Quotes on Presentations and Workshop

“Listening to Learners with Funky Dragon: very practical and instructive illustration of methodologies, prompted/initiated a lot of discussion”

“Funky Dragon and Peer Mentoring – particularly good, and it was great to have young people telling their stories”

Session most useful: “Funky Dragon: enthusiastic workshop delivery”

“Found the Funky Dragon session enjoyable and informative”

8. Pupil Participation Showcases

Choice of two showcase sessions with teachers, youth leaders, pupils and young people from Welsh schools and youth organisations

- **School Councils** – Bedwas High School
- **Peer Support schemes** – NSPCC /Darland High School
- **impetus: shared values in action** projects – Sketty Primary School/St Teilo’s High School
- **Youth Service Democracy Project** – Rhondda Cynon Taff Youth Services
- **Listening to learners** – Funky Dragon

Conference Quotes

“The Showcases remind us that knowledge and understanding come in part from effective participation. Well done Wales!”

“I was also particularly interested in the work of R-C-T Youth Council. The young people taking part were live examples of youth participation at its best!” This showcase demonstrated real youth participation in action”

“I particularly enjoyed the sessions on the school councils – it was a useful reminder of the capacity of young people when they are given an opportunity”

Peer Support Schemes workshop – evidence of how important such initiatives are – making a real difference to lives of young people who need help *and* those who give it.

“I loved the impetus session because of the involvement of the children – really good to see what can be done.”

“Watching Sketty school’s dramatisation was inspirational”

“Global Citizenship workshop - a good mix of explanation and active involvement, and again the chance to take away ideas that we can use at our school”

“Racism and Diversity - a conscious effort by presenters to run an interactive session”

9. Workshops: Good practice in PSE/citizenship

Choices were offered from two workshop sessions led by two practitioners who explored and reflected on commonalities and differences of approach in each home country, in a dialogue with workshop participants:

- Dealing with race and diversity issues
- Inclusion
- Global citizenship/Fair trade
- Early years and primary
- Education for health and well-being
- Creating a sustainable environment
- Educating every teacher to deliver PSE/citizenship

Part V: Five Nations Together

10. Progress in Home Countries

Reports on the Past Year (2003-04)

Each Home Group reported at the start of the conference on the work on PSE and citizenship education in the countries since the last conference. These reports are filed separately in the Appendix.

11. The Home Groups' Agenda

The work of the Home Groups was introduced by Jan Newton, Citizenship Adviser (England) to the DfES. Following consultation in Home Groups, representatives from each of the Five Nations made a report. They are listed here in the order they were given.

The conference ended with representatives from each of the *Five Nations* reporting back from their home nation groups. Graham T. Davies, PSE Coordinator, Cardiff LEA, chaired the session. Each country representative addressed four issues:

- (i) In what ways have the workshops enriched your country's agenda?
- (ii) What are the tasks for your country?
- (iii) Proposed shared tasks with other countries
- (iv) Proposals for implementing tasks

Conference Quote: Develop Our Learning

“We need to really build on previous conferences and **start developing our learning**; for example, across UK discussion sessions which explore ways in which to ensure the sustainability of the Curriculum. We need discussions around the benefits of networks and teacher associations; collapsed curriculum days in schools and how they support Citizenship; the advantages of Advanced Skills Teachers (ASTs) and equivalents in the rest of the UK; and dealing with the barriers to Citizenship.”

11.1 Scotland

Roderick McKenzie reported: -

1.1 Learning from the Conference

Scottish participants were particularly impressed by: -

- **The Peer Support Workshop** – participants recognised the value of peer education and support as a strategy that combines citizenship education with enriching learning and teaching.
- **Pupil (Transitional) Council** dealing with transition from primary to secondary school. The group expressed active interest in the *Survival Kit* for transition.
- **Funky Dragon** – impressive use of IT as a means of communicating across and beyond the network of young people.

1.2 Country Tasks

The main focus here was on the pupil voice:

- **CPD for teachers** – a particular need to support teachers around engaging with *young people's voices* in and beyond the classroom. (Participants noted how adults generally wish to tidy up young people's views, e.g. they did not like the title *Survival Kit* and would have preferred something less obviously challenging.)
- **Website** – further urgent attention needs to be given to a website through which young people and adults can work separately and together on common issues.
- **Children's Parliament** – this needs developing and possibly linking with the Children's Commissioner.

1.3 Shared Tasks

- **Issues of common interest** where further sharing and consultation would be helpful:-
Pupil's Voice - a matter of growing interest in Scotland and is recognised to be about much more than School Councils.

1.4 Implementation

- **Networking** with other countries has proved difficult. There has been only one *Five Nations* meeting since the previous conference (2003). It is probably important to set dates ahead of time, preferably before the end of the conference.
- **Video conferencing** is also worth exploring.

11.2 Northern Ireland

Tony Gallagher reported:

2.1 Learning from the Conference

- **The Young Person's Voice** - this theme prompted considerable interest.
- **Funky Dragon** was impressive and the approach might usefully be developed in N.I.
- **Contested and controversial issues** - much of the work in Northern Ireland is in the context of contested and controversial issues; we need in-depth examples of how others have creatively tackled challenging issues around diversity and difficulty.

2.2 Country Tasks

- **Representative forum for young people** – we need to develop work on this.
- **Children's Commissioner** – we need to work with our Children's Commissioner on a strategic framework for working with young people
- **Networking across and beyond N.I.** – we need to improve and extend our own communications network across and beyond Northern Ireland.

2.3 Shared Tasks

- Establish and develop more systematic communications on shared themes such as engaging with young people around shared concerns.

2.4 Implementation

See 2.3 above and:

- Invite Funky Dragon to an appropriate consultation in Northern Ireland.

Another Showcase Quote

"I particularly enjoyed the sessions on the school councils – it was a useful reminder of the capacity of young people when they are given an opportunity"

"I thought the idea of a transition council was brilliant and the young people were wonderfully confident and capable. Indeed, I wish some of my university students would get involved in such a positive and engaging manner! I would really like to thank the young people and their teachers – even if this was a (very) best-case example to showcase, it was still very, very impressive"

11.3 Republic of Ireland

Aden Clifford reported: -

3.1 Learning from the Conference

There is growing interest in the Republic of Ireland in engaging with young people's concerns. We are in the early stages of this movement, but feel that we share much common ground.

- **Student engagement requires good CPD:** We expressed specific interest in developing Student Councils, peer mentoring and buddying. We were impressed by Funky Dragon. We recognise the importance of quality CPD in these areas.
- **Intercultural issues:** There was strong interest particularly in matters concerning race and diversity.
- **Social inclusion:** Strong concern, including issues around Special Needs education.
- **Interactive workshops:** These were the most effective and productive.

3.2 Country Tasks

- **European Year of Citizenship:** Currently some members of the Republic of Ireland team are writing a proposal for the European Year of Citizenship and plan to include ideas relating to the conference in this. This might offer a shared opportunity to develop common ground next year (2005).
- **Networking** with other countries offers valuable insights and opportunities for our developing work in the Republic of Ireland.
- **The Belfast / Good Friday Agreement** offers opportunities not only for developing effective work partnerships (north-south) between the Republic of Ireland and Northern Ireland. It can also stimulate and support (east-west) partnerships and cooperation between Ireland and the other countries of the UK.

3.3 Shared Tasks

- **Student Councils:** work on and around Student Councils and engaging with young people.
- **The Association for Citizenship Teaching** is relevant to our needs and offers ideas about how we may develop a professional association.
- **Enabling structures:** we need to give more attention to generating the resources and mechanisms to support and develop these tasks.

3.4 Implementation

We warmly offer the Republic of Ireland (Dublin) as the venue for next year's conference.

11.4 England

Chris Waller (Professional Officer for The Association for Citizenship Teaching) reported: -

4.1 Learning from the Conference

- **The showcases** were fantastic opportunities to witness good practice that was inclusive, dynamic and powerful.
- **The workshops** were too strongly focused on lecturing and information giving. In future it would be good to **share best practice** and **reflect** more together.

4.2 Country Tasks

In England we have been actively involved with citizenship education since 2000 and need now to:

- **Reflect** on what we have learned.
- **Develop strong regional networks** (there is already one in the North East).
- **Support and promote CPD** among teachers.
- **Sharpen the focus** and definition of citizenship education.
- **School improvement:** emphasise and develop the link between citizenship education and school improvement, not least through working with the National College of School Leadership on this issue.
- **Develop a national participation strategy** through leading agencies across England.

4.3 Shared Tasks

- **Assessment:** share good practice in assessing citizenship (in line with the reporting, monitoring and assessment requirements of the national curriculum).
- **Citizenship education and Standards:** strengthen the link between citizenship education and school improvement (and raising standards).

4.4 Implementation

Re-establish the Five Nations Focus Group as the forum through which to develop and follow up shared tasks.

11.5 Wales

Graham P. Davies reported: -

5.1 Learning from the Conference

- **Conference hosts:** as conference hosts GPD thanked everyone for participating in an exciting and rewarding event. He reflected on the ways in which the Welsh involvement with the *Five Nations* conference had grown over the past four years.
- **Young people's voices:** the conference had appropriately underlined the importance that Wales gives to this theme.

5.2 Country Tasks

- **Funding** remains a critical issue in moving the work forward.
- **CPD for teachers:** networking with teachers and the need for further CPD for teachers around PSE and citizenship education.
- **Participation and young people:** young people could in future do more to develop and follow up the agenda (also shared task).
- **Links with school governors** need strengthening.
- **Partnership with business:** need to develop wider partnership with businesses as well as with the voluntary and community sector.
- **Communications:** critical issue. The conference and related work offers a valuable chance to strengthen networking about PSE and citizenship across Wales.

The current work on PSE, Global Citizenship and Healthy Schools provides a good starting point for further development. Projects such as impetus provide the opportunity to share good practice across the country.

5.3 - 5.4 Shared Tasks / Implementation (Wales)

The country tasks cited above (5.2) seem to be shared by other countries among the *Five Nations*.

The **urgent need**, therefore, is for the *Five Nations* Group to meet in a strategic and focused way.

11.6 Summary of Shared Tasks

These tasks are grouped under headline and related tasks

6.1 More systematic Communications

Establish and develop more systematic communications on shared themes such as engaging with young people around shared concerns. (N.I. & S.) See 6.2 – 6.6

6.1.1 Pupil's Voice: this is a matter of growing interest in Scotland and is recognised to be about much more than School Councils. (S) Young people could in future do more to develop and follow up the agenda. (W)

6.1.2 Student Councils: work on and around Student Councils and engaging with young people (Republic of Ireland)

6.1.3 The Association for Citizenship Teaching is relevant to our needs and offers ideas about how we may develop a professional association (R.O.I.)

6.1.4 Develop a national participation strategy through leading agencies across England (and beyond?) (E)

6.2 Citizenship Education, Standards and School Improvement

Strengthen the link between citizenship education and school improvement (and raising standards). Possible link with the National College of School Leadership on this issue (and beyond?) The NCSL is currently working on Pupil Voice in England.

6.2.1 Assessment: share good practice in assessing citizenship (in line with the reporting, monitoring and assessment requirements of the national curriculum. (E)

6.2.2 Partnership with business: we need to develop wider partnership with businesses as well as with the voluntary and community sector.

6.2.3 Values Education: this theme will be taken forward in partnership with the Institute for Global Ethics UK Trust and with support from the Gordon Cook Foundation and resources from national and local sources. Those interested in being kept informed should contact the Institute for Global Ethics UK Trust (see address inside front cover.)

6.3 Enabling structures

We need to give more attention to generating the resources and mechanisms to support and develop these tasks (R.O.I.)

6.3.1 Strategic agenda: the **urgent need**, therefore, is for the *Five Nations* Group to meet in a strategic and focused way.

6.3.2 The Association for Citizenship Teaching is relevant to our needs and offers ideas about how we may develop a professional association.

6.3.3 Resources: we need to give more attention to generating the resources and mechanisms to support and develop these tasks.

6.3.4 Mechanisms: we need to give more attention to generating the resources and mechanisms to support and develop these tasks.

Feedback comments on issue: -

There were few specific suggestions about how the momentum might best be kept alive between conferences. Key points were: -

- **Early planning:** the planning needs to start early, preferably before the conference is over so that key people have agreed dates in their diaries.
- **A specific agenda** of shared tasks needs to be agreed. It is not enough to be aware of shared interests.
- **Effective electronic communications** need to be in place, probably a shared corner of a website, along with a set of email list-serve conversations on specific issues. See Develop our Learning (box previous page).
- **Professional association:** only England has a professional association for citizenship teaching. The Republic of Ireland team raised the issue of developing comparable organisations in the other countries.

International Community of Learning

What we have established through the [four] nations is an international community of Learning and we need to build on this"

Opening up Discussion

"We should not be afraid to open up for discussion differences in approach, philosophy or goals between us – we keep saying that one of the values of diversity is that it provides a richness that allows us to think beyond our own assumptions, so why try to bury it in a fairly unique circumstance such as this?"

"Given that the conference is about citizenship, I think it might even be interesting to have a discussion on what we mean by the idea of four or five nations? As one of the NI group, I was a little bemused to find us described as a national group, when a conflict over national identity is one of the things that has torn our society apart for the last three decades. I don't have a problem with this (as I say I was bemused rather than upset by the ascription), but it is perhaps another example of the way language can sometimes reify conceptual issues that we really ought to open up and explore."

VI. Conference Review

The constructively critical comments were made in the feedback. But first, the general ratings were very positive and individual comments appreciative.

12.1 Programme

- **Expand update** since last conference to include discussion from floor.
- **Change format** of five nations sharing on first day –perhaps each nation to organise a stand and let people filter around.
- **National group** to meet up prior to the conference starting for 30mins to help delegates recognise other national delegates - (and to discuss last years progress).
- **Workshops** - more interactive, enabling sharing of best practice to take place.
- **More downtime.**
- **Structured networking:** create actual spaces for networking within agenda.
- **Contested and controversial issues:** one of the difficulties in citizenship education lies in the treatment of controversial issues, so why do we not take the chance to explore something like this at the conference?

Rating (5 high)

Rate the conference overall:	average - 4.1
The organisation of the conference:	
○ beforehand	average - 4.2
○ during	average - 4.7

12.2 People

- Attendance needs to cover a wider spectrum of people.
- Citizenship is much broader than schools and could have included representation from NIACE – lifelong learning, etc.
- Bring in people from non-teaching backgrounds to challenge/help develop thinking.
- Get young people involved earlier in setting the agenda and in the overall shape/content of the conference and taking agenda forward. Conference needs to model citizenship.
- Encourage countries to mix – not all sit around the country table.

12.3 Research

- “Opportunities to share and hear about ongoing or completed research in the field of citizenship”.

12.4 Communications

- **Mix:** encourage countries to mix – not all sit around the country table.
- **Graffiti wall** - flipcharts for example - for delegates to share information/ concerns/ questions that they haven’t been able to share otherwise.

Quotes: Knowledge

“The importance of ‘Citizenship’ Education as a vehicle for change in education”

“Affirmation that our work is quite radical and unique and necessary”

Appendices – Nation Reports for 2003-04

1 Wales: Personal and Social Education 2003 - 04

The Welsh Assembly Government made PSE a statutory part of the Basic Curriculum from September 2003 and issued guidance to schools and local education authorities in July 2003. The guidance can be found on the National Assembly for Wales' website:

<http://www.learning.wales.gov.uk>

The PSE Framework for Key stages 1-4 in Wales bases PSE delivery around 10 'aspects' which are: social, community, physical, sexual, emotional, spiritual, moral, vocational, learning and environmental.

To support the introduction of statutory PSE an 'All Wales PSE Network Group' was established in December 2002 with the aims of;

- Disseminating good practice in PSE throughout Wales
- Making links between the formal and informal sectors in Wales
- Working with the Welsh Assembly Government on further developing a strategy for PSE in Wales.

Members of the PSE Group include representatives from the Welsh Assembly Government, Local Education Authorities, Voluntary Sector organisations (CSV, CEWC, OXFAM, CYFANFYD, NSPCC), The Wales Youth Agency as well as teachers leading developments in PSE provision in Wales.

The PSE Network group held a second annual conference in September 2004 to continue to support the development of PSE throughout Wales. Developments have been made to ensure the involvement of all parts of Wales by the setting-up of a North Wales branch of the PSE Network and methods are being established to ensure that both North and South Wales groups share developments.

The hosting of the 4-Nations Citizenship conference in Cardiff also represents an excellent opportunity to further establish links throughout Wales and to draw on practice from other home nations.

The WJEC (www.wjec.org.uk) is currently working on a variety of ways in which PSE can be accredited. These include:

- GCSE Short Course in PSE
- Unit Accreditation for PSE
- Entry Level Personal and Social Skills (recently approved)
- First Skills Profile

The WJEC is also contributing PSE resources to the Wales National Grid for Learning www.ngfl-cymru.org.uk.

Guidance has been produced on Global Citizenship and Sustainable Development by the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) in 2002. The

Assembly will be producing a map of opportunities across the curriculum for secondary schools in Wales to provide their pupils with Education for Global Citizenship at the turn of the year.

KS3 Teaching materials have been produced as part of an ACCAC/Welsh Assembly commissioned and funded project. These include video stimulus material and pupil activities based on five themes: Community; Identity; Rights and Responsibilities; Conflict and Global Citizenship.

The development of Learning Pathways for 14-19 year olds in Wales has a major role to play in developing personal and social skills. Learning Pathways aim to breakdown the artificial distinctions between vocational and academic qualifications and offer a greater variety of educational experiences for young people, including those within the community and voluntary sector. Guidance was issued in July 2004.

The new Welsh Baccalaureate, which is currently being piloted, will be meshed within Learning Pathway and will provide opportunities for active participation and PSE work to be developed and recognised.

The developments in PSE sit alongside the Assembly's approach on participation of young people. A participation unit has recently been set up in the Assembly to look at the involvement of young people in all aspects which affect them across all policy areas.

In October 2005, Wales will be hosting an international youth event as part of the UK Presidency of the EU. The main theme of the conference will be the participation of young people in decision making processes.

2 Scotland: Education for Citizenship 2003 – 04

Education for Citizenship in Scotland was published in June 2002, and 2002-4 has been a time for familiarisation with the paper and the proposed framework for education for citizenship. Many local authorities have organised in-service events, and there is evidence of a good deal of use of Learning and Teaching Scotland audit materials. Parallel materials for early education were published in April 2003. All the audit packs are available on the LT Scotland web-site www.ltscotland.org.uk/citizenship

In 2004-5 LT Scotland plans a greater focus on development in schools

- The Education for Citizenship web-site is in process of being refashioned to support development planning in schools and early education settings, with new sections on planning, practice, resources and evaluation
- A series of regional conferences for school education for citizenship co-ordinators is planned for January- March 2005.

Schools have been encouraged to act on education for citizenship recommendations by two developments in external evaluation. In 2003 HMIE published a Planning for Improvement document on education for citizenship, and one in the same series on international education. <http://www.hmie.gov.uk/documents/publication/hgiosefc.pdf> National Priority 4 on Values and Citizenship continues to attract interest and support. Until recently citizenship was one of the few dimensions of National Priorities to lack a quality indicator. In 2003 LT Scotland officers and members of the former education for citizenship review group worked with SEED on development of a new indicator that reflects the breadth of the Scottish framework. This has been circulated to local authorities and schools and will be reported on for the first time in spring 2005.

Other Developments

A Paper for Professional Reflection on Education for Citizenship is in development, and will be published as a contribution to teachers' continuing professional development early in 2005.

LT Scotland is working with the Department for International Development on a revision of the Global Dimension in the Curriculum to take account of wider developments in Scottish education.

Education for Citizenship is currently awaiting, along with other curriculum interests, the outcomes of the Scottish Executive's first findings on the *Review of the Curriculum 3-18* that will set new opportunities over the coming year.

Networks

Amongst citizenship networks actively supported by LT Scotland are

- An active local authority network for education for citizenship advisers
- A new LTS Advisory Group on education for citizenship, chaired by Pamela Munn, with representation from local authorities, head teachers, teacher education, SEED and HMIE.
- A Young People's Advisory Group is now in its second year.
- A well-established Social Subjects Citizenship Liaison Group, was formed at the request of the subject associations and with the support of the Minister. In 2004-5 the group is following up its recent commissioned research to map the contribution of the social subjects to education for citizenship post-14 with a major initiative to identify and promote inter-departmental approaches to education for citizenship.

Partnerships

Learning and Teaching Scotland works with and advises voluntary associations on a range of issues, mainly to do with preparation of teaching materials appropriate to the Scottish curriculum and organisation of conferences and seminars. Current examples are work with the Hansard Society and the Scottish Parliament Outreach Service to provide support for Members of the Scottish Parliament in working with schools; IGE on approaches to teaching ethical decision making; Young Scot and Dialogue Youth on the Smart Citizen project.

3 Republic of Ireland: Citizenship Education 2003 – 04

Civic, Social and Political Education (CSPE): CSPE is a mandatory post-primary Junior Certificate course in *Citizenship Education* based on *Human Rights* and *Social Responsibilities*. It is concerned with developing in students their full potential for active participatory citizenship at a personal, local, national and international level. It is based on the notion that students will only choose to become active participants in their communities if they feel a sense of attachment to them.

Course Content: CSPE should produce knowledgeable students who can explore, analyse and evaluate, who are skilled and practised in moral and critical appraisal, and capable of making decisions and judgements through a reflective citizenship, based on human rights and social responsibilities. Through the units of study students should come to understand how the seven course concepts: rights and responsibilities; human dignity; law; development; interdependence; stewardship; democracy; serve collectively, though not exclusively, to inform and clarify the concept of citizenship. CSPE is divided into four units of study: Unit 1: The Individual and Citizenship; Unit 2: The Community; Unit 3: The State – Ireland and Unit 4: Ireland and the World.

Active Learning Methods and Action Projects: There is an emphasis both in the course documents and in the in-service training provided for CSPE on active learning methodologies. A key element of the course is the Action Project. An Action Project is where the students are actively involved in developing an issue or topic which has arisen in class beyond the usual limits of textbooks and course materials. For example, students might research, organise and invite a guest speaker to talk to the class on a particular topic and thereby develop the skills of how to gain access to information and structures. Alternatively, they might run an election or become involved in a campaign at the same time that this is happening locally/nationally thereby developing and practising the skills of participation in the democratic process.

Assessment: The importance of active participation is reflected in the allocation of 60% of the final assessment grade to this area. This percentage should also be reflected in the time spent by the students in active learning and on their Action Projects. The remaining 40% of the marks are allocated to a written terminal examination.

Training and Support: A three person strong full-time, and twenty-two person strong part-time, national support service for Civic, Social and Political Education is in place to support teachers of CSPE. It is funded by the In-Career Development Unit of the Department of Education and Science, under the National Development Plan. The work consists of cluster-based in-service, school-based in-service, and workshops organised by several of the non-governmental

organisations. Almost all of the third level institutions are now offering courses in CSPE methodology and some post-graduate work has and is taking place.

Curriculum Development Projects in Citizenship Education: A number of curriculum development projects have been established to support and build on the work of Civic, Social and Political Education in the Curriculum Development Unit where the Support Service is based: 1) *A Human Rights Project* – developing materials for CSPE teachers/students, promoting CSPE at Senior Cycle and other advocacy work; 2) *Poverty, the Curriculum and the Classroom* – looking at Poverty as a Community and a National Issue, developing strategies for dealing with controversial issues in CSPE and also actively developing models of School/Community Links; 3) *Education for Reconciliation* – a cross-border project involving 30 schools approximately, North and South, in which teachers explore their own understanding of citizenship and education for reconciliation through teacher training and collaborative work while also engaging their students in CSPE through the theme of reconciliation and 4) *Democracy, Gender and Participation Project* – developing materials to engage and make students aware of the necessity for balance, fairness and equality of representation in the democratic process and to enable them to participate in it.

The work of Non-Governmental Organisations: Many NGOs have been actively involved in supporting the development of student/teacher resource materials for CSPE together with their practical support for students undertaking a wide variety of Action Projects.

Senior Cycle Review: At present the National Council for Curriculum and Assessment (NCCA) is carrying out a review of the Senior Cycle. It is possible that Citizenship Education will feature in the new Senior Cycle in the form of Transition Units, Short Courses or perhaps even as a full subject.

Citizenship Education in the Primary School Curriculum: The subject areas of *Social, Personal and Health Education* and *Social, Environmental and Scientific Education* help children to prepare for active and responsible citizenship.

Citizenship Education in the Informal sector: Citizenship education features quite strongly in programmes offered to young people by the many organisations involved in youth work.

It also features in the *Further Education* and *Adult and Community Education* sectors.

4. Northern Ireland: Citizenship 2003 – 04

Character Education

The aim of the Northern Ireland Curriculum is to *help young people develop their potential and to make **informed and responsible choices and decisions** throughout their lives.*

The framework for the Northern Ireland Curriculum is set out under the following three **objectives**:

Developing young people as:

- *Individuals,*
- *Contributors to Society and*
- *Contributors to the Economy and Environment.*

Each objective is then broken down into a number of ‘Key Elements’, which include:

- under Individuals – the key elements of ***moral character and spiritual awareness***;
- under Contributors to Society – the key elements of ***citizenship and ethical awareness***;
- under Contributors to the Economy and the Environment – the key element ***sustainable development***.

The Northern Ireland Curriculum therefore seeks to address ‘character’ education in an explicit way by setting every subject out under this framework and offering practical examples of how that subject might then contribute to the development of these key elements. In this way, examples of how key elements that seek to develop moral character, spiritual, moral and ethical awareness and sustainable development, are offered right across the curriculum. This also offers the potential for connections to be made across subjects, utilising these key elements or themes.

The practical examples suggested focus on real life issues and pose moral and ethical challenges for young people to investigate, with the intention of developing ‘critical and creative thinking skills’ throughout every area of the curriculum.

Local and Global Citizenship in Northern Ireland

The Northern Ireland Council for Curriculum, Assessment and Examinations (CCEA) has recently completed a comprehensive review of the Northern Ireland curriculum, including consulting on detailed proposals for a statutory entitlement to citizenship education. From September 2006 there will be statutory entitlement to citizenship education in Northern Ireland in the primary and post primary curriculum.

At Key Stages 1 and 2 **Mutual Understanding in the Local and Global Community** is a strand of Personal Development focused on themes including relationships with family and friends, at school, in the community and the wider world. Piloting of the new Personal Development curriculum has already begun in eleven schools during 2002. A process of implementation will begin in 2004 but change will be gradual, taking a number of years to complete. It will be supported by sample teaching plans and teaching and assessment materials.

The proposed statements of entitlement for **Local and Global Citizenship** at Key Stages 3 and 4 require pupils to have opportunities to investigate the four key concepts as follows:

- Diversity and Inclusion
- Human Rights and Social Responsibilities
- Equality and Social Justice
- Democracy and Active Participation

Investigations may combine different concepts and should span local, national, European and Global contexts. Further details about the statutory requirements may be found at <http://www.ccea.org.uk>.

Local and Global Citizenship is being piloted at Key Stages 3 & 4 in over 100 schools. Citizenship officers in the five Education and Library Boards are continuing to recruit schools, including schools for children with special educational needs, and to provide professional development and support to up to 5 teachers in each school. It is anticipated that all post-primary schools will have received training and support in Local and Global Citizenship by the end of academic year 2005/2006.

The new GCSE “Learning for Life and Work”, which is a 3 strand optional qualification at Key Stage 4, comprised of modules in Citizenship, Employability and PSHE, is currently being trialled in over 50 schools and will be available to all schools from Sept 2004.

5. England: Education for Citizenship 2003 – 04

Background

Citizenship education as a statutory subject within the National Curriculum has been a requirement for all secondary schools in England since September 2002. This year was the first that required teacher assessments of attainment for pupils completing year 9 this summer. To support the continuing development of citizenship education in schools, the DfES has developed a three-pronged Continuing Professional Development Strategy which includes a limited continuation of the Regional Adviser role, the publication of the CPD Handbook and the piloting of the Certification of the Teaching of Citizenship. This will continue into 2005 and supports the fostering of stronger citizenship networks including ACT, the LSDA Post-16 networks, citzED teacher training networks and the Home Office community hubs for Active Learning Active Citizenship. www.active-citizen.org.uk Chris Waller from Mill Chase School Hants has been appointed the Professional Officer at ACT replacing Will Ord who is now Chair of Sapere. Jan Newton OBE Special Adviser, David Kerr and John Lloyd, Advisers continue to provide professional support to the DfES on Citizenship matters.

Developments during 2003/04

Regional Advisers

The DfES Regional Advisers have just completed their one year contracts: Peter Brett, located in the North West, Chris Pittaway West Midlands and Jeremy Haywood and Balbir Sohal London and the South East, and co-ordinated by Don Rowe of the Citizenship Foundation. The advisers have been very successful in developing support networks for teachers and ASTs in LEAs, providing training and organising regional good practice conferences. On a part time basis, their principle role will be support the development of the Certification of the Teaching of Citizenship in 2005. Chris has now returned to St. Christopher's School in Wrexham. Jeremy Haywood is now full time at the Institute of Education London managing the PGCE Citizenship course. Balbir will be supporting the West Midlands and Don will look after London and the South East. Such has been their success that there are now three additional Regional Advisers for PSHE co-ordinated by Gill Morris DfES Adviser/Camden LEA.

Advanced Skills Teachers

The around 65 AST posts in England have been successful in sustaining and developing citizenship in their own and outreach schools. Many have taken on a broader role in developing citizenship alongside their LEA adviser for citizenship. There have been two conferences to support them and to share their good practice. The role of ASTs is central to the Government's Five Year Strategy for Education which was announced in the summer.

Citizenship CPD Handbook

Making sense of Citizenship- a CPD Handbook was launched during September at a number of regional conferences. Published on-line initially, chapters will be posted as they become available on www.dfes.gov.uk/citizenship and www.citizenshipfoundation.org.uk. Edited by David Kerr and Ted Huddleston this authoritative resource will support individual teachers as well as those

participating in school-based INSET or centrally organised courses. It will also be of value to those engaged in HEI PGCE Citizenship courses.

The Citizenship Self-evaluation Tool

Originally developed by John Lloyd as an on-line toolkit for the National College for School Leadership (NCSL) by BeCTA it has now been produced, with the support of QCA and OfSTED, as booklet and published by ACT. The self-evaluation tool enables schools to chart their progress in developing citizenship and to identify the actions they can take to progress it. This definitive version is also available on-line as pdf and word files on the DfES Citizenship website www.dfes.gov.uk/citizenship and the ACT website or Alice Dorsett at ACT on 020 7367 0510 www.teachingcitizenship.org.uk. Feedback from around the country suggests that schools are finding this to be a very useful resource.

The Certification of the Teaching of Citizenship

Following the successful implementation of the certificate for the teaching of PSHE and a feasibility study by Thomas Coram for the DfES, a pilot programme in three regional centres, the North West, West Midlands and London is being developed. Involving HEIs, NGOs and LEAs working collaboratively, the certification process will improve the effectiveness of teaching in primary, secondary, special schools and post 16 settings. Teachers participating will be required to meet the standards set out in the Teachers Standards Framework and specifically those required for the teaching of citizenship. The certification will be CATs accredited.

Specialist Colleges

Citizenship can now be included in applications by schools to become Humanities Specialist Colleges. In their school plan they will set targets in three humanities-based specialist subjects from: history, geography or English; and two other subjects from religious education, citizenship, classical civilisation, drama, humanities, history, geography or English. Key to this the vision for Humanities Colleges that requires schools to *encourage students to learn about issues and to examine their own values and attitudes as individuals in a post-industrial, global and interdependent society, and foster an understanding of human values and different value systems, past and present, and of how society is organised, develops and changes, including the dynamics of long term change*. Six schools have achieved Specialist College status for Citizenship this year.

Participation Guidance

Working Together: Giving Children and Young People a say, (DfES 0134/2004) was published in April and gives statutory guidance to Heads, governors, LEAs, parents, pupils and teachers on their responsibility to ensure greater involvement of pupils in the general life of the school and of the wider community, not just on consultation exercises. Available on www.dfes.uk/participationguidance and from Prolog on 0845 6022260, the guidance is intended to open opportunities for children and young people to become more active participants in their education, including the planning and the evaluation of their own learning. It offers advice on how to offer opportunities to develop their skills as active citizens. It supports personalised learning through opportunities that already exist in citizenship education, PSHE, Connexions and the National Healthy School Standard. It also supports Article 12 of the UNCRC.

Post 16

The new web-based guidance for Post 16 Citizenship available on www.qca.org.uk/citizenship/post16 was launched in June 2004 and is now available as a pack of resources being distributed this term. The materials provide practical guidance on how to develop a programme of citizenship and what to include in post 16 lessons. A flexible framework for citizenship learning with learning objectives is provided. A special feature is the 21 case studies of effective practice that show what works well. The materials are for all those working with young people post 16 including schools, colleges, training providers, employers, and youth and community organisations. Contact Liz Craft craftl@qca.org.uk

14-19 Curriculum

A number of HEIs and key organisations have been invited by the QCA to bid for work to develop a specification for a core unit of citizenship, appropriate for a new qualification that would be within a 14-19 framework. It is hoped that the work can inform future policy on any new citizenship qualification by providing the basis for subject specific interest as well as developments more generally in the 14-19 area.

Short Course GCSE Citizenship Studies

The most significant development in qualifications is in the use of the GCSE short course for Citizenship Studies. This has increased since last year. The Joint Council for Qualifications Results show that in the UK the number of candidates rose from 6269 in 2003 to 27,184 in 2004 - an increase of 330 percent with equal numbers of boys and girls entered, 51.4 percent achieving grade C or above. The exam boards offering this qualification are Edexcel, AQA and OCR. Many schools are offering this exam alongside the short course GCSE in RE.

ICT: Embedding ICT @ Key Stage 3

Working with the Key Stage 3 Strategy resources have been produced to support the development of ICT through Citizenship. These have been published as part of the ICT in secondary schools strategy that has made these materials available on a CD Rom along with video case studies researched by ACT for Becta. This will be sent to every secondary school and will be launched at the Embedding ICT @ Secondary Subject Road Show – Citizenship to be held at the Life Centre, Newcastle on December 1st 2004.

Ofsted

Scott Harrison HMI has been appointed the specialist inspector for Citizenship at Ofsted. Ofsted will be publishing its fourth annual report on secondary citizenship in February 2005. Previous reports can be found on the Ofsted website www.ofsted.gov.uk. Key issues identified by Ofsted concern the management of citizenship as a subject within the curriculum; the definition of citizenship, especially distinguishing it from PSHE; and the relationship between the three strands. There are many positive things to report, including the impact of ITT and the steps taken by numbers of schools to place citizenship at the heart of their work. During the coming year Ofsted will continue to inspect schools and ITT providers, but, with the Adult Learning Inspectorate (ALI), will also be looking at post-16 citizenship.

Initial Teacher Training

Since September 2003, a small number of schools have appointed a specialist newly qualified citizenship teacher. 211 students graduated from PGCE Citizenship courses as NQTs for citizenship in 2004, bringing the total number to more than 500. Where they are in place, the QCA report their impact has often been extremely positive with some assuming the role of subject leader or co-ordinator straight away. Many NQTs are true ambassadors for citizenship and have used their training, expertise and enthusiasm to take forward the development of the subject in their schools.

citizED

citizED is a project funded by the Teacher Training Agency (TTA). It is a collaborative project for providers of initial teacher education for citizenship in England. The project web site is www.citized.info. The project's Director is Professor James Arthur of Canterbury Christ Church University College. (Tel 01227 782277, email ja1@cant.ac.uk). The Deputy Director is Dr Ian Davies of the University of York. (Tel 01904 433452, email id5@york.ac.uk). The project administrator is Roma Woodward at Canterbury Christ Church University College. (Tel 01227 782993, email rlw8@cant.ac.uk). The project is organised principally around teacher education in primary, secondary, cross curricular and post 16 contexts with outputs in the form of conferences, seminars and practical resources for teaching. Additionally the project team is promoting specific initiatives such as the conduct of research including work on assessment in teacher education for citizenship. An international journal of citizenship and teacher education is to be launched in July 2005. The project team is working in partnership with a wide variety of individuals and organisations including the Association for Citizenship Teaching (ACT).

NFER Citizenship Education Longitudinal Study

This nine year study, conducted by the National Foundation for Educational Research (NFER) on behalf of the DfES, aims to identify, measure and evaluate the extent to which effective practice in citizenship education develops in schools in order that such practice can be promoted widely. Most recently the NFER has published the study's second annual report entitled: [*Making Citizenship Education Real*](#), which outlines an emerging typology of school approaches to citizenship education in schools and the key factors underlying its successful implementation, and a comprehensive literature review entitled: [*Citizenship Education One Year On: What does it mean?*](#) Forthcoming publications include the study's third annual report, which considers student experiences of, and attitudes towards, citizenship education during the second year of its statutory provision, and a literature review which focuses on literature from the political sciences.

The DfES additionally commissioned the NFER to evaluate the first (2001) and second (2002) rounds of Post-16 Citizenship Development Projects in England. Recent publications from this project include the [*National Evaluation of Post-16 Citizenship Development Projects: Second Annual Report*](#). The final report of this project is currently in progress and a link will be posted on the [NFER website](#) in 2005.

For further information about citizenship education and all aspects of the NFER research programme in this area please visit <http://www.nfer.ac.uk/research/citizenship.asp>

Institute for Global Ethics UK Trust
3-4 Bentinck St
London W1U 2EE
Tel: 020 7486 1954 / 020 7502 1798 Fax: 7935 3486
e-mail: igeuk@globalethics.org.uk