

A strategic consultation on developing
Education for Citizenship
in
England, Northern Ireland,
Scotland and Wales

A report written for the Gordon Cook Foundation
and the Institute for Global Ethics UK Trust

by

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The conference was convened by the Institute for Global Ethics UK Trust with the support of the Gordon Cook Foundation. The host nation was Northern Ireland, who planned and organised many of the workshops and chaired several of the plenaries. Participants from Northern Ireland and Scotland were sponsored by the Council for the Curriculum Examinations and Assessment (CCEA) and Learning and Teaching Scotland (LTS) respectively. Five places for citizenship teachers and representatives of the Association of Citizenship Teaching from England were sponsored by the Department for Education and Skills. The Welsh Joint Education Committee (WJEC) sponsored three participants from Wales. This year there was also eight participants from the Republic of Ireland, sponsored by the Curriculum Development Unit, City of Dublin Vocational Education Committee (CDU).

Foreword

Christine Jendoubi, Assistant Secretary, School Improvement & Teacher Development Division, CCEA, opened with this quotation: -

'It's a small and, for many, a troubled world, according to a new view of the planet as a village with just 100 people.

The figures below are from an e-mail which has come from the US and is being sent to thousands of computers in Britain.

By reducing the 6 billion population for the Earth to 100 people, it exposes the worrying extent of poverty and the wide gap between the rich and poor. It says: 'When one considers our world from such a compressed perspective, the need for *acceptance, understanding and education* becomes glaringly apparent.'

It also tells recipients:

- If you have never experienced the danger of battle, imprisonment, torture or starvation, you are ahead of 500 million people in the world.
- If you have food in the refrigerator, clothes on your back, a roof overhead and a place to sleep, then you are richer than 75 per cent of the world.

The United Nations confirmed the figures were broadly correct - but said there were probably even more poor people.

If the world was a village of 100 inhabitants

- 57 would be Asians, 21 European
- 14 from the Americas and 8 Africans
- 52 would be female and 48 male
- 70 would be white and 30 non-white
- 89 would be heterosexual and 11 homosexual
- 30 would be Christian and 70 non-Christian
- 6 people would have 59% of the wealth
- 80 would live in substandard housing
- 70 would be unable to read
- 50 would suffer from malnutrition
- 1 would be near death, 1 would be newly born
- 1 would have higher education
- 1 would own a computer'

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1. Introduction

This consultation aimed to build on the work of the previous Four Nations events, including the 2002 goal of framing a shared strategy that addresses the *social, institutional and professional challenges posed by education for citizenship across the UK*. The participants were drawn from (i) *practitioners from schools, colleges, and universities; and (ii) professionals from government and specialist organisations concerned with making, shaping and delivering policy on citizenship education*.

Our hosts on this occasion were Northern Ireland. Conference management was provided by the Institute for Global Ethics Trust with support from the Gordon Cook Foundation.

On this occasion we were joined by guest representatives from the Republic of Ireland who contributed richly to our discussions and thinking.

Prior to the conference, participants had been circulated with reports of developments in each country since the 2002 Four Nations conference in Birmingham, and these can be found in Appendix 1 on pages 23-27.

Background to education for citizenship in the UK

England

In England, Citizenship education is a statutory entitlement in state schools at Key Stages 3–4 (11–16 year-olds). It is part of the non-statutory framework in all primary schools. Guidelines for Citizenship education between 16 and 19 were being developed this year (2003).

The *Programme of Study* for Citizenship in the National Curriculum is based on a set of learning outcomes¹, and shows how students participate and engage in responsible action in schools and in their communities; in so doing they develop their skills of enquiry and communication and become informed citizens.

Northern Ireland

The Northern Ireland curriculum has for some time included Education for Mutual Understanding (EMU). The curriculum is currently undergoing review and consultation. It is proposed that Citizenship becomes a statutory element of the Northern Ireland Curriculum:

¹ This is set out at the heart of the Citizenship Curriculum, which is part of the National Curriculum for England. It was first published jointly by the DFEE and OCA in 1999.

- at Primary level, within the new Learning Area of *Personal Development*
- at Post Primary level, as a distinct strand of the new Area of Learning for *Life and Work*.

At Post Primary level the proposals encourage active investigation of four key concepts:

- Diversity and inclusion
- Equality and social justice
- Human rights and social responsibility
- Democracy and active participation.

The learning outcomes and the proposals for assessment place a strong emphasis on skills, in particular personal and interpersonal skills, thinking skills and communication.

These will be assessed and reported on, using knowledge and understanding from contributory strands such as Local and Global Citizenship. Involvement in active citizenship projects is encouraged.

An INSET programme is currently taking place so that in four years' time all schools will have had the opportunity to have a number of teachers trained in approaches to Local and Global Citizenship

Scotland

The position of the Advisory Council of Learning and Teaching Scotland on how Citizenship education should be implemented has recently been set out in the paper 'Education for Citizenship in Scotland: A paper for Discussion and Development', (Learning and Teaching Scotland, June 2002).

It argues that education for Citizenship should not be realised through a discrete subject, recognising that many aspects are already addressed within the Scottish curriculum. Rather, opportunities should be provided for all pupils to develop capability for Citizenship through discrete areas of the curriculum, cross-curricular experiences, participation in decision making, and activities linking school with community, with community understood at local, national and global levels. Examples of key learning experiences that should be available to all young people within all subject areas and in whole school activities include:

- Exploration of social and moral issues
- Engagement with a variety of social, political, economic and environmental problems
- Negotiating, helping to organise and take part in activities such as projects to improve the school environment
- Negotiating, helping to organise and take part in community-based activities, including voluntary work in the local community

- Participation in decision making about rules, rewards and sanctions contributing to the development and operation of policies regarding issues such as bullying or racism
- Reflecting and being consulted on their experience of their school life
- Use of ICT to interact with people and groups, locally, nationally and internationally on contemporary issues.

Although education for Citizenship developments in Scotland are still new, it is considered to be an important part of all students' education. This is highlighted by its inclusion in priority 4 (*Values and Citizenship*) of the new National Priorities for education in Scotland. Each of the other priorities (*Achievement and Attainment, Framework for Learning, Inclusion and Equality, and Learning for Life*) also provide links to expand education for Citizenship.

Wales

In Wales, Citizenship education is embraced by the community aspect of PSE, although other aspects within PSE, for instance, the moral and environmental aspects, have an obvious relevance to Citizenship education.

The new PSE Framework for Wales contains 10 aspects. The Community aspect promotes the distinct strands of:

- Social and moral responsibility – exploring the rights and responsibilities in a democratic society under the rule of law.
- Community involvement – demonstrating commitment to community life by means of participation, service and action which promotes community well being.
- Political literacy – developing political 'literacy' to make effective decisions and judgements in the context of political and legal systems.

Citizenship education in Wales is part of the PSE Framework which became statutory from September 2003.

2. Conference Keynotes

2.1 Education for citizenship: A Common Purpose

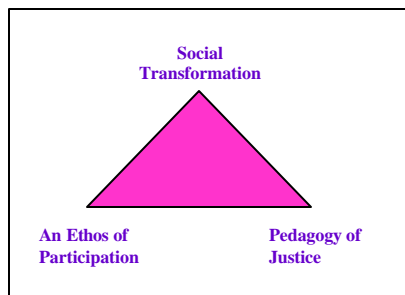
Professor Bart McGettrick

Professor McGettrick introduced the conference by taking us back to the theme of 2002, in which he had invited participants to develop a coherent approach to citizenship education through linking the *social and political issues* that face a school with the *culture and ethos* of the school and the way *learning and teaching* take place (pedagogy). He referred to this model as the ‘citizenship triangle.’

Issues – Currents of change

He now took us forward to consider the dynamics of this model as it is developed in the larger context of social and educational transformation. The deep currents of change that are flowing through our culture are likely to have a powerful influence on education for citizenship.

Deep change of this kind takes time to penetrate the system. It concerns, among other things, the key social and political imperatives of *inclusion* and *engagement*. These are arguably the *key social issues* facing schools (and society) at the present time. A second current of change is about quality and touches the central purpose of every school - learning and thinking, and the need for the kind of continuity that nourishes quality. The third current of change is the growing emphasis upon lifelong learning and the implications



not only for pedagogy but also for the organisation of schools and their relationship with their local communities. All three currents of change will directly and indirectly affect the ways in which we will develop education for citizenship. Together they may be regarded as key ingredients of social transformation, and so connect with the school ethos of participation

and a pedagogy of justice.

Changing the Culture

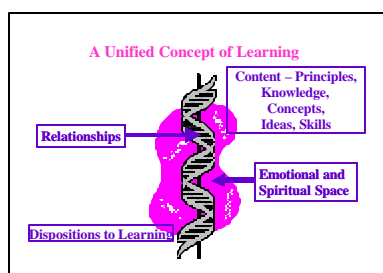
We are moving from a *Culture of Accountability* to a *Culture of Responsibility*. Professional responsibility, of course, includes accountability. If we are to move away from central targets and monitoring, we must accept local responsibility for evaluation and assessment of how we are doing. By the same token, if we expect young people to become responsible for their own learning, educators must take responsibility for curriculum development and effective strategies that enable their pupils to learn to learn. More broadly – and this applies specifically to education for citizenship – we need to develop a school ethos in which mutual responsibility is made part of the way things are done. This applies particularly to

the ways in which we enable young people to have a say in the way things are done in and beyond the classroom.

Appropriate Pedagogy

Professor McGettrick finally reminded us of the work on pedagogy being done by Ruth Deakin Crick and her colleagues in Bristol. The key principles of this approach were set out in the 2002 conference. In brief, the contention (backed by research) is that effective learning takes place when certain factors are present. In addition to knowledge, concepts and intellectual understanding, there must be the appropriate rapport between learner and educators, and the learner needs to develop a specific set of dispositions that foster quality learning.

The relationship between these conditions for quality learning may be expressed graphically. The dispositions for effective learning are – we may be unsurprised to learn – similar to those required in someone who is an effective citizen. Ruth and her colleagues² describe these dispositions as the seven dimensions of learning power. They are:

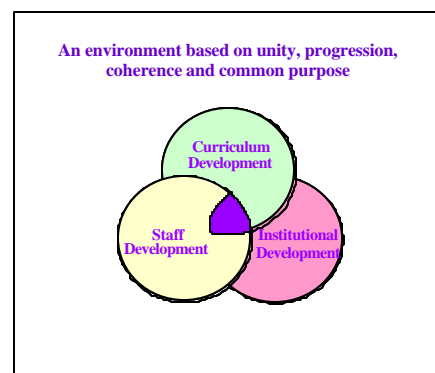


- changing and learning
- making meaning
- critical curiosity
- creativity
- learning relationships
- strategic awareness
- resilience

Some of the highest achievers are also among the most fragile learners today.

Unity, Progression, Coherence and a Common Purpose

Professor McGettrick concluded by proposing a context for education for citizenship that brings together curriculum development, institutional development and staff development within a common vision and practical framework. In this way we can develop strategies to address not only the immediate and long-term needs of education for citizenship, but also those of quality learning, professional development and ways that schools need to



² ELLI Research, R Deakin-Crick, G Claxton, et al

relate to their local and wider communities.

2.2 Education for citizenship: A Common Purpose

Professor Alan Smith

Alan Smith, UNESCO Chair, University of Ulster

*'The curriculum is socially and historically located, and culturally determined. Curriculum does not develop in a vacuum but proceeds on the basis of beliefs – seldom made explicit – about how people learn, what human beings should be like, what society is.'*³

There have always been debates about the purpose of education and the extent to which education is seen as a tool for political or ideological purposes. Political involvement in matters, such as education appointments, deployment of resources and determination of the curriculum, provide some indication of the extent to which education is highly politicised. Political debates about the purpose of education usually include reference to at least three distinct areas of educational development:

Personal and moral development

Social and cultural development

Economic and vocational development

However, rarely is there agreement what the relative emphasis between these should be. We have yet to achieve the best resolution in terms of relative emphasis between personal, social and vocational development. Curriculum is more often regarded as the battleground for the domination of one purpose over the others, rather than each being a necessary ingredient of a rounded 'holistic' education – these struggles are played out in the rivalries between academic subjects, the defence of timetabled space and the politics of allocating status and resources to different areas of the curriculum within schools and between departments. From a pupil's point of view, none of these practices are helpful in providing them with a well-balanced education and this is the reality of the environment in which advocates of global education argue for the inclusion of a global dimension within the curriculum.

Global challenges and their relevance to curriculum

Historically, debates about the purpose of education have taken place at the local and national levels – rarely has the development of curriculum been a multinational or international process that takes account of global trends. However, the necessity for a

³ Hooper, R. (1971) *The Curriculum: Context, Design and Development*, Open University.

multinational curriculum is becoming increasingly clear and this presentation is based on a recent research study undertaken by a multinational research team⁴. Researchers from nine nations took part in the study that investigated what sort of future elements might be required for a multinational curriculum. The research identified:

1. The major global trends likely to have a significant impact on the lives of people over the next 25 years;
2. The citizen characteristics required of individuals to cope with these trends;
3. The education strategies needed to develop these characteristics.

Future Global Trends

The researchers used a cross-cultural research method, which they called Cultural Futures Delphi. The process involved initial interviews to develop a survey instrument that was subsequently administered to an international panel of 182 participants. The survey instrument contained statements related to 60 possible global trends, 20 citizen characteristics and 26 educational strategies for achieving those characteristics. The overall purpose was to identify areas of consensus around these items.

Significant *future trends* (challenges, crises) identified by the research include:

The economic gap within countries will widen significantly, poverty will increase;
Information technologies will dramatically reduce the privacy of individuals;
Inequalities between those who have access to information technologies and those who do not will increase dramatically;
Conflict of interest between developed and developing countries will increase;
The cost of obtaining adequate water will increase due to population growth, deforestation and environmental deterioration;
Migration flows from poor to rich areas within and between countries will have an impact on security and social order;
Increased use of genetic engineering will create more complex ethical questions;
Economic growth will be fuelled by knowledge (ideas, innovations and inventions) more than natural resources.

Other undesirable but less probable areas were also identified (increased regulation and control by governments; a decline in people's sense of community and social responsibility; increased consumerism; rise in drug-related crime).

The second part of the research attempted to identify *characteristics of citizens* that will be helpful in coping with these trends. These include:

⁴ Parker, W.C.; Ninomiya, A. & Cogan, J. (1999). Educating World Citizens: Toward Multinational Curriculum Development. *American Educational Research Journal*, 36 (2), 117-145.

Ability to conceive of problems in global as well as local terms
Ability to work with others in a cooperative way and take responsibility
Ability to understand, accept, appreciate and tolerate cultural differences
Capacity to think in a critical and systematic way
Willingness to resolve conflict in a non-violent manner
Willingness to participate in politics at local, national and international levels
Willingness to change one's lifestyle, consumption habits to protect environment
Ability to be sensitive toward and defend human rights.

The third part of the research identified a number of highly recommended *educational strategies* that should help develop these characteristics, including:

Teaching that encourages children to think critically
Emphasize students' ability to critically assess information in media-based society
Establish a curriculum that uses the potential of information-based technologies
Establish extensive international links among education institutions to support international research and curriculum development on citizenship education
Cultivate a teaching population with international experience and cross-cultural sensitivity
Implement programmes of international student exchange to promote understanding between cultures
Increase attention in the curriculum to global issues
Establish joint projects among schools and other social institutions (industry, churches, community groups)
Require that opportunities for community action and involvement be an important feature of the school curriculum
Decentralise decision making so that individual schools have considerable control of curriculum
Increase opportunities for students to be involved in cooperative learning
Demand that the mass media act in a socially responsible, educative manner
Implement programmes that use the talents and skills of an aging population
Ensure that all social institutions have a respect for the rights of children

What are the implications for the curriculum?

The findings raise fundamental questions about the type of curriculum most appropriate for developing citizenship education. At the heart of many of the recommended strategies is a move towards curricula based on 'learning outcomes', (that is based on skills, attitudes and values as well as factual knowledge).

During the 1980s there was a significant move away from school-based control of the curriculum towards a centralised, national curricula. However, the extent to which curriculum needs to be rooted in a statutory prescription of programmes of study is once again being questioned. Given the rate at which knowledge is increasing, the international trend is also to move away from largely 'content-based' curricula that simply transmit

knowledge and facts. Curriculum overload and the need for more transferable skills add further weight to arguments that have led many countries to 'modernise' the curriculum. Such approaches advocate the development of communication skills, the ability to draw on multiple sources of information and evaluate conflicting evidence, the development of media literacy, critical thinking and social and moral development. The rationale is that these are the type of adaptable and transferable life skills that today's pupils will need in the rapidly changing world and work environments of the future.

The implication for citizenship education is that the curriculum should be *inquiry-based*, that is, it raises questions for critical investigation, rather than presents facts for uncritical consumption. Parker, Ninomiya and Cogan refer to this sort of curriculum as *deliberative* and suggest that at the heart of such curricula should be a number of *core ethical questions*. Examples they provide of core ethical questions are:

What should be done to promote equality and fairness within and between societies?

What should be the balance between right to privacy and open access to information?

What should be the balance between protecting environment and meeting human needs?

What should be done to cope with population growth, genetic engineering and poverty?

How can we achieve an ethically based distribution of power?

Clearly a curriculum driven by core ethical questions would be more interdisciplinary in character and one in which subject disciplines bring knowledge to bear in response to ethical questions rather than simply transmitting knowledge for its own sake. Such questions are relevant across all societies and raise questions about concepts of diversity, equality and democracy in different local, national and international contexts. A global dimension therefore becomes integral, rather than peripheral, and underlying values become scrutinised as part of the learning process.

What are the characteristics required of teachers?

The implications of trends towards inquiry-based curricula raise questions about the type of teacher needed to mediate such curricula. The inclusion of citizenship in the curriculum is not simply about imparting a body of civic knowledge to pupils, but is based upon the investigation of core questions around concepts of diversity, equality and democratic participation in society. At the heart of the citizenship programme is an investigation of rights and responsibilities that apply to all citizens. An 'inquiry-based' citizenship curriculum is therefore a challenging new area for teachers that will require more than a 'subject specialist'.

The characteristics of teachers likely to be successful in mediating an inquiry-based citizenship curriculum include:

A basic training in human rights and responsibilities

An interest and knowledge of social, cultural, civic, political, legal, economic, environmental, historical and contemporary affairs

A disposition towards inter-disciplinary learning

A commitment to inquiry-based learning

Skilled in facilitating experiential learning

Able to draw on multiple resources

Confident in addressing controversial issues

Sensitive to the emotional dimensions of learning

Able to assess student learning outcomes

A demanding list and a significant challenge also for teacher educators in terms of the type of teacher education required to develop these characteristics.

Does civic action necessarily lead to greater political engagement?

Finally, given the emphasis that most modern versions of civic and citizenship education place on experiential learning and concepts of participation, it is worth asking whether all this activity necessarily leads to greater political participation. There is a danger that 'action' becomes an end in itself rather than a means of investigating core ethical questions. Schudson (2001) suggests that, "democracy has been enlarged in our lifetimes when individuals have been driven not by a desire to serve but by an effort to overcome indignities they themselves have suffered". This is a useful reminder that people's motivation to action (young and old) is more likely to be driven by personal experience of injustice rather than a strong sense of social responsibility. It is crucial therefore that citizenship education avoids 'preaching morality', but rather engages young people purposefully with a range of ethical questions that have some resonance with personal experience.

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3. Five Nation Reports on 2002-2003

Each nation reported on progress during the previous year. These reports are set out in full in Appendix 1.

3.1 England

2002/3 was the first year that schools have been required to teach the national curriculum for citizenship at key stages 3 and 4. The publication of the programmes of study in 1999, gave schools two years to prepare for the new subject.

3.2 Northern Ireland

CCEA is completing a comprehensive review of the Northern Ireland curriculum, including consulting on detailed proposals for a statutory entitlement to citizenship education in both the primary and the post-primary curriculum. Based on the outcomes of this consultation, CCEA will make recommendations to the Department of Education by 31 December, 2003.

3.3 Scotland

Education for Citizenship in Scotland was published in June 2002, and 2002-3 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.

3.4 Wales: Personal and Social Education

The Welsh Assembly Government produced a circular for all schools in July 2003 detailing the introduction of PSE as a statutory subject from September 2003. This Circular can be found on the ACCAC (Qualifications, Curriculum and Assessment Authority for Wales) website www.accac.org.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.

3.5 The Republic of Ireland

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.

4. Conference Workshops

4.1 Showcasing Citizenship

Four workshops ran concurrently and back-to-back, as simulated “classroom” sessions with invited teachers/youth leaders and some pupils/young people from NI schools and youth organizations /NGOs/projects etc. Delegates were invited to work alongside on various aspects of citizenship themes and issues, including (i) Diversity – Awareness raising; (ii) Methodologies for working with Sensitive Issues; (iii) Citizenship and cross curricular/whole school activities; and (iv) Methodologies to encourage action

1: Introductory Activities – Diversity – Awareness Raising

Participants experienced a simulated Year 8 citizenship classroom in Northern Ireland where they explored with young people and their teachers a range of activities relating to diversity.

Shared feedback on: (i) Processes and environment in the citizenship classroom, and (ii) using/adapting resources and other strategies

Led by Michaela Collins and pupils from Our Lady and Saint Patrick’s College Knock, and John McCusker, Belfast Education and Library Board

2: Methodologies for working with Sensitive Issues

Participants were given the opportunity to explore factors affecting sensitive issues. They were also able to discuss and evaluate suitable methodologies to address sensitive issues in formal and informal educational contexts.

Shared feedback on: (i) practical and stepped approaches to exploring sensitive issues; and (ii) using/adapting resources

Co-led by Paul Smith, Public Achievement, and Lesley McEvoy, South Eastern Education and Library Board

3: Citizenship and cross curricular/whole school activities

Young people from Cambridge House Grammar School, Ballymena performed and discussed their experiences of producing and performing ‘Thursday’s Child’, a UNICEF Children’s Rights musical, as part of their PSE, English and drama coursework curriculum.

Shared feedback on: (i) linking citizenship and PSE; (ii) integrating citizenship with “what’s already happening”; (iii) what’s the added value for learning?

Led by Vivienne Quinn, North Eastern Education and Library Board together with Elma Lutton and Christina Lutton, Cambridge House and Geraldine O’Kane, UNICEF education officer.

4: Methodologies to encourage action

Facilitators from formal and informal education sectors looked at an experiential approach to formulating /carrying out action projects, exploring the notion of young people as citizens today and democratic education in the formal education sectors.

Shared feedback on strategies for: (i) Enquiry-based learning; (ii) Appealing to different learning styles; (iii) Tapping into multiple intelligences

Co-led by Heather Cardinale, Public Achievement and Darren Whyte, St. Joseph’s College - Belfast.

4.2 Building on Practice

Six workshops ran concurrently and back-to-back, led by facilitators representing two or more nations on themes arising from last year's conference, i.e.: (i) Teachers of the Future, i.e. ITT/Inset provision; (ii) Learning Lessons, i.e. Evaluation; (iii) Working Collaboratively, i.e. a coalition of professional associations? (iv) A Shared Vision for Citizenship, i.e. Accord / Framework; (v) Measuring what we value, i.e. Assessment; and (vi) Celebrating Achievement, i.e. Accreditation

1: Teachers of the Future: ITT/Inset provision

A shared session to focus on the qualities of the future teacher, and training provision for citizenship educators.

With Alan Britton (Scotland), Bernie Boyle (Northern Ireland), and Ruth Deakin Crick (England) and Conor Harrison (Rep of Ireland)

2: Learning Lessons: Evaluation

This workshop provided an information exchange between relevant parties, including brief presentations on inspection and evaluation progress and a discussion about common and distinct challenges to inspection and evaluation.

Led by Ulrike Niens (Northern Ireland) and Tony Breslin (England), with Tony Conroy (Scotland)

3: Working Collaboratively

This workshop will explore potential links between organisations in the different countries that would help delegates share good practice in Citizenship Education on a range of levels; and how collaboration might be maintained.

Led by Will Ord and David Barrs (England) and Wayne Foord (Northern Ireland), with Christine Twine (Scotland) and Graham T. Davies (Wales)

4: A Shared Vision for Citizenship: The Citizenship Accord

This workshop examined a framework (The Accord) around which stakeholders in citizenship education - the school, local and national government, business and community organisations - can develop a strategic, shared commitment to promoting citizenship education.

Led by John Potter with Jane Grundy (Wales)

5: Measuring what we value: Assessment

This workshop examined current arrangements for assessment and sought clarity on the difference between assessment and accreditation, and the questions of why/why not assess?

Led by Bernie Kells (Northern Ireland) and Jan Campbell (England) with Gwyn Griffiths (Wales)

6: Celebrating Achievement: Accreditation

This workshop looked at ways in which achievement can be recognised and celebrated through both formal and informal accreditation.

Led by Brian Rogers (Wales) and Peter Hayes (England)

5. Home Nation Groups

Setting the national agenda in the Five Nations context

Each group was invited to ask themselves the following questions:

1. In what ways have the workshops enriched your nation's agenda?
2. Tasks for your nation
3. Proposed shared tasks with other nations
4. Proposals for implementing tasks (Who? What? When? and Where?)

Dr Bill Gatherer (Gordon Cook Foundation) set the scene for the discussion that followed. He made it clear that the conference was not designed to impose any kind of structure on the different countries in respect of education for citizenship policies and curricula: that would not be possible and it would not be helpful to attempt it in any case. We set out to encourage local initiatives, expressions of national identity, discussions of 'where citizenship is ' and how it affects the national communities severally. We have set out to support one another, to carry forward the various initiatives: we must always be conscious of the balance between developing autonomy on the one hand and achieving a measure of unity on the other hand. It is important to respect 'national' autonomy while giving each other support.

5.1 Home Nation Response to Workshops: England

In what ways have the workshops enriched your country's agenda?

- 1.1 Future citizens:** Prof. Alan Smith depiction of the likely citizenship issues of the future provided a focussed and necessary context for developing the 'ambition' of citizenship education in England.
- 1.2 Curriculum development:** The newly published *Northern Ireland curriculum* is clearly a major achievement, which offers invaluable insights into curriculum planning across all subject areas. Thanks and congratulations, Carmel and team.
- 1.3 Self-evaluation:** The Scottish work on *How good is our school: Education for Citizenship* (HMIe improving Scottish education) offers a stimulating insight into strategies for school improvement through self-evaluation.
- 1.4 Citizenship and learning:** The links between learning and citizenship made by Bart McGettrick and Ruth Deakin Crick are clearly important and a necessary element in future planning and development.
- 1.5 Workshops** – useful and stimulating, particularly those involving pupils

Tasks for your country

- 2.1 Promote effective practice:** Share examples of processes that work at the school and local level. What proves effective in relation to: whole school vision; developing the school citizenship culture; subject links
- 2.2 Working with ASTs** (Advanced Skills Teachers). Consult with ASTs about the most useful ways in which their work can be supported and used. Further work on: ASTs' work with subject teachers; ASTs' work with Senior Manager; ASTs' work in locality and across the region
There is an opportunity to network practice between groups of ASTs across England. (Possible link with the *Association for Citizenship Teaching (ACT)*)
- 2.3 Promote student participation:** Build on the recent government policies that encourage student participation not only in citizenship education but across the life and work of the school.

Proposed shared tasks

- 3.1 Disseminate practice:** Share innovative and effective practice particularly in relation to: - Curriculum development (see NI Para 1.2); Self-evaluation (See Scotland Para 1.3); Sustainable development (Wales).
- 3.2 Profession Associations:** *The Association for Citizenship Teaching* will liaise with other nations concerning building a UK network of Associations for Citizenship Teaching (titles to be agreed). This involves exploring the possibility of support from the Council of the Isles.
- 3.3 Common framework:** Developing a common framework around which to develop a shared agenda. Relate this to: -
A Four Nations Prospectus as outlined by Denis Stewart and initially proposed by Bill Gatherer; a website; the work in England on the *Citizenship Framework*
- 3.4 Exchange Programme:** There was interest in an exchange programme that would enable teachers and others involved in citizenship education to visit each other to learn from and contribute to the developing work.

3.5 **Student Participation:** In consultations as well as in exemplar lessons.

Proposals for implementing tasks

A set of detailed proposals is available from IGE office

5.2 Home Nation Response to Workshops: Northern Ireland

1. Our new citizenship curriculum initiative

1. The Citizenship Manual

- A one-page diagram gives the aims, the objectives, the skills, the values, the areas of the curriculum, but also the types of learning experiences, assessment for learning, and the values and disposition.
 - the objectives of the curriculum are built into every subject
 - The citizenship curriculum objectives are developing individuals as contributors to society, the economy, and the environment. Every subject is structured under those objectives. This allows us to take any theme, such as citizenship, and show how every subject contributes to it.
 - mind maps include identity, decision-making, democracy (across the curriculum) and globalisation.
- 2. Teacher development:** Cross curriculum teaching and mutual support, joint initiatives etc.
- 3. Pedagogy:** Developing higher order thinking skills – techniques and strategies are included in the manual.

2. Other Plans

1. Primary: We plan to do further work at the primary level and on progression.
2. Work with our principals, both parent-principals and post-parent principals and boards of governors, actually getting the whole agenda across to them.
3. Collaboration between the formal and informal sector, and in particular, building on the tremendous opportunities there are with the youth services, particularly in terms of methodology
4. Website to network in and beyond NI., including links with NGOs.
5. Accreditation, particularly third level.

3. Policy

We need to clarify the debate between community relations and citizenship.

4. Links with others

1. **Networking**, perhaps through a website linked with the email structure so that we can stay in touch with each other.
2. **Evaluation:** We want to build particularly on the good work in Scotland on evaluating school ethos, citizenship, some school self-evaluations, we want to link in with that.
3. Share increasingly with Republic of Ireland colleagues.
4. Keep in touch with work of Jan Campbell and Ruth Deacon-Crick in England.

¹ May 2000 London; September 2001 Glasgow; November 2003 Birmingham; November 2003 Belfast;

5.3 Home Nation Response to Workshops: Scotland

In what ways have the workshops enriched your country's agenda?

- Young People's participation
- Showcase sessions were broader than workshops in terms of fuller conference participation
- Big challenge not to intro activities to school but ensure that all pupils participate

Tasks for your country

1. Professional Development: Review – staff, curriculum, institutional development, timetables, school design
2. (i) Citizenship Co-ordinators conferences and (ii) Services work with all headteachers
3. Communication through network, our national reports and recommendations

Nat network LTS Adult Group seed Fund

Are we on the right track and are we doing enough

Proposed Shared tasks with other countries

1. Small group to meet regularly – 2 people – 2/3 times a year. (First group to meet in Glasgow Feb 2004)
2. Review coordination of website activity

Proposals for implanting tasks

- SEED local authority network and LTS Board advisory
- Small group of two

5.4 Home Nation Response to Workshops: Wales

In what ways have the workshops enriched your country's agenda?

They enabled us to look once more at our wider approach of considering citizenship as part of PSE as opposed to having it as a discreet subject. The advantages and need for evaluation of delivery and teacher training also came up as a priority. The need for a wider support network for those delivering citizenship and methods for doing this was another important aspect.

Tasks for your country

1. To plan for the next 4 Nations conference to be in Cardiff
2. To expand the PSE Network in Wales, as far as possible using existing networks such as young people's partnership
3. To investigate the possibility of extending the evaluation at PSE/Citizenship delivery in Wales, beyond the current method of school inspectors

Proposed Shared tasks with other countries

1. Regular meeting with 4-Nations to share good practice
2. Work with Scotland on investigating our possibilities on evaluation
3. Learn from other countries on teacher training aspects

Proposals for implanting tasks

Difficult to put details in at this stage but meetings of the current PSE Network will take place in December to address some of the questions, and in particular to decide the strategy for the conference we are offering to host in 2004.

5.5 Home Nation Response to Workshops: Republic of Ireland

In what ways have the workshops enriched your country's agenda?

The workshops enable us to reflect on own Citizenship Education Practise in an objective way. They provided many useful suggestions that we can learn from. They also provided opportunities for us to celebrate what we are doing, and have been doing, in this area of education. Two, in particular, stood out for us in terms of where we are with our own agenda: (i) Teaching Sensitive Issues and (ii) Evaluation, as these are two priorities we have been discussing in advance of the conference.

Tasks for your country

1. Full representation at next year's conference (to include Third level institutions, the primary sector, our curriculum council, the Association of CSPE teachers, the voluntary youth sector and someone from the Administration side of the Department of Education and Science, etc)
2. Continue the development of our relationships with colleagues in Northern Ireland through a sharing of teaching and learning methodologies, the development of appropriate strategies for dealing with sensitive/controversial issues and the exploration of possibilities of some join in-service events with teachers from both jurisdictions.
3. The promotion of Civic, Social and Political Education as an important part of students' education at Senior Cycle in the context of the NCCA's *2010 Directions* document and the promotion of Citizenship beyond the CSPE classroom in the whole school.

Proposed Shared tasks with other countries

1. The promotion of the Council of Europe's European Year of Citizenship 2005
2. Collaboration with colleagues in Northern Ireland as outlined in point 2 above
3. Collaboration with colleagues in Scotland on the whole school evaluation of Citizenship

Proposals for implanting tasks

1. European Year of Citizenship 2005 to be promoted through Ireland's EDC Co-ordinator, the Department of Education and Science, the Curriculum Development Unit and the CSPE Support Service.
2. Collaboration with colleagues in Northern Ireland through the Inter Board Citizenship officers and the CSPE Support Service, CCEA and NCCA, department of Education NI and DES and other related projects, e.g. The Education for Reconciliation Project in the Curriculum Development Unit.

3. Collaboration on Evaluation with colleagues in Scotland through the Department of Education and Science, the NCCA and the CSPE Support Service.

Appendix 1: Reports from Home Nations on 2002 - 2003

England

2002/3 was the first year that schools have been required to teach the national curriculum for citizenship at key stages 3 and 4. The publication of the programmes of study in 1999, gave schools two years to prepare for the new subject.

Developments during 2002/3:

CPD Programme: The DfES has established a citizenship CPD programme to be carried out through regional networks.

Advanced Skills Teachers: Sixty Advanced Skills Teachers have been appointed. Their role is to raise standards of planning, teaching and learning, and assessment of education for citizenship.

Citizenship CPD Handbook: To support Senior Managers in schools, ASTs, ITT trainers and others, a Handbook for Citizenship Education has been commissioned by DfES.

Self Evaluation Tool: A Citizenship self evaluation tool has been developed by DfES and is now live on the BeCTA website for the National College for School Leadership. (NCSL).

Citizenship Certification: Following the success of the Certificate for the Teaching of PSHE the Department is investigating whether or not there should be a similar certificate for the teaching of citizenship.

Subject Specialism: The Secretary of State is committed to supporting the development of subjects through the support of subject associations.

Participation: *Working Together:* a consultation for LEAS, Schools and Governing Bodies recommends the greater engagement of pupils in all stages of education in consultation on matters in school that affect them.

Post 16 Projects: LSDA (Learning and Skills Development Agency)'s post-16 development projects continue to be developed. www.LSDA.org.uk

Resources: The Department for Education and Skills continues to give advice and support to the development of resources. www.dfes.gov.uk/citizenship

Ofsted has published a report on provision for citizenship in secondary schools following an HMI inspection of 25 schools - see www.ofsted.gov.uk

NFER (funded by DfES) continues with the longitudinal study to determine the impact of citizenship on a cohort of pupils throughout their school careers. Second annual report will be published in Spring 2004. www.nfer.ac.uk

Guidance: Materials have been produced by QCA (See Appendix 1)

Monitoring: Reports have been produced by QCA (See Appendix 1)

Northern Ireland

Local and Global Citizenship in Northern Ireland

CCEA is completing a comprehensive review of the Northern Ireland curriculum, including consulting on detailed proposals for a statutory entitlement to citizenship education in both the primary and the post-primary curriculum. Based on the outcomes of this consultation, CCEA will make recommendations to the Department of Education by December 31 2003.

KS 1 & 2

At Key Stages 1 and 2 **Mutual Understanding in the Local and Global Community** is a strand of Personal Development focussed 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.

KS 3 & 4

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>.

Pilot initiatives

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.

Scotland

Education for Citizenship in Scotland was published in June 2002, and 2002-3 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/evaluation

Other dissemination activities this year have included

Active Global Citizenship, in partnership with British Red Cross and the IDEAS network, at Hampden Stadium, June 25, 2003.

A seminar on Citizenship and Philosophy in Schools. This was an outcome of requests for case study possibilities related to Citizenship and Critical Thinking – no time to follow up all the nominations as case studies, but an interesting cluster of schools involved in aspects of philosophy, brought together to share experiences and prompt further discussion.

Schools have been encouraged to act on education for citizenship recommendations by two developments in external evaluation: (i) HMIe have recently 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> (ii) 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. This omission has now been rectified, with a new indicator and appropriate advice to be circulated to schools in the near future.

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 Peoples Advisory Group, established for a pilot period of one year. The group has met once, making a fervent plea for more information and publicity for young people's rights, and for schools to take pupil participation seriously.

A well-established Social Subjects Associations Citizenship Liaison Group, formed at the request of the subject associations and with the support of the Minister. The group has recently commissioned research to map the contribution of social subjects post-14 to the knowledge, understanding and skills components of education for citizenship.

In addition, good links have been formed with RME teachers' associations and a similar RME-Citizenship network is one possible outcome. In the longer term it is hoped that teachers of a wider range of subjects will be keen to develop their subject's contribution 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 British Red Cross on the Active Global Citizenship conference and new teaching materials; the Centre for Theology and Public Issues, University of Edinburgh, on the Growing Citizens conference, Nov 4-5 (contact ctpi@ed.ac.uk); the Hansard Society on its Elections Web-site; IGE on approaches to teaching ethical decision making; Young Scot and Dialogue Youth on the Smart Citizen project.

Wales

Personal and Social Education in Wales

The Welsh Assembly Government produced a circular for all schools in July 2003 detailing the introduction of PSE as a statutory subject from September 2003. This Circular can be found on the ACCAC (Qualifications, Curriculum and Assessment Authority for Wales) website www.accac.org.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 conference in July 2003 to support the introduction of PSE into the curriculum. The conference entitled “PSE and the Community Aspect” was sponsored by the WJEC and focused on supporting delivery of active participation and community understanding work. Delegates from across Wales attended the conference. Jane Davidson, Minister for Education, was the Key Note speaker at the conference.

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
- First Skills Profile

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

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

The Republic of Ireland

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: 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 and 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.

¹ May 2000 London; September 2001 Glasgow; November 2003 Birmingham; November 2003 Belfast;