Post-16 citizenship in school sixth forms

An introduction to effective practice

Acknowledgements

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An introduction to effective practice

Citizenship education is an important part of the development of young people. By enabling them to learn about their rights and responsibilities, to understand how society works, and develop knowledge and understanding of social and political issues, citizenship prepares them for dealing with the challenges they face in life. Through citizenship education, young people are encouraged to take action on issues of concern to themselves, to play an active part in the democratic process, thereby becoming more effective members of society.

Post-16 citizenship should build on what young people have learned during key stage 4. It should take account of any citizenship activities that they have undertaken outside of school and, by giving them an opportunity to do something about issues that really concern them, to learn and practise new skills.

This booklet, written for sixth-form teachers, tutors and managers, highlights the benefits of post-16 citizenship. It describes different approaches that can be taken in a school sixth form and provides real examples of how schools have given students citizenship opportunities. It also gives details of resources that support citizenship activities, and useful websites and contacts.

> 'Citizenship aims to equip all young people with the knowledge, understanding and skills to participate effectively in society as informed, critical, socially and morally responsible citizens, convinced that they can have influence and make a difference in their communities, locally, nationally and globally.'
>
> **Play your part: post-16 citizenship**, QCA, 2004

> 'The post-16 development programme has been hugely successful in laying the foundations for the development of post-16 citizenship... it has succeeded in showing how the aspirations of the Crick Group, that citizenship should be an entitlement for all young people aged 16–19... can be developed in practice in a range of post-16 settings and contexts.'
>
> **Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development Projects**, NFER, HMSO, 2004

> 'Citizenship means learning that I have opinions and am interested in issues I'd never thought of before.'
>
> 'It's a chance for me to debate things which don't get raised or don't get discussed in other lessons.'
>
> 'Citizenship means having fun, developing new opinions and meeting new people.'
>
> **Views of sixth-form students from Aylesbury High School**

What is citizenship?

Citizenship goes beyond 'doing good works'; it develops young people's ability to apply political knowledge and understanding to issues that concern them. In addition, particularly at post-16, students are encouraged to investigate issues, express their views and take actions that make a difference to the communities of which they are part (school, neighbourhood, region, country or other parts of the world), helping them to develop as more effective members of society.

All sixth-form students will have studied citizenship during key stage 4. It is a statutory subject within the national curriculum, and many schools are increasingly aware of the importance of developing a citizenship ethos across the whole school in which the views of young people are listened to, and where appropriate, acted on. Some schools have developed whole-school policies that enable all staff, students, parents and governors to recognise the central role that citizenship plays within the school, as part of the curriculum, the ethos and the school's relationship with its local community.

At key stage 4 citizenship, students should have:

• gained knowledge and understanding about becoming informed citizens

• developed skills of enquiry and communication

• developed skills of participation and responsible action.

QCA has developed a flexible 'Framework for Learning' for post-16 citizenship, which identifies three essential opportunities for students. They should have the opportunity to:

1. identify, investigate and think critically about citizenship issues, problems or events of concern to them

2. decide on and take part in follow-up action where appropriate

3. reflect on, recognise and review their citizenship learning.

The QCA Framework, reproduced on page 6, also identifies learning objectives for post-16 citizenship, some actions which are central to citizenship, and some examples of activities that the students could take part in.

Why do citizenship?

Citizenship offers sixth-form students a context for the development of those attributes required for independent study, autonomy and critical thinking that are so important in today's world. It enables them to take part in activities that help them build an impressive CV providing them with experiences that are often sought by university admissions tutors.

Citizenship in the sixth form brings together aspects of existing provision, such as enrichment, group tutorial, qualifications and school/sixth-form councils. It provides opportunities for students to build on their pre-16 learning about citizenship issues by

• developing their knowledge and understanding of local and national topical issues

• encouraging them to gain confidence in forming an opinion and expressing it in public

• enabling them to have a voice within the school

• encouraging them to learn about responsible participation in the school and local community

• building their leadership skills

• preparing them for full engagement within our democratic political system.

There is now a new suite of qualifications in Citizenship Studies at level 3 which will give the subject greater credibility. They will also provide progression from the Citizenship Studies GCSE, currently available as a short course, but by 2008 will be available as a full award. The proposed Extended Project will provide opportunities for students to undertake their own research and participation in issues of interest and relevance to them.

There is a strong emphasis from the DfES and LSC on learner voice and involvement post-16. Personalised learning for every learner will require providers to make improvements in advice, guidance, quality of teaching/training, pastoral support and, crucially, provision for empowering students to have their say in influencing and driving up the quality of provision available. This emphasis is not new. To quote Professor Jean Rudduck: *'The fact is that pupils themselves have a huge contribution to make, not as passive objects but as active players in the education system. Students can and should participate, not only in the construction of their own learning environments, but as research partners in examining questions of learning and anything else that happens in and around schools.'* (Pupil voice is here to stay, a paper for QCA Futures, 2005, from **www.qca.org.uk/futures**).

All of this strongly supports the policy aims of the Every Child Matters (2004) initiative, in which citizenship can contribute to all five outcomes, but particularly *'making a positive contribution'*.

Through a combination of approaches – enrichment provision, group tutorial, learner voice and representation and links to qualifications – a school should aim to involve the whole sixth form in a programme of citizenship activity.

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

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

Essential opportunities	Citizenship learning objectives	Citizenship actions	Citizenship activities
Post-16 citizenship should give young people opportunities to:	**Citizenship learning increases young people's skills, knowledge and understanding so they are able to:**	**Citizenship actions involve young people using skills of enquiry, communication, participation and responsible action to:**	**Citizenship activities involve young people working with others on issues, for example:**
1. identify, investigate and think critically about citizenship issues, problems or events of concern to them	1. demonstrate knowledge and understanding about citizenship issues	• discuss and debate citizenship issues	• writing and/or presenting a case to others about a concern or issue
	2. show understanding of key citizenship concepts (e.g. rights and responsibilities, government and democracy, identities and communities)	• make a change	• conducting a consultation, vote or election
and		• challenge an injustice	• organising a meeting, conference, forum, debate or vote
2. decide on and take part in follow-up action where appropriate		• lobby representatives	• representing others' views (e.g. in an organisation, at a meeting or event)
	3. consider the social, moral and ethical issues applying to a particular situation	• increase representation	• creating, reviewing and revising an organisational policy
and		• provide a service or benefit to others	• contributing to local/community policy
3. reflect on, recognise and review their citizenship learning.	4. analyse sources of information, identify bias and draw conclusions	• empower self or others	• communicating and expressing views publicly via a newsletter, website or other media
	5. demonstrate understanding of and respect for diversity and challenge prejudice and discrimination	• resist unwanted change	• organising and undertaking an exhibition, campaign or display
	6. discuss and debate citizenship issues	• make informed choices and follow up decisions and/or actions	• setting up and developing an action group or network
	7. express and justify a personal opinion to others	• take part in democratic processes to influence decisions.	• organising a community event (e.g. drama, celebration or open day)
	8. represent a point of view on behalf of others		• training others (e.g. in citizenship skills and knowledge, democratic processes).
	9. demonstrate skills of negotiation and participation in community-based activities		The case studies on the Post-16 citizenship website and in the pack give more examples: **www.post16citizenship.org**
	10. exercise responsible actions towards and on behalf of others.		

Play your part: post-16 citizenship, QCA 2004, p21

Different approaches to post-16 citizenship

Group tutorial programmes

Sixth-form provision in most schools includes group tutorial sessions when tutors provide guidance, monitor students' progress and cover a wide range of issues, including personal, social and health education, study skills, university entry and careers advice and guidance. Some schools have found that, with an enthusiastic team of tutors, a citizenship module within tutorial can engage students in the life of the school and the local community.

Democracy and diversity

At **Whalley Range High School**, a culturally diverse girls' high school in inner city Manchester, there are a number of approaches to citizenship, including delivering citizenship through the sixth-form tutorial sessions. Each tutor group has one hour per week of taught time with their tutor, and some of this is dedicated to citizenship learning around the two themes of democracy and cultural diversity.

For the theme of democracy, the starting point is how democracy works in the students' own lives at school, so they experience the processes and mechanisms of democracy through canvassing, voting and standing for election in the sixth-form council. They also consider decision-making processes in terms of their own friendship and peer-groups, moving wider to consider decision-making within the sixth form and the school. It is here that their knowledge is translated into active participation.

For the theme of diversity, the students look first at their own community of learners and consider their diverse roots. They go on to explore what constitutes culture. They are then able to begin an exploration of the various facets of different cultures, leading to a presentation about the richness of the diversity of cultures in the school. Ultimately they weigh up the advantages and disadvantages of a multicultural society, culminating in an evidence-based debate and public presentation.

Enrichment

Enrichment programmes vary widely, and schools offer a range of opportunities in order to broaden the curriculum for sixth formers. In addition to the menu of sporting and leisure activities on offer, increasing numbers of schools provide volunteering opportunities, leadership activities, personal challenges, debates and investigations. Each of these can develop citizenship skills and knowledge if students are given responsibility to plan and run activities on citizenship issues of concern and interest to themselves.

Challenges for student leaders

Eggbuckland Community College in Plymouth runs a Student Leadership Programme as part of the enrichment curriculum for sixth-form students. The programme ensures that students play a full and active part in organisational and management issues in order to nurture leadership qualities and develop responsibility. Two hours per week are allocated to the programme, but students are encouraged to further their involvement in their own time. The students work on a chosen challenge, partly with their tutors but also with 'heroes' – young inspiring staff who have particular interests and are role models for the students.

Before embarking on a challenge, students are required to demonstrate that they are able to reflect on their past achievements and experiences. They collate a Progress File showing target setting, action planning and evidence of their achievements. They identify a challenge from a list designed to meet the learning objectives of citizenship. The challenges are intended to give students a voice, offer opportunities for active citizenship, and develop their knowledge and understanding of key citizenship concepts. Examples of challenges are :

• running a fair trade tuck shop, and making links with students in Ghana

• working with other local schools on the Plymouth City Website

• taking part in Bar Mock Trials

• editing a citizenship edition of the *Evening Herald.*

Where the chosen challenge has less obvious links to citizenship, the coordinator has developed guidance for staff and students on the need to 'learn something extra about their role and place in society and about how society works in relation to them'. Students are encouraged to identify their learning from the challenges and to incorporate this into their written personal statements.

CASE STUDY

Learner voice and representation

In many schools there is already a sixth-form committee, a school council or a students' union. Such structures, when effective, enable all pupils to be represented and to have a voice in school decision-making. The role of the sixth form can be enhanced further by enabling them to manage and run the representative structure, instead of staff, and by involving them in higher level decision-making, such as staff appointments. In some schools, senior students are invited on to the governing body as associate governors. It is important that committees/councils/unions are truly representative, that members are elected by their peers and that decisions are fed back to those who are represented.

The union ethos

At **Gosforth High School** in Newcastle upon Tyne, the focus for active citizenship has been the Students' Union. Formed in September 2003, the union is composed of representatives elected by the sixth-form tutor groups. It meets weekly and discusses items raised by constituents. A smaller group of representatives has regular meetings with senior management. All representatives regularly feedback to other students, and the union has demonstrated that they all have a voice in the school. The ethos created by the union has spread to the whole of the sixth form, generating a culture of involvement and commitment.

There has been an increase in the number of students volunteering their own time at after school events, and there has also been the development of a student magazine, produced by an editorial team of students for students. It has proved to be an effective medium for voicing views and concerns, as has a 'mood board' on which students post photographs and text to express their views on citizenship issues.

CASE STUDY

Dedicated citizenship qualifications

There are a number of citizenship qualifications in existence to accredit citizenship knowledge and skills. Currently these consist of: GCSE Citizenship Studies short course and AS level Social Science: Citizenship. From 2008, a full GCSE, a revised AS level specification and an A level in Citizenship Studies will be available. A level 3 Active Citizenship qualification is in pilot as a model for the Extended Project. This qualification encourages an approach that relies on individual or group research projects. There are also various awards on offer that partly accredit citizenship knowledge and skills. All relevant qualifications and awards are listed on the QCA website (**www.qca.org.uk/14654.html**).

Accrediting citizenship

Exmouth Community College is an 11–18 mixed comprehensive school with over 2500 students, including 400 full-time sixth form students. Citizenship is a core feature of the Personal Development Programme. Having had less success with non-examined post-16 citizenship activities, the school believes that accredited courses are the best way to make citizenship education a significant and well-established part of the post-16 curriculum. All level 2 students follow the GCSE short course as a part of their vocational programme, and GCE AS Social Sciences: Citizenship is offered as an option for years 12 and 13, and as an extra qualification for Year 12 politics, sociology and law students. In addition, the college has trialled and is now piloting the level 3 Active Citizenship qualification as a model for the proposed Extended Project. The qualification involves students in identifying a citizenship issue of interest and concern to them. They research the issue and then plan and carry out some action in relation to it. The qualification emphasises student autonomy, and much of the work necessarily takes place in students' own time.

CASE STUDY

Integrated into other taught programmes

In some schools, citizenship learning objectives are planned into the schemes of work of other taught programmes. One example is general studies, and another is critical thinking. Although the specifications do not specifically refer to citizenship, the schools involved have provided a citizenship context for the students' studies.

Topical issues and critical thinking

At **Gosforth High School** in Newcastle upon Tyne, nearly all sixth-form students follow an AS course in General Studies. Citizenship topics are integrated into all three of the areas of the specification: Cultural, Scientific, and Social. Students have the opportunity to debate relevant issues as they arise, and are encouraged to take action on any of the issues that particularly interest them. For example, an Amnesty International group has recently been set up at the school as a result of some students becoming interested in human rights during general studies and raising the issue at the Students' Union.

Approximately 35 high-achieving students do not follow the general studies programme, but instead study AS Critical Thinking. While investigating the quality of evidence and arguments, they have the opportunity to analyse arguments drawn from contemporary issues and develop their own opinions and the skills to justify these. Topical issues are chosen in order for the students to follow them through the print and broadcast media, and students are encouraged to bring in examples from the news each week. Some of the critical thinking students have helped set up a debating group that meets after school to raise awareness of, and debate, contentious issues. All students are welcome to attend and take part. Recent debates have centred around whether Muslim women in this country should be allowed to wear the veil at work and whether it is right for Saddam Hussein to be executed for crimes against humanity.

Voluntary community action and campaigns

Citizenship learning can be enhanced through community action and campaigning. Students identify the issue and often carry out research to find out what others think. They then undertake some action themselves, sometimes working with a community group, to improve the situation for themselves and/or others.

Saving the local hospital

Vale of Evesham School is a generic all age special school catering for students with a very diverse and complex range of abilities and needs. The sixth form became involved in a campaign to save the local community hospital. They wrote letters to people of influence, including the Secretary of State for Health, the Prime Minister and the local press. They received some replies and it showed students how their input, although small, when added to that of others, could contribute to change. Following on from their campaign, they have been invited to local council meetings to discuss issues such as the future of school meals in Worcestershire, the use of leisure facilities and 14–19 strategies. They have also taken part in mock debates. This has made them feel part of a wider community, and given them confidence to take action again in the future. One student said: 'In July Carl and I volunteered to go to the Worcestershire 14–19 strategy and action plan meeting. The event was all about how local government was going to transform education in Worcestershire. We joined students from other schools and in groups talked about changes. I answered any questions I was asked and I believe Carl and I represented the school very well.'

CASE STUDY

Special citizenship events

Students have found it very motivating and engaging to plan and run citizenship events for their peers, sometimes in their own school, and sometimes with invited guests from local schools. It is important that the topic of the event, whether it is a conference, a seminar, a performance or an exhibition, should be selected by the students themselves. They will, of course, need background support from staff, but all hosting, fronting and running of workshops should be carried out by students.

Breaking down barriers

Aylesbury High School is a girls' school in Aylesbury, Buckinghamshire. Students worked with the neighbouring boys' school, Aylesbury Grammar School, to plan and run a conference that included students from ten local schools. The theme of the event was 'Breaking down Barriers' and it included exploration of issues such as terrorism, national identity, fair trade and international relations. The planning committee invited a number of local people as speakers, including the local MP, the mayor and nationally known journalists and campaigners. The workshops were run by the students, and a large-scale simulation of a United Nations debate took place in the afternoon. One of the planning group said, 'We invited all our guest speakers and young people from all schools and colleges in the local area – a nervous time because, having put in a lot of effort, if people hadn't attended we would have to cancel. However, on the day there were no spare seats, with about 200 faces looking down at me. The day went better than I ever imagined and culminated in the UN debate at the end of the day'.

CASE STUDY

Specially written courses

In some schools, where time permits, it has been possible to develop short courses that focus on citizenship issues and increase students' relevant knowledge and understanding as well as a range of different skills. Such courses may or may not be accredited, but all should include aspects of assessment.

Concern with age

The intergenerational citizenship module at **Gladys Aylward School** was introduced into the sixth form in 2002. It relies on a close partnership between the school and the local branch of Age Concern. Together the ex-deputy head of the school and the local Age Concern coordinator devised a programme involving all 120 Year 12 students and about 30 older volunteers from the community.

The programme takes six weeks and runs during core time in the second half of the Autumn term of Year 12. It involves discussion of local issues in small groups, following a keynote input by a local expert. The project involving the older volunteers came about as a result of health targets required for neighbourhood renewal funding.

The local coordinator for Age Concern recognised the power of citizenship education in schools as a way of breaking down barriers between the old and the young and, in particular, diffusing the fear that many older people have of the young. She was involved in the initial plans for the project and for recruiting, training and supporting the volunteers.

Every Monday morning for six weeks after the Autumn half-term break, the whole of Year 12 gather for an input on a series of issues identified through discussion with students at the start of the academic year. The topics are of local interest and are introduced by a local expert, such as a councillor, an MP or a charity worker. The inputs are followed by structured discussions, facilitated by a member of staff and involving small mixed groups of older volunteers and students.

(See **www.post16citizenship.org/makeithappen** for video clips of young people involved in assessment activities in relation to this project and others.)

Citizenship policies

'Drawing up a citizenship policy, charter or manifesto setting out ethos, aims, programmes and activities can be a good way to engage staff, young people and other stakeholders. As a starting point, organisations need to agree a basic set of values and rules by which they work, for example:

• showing commitment to respect for all

• showing concern for justice for everyone

• recognising the importance of establishing and maintaining trust.

A commitment to active citizenship should at least be at the heart of any citizenship policy, along with an emphasis on providing challenging and enjoyable experiences. The policy should identify everyone involved (staff, young people, external contributors, community and other organisations) and indicate the kind of roles they can most helpfully play. Young people can lead the process of developing the policy, which needs to be regularly reviewed and updated.'

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

The following example is an extract from a school policy that was developed through collaboration with students.

EGGBUCKLAND COMMUNITY COLLEGE CITIZENSHIP POLICY

Introduction and aims

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

Our citizenship programme is designed to ensure that students:

• Know their rights and responsibilities

• Are able to analyse and discuss significant issues

• Understand how society works

• Play an active role in society.

It offers young people the opportunity to:

• Identify, investigate and think critically about issues that affect individuals and society

• Decide on and take appropriate action

• Reflect on and review the effect of action taken.

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

• Students

• Staff

• Parents

• Governors

• Community Partners.

Assessing citizenship learning

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

'Assessment of citizenship helps young people to recognise and value what they have learnt. It helps to identify the purpose and intended outcomes of citizenship learning and shows that such learning is important and rigorous.' (***Play your part: post-16 citizenship***, QCA, 2004, page 34)

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

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

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

A five-stage process for planning citizenship assessment

Stage	Questions for action
1. aims and purpose	• What would we like to achieve in this programme? • Which citizenship learning objectives are we going to cover? • What are the contexts and activities we are going to use?
2. starting points	• What citizenship knowledge, understanding and skills do we already have?
3. learning objectives	• Which particular objectives are we aiming at here? • What is the underpinning knowledge, understanding and skills required for each of these objectives? • How are we going to develop that knowledge, understanding and skills?
4. recognition of learning	• How will we identify what we have learnt during the activity? • What form of assessment for learning would be appropriate for this activity? • What sort of evidence of learning might be generated? • Should we record progress; if so, how?
5. review overall learning	• How and when will we review and reflect on what we have learnt during the programme? • How well did we meet the learning objectives? • How might we apply and develop what we have learnt in future? • How will we recognise and/or celebrate our progress and achievements?

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

Top tips from schools

Whalley Range High School

Get and keep all delivery staff fully involved – full training and consultation.

Always use ice breaker activities – fun and engaging.

Use the young people as the key resource – they know what issues are of most concern to them.

Keep activities active – they experience/do and they learn.

Get support from your senior management team – resources, time, ethos.

Eggbuckland Community College

Get involved with the ASDAN Certificate of Personal Effectiveness.

Give yourself plenty of time to plan ahead – delivering citizenship effectively is more complex than it looks.

Think about extrinsic motivation – tell your students what they will get out of your programme in terms of opening up opportunities and recognition from people who matter, like HE providers and employers.

Get everyone in your community on-side – parents, students, teaching and non-teaching staff.

Education should be about looking outwards to communities beyond the school gates – can you afford not to do post-16 Citizenship?

Aylesbury High School

Consult with young people about the issues that are important to them.

Make the sessions/lessons as interactive and student-led as possible.

Give students ownership of their activities.

Build QCA assessment objectives into teaching and learning strategies.

Allow time for reflection and evaluation.

East Northamptonshire Consortium

You need a dynamic co-ordinator in each establishment in the partnership.

Build citizenship into your PSHCE/General Studies programme.

Acknowledge, reward and celebrate the achievement of the students.

You must have senior management support.

Gladys Aylward School

Build your citizenship activity in your core programme for the sixth form.

Gain support from senior management.

Gain support from the Head of sixth form.

Form links with external agencies.

Ensure younger students (KS3/4) are also experiencing active citizenship and are aware of the concept of citizenship.

Gosforth High School

Spend time fostering the Student Council/Union's sense of importance and identity. Ensure managers and students respect the role of the SU. Meet regularly and, if possible, with some refreshment!

Help students to build their knowledge of contemporary issues through lessons and investing in library resources identified by them. Students need to be informed as well as keen and passionate. The better the information they have, the more focused their work can be.

Encourage working parties organising events or projects to be accountable to the student body as a whole. The critical feedback from the SU can be excellent. Peer-led assessment for learning and having to answer questions from their peers sharpens the focus of the students.

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

Work with outside agencies where possible. This really broadens students' perspectives and is great preparation for life beyond school.

Vale of Evesham School

Have a project in mind if the students don't come up with any issues. The best ideas are those that are relevant to the lives of the students and their immediate community. A topic can then be linked to more global issues where appropriate.

Embed it into the curriculum and not just in citizenship lessons. For example, when looking at a leisure and tourism module, we built in a citizenship element. Students will be looking at what sport and leisure facilities there are in the town but also researching what isn't there, what could be there and how to go about making the desired changes.

Let students, where appropriate, do as much as they can themselves.

Just get going! Learn and develop as you go!

What do I know about citizenship?

Try this quiz...

1. Citizenship education should:

a. tell young people who to vote for

b. make young people behave better

c. give young people skills and knowledge needed to participate in their communities

d. give young people a set of moral values.

2. Citizenship education is aimed primarily at young people who have been in trouble.
True/False

3. Being an active citizen involves, for example:

a. working in a charity shop

b. eating healthily

c. being a considerate neighbour

d. organising a community campaign.

4. The focus of citizenship is the public policy aspects of an issue. True/False

5. Citizenship education should NOT necessarily include:

a. communication skills

b. personal finance

c. political literacy

d. knowledge of rights and responsibilities.

6. Political literacy is:

a. learning about how to take part in and influence public life

b. being able to behave with self-confidence

c. carrying out community service

d. being able to spell 'parliament'.

7. Citizenship education is important because it helps maintain the status quo.
True/False

8. Citizenship education benefits young people because it improves their social life.
True/False

9. Involving young people in decision-making is important to organisations because:

a. it saves the staff having to make decisions

b. it makes young people conform

c. it is linked to funding

d. it makes young people feel they belong.

10. It is important to society that young people vote because:

a. the turn-out is too low

b. the government wants more votes

c. the future of democracy is in the hands of the young

d. it is their duty.

Answers: 1.(c), 2.(False), 3.(d), 4.(True), 5.(b), 6.(a), 7.(False), 8.(False), 9.(d), 10.(c)

Try this audit...

In our school, do we...	Don't do this at all	Do this to some extent, but need to do more	Do this well
Really understand what post-16 citizenship education is all about?			
Make public positive statements to staff, students and visitors about the value of citizenship?			
Give strong support to the team organising citizenship by, for example, senior managers attending events?			
Allocate sufficient resources and time to the citizenship programme to allow for staff development and planning?			
Have a committed coordinator of post-16 citizenship with time allocated to the task?			
Have in place a policy outlining the aims and vision for citizenship within the school?			
Enable extended citizenship activities to take place off-timetable and to include visitors from the community and other education/training organisations?			
Expect there to be strong links between our school and members of the community, including minority groups?			
Continue to support citizenship activities even when things have gone wrong?			
Believe that we have a democratic ethos in this school?			

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Post-16 Citizenship: what? why? how? (VHS video and CD-ROM), LSDA (now LSN), 2004

Citizenship Uncovered (DVD), LSDA (now LSN), 2006

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

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

Staff development for post-16 citizenship, LSDA (now LSN), 2005

Agree to disagree: citizenship and controversial issues, LSDA (now LSN), 2005

The real picture: citizenship through photography, LSDA (now LSN), 2004

More than words: citizenship through art, LSDA (now LSN), 2005

Get up, stand up: citizenship through music, LSDA (now LSN), 2005

Reality check: citizenship through simulation, LSDA (now LSN), 2006

Choosing an angle: citizenship through video production, LSDA (now LSN), 2006

Getting the show on the road: skills for planning and running citizenship events, LSN, 2006

For the sake of argument: discussion and debating skills in citizenship, LSN, 2006

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

Getting started with post-16 citizenship, LSN, 2006

The background to post-16 citizenship

Citizenship has been a statutory subject at key stages 3 and 4 in secondary schools since 2002, following the recommendations of the first advisory group on Citizenship, chaired by Sir Bernard Crick (*Education for citizenship and the teaching of democracy in schools*, DfEE/QCA, 1998).

The post-16 Citizenship Development Programme began in 2001 at the request of the then Secretary of State for Education and Employment and in response to the report of a further advisory group chaired by Sir Bernard Crick (*Citizenship for 16–19 year olds in education and training*, DfEE/FEFC, 2000), which recommended that:

• an entitlement to the development of citizenship, of which participation should be a significant component, should be established, which would apply to all students and trainees in the first phase of post-compulsory education and training

• all such young adults should have effective opportunities to participate in activities relevant to the development of their citizenship skills, and to have their achievements recognised.

The Learning and Skills Development Agency (LSDA, now LSN) was given the responsibility for managing the development programme on behalf of the DfES. Over 130 pilot projects were involved in the programme, and the evaluators, the National Foundation for Educational Research (NFER), concluded that the programme had been *'hugely successful in laying the foundations for the development of post-16 citizenship... it has succeeded in showing how the aspirations of the Crick Group, that citizenship should be an entitlement for all young people aged 16–19... can be developed in practice in a range of post-16 settings and contexts.'* (*Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development Projects*, NFER, HMSO, 2004).

Since September 2006, LSN has been commissioned by QIA to run and manage a support programme in order to promote post-16 citizenship across the whole education and training sector for 16–19 year olds. This includes school sixth forms, colleges, training providers, youth services, community groups and offender education. The support available includes regional networking, free national training events, free publications of guidance material and teaching/learning resources (including multi-media) and a dedicated website: **www.post16citizenship.org**

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- information on the latest resources
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- online booking for events
- and much more.

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