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Post-16 Citizenship
Support Programme

Post-16 citizenship in work-based learning

An introduction to effective practice

Acknowledgements

Post-16 citizenship in work-based learning

An introduction to effective practice

Citizenship 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, 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.

Equally, citizenship makes an important contribution to increasing young people's participation, inclusion and achievement. It also offers a focus for building partnerships with other organisations for the benefit of learners and the local community. For training organisations citizenship extends learners' knowledge and understanding and provides a motivating context for developing skills that are key to success at work and in life in general.

This booklet is for managers and trainers of Entry to Employment (E2E) and apprenticeship programmes. It may also be of interest to young people supporting their peers in citizenship activities.

Examples are given of different approaches that can be used in training and work settings for engaging young people in citizenship and recognising their achievements. These examples are drawn from projects that participated in the Post-16 Citizenship Development programme from 2001 to 2006, funded by DfES and managed by The Learning and Skills Development Agency (LSDA, now LSN). See the back of this booklet for futher information on the background to post-16 citizenship.

'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 they can have influence and make a difference in their communities (locally, nationally, globally)'

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

Effective citizenship is:

- issue-based
- young-people owned and led
- participatory
- collaborative
- engaging
- stimulating
- fun

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

On the E2E programme citizenship is used to underpin the personal development aspect of the curriculum... this impacts on all aspects of the learner's development... Embedding citizenship in the curriculum has been the way forward for our E2E team. Now the Apprenticeship route is using this model as well and we are seeing an increase in motivation for learning.'

Alice Pethick, Zenith Apprenticeships.

Citizenship – what is it?

A citizen may be described as a member of a political community or state who has certain legal, social and moral rights, duties and responsibilities. Citizenship, however, is much broader and is relevant to all young people regardless of their legal or residential status or learning context.

Citizenship enables learners to:
• learn about rights and responsibilities
• understand how society works and decisions are made
• develop skills of enquiry, communication, participation and responsible action.

Through citizenship, young people develop their knowledge and understanding of key concepts such as democracy, equality, diversity, power and authority. They go beyond the 'personal' and 'doing good works' by applying political knowledge and understanding to issues of public concern.

Post-16 citizenship should build on what young people have learned in school during key stages 3 and 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.

The Qualifications and Curriculum Authority (QCA) framework for post-16 citizenship learning (see page 14), offers young people opportunities 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.

They are encouraged to research issues, express their views and take actions that make a difference to the communities in which they live – helping them to learn and develop as effective members of society.

Citizenship – why do it?

Research on citizenship in the work-based route[1] found that practitioners were very clear about its benefits. For example:

• **Benefits to learners:** develops self-confidence and skills, particularly key skills, and independent learning/thinking; offers opportunities to investigate and reflect on wider issues to broaden/enhance their vocational learning; raises awareness of rights and responsibilities; empowers learners to make a difference; improves young people's sense of belonging, profile and pride.

• **Benefits to the organisation:** contributes to better learner recruitment, motivation and retention; offers evidence of involvement; helps meet corporate social responsibilities; develops a positive profile for the organisation and partnerships in the local community; helps to deliver key skills.

• **Benefits to the local community:** develops potential community leaders; improves community relations – for example by supporting inter-generational communication and breaking down stereotypes; offers opportunities for community organisations to consult young people; projects can provide products/services of direct benefit to community members.

'The [QCA] citizenship framework encourages learners to research issues, express their views and take actions that make a difference to the communities in which they live and work – helping them to learn and develop as effective members of society.'

Citizenship and major policies

Citizenship is linked to major policy aims that are central to training provision.

- **LSC agenda for change**[2] – concerned with developing the skills needed to meet the aims of greater social justice as well as increased economic competitiveness.

- **LSC sustainability development strategy** (2006)[3] – examples of good practice include volunteering activity in the wider community and concepts of sustainable development being built into the curriculum. But all providers need to do more to champion and model the social, economic and environmental agendas that underpin sustainable development.

- **The Further Education Reform White Paper** (2006)[4] – calls for a greater focus in further education and training on learners' and employers' needs, with funding to enable learners to have greater control over their learning. The importance of the 'learner voice' is highlighted with a requirement for all providers to put in place a learner involvement strategy.

- **Every Child Matters** (2004)[5] – services must enable young people to 'make a positive contribution', 'achieve economic wellbeing', 'enjoy and achieve', 'stay safe' and 'be healthy'.

- **Youth Matters** (2005)[6] – suggests that: 'many young people are already active citizens; they are willing to take action to get change and, despite low levels of voting after they turn 18, show high levels of interest in politics'. But others need to be 'convinced that their contribution matters, with opportunities created and support provided to sustain their engagement' (p.21). The paper highlights the need to 'build on the successes of the post-16 active citizenship projects' (p.32).

Citizenship contributes to these agendas by focusing on political, social, economic and environmental issues. It equips learners with the skills, knowledge and understanding to become actively involved in their local community and participate; to have a voice and be heard, and influence decision-making.

The examples in this booklet offer ideas for taking forward these aspirations in a way that supports purposeful and active learning in E2E and apprenticeship programmes.

> 'Citizenship has helped us to deliver key skills in a way that motivates learners. Apprentices' research on the impact of pollution has provided evidence for all the key skills, but it has also had direct relevance to our industry.'

> 'Citizenship has enhanced our E2E allotment project by involving learners with committee issues so they've learnt about committee processes and taken action to deal with threats to green spaces. It's broadened their experiences and skills as well as benefited others in our local community.'

> 'Citizenship builds on the work of training organisations by extending learners' understanding of rights and responsibilities, and providing a motivating context for developing skills that are key to success at work and in life in general.'

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[1] Fettes, T. (2005) *Citizenship in the work-based route*. LSDA

[2] LSC (Nov 2005) *Transforming learning and skills annual statement of priorities 2006–7*

[3] LSC (2006) *From here to sustainability*

[4] DfES (March 2006) *Raising Skills, Improving Life Chances*

[5] HM Government (2004) *Every Child Matters: change for children.* **www.everychildmatters.gov.uk**

[6] HM Government (2005) *Youth Matters*. London: TSO

Different approaches to citizenship in work-based learning

Citizenship is not just about *what* young people learn, but *how* they learn. It works best when they are involved in the process of 'doing it' – active learning with real outcomes from their efforts. Many techniques can be used that will be familiar to trainers.

There are various ways a training organisation can support citizenship. One of the most common ways has been to **link it into existing programme requirements and qualifications**, particularly employment rights and responsibilities (ERR) and key skills in apprenticeships, and the personal and social development strand and basic/key skills in E2E. Citizenship has also been linked to vocational learning through sector-relevant topics such as environmental issues, equality and diversity, town planning and health care.

Other approaches to citizenship include:

- **representative structures** such as learner/worker councils, trade unions
- **voluntary community action and campaigns**
- **special events** such as conferences and debates
- **projects**, individual or group, including research on local community, national or international issues related to learners' vocational interests
- **peer mentoring/training**. Links can be made with citizenship in formal education, for example by young people helping to run activities to support national curriculum citizenship in schools, training other young people and adults.

As the examples on the following pages indicate, training organisations often mix approaches.

'The effectiveness of the Apprentice Council has been a direct result of including citizenship in the programme. It has been a real benefit to the learners as they've learnt to voice their views, apply their skills in addressing wider issues and making changes. But the company has also benefited from learners who are interested, understand their responsibilities as well as their rights. The whole programme works more effectively as a result.'

Citizenship co-ordinator at a training provider.

At the **South Tees NHS Hospital Trust** in Middlesborough, 10 cadets, planning to pursue careers in the health service, have had citizenship built into their programme. It focuses on citizenship issues within the health service today, including whether healthcare should be totally funded by the government.

CITIZENSHIP UNCOVERED.
A young person's guide to post-16 citizenship

A DVD that young people helped to produce. It demonstrates how post-16 citizenship can be fun, creative and active, involving young people in social and political issues that are important to them, having their say and making a difference.

Citizenship through events, taught sessions and a film project

Fareport Training Organisation Ltd is a private training company offering citizenship to E2E learners. In partnership with a local college and youth service, it has run 'question time' events with local politicians and community leaders.

In addition to such events, Fareport offers weekly sessions, based on a structured timetable, looking at local, national and global issues that might impact on young people's lives such as the consequences of crime. Research carried out by learners has impacted positively on their attitudes. These sessions are closely aligned with the QCA citizenship objectives and have enabled learners to gain key skills qualifications, as well as write and deliver their own sessions.

'The citizenship events gave our young people the chance to voice their own concerns on a number of local issues. They led on to debate days and trips to London for a question time session with our local MP and other opinion-formers, and to Brussels to visit the European Parliament. We also went to two plays run by the Solent Theatre Group which brought political issues to life through drama and gave the audience a chance to have their say.' **Ruth Cole, E2E site manager at Fareport Training**

Fareport learners also produced a video on local perceptions of the Euro. This was a joint winner in the LSDA EU...RU? Competition, and also short-listed for an award at the European Young People's Film Festival.

'When I joined Fareport, I had no direction in life. I lacked motivation and enthusiasm and at times could be a challenge to the assessors. After spending time at Fareport and attending citizenship events and sessions, I have become a member of the board of young people creating a citizenship resource – *Choosing an angle*. Through my interest in citizenship and my successful entry in its film competition, I was chosen to do a number of voice-overs on other LSN training videos. This all helped me to go to college to take a National BTEC in Media. I couldn't have achieved any of this without Fareport and citizenship.'

**Chris Bradshaw,
Former E2E learner at Fareport Training.**
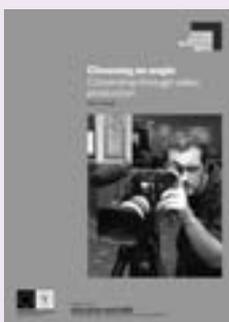
Choosing an angle: Citizenship through video production

This resource pack, comprising a booklet and DVD, aims to introduce citizenship education to post-16 learners through the medium of video production. The activities will help learners to identify a citizenship theme on which to base a video. It covers techniques such as choosing words and images to represent an issue, canvassing opinion, conducting interviews and screening. The pack is intended for facilitators, working with young people who may or may not have experience of making videos.

Citizenship through projects linked to key skills

Zenith Apprenticeships at Warwickshire College offers citizenship to learners on E2E and apprenticeship programmes, and makes links explicit to key skills.

For example, learners on the level 3 Equine Studies apprenticeship undertook some project work involving an investigation into a local horse fair visited by tourists and the travelling community. Learners worked as a group to conduct some background research and carry out a survey of opinion. They consulted the Residents' Association to identify ways in which the fair could be better managed for the benefit of all parties and wrote a report with recommendations. The report was then presented to an invited audience.

Citizenship provided the context for evidence of the key skills in 'working with others' and 'communication'. But the project also enabled learners to develop their awareness and understanding of a social issue of importance to the local community and its visitors.

'For E2E and apprenticeships we now embed citizenship projects into the key skills of communication and working with others. This fits well with the learner-centred approach and focus on social and community awareness. Expanding learners' debating, negotiating and communication skills has had spin offs for our main programme. Fun activities that lead to the development of important analytical thinking skills are an important basis to work from.'

Alice Pethick, Zenith Apprenticeships.

'The citizenship project that I was involved in helped me to develop my confidence and communication skills; it was a building block for the future. It laid the foundations for the skills needed to become an active member of the college community.'

A former E2E learner who has now gone on to complete a level 3 media studies programme.

'Getting our voices across was really important for our group. Even though we couldn't bring about the level of change we wanted, it was time well spent in getting people to listen and take note. Change may not happen straight away but we can make a difference and influence the world around us.'

A former E2E learner who has now gained employment and is studying an advanced apprenticeship in business studies.

Citizenship at work –
research, consultation, representation

Dorset County Council's apprenticeship programme has been the focus for citizenship since 2002. The apprentices are young employees completing a full apprenticeship in Administration. The County Council's role as a community leader, employer and training provider informed research into citizenship for key skills and led to apprentices becoming sustainability champions. They also started work on an Access to Citizenship Resources Directory.

The active citizenship theme has been promoted through representation at conferences, such as the New Local Government Network conference and network meetings attended by staff.

Projects completed by apprentices included researching the consultation processes used by the Council and looking at their effectiveness in reaching a diverse group of young people. The apprentices' portfolio evidence was referenced against the skills demonstrated in their NVQs and key skills qualifications.

'Involvement in the post-16 citizenship programme... has not only added value and improved the quality in various areas of work, but it has also enhanced the learning process for apprentices.'
Liz Davis of the Learning and Development Centre, Dorset County Council.

Pictured left: Dorset County Council apprentices making their contribution to a 'car free day' in Dorchester.

'Being involved with the consultation project has helped me understand what being a citizen really means and in a sense made me more aware of the issues that affect me.'

Kelly Knott, Apprentice DCC.

'The citizenship project has provided me with an in-depth insight into the running of the County Council. When we started the citizenship project, I didn't know very much about how the County Council consults with young people, but after just a few months I now know how and what things the Council consults on. I also feel I can consult others professionally, knowing what aspects must be taken into consideration, such as the target group and the method of consultation.

I feel I have learnt the difference between being a citizen and an active citizen through what we do and the actions we take. It has made me aware of the important things that must be done, no matter how small or trivial, and why they must be done.

Being an active citizen makes me feel I can have a say in what is done, and I feel that I am a valuable member of my community. I think the project as a whole was about realisation of all the small things that make the big things tick.'
Matt Ayles, Apprentice DCC.

Citizenship through taught sessions, art and visits

Citizenship is integral to the experience of learners on E2E programmes at HYA Training Ltd. It is run in fortnightly sessions over a ten-week period, each built around a distinctive theme. The programme begins with a class on 'what is citizenship?' followed by a session on rights and responsibilities. This set the scene for a session on human rights and wider discussion.

A variety of techniques are used to awaken young people's interest – for example by pulling out key words from current news stories to stimulate discussion and artwork.

One of the highlights for learners has been the residentials when they had a chance to meet new people and see different environments. Using this experience, learners discussed 'what do we mean by community?' and 'does it go beyond the end of your street?' Other visits have included the law courts and Hull Guildhall where learners met the Lord Mayor and watched a debate in the Council Chamber.

'For our learners, art has proved a very effective medium for conveying their thoughts on citizenship, not only for this exercise but for other activities too.'

**Gary Bartle,
Learning Development
Manager HYA Training.**

Produced by a group of E2E learners, the poster depicts their ideas on what it means to be a global citizen. Divided into fours, the learners were asked 'If you were in charge of the World, what logo would you produce for citizenship?' Each group produced their own poster and then collectively decided on the best ideas from each artwork. The final poster (see above) brings together the images they chose and focuses on the global need for peace, equality and the importance of challenging racism.

Citizenship through projects, debates and lessons

Camden Jobtrain is a work-based training provider, giving less privileged young people an opportunity to gain skills and experiences in a vocational area, ranging from animal care to retail. It has provided citizenship education as a compulsory element of its training. Through projects, activities, debates and `lessons, trainees have covered political awareness, equal opportunities, rights and responsibilities, global citizenship and understanding diversity.

One project involved trainee mechanics exploring the topic of cultural diversity through painting a car. They used symbols, colours and styles to represent their discussions. The trainees attended citizenship sessions, looking at the work of Asian artists and considering the political messages they conveyed.

'Art can often be useful as a starting point for discussions about citizenship issues. For example, young people can create collages using images from newspapers and magazines to represent their perceptions of particular issues. This can lead on to thinking about the wider social or political issues surrounding a topic. Combining citizenship with art allows young people to express opinions creatively and represent the views of others.'
Sharon Walters, artist and youth worker and author of *Citizenship through Art*.

'I really enjoyed being part of the team, debating design decisions and reaching agreements. I learnt so much about the group's cultural identities... and really enjoyed the debates.' **Morteza Naama, trainee mechanic.**

More than words: Citizenship through Art

By encouraging young people to explore citizenship themes through creative media, this pack will develop an understanding of how art reflects personal, social, political and cultural beliefs. There are six activities in the pack, supported by reproductions of artworks by both well-known artists and from learners on the post-16 citizenship programme to encourage reflection and for learners' to produce their own artwork.

Developing a citizenship ethos

The most effective citizenship learning takes place in an organsiational culture that values and facilitates the involvement of learners in decision-making. Ideally, everyone (learners, staff, managers and partners from the wider community) needs to agree on a basic set of values and rules for working together. Some organisations draw up a policy or citizenship manifesto setting out their aims, ethos and how they will encourage active citizenship.

Dorset County Council – extract from its draft citizenship policy and plan

This policy is for employees who are taking part in LSC-funded work-based learning, contracted directly with Dorset County Council through the Learning and Development Unit of Human Resources.

The application of the policy will also involve those parties interested in the development of these employees, e.g. their managers, supervisors, trainers and carers.

Purpose

The content of this policy has been produced in relation to the overall role of Dorset County Council in the community. The aims and objectives of the policy link to how citizenship is to be promoted for these learners, reinforcing the mission and values of Dorset County Council.

Mission

Our mission is to improve the quality of life for people in Dorset, now and in the future.

This mission is supported by three roles:

- Being a Community Leader
- Securing high-quality services
- Being an organisation committed to excellence.

Values

Dorset County Council is committed to excellence and we aim to:

- Work as one body
- Look outwardly and work effectively with partners
- Put the needs of citizens at the centre of what we do
- Be open and honest in all that we do
- Value our staff and treat each other fairly
- Value diversity
- Challenge the old ways of doing things and learn from good practice.

The mission statements and values of the County Council, as a local authority, clearly promote and represent citizenship.

'The policy has helped us focus on ways of promoting citizenship within our organisation and assisted with some joined-up working. We have formed links between the Council as an employer and the Education Directorate, and our apprentices have embarked on a project with some schools who have responded to a communication sent out in conjunction with the Council's Inspector whose remit covers citizenship.'

Liz Davis, QA and Assessment Centre Manager, Dorset County Council.

Recognising citizenship learning and achievement

The QCA framework for post-16 citizenship learning (see page 14) can be used flexibly to inform the planning of activities and recognition of achievements. It includes a set of 10 broad learning objectives which can be selected as appropriate to the learners and their activities.

Young people work towards achieving these objectives through their investigations and actions, and are encouraged to reflect on and review the extent to which these objectives are being achieved. The objectives can be re-written by young people and illustrated to aid their understanding.

Assessment is helpful when it assists young people to make decisions about their learning objectives and recognise what they have learned. Constructive feedback from others is part of this process.

Assessment needs to be planned as part of citizenship learning and should include learners as partners in the process. However, it does not have to be done in a formal way and not everything needs to be assessed. A wide range of assessment techniques can be used to suit the activity and the setting. For example:

- *Writing on a post-it-note one thing that has been learned and sticking it on a board for all to see*
- *Sitting in a circle during a session and taking turns to say one new thing that's been learned*
- *Making a video of an activity and discussing skills and knowledge being demonstrated*
- *Planning and performing a song, dance, drama or comedy sketch to show what has been learned*
- *Display of art or photos showing achievements*
- *Standing on an imaginary line running down a room to show level of confidence, knowledge or skill, with one end being a high level and the other low*
- *Placing a marker on a graph, pie-chart or other diagram to represent level of skill, knowledge or confidence*
- *Quiz or computer game for self-assessment*
- *Sorting statements on cards, e.g. as part of peer-assessment of skills.*

Young people are often most pleased to receive a letter or personal thanks as a recognition of their achievements. However, sometimes more formal acknowledgment is appropriate. Some learners like to develop a folder or portfolio (paper-based or electronic) of evidence of citizenship learning and achievements – photos, letters, minutes of meetings, project work, and so on. This evidence may be used to gain a certificate of participation or other form of accreditation. Evidence can also be cross-referenced to NVQs and key skills.

'To show how far they've come, learners have produced folders which express their views on the topics covered in the citizenship sessions. They particularly like to express themselves through posters rather than in writing. And the folders do show real evidence of achievement. In terms of more formal recognition, some learners have earned Hull Joint Awards. To get a certificate they have to show progress in terms of their efforts and how far they've personally travelled.'

Linda Ryan, HYA Training, Hull.

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
and	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
2. decide on and take part in follow-up action where appropriate	3. consider the social, moral and ethical issues applying to a particular situation	• challenge an injustice	• organising a meeting, conference, forum, debate or vote
and	4. analyse sources of information, identify bias and draw conclusions	• lobby representatives	• representing others' views (e.g. in an organisation, at a meeting or event)
3. reflect on, recognise and review their citizenship learning.	5. demonstrate understanding of and respect for diversity and challenge prejudice and discrimination	• increase representation	• creating, reviewing and revising an organisational policy
	6. discuss and debate citizenship issues	• provide a service or benefit to others	• contributing to local/community policy
	7. express and justify a personal opinion to others	• empower self or others	• communicating and expressing views publicly via a newsletter, website or other media
	8. represent a point of view on behalf of others	• resist unwanted change	• organising and undertaking an exhibition, campaign or display
	9. demonstrate skills of negotiation and participation in community-based activities	• make informed choices and follow up decisions and/or actions	• setting up and developing an action group or network
	10. exercise responsible actions towards and on behalf of others.	• take part in democratic processes to influence decisions.	• organising a community event (e.g. drama, celebration or open day)
			• training others (e.g. in citizenship skills and knowledge, democratic processes).
			The case studies on the Post-16 citizenship website and in the pack give more examples: **www.post16citizenship.org**

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

A five-stage process for planning citizenship assessment

Some organisations have found it helpful to use the following five-stage process. This is designed to encourage the planning of assessment so that both staff and learners consider the aims of the citizenship activity, what is expected to be learned, and how learning will be recognised, recorded and celebrated. Each stage can be used flexibly to reflect the nature of the citizenship activity and the context in which it takes place.

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 will we identify that the learning objectives have been met? • 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 for effective practice

From Zenith Apprenticeships

- Gain support from senior management and agree a citizenship policy through consultation with the whole organisation to develop an ethos of citizenship within the organisation's culture.

- Use the LSN resources and materials for staff training and to promote citizenship within your organisation.

- Use a 'good news' medium to celebrate your successes such as customized a newsletter/website/intranet.

- Use the Citizenship Development 'Progress File – Achievement Planner' to plan and risk assess the chosen citizenship activity.

- Use the content of an active citizenship project to deliver key skills as part of the Apprenticeship framework. This has improved retention and achievement as the learners can 'own' the project. Evidence 'distance travelled' via RARPA.
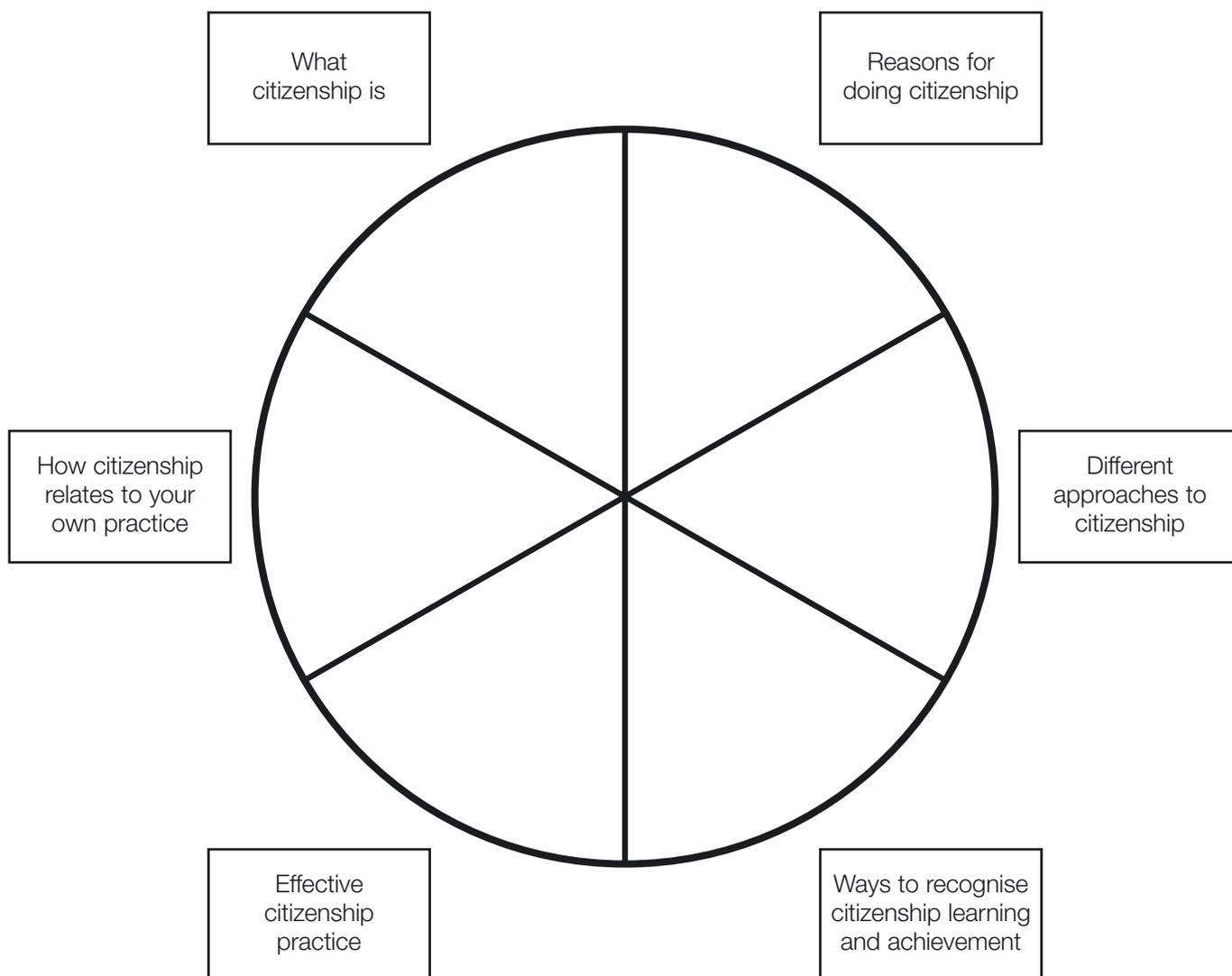
From Dorset County Council

- Evaluate the resources involved, look at the costs and the benefits to the organisation and individuals.

- Try and ensure the activities are real and can have impact and make a difference.

- Enthuse and engage the learners and maximize the evidence they produce.

- Share ideas in the staff and learner teams. Let the theme/projects evolve.

- Check, check and double check the projects in progress for learner direction, understanding and progression.

From Fareport Training Organisation

- Empower the young people to deliver and plan the citizenship project. If the young people own the project, they will learn and achieve.

- Encourage staff to be active citizens themselves. They will then see the value of the programme and lead by example.

- Be consistent in your delivery. If it fails at first, be patient, but remember consultation and evaluation from the young people is the key to a successful project.

- Make sure your senior management is behind the project. Involve them in the activities and events.

- Celebrate achievement, however great or small – everyone has different goals and abilities, but everyone likes to be praised for moving forward or doing well.

Self-review

To what extent do you feel confident in your understanding of each of the following? Place a dot in each segment – the nearer the centre, the more confident you feel.

| What citizenship is | | Reasons for doing citizenship |

| How citizenship relates to your own practice | | Different approaches to citizenship |

| Effective citizenship practice | | Ways to recognise citizenship learning and achievement |

For those aspects you feel less confident about, how will you address your own learning needs?

This resource might help: *Making it click: An interactive guide to post-16 citizenship*, this CD-ROM with information, activities, resources and downloadable materials can be used by individuals for self-study or by trainers with groups of staff.

How might you take citizenship forward in your own organisation?

This resource might help: *Getting Started with Post-16 Citizenship*, a guide to auditing current practice, working with managers, staff, learners and the local community, assessment and accreditation.

References and resources

Education for citizenship and the teaching of democracy in schools, DfEE/QCA, 1998

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Towards consensus? Citizenship in secondary schools, Ofsted, 2006

Available from LSN

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

Useful websites

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

Department for Education and Skills, citizenship website **www.dfes.gov.uk/citizenship**

Qualifications and Curriculum Authority **www.qca.org.uk**

National Youth Agency **www.nya.org.uk**

Citizenship Foundation **www.citizenshipfoundation.org.uk**

British Council **www.britishcouncil.org**

Institute for Citizenship **www.citizen.org.uk**

Community Service Volunteers **www.csv.org.uk**

Changemakers **www.changemakers.org.uk**

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**

Join our citizenship community
Simply register your details with us at
www.post16citizenship.org/register
and enjoy the benefits of:

- free newsletters and the latest citizenship updates
- access to the post-16 citizenship e-bulletin
- personalised invitations to national training workshops and regional networks
- information on the latest resources
- access to free post-16 citizenship materials
- online booking for events
- and much more.

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www.post16citizenship.org