QIA
Quality
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**Post-16 Citizenship
Support Programme**

Post-16 citizenship in youth and community groups

Participation, inclusion and achievement

An introduction to effective practice

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Post-16 citizenship in youth and community groups

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.

Citizenship develops young people's knowledge and understanding of key concepts such as democracy, equality, diversity, power and authority. It means going beyond the 'personal' and 'doing good works' by applying political knowledge and understanding to issues of public concern. And by building on the work of youth organisations concerned with extending participation, citizenship empowers young people to exercise their right to be involved in decision-making processes and to have their voices heard.

This booklet is for youth workers and managers in youth services provided by local authorities and those working in community groups and the voluntary sector. It describes the different approaches that can be taken in youth and community groups. Through examples, drawn from projects that participated in the Post-16 Citizenship Development programme between 2001 and 2006, it shows how citizenship opportunities have been provided for young people from all types of background.

The material in the booklet may also be of interest to young people supporting their peers in citizenship activities. There are also 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 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

'Every Child Matters and Youth Matters initiatives emphasise the need for young people to be consulted in many more ways. Our local B&NES council is keen to hear the youth voice and to give young people a much greater role in decision-making. Citizenship ensures young people have gained the knowledge, skills, understanding and confidence to give them an effective voice.'

Kate Scully, DAFBY co-ordinator, Bath & North East Somerset Council (B&NES).

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 young adults to:

• learn about rights and responsibilities

• understand how society works and decisions are made

• develop skills of enquiry, communication, participation and responsible action.

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 15), 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 – What it means to us...
• Being listened to!
• Having a voice
• Gaining new skills
• Changing the world you live in
• Being part of a team
• Helping yourself and others
• Getting involved in your community
• HAVING FUN!!!

Envision is a citizenship project which engages 16–19 year olds in local and global issues and provides a forum for voicing concerns and taking action. In 2005 the Envision ceremony was at Trafalgar Square where over 200 young people campaigned on eliminating world poverty and making trade fair.

Why do citizenship?

Participation, inclusion and achievement

Citizenship makes an important contribution to increasing young people's participation, sense of inclusion and achievement. It also offers a focus for building partnerships with other organisations for the benefit of young people and the local community.

Citizenship is linked to major policy aims that are central to all youth provision including those set out in *Every Child Matters* (2004)[1] and *Youth Matters* (2005)[2].

Citizenship can contribute to all five outcomes of *Every Child Matters*, for example by:

- **making a positive contribution** – citizenship equips young people with the knowledge and skills to enable them to become actively involved in their local community and participate; to have a voice, be heard and influence decision-making – for example using democratic structures to contribute towards service improvement.

- **enjoying and achieving** – citizenship can extend the range of activities offered by youth clubs and detached youth work provision to help re-engage young people in learning and recognise their achievements.

- **achieving economic wellbeing** – citizenship can encourage young people to develop skills in financial management, for example, to take advantage of schemes led by young people such as YouthBank which provides small grants to fund young people's ideas that benefit others.

- **staying safe** and **being healthy** – citizenship goes beyond the 'personal' by focusing on political, social, economic and environmental issues. For example it has prompted the setting up of support groups for vulnerable young people.

Taking forward the ideas in *Transforming Youth Work,* the *Youth Matters* Green Paper (2005) specifically promotes active citizenship, particularly through volunteering and the full range of ways to contribute to the local community, including leading action, campaigning, fund-raising and peer mentoring. It highlights the need to 'build on the successes of the post-16 active citizenship projects' (p.32) and also give young people spending power for their chosen projects.

The paper 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 examples in this booklet offer suggestions for taking forward these aspirations in a way that supports purposeful and active learning and the development of knowledge and skills that underpin effective participation.

> **YouthBank** is a UK-wide grant-making initiative run by young people for young people. After training to develop the skills required, young committee members in Sefton have been running a major initiative to support the local community. They have assessed and made grants to projects run by other young people, based on the quality of the idea, value for money, need and benefit.

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[1] HM Government (2004) *Every Child Matters: change for children.* **www.everychildmatters.gov.uk**
[2] HM Government (2005) *Youth Matters*. London: TSO

Different approaches to citizenship in youth and community groups

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 youth workers – for example games, peer-mentoring, co-operative learning groups, role-plays, use of multi-media, discussions and debates.

There are various ways a youth organisation can support citizenship to build on its participation work and further develop the youth voice.

Many already have representative structures such as youth councils and forums, or a youth club committee that enable young people to have an active role in decision-making.

Other approaches to citizenship include:

• **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

• **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.

The following examples show that organisations often mix approaches. Activities involving music, website or radio work, art, photography, video/film-making, sport, dance, drama or comedy routines have been particularly popular.

'As a youth service our core business is to promote voluntary participation and through this comes the promotion of 'voice & influence' to ensure every young person feels valued and plays an active part in the shaping of our services. We initially engage young people into active citizenship by working from their starting point and what is relevant to their lives and communities. This may be through involvement in participating in the running of their local youth centre right through to being involved in local government issues. We are now in a position to promote and deliver active citizenship activities across the City of Hull.'
Post-16 citizenship at Hull Lifelong Learning.

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 a film project

Young people attending the Bexley Youth Service annual Youth Summit highlighted bullying and racism as issues they wanted to be dealt with more effectively in schools.

Part of the group's motivation was based on the fact that they had all done citizenship in school, but felt that teachers lacked resources to handle these two very sensitive issues. Some of the group had in fact suffered from bullying and racism and all demonstrated the creative abilities to make the film a success.

As a follow-up project, a group directed and acted in a 17-minute film titled *Stand Up, Speak Up*. It was produced with guidance from the Youth Service, and with support from Charlton Athletic Football Club (their community worker helped to develop the script, the club provided the venue and a star player appeared in the film). The rock band the Kaiser Chiefs gave special permission for free use of one of their tracks on the film: 'I predict a riot'.

The film was shown in a local cinema at a time when Bexley Council had just launched its anti-racism strategy. The film is based on a training session for a fictional mixed football academy. The characters confront a number of challenging situations and have to make some very difficult decisions.

The project is seen as a model for co-operation between local schools and the youth service. It is intended to run similar projects based on the five outcomes of Every Child Matters to bring active citizenship to the forefront for young people. Work is continuing on a teachers' pack to support the use of the film in schools.

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 a music event

Using music to explore citizenship issues is a popular activity. Along with 130 others, young people from the Oldham Youth Inclusion project were inspired to enter the post-16 citizenship through music competition. They attended a workshop led by other young people to explore issues and lyrics and, when short-listed, performed at an awards event in their home town. Their entry *Young and Oldham* about the role of young people in their community won the competition.

'The competition created the opportunity for our learners to access the citizenship agenda in a format that was meaningful to them – it gave them the confidence to realise they can make a difference and their opinions DO matter!'
Susan Hamlin the Project co-ordinator, Oldham Youth Inclusion Project.

'We thought that rapping about our local areas and life and how we give positive things to our community would be a good thing to do. We are trying to send a message that we're not criminals or bad people and that kids need to be occupied... and that just a bit of help and respect goes a long way...'

Kayde McCullin, member of winning team.

Get up, stand up: Citizenship through Music

Aims to introduce citizenship education to post-16 learners through the medium of music, poetry or rap. The pack consists of a booklet with activities which will build young people's knowledge and confidence in writing their own lyrics, and a CD-Extra containing four protest songs with lyrics, copyright-free beats for use as backing tracks, and two citizenship raps written by student Kenneth During who, with James Barber of B6 College, Hackney, developed the materials in the pack. There is also a list of more than 200 protest song titles.

Citizenship through a youth conference

At a youth conference organised by North Wiltshire District Council in partnership with Wiltshire County Council in October 2005, young people were consulted about the Wiltshire Assembly of Youth's Agenda for Action before taking part in three focus groups on the themes of: education, transport, facilities, and the environment.

'Prior to the conference, we ran a facilitation training event to equip young volunteers with the skills to co-ordinate workshops. A variety of workshops were run, including the opportunity to explore any theme through hands-on art.

Other workshops at the event included one on the skills young people need to represent the views of others and how the Young People's Council should work. There was a chance to question a panel including the Chief Executive of North Wiltshire Council, the Lead Member for Youth, and the UK Youth Parliament Member.'

Katz Luce, Youth Development Officer, North Wiltshire District Council.

Getting the show on the road:
Skills for planning and running citizenship events

This pack offers a practical and active introduction for staff and learners to the skills needed to run a successful citizenship event. Activities focus on how the citizenship context impacts on the use of these skills and ways to help young people identify, develop, practise and apply the skills they need to be effective contributors to citizenship events, and to reflect on what they learn in the process.

Citizenship through new communications technologies

The Worcestershire Youth Service is committed to giving young people a real influence in decision-making within the youth service, local government and the wider community. As part of this, YouthComm has developed from a telephone helpline for young people into an integrated service offering an interactive website, an on-line radio station, text messaging and an electronic voting system – all aimed at giving young people a say in issues that concern them and their communities.

Youthcomm offers a radical new way of delivering services to young people by their peers. It is a way of capturing the benefits of new technology to extend and complement the provision of more 'traditional' approaches to working with young people. Youthcomm with young people at its heart can only reach its full potential through their involvement. Challenge is one of the keys to success of the project so far. It has become eminently clear that given a challenge worthy of the commitment of a young person's time and energy they will rise to it and become a vital part of the operation of the project whilst learning new skills and gaining valuable experience.

The young volunteers have been trained and are involved in the management and development of the service: they drive it. In one rural area, they have helped others to put forward a successful case to the parish council for a hard-play area, writing scripts and music for a CD presentation. Young people led a consultation event to determine how well Hear by Right's standards are being applied locally. Four young trainers from the National Youth Agency (NYA) helped train the 'review panel for effective participation'. The event involved electronic voting and drama workshops.

'The 12-session training course really prepared me well for handling the wide variety of issues and topics, but the skills I developed from the practical side of running the helpline is citizenship for real and not just theory... young people can handle large amounts of responsibility, given the opportunity, and make positive decisions and changes.'

Gemma Benton, Youthcomm.

Citizenship through democratic action

DAFBY (Bath & North East Somerset Youth Service's Democratic Action for B&NES Youth) promotes young people's rights and their participation in democratic decision-making in the development of B&NES council services.

Young people are involved in local and strategic decision-making, including regular meetings with B&NES Executive Members, councillors, officers and the Chief Executive. They are also leading on the participation of young people in the development of Children's Trust arrangements. DAFBY is responsible for facilitating UK Youth Parliament elections for the B&NES' Member and deputy, and provides support for them throughout their term of office.

The project is open to all young people and has the inclusive ethos of a co-operative; everyone's involvement is valued. Young people meet weekly at a village youth club with anything up to 45 attending evening meetings. Working to youth work principles, it empowers young people to develop their knowledge, skills and understanding, to make informed choices and, by providing a supported environment where they are able to take risks, make mistakes, and have fun.

Other citizenship activities have included a fair trade project, workshops for a BBC film project about community conservation, a consultation day on Human Rights, a German exchange visit with discussion of issues such as asylum, terrorism and democracy, and visits to schools and colleges to promote DAFBY to other young people. One member has been working with a group to support gay, lesbian, bisexual and transsexual young people who feel isolated in their communities.

'For a long time I couldn't understand why they kept coming to a youth club for citizenship meetings. But firstly we made it a social event and secondly we were asking them what they think; showing them their views counted made a huge difference in attitudes. It was also a matter of style and content of the meetings – we structured them around lots of small group work and focused on their concerns.'

Kate Scully DAFBY co-ordinator.

Citizenship through projects and discussions

Youth Action Blackburn is an independent community organisation working with local young people. Its aim is to motivate, educate and improve the quality of the community. A key part of its work is based on participation in group activities to give young people real opportunities to design, deliver and evaluate projects.

At Youth Action citizenship delivery focuses on young people aged 16+ exploring political literacy and issue-based work such as dialogue between young people of different faiths and ethnicities.

Active citizenship is the heart of the programme. The informal setting and supportive environment encourages dialogue about what young people consider citizenship means in their lives and communities. Discussions have taken place on poverty, racism and other matters of concern. There have been a number of training workshops on citizenship, including some with public sector organisations such as the Police Authority.

In one training session the volunteers working with staff and trustees produced a citizenship strategy for Youth Action, which is now part of the organisation's corporate plan for the next four years.

'As a volunteer with Youth Action, I'm getting involved in local youth projects on issues such as bullying, crime and drugs. The most important part for me is to learn new things on the various issues but also about getting my friends and local young people on positive development projects that will open their minds and for them move on to better things for their future.'

Members of Youth Action were runners up in the post-16 citizenship music competition.

Citizenship through peer research

Young volunteer researchers at Fitzrovia Youth in Action (FYA) in central London received training from the National Council for Voluntary and Youth Services on how to run effective workshops before leading residential workshops at which 'drugs and community safety' was identified as a key issue.

The peer-research project on drugs came out of previous research by the young people which showed that drugs and drug-related crime were a major cause of concern to their peers living in the area.

Funding was obtained from The Camden Council Drugs Action Team and further training offered in research techniques. The peer researchers interviewed over 350 young people in youth clubs and a school, presenting their findings to practitioners and policy makers.

A further project on community perceptions of FYA and community issues was launched with a street party after securing sponsorship and donations from local businesses. The event was designed as a forum for introducing the residents' survey and highlighted the importance of bringing communities together to gather opinions and do something collectively about issues of concern.

'My confidence grew enormously and we gained a huge amount of knowledge about drugs, training, opinion gathering, research techniques and the importance of being active members of the community.'

KC, a peer researcher.

Recognising citizenship learning and achievement

The QCA framework for post-16 citizenship learning (on adjacent page) 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.*

The staged process published by the Learning and Skills Council (LSC) – *Recognising and recording progress in non-accredited learning* (RARPA)[1] – can also be used flexibly to support post-16 citizenship. It involves:

- setting out aims for the individual or group of learners
- initial assessment to establish the learner's starting point
- identification of appropriately challenging learning objectives
- recognition and recording of progress and achievements during the programme
- end of programme assessment, review of progress and achievement.

Young people are often most pleased to receive a letter or personal thanks as a recognition of their achievements. However, sometimes a more formal acknowledgment is appropriate, linked for example to the award of a certificate.

Support can be given to developing a portfolio of evidence of citizenship learning and achievements – photos, letters, minutes of youth council meetings, project work, and so on.

Examples of accreditation used in non-formal settings that can contribute to recognising citizenship achievements can be found in the *National Framework of Informal Education Awards* (NYA, 2005)[2].

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[1] Learning and Skills Council (July 2005) *Recognising and Recording Progress and Achievement in Non-accredited Learning*. LSC [available electronically at: **www.lsc.gov.uk**]

[2] Awards Network (2005) *National Framework of Awards in Non-Formal Educational Settings*. NYA [available electronically at: **www.nya.org.uk** publications]

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

Top tips for effective practice

Make the learning process fun

Not all young people want to learn about politics. Look for creative and interesting ways to engage them in citizenship and develop political awareness and skills, e.g. through trips and games.

Focus on real issues and needs

Initially, young people are more likely to become actively involved if the issues affect their lives and meet their needs.

Encourage youth-led projects and action

Start from young people's interests and encourage them to lead and own their project or action. Involve them in all aspects of planning, representation, management and evaluation.

Provide training

Staff facilitating citizenship activities and young people both need opportunities to develop the necessary knowledge, skills and understanding to inform their citizenship action.

Be flexible and willing to take risks

Young people work best in different ways and have different objectives. Staff must be able to listen to and respond flexibly to these needs to build mutual trust and respect. But young people also have a responsibility to keep themselves and others safe – risks have to be managed.

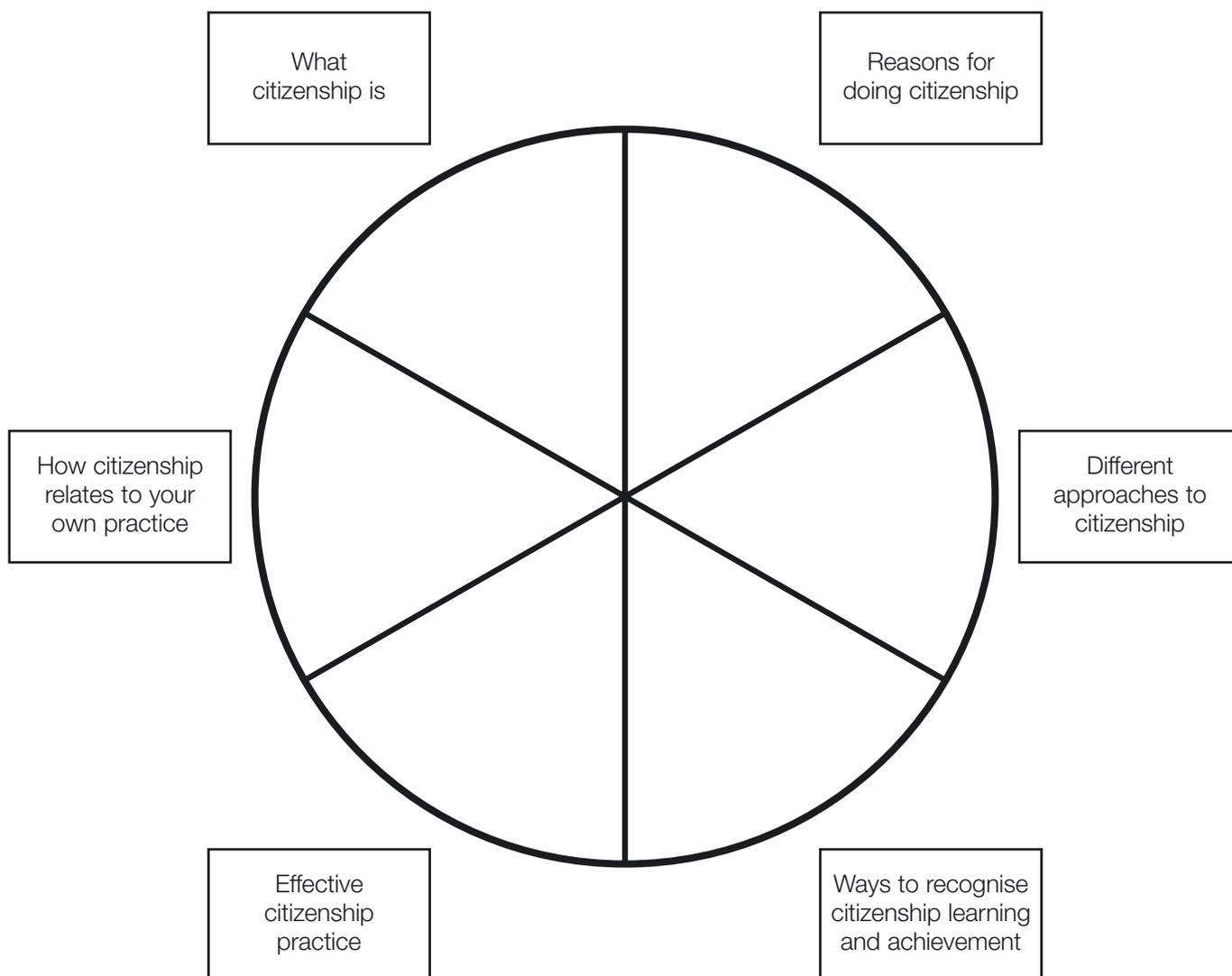## Recognise learning and celebrate achievements

It is important that citizenship learning is identified to support progression. Build in opportunities to reflect on citizenship activities and to review learning. Achievements can be celebrated in informal ways after an activity as well as more formally at events.

Develop partnerships

Citizenship activities are more likely to be successful if adults and young people work together, and communication is effective. Collaborate with community partners to make full use of resources and support (including those from LSN).

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

Citizenship for 16–19 year olds in education and training, DfEE/FEFC, 2000

Play your part: post-16 citizenship, QCA 2004

Assessing and recognising achievement: post-16 citizenship, QCA, 2005

Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development Projects, R. Craig, D. Kerr, P. Wade, G. Taylor, NFER, HMSO 2004

An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate, Ofsted, October 2005

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.

www.post16citizenship.org

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