

SIX APPROACHES TO POST-16 CITIZENSHIP

## 5. Citizenship through single events



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# Introduction

## Different approaches to delivering post-16 citizenship

Six distinct, but related, approaches to post-16 citizenship have been identified.<sup>1</sup>

Examples of each can be found in all the post-16 education and training settings, including the informal sector, although the approaches may be implemented in somewhat different ways in various contexts. Young people led, active learning is a crucial underlying principle of effective practice across the approaches and in all settings.

The approaches are: *Citizenship through*

- 1. learner voice and representation**
- 2. qualifications and personalised programmes**
- 3. group tutorial and enrichment programmes**
- 4. voluntary and community-based activities**
- 5. single events**
- 6. research projects**

Each title in this series of six booklets will examine and illustrate one of the above approaches. However, in practice it is desirable, and indeed common, that organisations combine several different forms of provision to ensure, for as many young people as possible, a range of citizenship learning opportunities. Undertaking a variety of citizenship activities will also help learners to reinforce their citizenship learning and recognise its usefulness in different arenas.

## What is post-16 citizenship?

Citizenship enables young people to learn about their rights and responsibilities, to understand how society works, and develop knowledge and understanding of social and political issues. Through citizenship education young people are encouraged to take action on issues of concern to themselves and to play an active part in the democratic process, thereby becoming more effective members of society. They are encouraged to express their views, to have a voice and make a difference to the communities in which they operate, and to reflect on what they have learnt.<sup>2</sup>

Whichever approach is used, it is essential that learners experience the key opportunities for post-16 citizenship learning in order to:

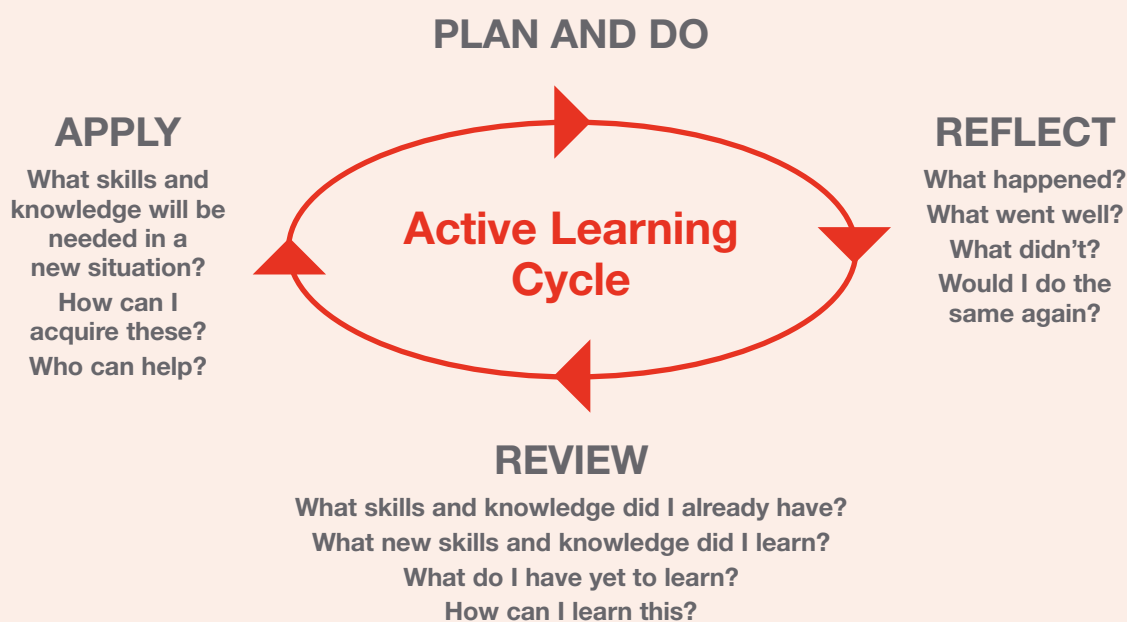
1. identify, investigate and think critically about citizenship issues, problems or events of concern to them
2. decide on and take part in follow-up action, where appropriate
3. reflect on, recognise and review their citizenship learning.<sup>3</sup>

## Why do citizenship post-16?

There are clear benefits for the young people themselves and the organisations in which they learn. The young people show increased confidence and self-esteem, a greater interest in the world around them, an ability to get things changed, knowledge about 'the system', experience of taking part in challenging and worthwhile activities, and a more positive attitude. The organisation gains constructive involvement of staff and learners in decision-making, and more motivated learners, leading to increased retention and achievement and better relations with the local community. Moreover, citizenship can provide some coherence in an organisation's response to many of the educational initiatives outlined on pages 20–21.

## Teaching and learning strategies

Citizenship education can be delivered effectively post-16 in a variety of ways, either as discrete, specially-designed activities, or as part of existing courses and programmes. However it is delivered, the most effective teaching and learning strategies involve active participation by young people, engaging collaboratively with real issues, selected by them. The activities should be led and owned by the young people and should be stimulating and fun. The Post-16 Citizenship Development Programme (see page 19) provided examples of citizenship through, for example art, photography, video making, role play/simulations, websites, music, newsletters, radio stations, discussions and debates, conferences, exhibitions, graffiti walls, banners, dance, comedy, drama, investigations, surveys, and campaigns. Experience of the Development Programme, and indeed the findings of the external evaluation<sup>4</sup> and Ofsted reports<sup>5</sup> all point to the importance of active learning in citizenship education. Active learning involves learning by doing and then learners reflecting on their activities, so that they can develop knowledge and understanding from their own experiences. They identify, review and summarise their learning and then apply it to new situations.



Active learning also involves a dialogue and interaction with others. It is clearly an important learning strategy for active citizenship because it develops many of the skills required, including:

- ability to empathise with others' points of view
- critical thinking to weigh evidence
- ability to form considered opinions and communicate them
- confidence and interpersonal skills to engage with others to effect change.

However, not all active learning is necessarily citizenship learning. Citizenship learning involves knowledge and understanding of social and political issues, so the context of the activity is important.

## Citizenship through single events

### Why should young people get involved?

Citizenship events can take the form of small, short workshops, or large day or residential conferences. They can also consist of performances, exhibitions, conventions, meetings, simulations, or debates – or perhaps combine two or more of these on a particular theme over several days or a week. These single events have in common a number of features; they have to be planned, organised, hosted, run and evaluated, and these are all activities that young people, with appropriate training and support, can undertake themselves. Planning and running an event on a citizenship issue that young people have identified as important to them is motivating, stimulating and enjoyable. In addition to learning more about their chosen issue, they gain new skills, increase their confidence and meet different people from their localities.

Taking part in a citizenship event can provide motivation, particularly, for learners who have become disengaged with education. Through enjoyable activities, they can both change their attitudes towards getting involved in their communities and learn more about our democracy.

In the following case study, disengaged students took part in a ‘fun’ election, which provided a springboard to a more serious discussion of the complex issues about voting and elections.

#### **Making voting fun**

As part of the citizenship programme at Warwickshire College, New Start students learned some basics about the main political parties. The students had been permanently excluded or were in danger of being permanently excluded from mainstream education. They attended college for a minimum of two and a half or a maximum of four days per week. The students started the work by considering a series of statements from the main political parties’ manifestos to see which best represented their views. They developed this by thinking about the issues they would include in their own manifestos for a college-wide fun election.

Four parties devised fun policies rather than practical ones. The Rap Party advocated more opportunities for young people to express their opinions through rap; the Low-Tax Party proposed lower taxes to give families more opportunity to take financial responsibility for themselves; the Skater Party wanted to promote accredited skate-boarding courses, make skating an Olympic sport; the Party Party campaigned on improving the well-being of the electorate through creating more leisure time and decreasing VAT on party-related goods.

The election was advertised around the college. On election day manifestos were displayed in the main reception while candidates canvassed for votes. Almost 100 votes were cast by staff and students and the Party Party partied its way to victory!

After the election, students took part in discussions about the voting process and identified its potential weaknesses. They talked about cheating, people casting more than one vote, not everyone being able to vote, and people refusing to vote. They followed this up with research into how voters register and what makes people eligible or ineligible to vote. They also thought about whether voting should be compulsory, as in Australia, and the extent to which the total electorate is represented. As a result they summarised their findings in a voting fact sheet which was published in the college newsletter. The fun election stimulated a great deal of discussion about a complex issue. One student said, ‘I now understand how the parties get elected and that it’s important to find out which party best represents my views. I will definitely be voting when I am old enough because I also think that if you are old enough to pay taxes, you should have some say in how they are spent.’

Recent policies, such as *Every Child Matters* and *Youth Matters*, stress the importance of young people being given the opportunity to make positive contributions to their communities. They can do just that by, for example:

- running conferences and debates for local people and their peers
- putting on exhibitions in the library or shopping centre
- staging performances in local theatres
- organising consultation events for people of their own age.

In addition to exploring the problems or issues dealt with in the event, they find out what other people in their area think, take part in discussions and perhaps begin to appreciate other points of view.

In the many examples of young people-led events that have taken place as part of the Post-16 Citizenship Development Programme (see page 19), the young participants have stressed the excitement and the challenge of being involved and taking responsibility.

*'When we read the evaluations on the day, we were pleasantly surprised by the positive comments we received from everyone. We considered that it had been worthwhile and given us a tremendous boost to our confidence and self-esteem. There was no way at the start that we thought we could have achieved such a thing and felt that our credentials as powerful citizens had been proven. We are now looking forward to organising more quality days like this.'*

**Veronica Barbiah, Hounslow Manor School**

*'It was fantastic creating something, watch it slowly come to life and be a success. We've learnt so many new and useful skills including what citizenship is all about.'*

**Louis Buckley and Caroline Osorio, young consultants to LSN**

*'It has given me a lot of new skills in dealing with different people and different age ranges and I feel a real sense of achievement and gain when I have achieved something through hard work and determination... that feeling is priceless.'*

**Aaron Boasman, King George V College, Southport**

*'We had a thrilling day when we came to London to take part in the European event and give our presentation. There was a great mix of entertaining inputs and serious political discussions. Even though Johan and I were a little bit nervous thinking about our performance during the day, we got a good grasp of the importance of the European issues that were explored through discussion, presentations and even singing and dancing!'*

**Kristin Johansson, Lars Kaggsolan, Sweden**

*'We invited all our guest speakers and young people from all the 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... and it made me feel that the day had been a real success.'*

**Gail Doughton, Aylesbury High School**

## Good practice principles in youth-led events

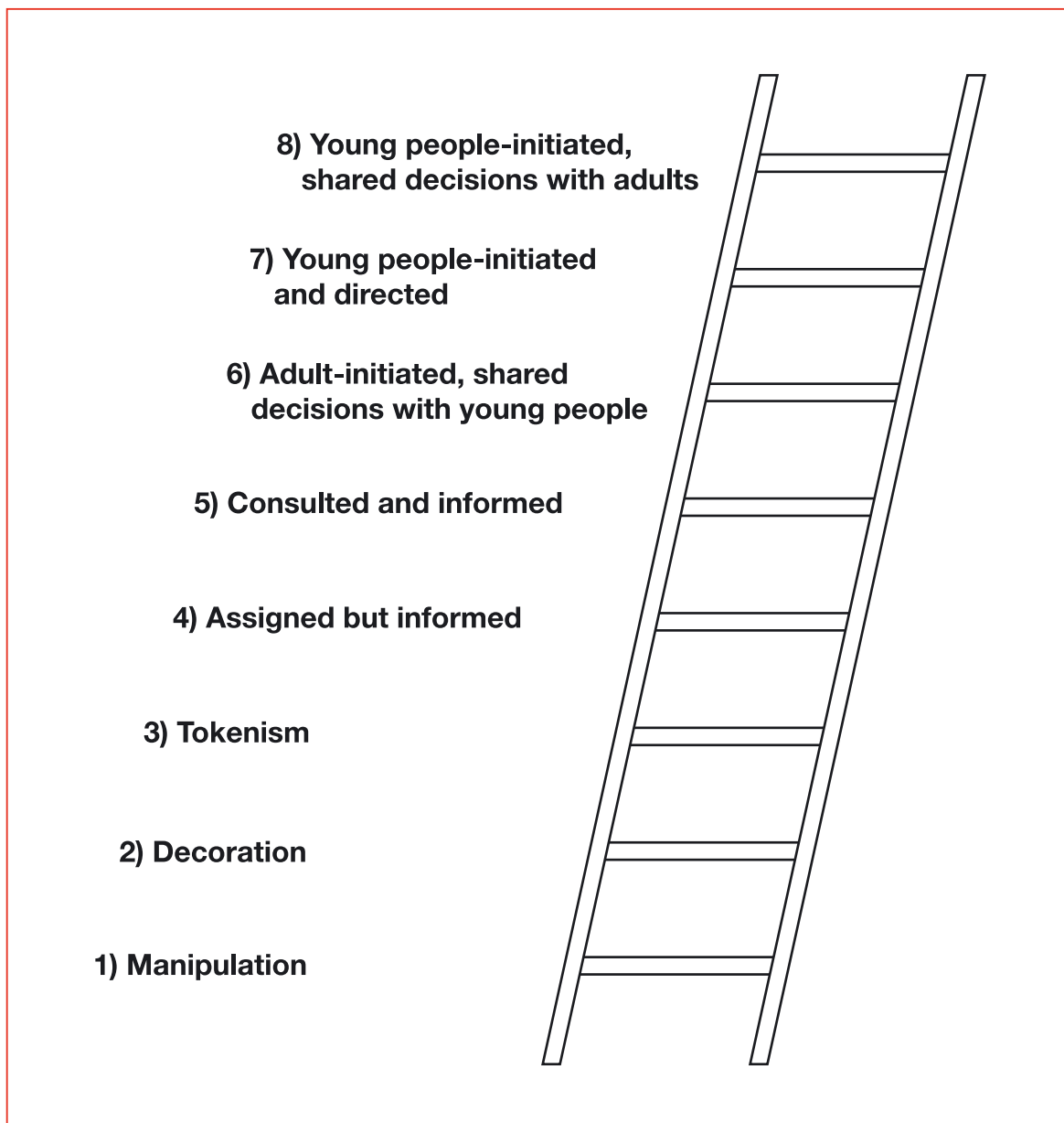
Enabling young people to take the lead in planning and organising events requires that the facilitators provide support when necessary, but do not attempt to take over. However, there are important principles that should be adhered to.

- All young people in the group should be involved in early decision-making about the event and allocation of tasks, not just a vocal minority.
- The topic for the event should be decided democratically, and it should have a genuine citizenship focus, one that examines the social and political aspects of the chosen theme.
- The young organisers should be encouraged to consider what action participants could take to change and improve the situation in relation to the chosen topic, since active citizenship encourages action for change.
- Citizenship events should model the values of democratic participation and encourage all to participate and feel that their contribution is valued.
- Young people should be encouraged to take on the kinds of tasks that they feel comfortable with, but also to push themselves to try out more challenging activities.
- All the young people involved will need training in the skills required. These skills include planning, negotiation, team-working, chairing, presenting, performing and evaluating. (See '*Getting the show on the road: skills for planning and running citizenship events*' available from LSN.)
- The skills will need to be applied according to underpinning citizenship values. Facilitators, chairs and organisers of the events should promote inclusivity, tolerance, fairness, openness and respect.
- Participants should be given the opportunity to evaluate the event so that they can learn about what works best, and what doesn't.
- It is important to set time aside for the young organisers to reflect on and review their learning from being involved in the event, since this adds to the young people's sense of achievement.
- Letters of thanks, certificates and other celebrations of achievement are particularly well received and provide evidence of involvement and learning.



# The 'ladder of participation'

There are many ways in which young people can be involved in developing an event. The type and level of youth participation will rely on their experience and ability, the timelines involved and the nature of the event. Roger Hart<sup>6</sup> devised the 'ladder of participation' to show the different ways in which adults and young people can work together. The bottom of the ladder involves a situation in which young people are involved, but have no significant input into the event. This situation usually occurs when adults want to create an illusion of youth involvement. The aim is to move up the ladder as appropriate, although it is in the interests of the event and the young people if their involvement reflects participation at level four and upwards.





## Degrees of participation

### **8) Young people-initiated, shared decisions with adults**

This happens when projects or programmes are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults.

### **7) Young people-initiated and directed**

This step is when young people initiate and direct a project or programme. Adults are involved only in a supportive role.

### **6) Adult-initiated, shared decisions with young people**

This occurs when projects or programmes are initiated by adults but the decision-making is shared with the young people.

### **5) Consulted and informed**

In this situation the young people are informed about how their input will be used and the outcomes of the decisions made by adults. Sometimes young people give advice on projects or programmes designed and run by adults.

### **4) Assigned but informed**

This is where young people are assigned a specific role and informed about how and why they are being involved.

### **3) Tokenism**

Sometimes young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

### **2) Decoration**

This happens when young people are used to help or “bolster” a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.

### **1) Manipulation**

In this situation, adults use young people to support causes and pretend that the causes are inspired by young people.

# Running events: the stages involved

*'The particulars of your event will dictate the tasks that need to be completed, the timelines within which they need to be completed, and the type of training and support needed. It's tempting for adults to determine these elements, but it's vital to let young people do it. They must learn, struggle, make mistakes, and try again. You will need to build sufficient time into your planning to allow learning and growth to take place. You will also need to cultivate the patience and discipline that will keep you from 'rescuing' young people when they flounder. Remember, your role as an adult is to coach, to guide and to support, not to do for young people what they need to be doing for themselves.'*

**Equal partners: organising 'for youth by youth' events, UNODCCP, 2001**

## Deciding on the topics or themes

The theme of an event should come from the young people and be something they feel concerned about. It could be a local issue, such as facilities available for different groups in the community, or it could be an issue of national or international importance, such as fair trade, modern forms of slavery or sustainable development. The topic may have arisen from the main programme being followed by the group, having been developed within an enrichment programme, or suggested by a group of interested learners.

The following case study illustrates how a group of students working at Entry level reflected their citizenship work through a performance.

### Global topics on a local stage

Students working at Entry level at Aylesbury College and The Park School put on an evening's entertainment at a local theatre in order to express their views on world events. The performance has now become an annual event and is based on the topics which arise during discussion as part of the OCR Citizenship Studies Entry level (3) certificate. The performances include short plays, singing, dancing and comedy. The students select the themes and devise their own performances, with help from the staff, one of whom is a qualified youth arts worker. The evening is well attended and raises funds for the college and also for an African orphanage that is supported by the students.



The following case study provides an example of an event that evolved out of an enrichment module.

### **Our issues, our music**

At City and Islington Sixth Form College, a group of students answered an advertisement to join an enrichment module on producing, writing and performing music. The students who joined the module had an interest in joining the music industry. Run by a youth worker, the activity involved lunch time and after hours workshops at which students were encouraged to write songs and raps on citizenship issues. The issues they chose included poverty, racism, gun crime, war and politics – all of which the students felt strongly about. The songs were so good that the students decided that they wanted to both record them at a studio and perform them at a launch event, in order to express their political views to others. After three months of planning, the students staged an event attended by local politicians and other invited guests. The project, which started as an enrichment module based on a career interest, developed into one in which the students learned more about major world issues and wanted to communicate their views to politicians.



### **Deciding on the aims and objectives**

Aims of events differ widely: to raise awareness of an issue among local people, to promote a point of view, to collect people's opinions, or to encourage some further action. The organisers should be clear about what they want the event to achieve and plan in activities that will enable the aims to be met. The following case study illustrates how an event can help develop young people's opinions on particular issues, enable them to vote on a range of questions and then inform decision makers of the outcome of their votes.

### **Citizenship in the cathedral**

Worcester Cathedral and Youthcomm (a project within Worcestershire Youth service) run an annual conference for young people across the county. The aim of each event is to raise awareness of an important social and political issue, to enable them to develop an informed opinion, to gather their views and to draw up a manifesto of belief of those who attend the conference. This is passed on to MPs, MYPs (Members of the Youth Parliament) and MEPs. The most recent conference was entitled *'European citizenship: What's in it for me?'* The conference was fronted by young people and the central activity involved voting on a range of questions on European citizenship. This was managed by the young people from Youthcomm, using their electronic voting system. Participants were asked to vote on three questions at the start of the day and then again at the end to measure whether, and by how much, opinions had changed. In between voting, the participants attended highly participative workshops run by young people, and put questions to a panel, chaired by the MYP for Worcestershire.

## Deciding on the type of event and audience

Types of event vary, and some are more suitable for certain topics and audiences than others. Events include residential training sessions, one-day conferences, active workshops, formal meetings, consultation events, exhibitions, performances, debates, simulations or research seminars. Some events may include several of these. A national youth-led citizenship conference enabled different organisations to prepare and present different kinds of activities during the day (debate, dance and comedy performances, video presentation and photographic exhibitions) all aimed at raising awareness of the European Union in an engaging and stimulating way. (See panel right.)

## Planning the event

Young people will need the support of adults in planning their event, and the degree of support required will depend on the experience young people have gained. It is important that the young people feel ownership of the event, and that their views are listened to, even if adults make the initial decision to run the event. In particular, the content of the event should reflect the young people's concerns. In the following case study, an adult-initiated conference was planned and focused around the views of young people.

### Your voice, your opinion

North Wiltshire District Council hosts a Young People's Council and became aware that it needed further development to make it a more effective tool. They decided, in partnership with the County Council, to run a youth conference to find out what was wanted from the Young People's Council. In order to ensure that the event was young people-focused, the District Council ran a consultation event involving over 100 young people to find out what they would like to see on the agenda. They also identified young people who were prepared to facilitate the day, and then ran a facilitation training workshop to equip the volunteers with the necessary skills.





**A**FTER SIX MONTHS OF PLANNING and preparation by more than 80 young people from the Post-16 Citizenship Development Programme and their colleagues in other European countries, the EURU? young people's conference burst into life on 15 March 2005 at the Congress Centre in London.

The event aimed to:

- Raise awareness of the main EU institutions
- Provide a platform for the views of young people, from the projects and other European countries, on EU/Citizenship issues
- Showcase relevant work from the citizenship projects
- Consider the fairness of media representations of the EU and individual European countries.

Peace Poroku and Aaron Boasman co-chaired the young people's planning group meetings. 'I got involved because I think it's important to get young people's voices heard,' says Aaron. 'And I've gained a lot from my involvement especially learning about other people's views.' Says Peace: 'I've gained knowledge of the EU and developed diplomacy skills through being involved. I think it's important that young people recognise that they are the future and that they are affected by Britain's involvement in European issues.'



*Peace Poroku*



*Aaron Boasman*

### Programme

- 10.00** Registration and opportunity to contribute your ideas to the Europe and Citizenship Graffiti Wall
- 10.30** Welcome and introductions including a Europe Rap
- 10.45** Introducing Europe and citizenship:
  - DVD by Hybrid Arts
  - EU comedy sketches by Coulsdon College
- 11.15** Group discussions and Euro Quiz
- 11.30** Video competition: Fareport Training Organisation (joint winners)
- 11.40** Break
- 11.55** Dance performance: Origins of the EU – Merton College
- 12.10** Euro Chat Show led by Richmond Upon Thames College with Robert Evans, MEP (Labour) and Gerard Batten, MEP (UKIP)
- 13.10** Lunch and contribution to the graffiti wall
- 14.00** Keynote address: Tony Benn 'What sort of Europe?'
- 14.20** Key questions about Europe and electronic voting led by Youthcomm and Jean Lambert, MEP (Green Party) with inputs from Hungary, Sweden and Holland
- 15.50** Break
- 16.05** Creative performances from Hybrid Arts
- 16.15** Presentation of finished graffiti wall led by South Tees NHS Trust and DeadCatDreaming
- 16.25** Video competition: Dorset County Council (joint winners)
- 16.35** Performance poetry evaluation of the day – Beyonder
- 16.45** Round up and close led by Jan Newton OBE, DfES Adviser for Citizenship

Where young people plan the event themselves, they will need to identify and allocate the tasks to be done, and develop an action plan with deadlines and budget. Depending on the type of event, the tasks required can include negotiating a date, time and venue with senior management; planning the programme and component parts; contacting speakers/workshop leaders and visitors; liaising with the venue about equipment, refreshments etc.; doing paperwork (e.g. invitations, folders, badges or participant lists); planning the evaluation strategy. Young people will have different strengths and interests and some of the tasks may require sub-groups to be set up. However, it is important that action plans are followed and regular review meetings are held to make sure that all problems are being resolved and that planning stays on track. In the following extract, one of the planning committee describes the process of planning a conference for neighbouring schools.

*'We formed a small committee group of nine. We met each week to get together a programme for the day. We settled on topics that we felt would be of interest to most young adults: youth crime, homelessness, sexual health, youth rights and racism – things we all had strong opinions about and some experience of too! Planning meetings tended to be noisy and full of lively debate and argument. In fact there were days when nothing seemed to have been achieved except that we had fallen out over some controversy. Yet somehow we did get it all together.'*

**Veronica Barbiah, Hounslow Manor School – 'Rising to the Challenge'**

## Receiving training in the skills involved

Young people cannot be expected to know how to carry out all of the tasks involved in running an event, with no support or training. *'Getting the show on the road: skills for planning and running citizenship events'* (available from LSN) provides training activities that enable young people to identify, develop and practise skills required in deciding on the event topic and type, as well as the skills of negotiation, team-working, planning, chairing, facilitating and evaluating. At a skills seminar hosted by the Learning and Skills Network, young people and practitioners identified the stages that enable skills to be learned effectively. The stages are:

### • Identifying skills

During this stage, learners need to talk explicitly about what skills are; how, for example, they are different from attributes (such as confidence, patience, tolerance), and what knowledge and understanding are needed to acquire a skill. They should discuss which skills they will need to learn for different activities, to consider whether they have already used these skills and to assess how proficient they already are.

### • Developing skills

Once learners have considered what skills are, which ones they need to use, and whether they are already competent, they can begin to develop appropriate skills through various activities and interventions by the facilitator.

### • Practising skills

Skills should be used in a variety of different contexts and environments, in low risk situations where feedback is received. Learners need the opportunity to reflect on how their skills are developing.

### • Consolidating and applying skills

Active citizenship involves young people participating with members of the wider community. In these higher risk situations, they can apply the skills they have learned and practised within their learning organisations.

### • Reflecting and reviewing skills

At each stage, learners need the opportunity to reflect on their skills development and review what they still need to improve. This is an important part of the learning process, as well as self-assessment.

The following case study illustrates how training, which provided the opportunity for students to identify, practise and develop skills, improved students' performance at a citizenship event.

### Breaking down barriers

Aylesbury High School and Aylesbury Grammar School students worked together to plan and run an event entitled 'Breaking Down Barriers' for 200 invited sixth-form students from their own and other schools in the area. As well as a panel of speakers and a simulation of a Mock United Nations General Assembly (MUNGA), the programme included a number of workshops on potentially controversial and sensitive topics such as refugees and asylum seekers, terrorism and patriotism. The young organisers planned to run these workshops and were aware that the discussions could become difficult to manage. They identified a training need in terms of managing discussion, and the tutor in charge of citizenship ran a training workshop on handling controversial issues. Using an activity on different facilitation styles from *'Agree to disagree: citizenship and controversial issues'* (available from LSN), she enabled the students to consider four different ways in which they might manage controversial issues and gave them the opportunity to discuss and consider the strengths and weaknesses of each. In this way, the tutor helped build the students' confidence before running the workshops. One student said: 'Having done this and looked at the different techniques, we are in a better position to lead a discussion and make it more effective.' (Watch the video of the training session on [www.post16citizenship.org/makeithappen](http://www.post16citizenship.org/makeithappen) or on *'Make it happen; effective practice in post-16 citizenship'*, available from LSN)

### Monitoring and evaluating the event

An event should be evaluated to find out what participants thought of it, what they learned from it and how it could be improved in the future. Young people can play a valuable part in monitoring and evaluation by keeping logs, blogs and diaries during the planning process, by helping to design evaluation forms, and by getting actively involved in collecting participants' views. They can also help write and present evaluation reports, which can take the form of videos, exhibitions or oral presentations, as well as written reports.

### Citizenship uncovered

At a citizenship through music workshop, run by and for young people, a small group worked with a professional media company to video the event. They helped plan the video process, interviewed participants and operated cameras. Later they took part in editorial meetings to jointly decide on the structure and the focus of the video. The final video, *'Citizenship uncovered'* (available from LSN), was produced to encourage other young people to become involved in citizenship activities, but the material collected formed a useful evaluation of the event.



### More than words

At a national citizenship conference on Europe, run by and for young people, participants' views of the event were collected during the day in a number of different ways. One group of trainees from the NHS organised and developed a 'graffiti wall' on huge panels. Participants were stopped as they passed the 'wall' and asked for their views on different aspects of the event. The trainees worked with professional artists to express these views through images. At the end of the event, they explained the images to the whole conference to feed back what participants had said about the event.



### Assessing learning

There is often much debate about assessment of citizenship learning. Some staff have expressed the view that assessment can interfere with the enjoyment of an event or an activity. However, young people involved in planning and running citizenship events have greatly appreciated the opportunity to reflect upon what they themselves have gained from being involved. Achievement has to be identified before it can be celebrated, and celebration of achievement increases young people's self-confidence and motivation.

The assessment can take the form of self-, peer- or adult assessment (staff or community partner), and should reflect the kind of activity involved.

### Learning with Age Concern

At Gladys Aylward School, in Enfield, north London, the whole sixth form was involved in a weekly programme of events which included older volunteers from a local branch of Age Concern. The older volunteers and the sixth formers selected a range of topical issues and invited speakers from the community to raise everyone's level of awareness and knowledge of each issue. Mixed discussion groups explored the issues in more detail and provided a summary of the views of the group, which were passed back to the speakers. At the beginning of the programme, students individually placed themselves on a scale of 1 to 5 on each of a number of citizenship skills. At the end of the programme, they re-visited their self-assessments, this time in pairs, and discussed the extent to which they could revise their assessments of their skill levels.

*'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 School sixth form student featured in *Make it happen: effective practice in post-16 citizenship*, LSDA, 2005 DVD/video**



## Key messages on citizenship events

Young people need support and training to run events

The adult role is one of coach, mentor or facilitator; they should not take over

Mistakes can help young people's learning

Citizenship events should be inclusive

Young people learn better from their peers and they are more likely to join in an event

Having some autonomy builds young people's confidence and motivation

Evaluation should be fun and involve participants in activities

Assessment of learning from citizenship events is important to the young person and helps identify achievement so that it can be celebrated

Planning is absolutely crucial and will need sufficient time

The topic of the event should be selected by young people and be of concern and interest to them

## Citizenship events – planning tool for staff

Consider where young people are on the ladder of participation for each stage. Put a tick in the appropriate box.

	Deciding on topic	Deciding on the aims	Deciding on the type of event	Planning the event	Training	Monitoring and evaluating	Assessing learning
8) Young people-initiated, shared decisions with adults							
7) Young people-initiated and directed							
6) Adult-initiated, shared decisions with young people							
5) Consulted and informed							
4) Assigned but informed							
3) Tokenism							
2) Decoration							
1) Manipulation							

# 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<sup>7</sup>, chaired by Sir Bernard Crick. The report identified three inter-related components of citizenship:

- social and moral responsibility
- community involvement
- political literacy.

It also stressed that young people should be provided with the knowledge, skills and opportunities to take responsible action and to influence decisions. The Crick report explicitly recommended that young people participate in active citizenship, in which they engage in their communities and also gain knowledge and understanding. Active citizenship is defined by the National Foundation for Educational Research<sup>8</sup> as being when young people are 'given the opportunity to put their citizenship understanding and skills into practice and participate in a community or public context'.

Post-16 citizenship was the focus of a further advisory group chaired by Sir Bernard Crick<sup>9</sup>, whose report 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 Post-16 Citizenship Development Programme was set up in 2001 at the request of the then Secretary of State for Education and Employment and in response to this report. The Learning and Skills Development Agency (LSDA, now LSN) was given the responsibility for managing the programme on behalf of the DfES and, from April 2006, on behalf of the Quality Improvement Agency (QIA). The programme set up pilot projects across England to investigate the best ways to establish citizenship activities and to encourage young people to become effective citizens. Following the success of the Development Programme, QIA commissioned LSN from September 2006 to run the Support Programme for post-16 citizenship, accessible to all providers in England. The Support Programme is working with school sixth forms, sixth-form colleges, further education and tertiary colleges, training providers, employers, youth services, voluntary groups and offender educators. Its aim is to encourage providers of education and training, whatever their setting, to enable young learners to develop their citizenship knowledge, skills and understanding, and give them the opportunities to put this learning into practice.

## Citizenship and wider policy development

Since 2001, citizenship has become increasingly important on many Government agendas and commands broad political support. It is recognised that giving all members of our society, including young people, a stake in their communities and an opportunity to voice their views, makes for better community relations, more stable neighbourhoods and more engaged citizens.

There are a wide range of current educational initiatives which impact on citizenship:

- The 14–19 White Paper made a renewed commitment to citizenship in the national curriculum and stressed the importance of active citizenship for the whole 14–19 age group: *'We need to be confident that everyone leaving education is equipped to be an informed, responsible, active citizen. In an ever more complex, interdependent world, where an engaged population is crucial to the health of our society, we continue to put citizenship at its heart too.'* (14–19 White Paper, DfES, February 2005).
- The 14–19 Diplomas, of which the first five lines of learning will be available in 2008, provide opportunities for citizenship through the extended projects and the proposed six personal, learning and thinking skills (PLTS). These include 'effective participator', which focuses on *'young people actively engaging with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.'*
- QCA and LSC are working on a strategy to bring coherence to the Foundation Learning Tier (FLT), in order to rationalise the units and qualifications available at Entry and level 1. Provision within the FLT will consist of three strands: subject-based and vocational learning; personal and social development; and skills for life and work. A set of design principles for qualifications will be published which all qualifications aimed at supporting programmes within FLT will have to meet.
- *Every Child Matters: Change for Children*, a new approach to the well-being of children and young people from birth to age 19, influences all provision. The Government's aim is for every child and young person, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being. Children and young people will have far more say about issues that affect them as individuals and collectively, and inspectors will listen to their views.
- *Youth Matters*, a Government Green Paper launched in July 2005, set out proposals designed to improve outcomes for 13–19-year-olds. It proposed that young people should have:
  - More things to do and places to go in their local area – and more choice and influence over what is available
  - More opportunities to volunteer and to make a contribution to their local community
  - Better information, advice and guidance about issues that matter to them, delivered in the way they want to receive it
  - Better support when they need extra help to deal with problems.

The aim is to empower young people to shape their local services, involving them in local decision making and providing opportunities for them to give something back to their communities.

The Government said: *'We know that when young people participate in decisions affecting their learning and social experience they are more likely to achieve and become active citizens.'*

([www.everychildmatters.gov.uk/youthmatters](http://www.everychildmatters.gov.uk/youthmatters)). The Youth Opportunities Fund has been set up to provide resources (£31 million) for young people to become more involved in their communities.

- Personalised learning and learner voice, are central tenets of the FE White Paper, 'Raising Skills, Increasing Life Chances'.<sup>10</sup> This makes proposals for colleges, and other providers of further education and training, to '*put the learner at the heart of the learning experience*' by making improvements in advice, guidance, quality of teaching/training, pastoral support and, crucially, provision for enabling students to have their say in influencing and driving up the quality of provision available. A key recommendation arising from the *Foster Review*<sup>11</sup> is that all providers of further education and training should, by September 2007, have a learner involvement strategy, which is published and monitored. Personalised learning requires providers to listen to young people about how they learn best, what does and does not work for them, and to invite learners to 'co-design' the curriculum. The Gilbert report<sup>12</sup> brings schools into the same arena. The report recommends that Ofsted should provide clearer guidance on the expectation that schools' self-evaluation should draw on pupils' feedback, specifically on learning and teaching. The report suggests ways in which pupils could be actively engaged in shaping teaching and learning:
  - using pupils as learning resources for one another
  - inviting pupils to work with teachers in curriculum teams to review schemes of work
  - asking pupils to provide feedback on particular lessons
  - conducting regular surveys on the quality of the school experience, and
  - involving pupils in the selection process for new staff.
- New national guidance is being published by the LSC, and will be available from April 2007 in order for all providers to put learner involvement strategies in place by September 2007.
- A curriculum review that is taking place for key stages 3 and 4, to be followed by additional qualifications in Citizenship Studies being available from awarding bodies. Currently there are plans for a full GCSE in Citizenship Studies, in addition to the existing short course, and new A/AS level qualifications in Citizenship Studies (from 2008/9). The importance of education for diversity within the school curriculum has been emphasised by Sir Keith Ajegbo, in his curriculum review, *Diversity and Citizenship*<sup>13</sup>. The vision underpinning the report is '*in five years, for all schools to be actively engaged in nurturing in pupils the skills to participate in an active and inclusive democracy, appreciating and understanding difference.*'

# Notes

- <sup>1</sup> Based closely on the '7 approaches' identified in the Post-16 Citizenship Development Programme, 2001–2006, and cited in *Play your part: post-16 citizenship*, QCA, 2004
- <sup>2</sup> *Getting started with post-16 citizenship*, LSN, 2006
- <sup>3</sup> *Play your part: post-16 citizenship*, QCA, 2004
- <sup>4</sup> *Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development projects*, NFER, HMSO, 2004
- <sup>5</sup> An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate, Ofsted, October 2005
- <sup>6</sup> *Children's participation: from tokenism to citizenship*, Roger A Hart, Innocenti Essay 4, UNICEF International Child Development Centre, Florence, Italy, 1992
- <sup>7</sup> *Education for citizenship and the teaching of democracy in schools*, DfEE/QCA, 1998
- <sup>8</sup> *Taking Post-16 citizenship Forward: Learning from the Post-16 Citizenship Development Projects*, NFER, Report RR604, 2004 (p.iv)
- <sup>9</sup> Citizenship for 16–19 year olds in education and training: report of the Advisory Group to the Secretary of State for Education and Employment, DfEE/FEFC, 2000
- <sup>10</sup> 'Raising Skills, Increasing Life Chances', DfES, March 2006, arising out of the Foster review of FE
- <sup>11</sup> *Realising the potential: a review of the future role of further education colleges*, Sir Andrew Foster, DfES, November 2005
- <sup>12</sup> 2020 Vision – Report of the Teaching and Learning in 2020 Review Group chaired by Christine Gilbert, DfES, December 2006, PPOAK/D16/1206/53
- <sup>13</sup> *Diversity and Citizenship*, Sir Keith Ajegbo, Dr. Dina Kiwan and Seema Sharma, DfES, January 2007, PPSLS/D35/0107/14

# References and resources

*Play your part: post-16 citizenship. Guidelines for providers of post-16 citizenship programmes*, QCA, 2004 ([www.qca.org.uk/post16index.html](http://www.qca.org.uk/post16index.html))

*Complete idiot's guide to meeting and event planning*, Robin E Craven and Lynn Johnson Golabowski, Alpha Books, 2001

*Equal partners: organising 'by youth for youth' events*, United Nations Office for Drug Control and Crime Prevention, 2001 ([www.unodc.org/pdf/youthnet/equal\\_partners\\_english.pdf](http://www.unodc.org/pdf/youthnet/equal_partners_english.pdf))

*Children's participation: from tokenism to citizenship*, R.A. Hart, Innocenti Essay 4, UNICEF International Child Development Centre, Italy (1992)

*Youth participation resources*, McCreedy Centre Society ([www.mcs.bc.ca](http://www.mcs.bc.ca))

## **Available from the Post-16 Citizenship Support Programme ([www.post16citizenship.org](http://www.post16citizenship.org))**

*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

*More than profit: work, social enterprise and citizenship*, LSN 2007

*A case for action? Skills for active citizenship research*, LSN 2007

*Post-16 citizenship in school sixth-forms: an introduction to effective practice*, LSN 2007

*Post-16 citizenship in colleges: an introduction to effective practice*, LSN 2007

*Post-16 citizenship in work-based learning: an introduction to effective practice*, LSN 2007

*Post-16 citizenship in youth and community groups: an introduction to effective practice*, LSN 2007

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