

Work in Progress

Education for Citizenship in Four Jurisdictions

Interviews with teachers & pupils in schools in
England, Northern Ireland, Scotland, Wales

UNICEF UK Citizenship Education
Monitoring Project (CEMP)

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Autumn 2001

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Contents

Foreword	3
Glossary	4
1. Key findings and recommendations	5
1.1 Summary of findings	
1.1.1 The UN Convention on the Rights of the Child (CRC)	
1.1.2 Education for Citizenship (EfC)	
1.1.3 Pupil democracy	
1.1.4 Higher and lower ability pupils	
1.2 Recommendations	
2. EfC in the four jurisdictions	6
3. UNICEF's earlier surveys	8
4. Survey objectives, approach and lessons learnt	9
4.1 Survey objectives	
4.2 Survey approach	
4.3 Lessons learnt	
5. The interviews	10
5.1 Teacher interviews	
5.2 Pupil interviews	
6. Appendices	12
6.1 The formal delivery of EfC	
6.2 Pupil participation	
6.3 Pupil opinion	
6.4 Teacher's training needs	
6.5 Backgrounds of participating schools	
6.6 CRC 'prompt sheet' used in schools	

Foreword

Background to this report

UNICEF is pleased to present this report as part of its Citizenship Education Monitoring Project series. Having conducted several national surveys, for details see page 8, this report provides qualitative information on schools' progress towards Education for Citizenship, in particular teaching about rights and building pupil participation. Views of both teachers and pupils in 16 schools, across the four jurisdictions, were sought, and details of their schools' environments and socio-economic catchments are provided. While superficially very different, the approaches schools are taking towards Education for Citizenship have a recognisable similarity. We hope that schools reading this report will find both inspiration and confidence from these schools' activities.

Most revealing are the comments from pupils, particularly the contrasting comments from more and less able pupils, regarding their feeling of importance to the school. Pupil disaffection is a major concern to all involved in education, since it has such a major impact upon the development and progress not only of individuals, but of whole classes; teacher morale and school league tables can also be directly affected. If anything, these views of young pupils are the most important aspect of this report and UNICEF urges readers to reflect upon them and consider their own pupils' views.

CEMP

CEMP is a curriculum monitoring project. Participating schools receive free materials, free support and free newsletters and opportunities to share their practice, while UNICEF obtains general & specific information about Education for Citizenship policy & practice; the opportunity to stimulate teachers' thinking about children's rights & democratic practices in schools and promote these to a wider audience.

Children march for their rights

To mark the tenth anniversary of UK's ratification of the UN Convention on the Rights of the Child (CRC), young people of all ages took part in a march to Downing Street to demand more rights for children. Article 42 of the Convention stipulates that the Government must do all it can to ensure that children and young people know their rights. One of the march's organisers, James Anderson, 18, from the Children's Rights Alliance, said that he and others had conducted a survey with children and young people across Britain and found that 76% had neither heard about their rights nor could name any such rights. Yet, as you will see from our findings here, children and young people not only want to learn about their rights but also remember such learning for, at the very least, several years afterwards. Since many of the schools in this survey teach about children's rights we can only assume that these represent the tip of the iceberg and that there remains much work to be done.

Many of the teachers participating in the survey said they would welcome help with staff training. Teachers wishing to discuss INSET requirements should contact UNICEF by emailing: education@unicef.org.uk.

Heather Jarvis, Head of Education, UNICEF UK

Glossary

ACCAC: Awdurdod Cymsterau Cwricwlwm Ac Asesu Cymru, the Qualifications, Curriculum and Assessment Authority for Wales.

Citizenship Education: the statutory teaching of citizenship as subject in English Secondary Schools.

CEA: Council for the Curriculum, Examinations and Assessment provides advice on and support for what is taught in schools and colleges in Northern Ireland, and how it is assessed.

Cross-curricular themes: an expression that holds a number of meanings for teachers. Teachers use it to refer to formally designated cross-curricular themes (such as 'EMU', see below), to describe informal or implicit 'wholeschool' EfC teaching and to recognise the contribution that specific subjects make to EfC teaching.

Cyfanfyd: the Development Education Association for Wales, see DFID below.

DEA: Development Education Association, see DFID below.

DENI: Department of Education Northern Ireland, comparable to the DFES.

DFES: Department for Education and Skills, the English Department for education and training.

DFID: Department for International Development, provides funding to promote global perspectives and global citizenship in UK schools, but works with jurisdiction-specific structures like Cyfanfyd (Wales), the DEA (England) and IDEAS (Scotland).

EfC: Education for Citizenship embraces the formal and informal teaching of citizenship across all four jurisdictions, EfC in Scotland includes pupil involvement in decision-making, specific curriculum areas, cross-curricular teaching and community links between years P1 - P7 and S1 - S4.

Education Authority: is used as an umbrella term to refer to Local Education Authorities (**LEAs**) in England, Wales and Scotland and **Education and Library Boards** in Northern Ireland.

Emu: Education for Mutual Understanding, one of four Northern Irish cross-curricular themes (the others being Cultural Heritage (**CH**), Careers Education, and Economic Awareness) and an important means of delivering EfC.

DEAS: International Development Education Association for Scotland, see DFID above.

Learning and Teaching Scotland: advises Scottish ministers and provides advice and support on education and lifelong learning.

OFSTED: Office for Standards in Education, England. Northern Ireland, Scotland and Wales have their own inspectorates; **DENI**, **HMIS** and **ESTYN**.

NEEB: Northern Ireland Examination Board, offers a GCSE in PSE/Citizenship Education.

PSHE/PHSE/PSE/pshe and citizenship: Personal, Social and Health Education/Personal, Health and Social Education/Personal and Social Education seem to be used across all four jurisdictions to refer to personal, social and/or health education. In English secondary schools PSHE tends to be regarded as a key means of delivering statutory EfC to years 7-11, while 'pshe and citizenship' has become the official descriptor for the non-statutory teaching of EfC to primary years 1-6. **PSE** refers to the non-statutory teaching of EfC to Years 1 - 11 in Wales, though its non-statutory status is currently under review. However the Welsh case study secondary school in this document uses PSHE as its appellation for PSE work. **PSE** is also the principle means of delivering EfC in Northern Ireland. Our Scottish secondary case study school regards both **Social Education** and **PSE/PSD** as key to delivering EfC while the Scottish primary equivalent regularly teaches **PSHE** to deliver EfC.

PDP: Personal Development Programme (for pupils) - the equivalent of **PSHE/PHSE/PSE** in some schools.

PDP: Professional Development Programme (for teachers) - another word for **INSET** (in-service teacher training).

QCA: Qualifications and Curriculum Authority, England, has produced schemes of work for EfC teaching.

Scottish Executive: appoints the Chair, Board and Advisory Council of Learning and Teaching Scotland and oversees the Scottish Parliament's policy decisions.

SEN: (Statements of) **Special Educational Need**

UNICEF UK: United Nations Children's Fund in the UK.

UWIC: University of Wales Institute Cardiff.

WJEC: Welsh Joint Examination Council.

1. Summary of findings and recommendations

1.1 Findings

1.1.1 The UN Convention on the Rights of the Child (CRC)

- All the teachers interviewed said that it was important to teach about the CRC and that they would expect such teaching to confer moral, social and intellectual benefits to pupils.
- Virtually all the pupils interviewed said that it was important to learn about the CRC and most were able to suggest why such learning would be likely to be personally valuable.
- Pupils as young as 9-10, even those who have learnt about the CRC one or more years ago, are generally able to recall children's rights.
- In parallel with learning about children's rights pupils want to be taught about who to turn to when they encounter children's rights infringements.
- Even when they have not formally been taught about the CRC, pupils are often able to identify implicit children's rights teaching through, for example, inputs from child protection agencies.

1.1.2 Education for Citizenship (EfC)

- A high proportion of EfC is delivered by teachers with no formal training in citizenship subject matter, nor how to deliver it.
- An appreciable number of secondary form tutors are from subject backgrounds where contentious and controversial issues rarely, if ever, arise.
- A common pattern in both primary and secondary schools seems to be that the person responsible for coordinating EfC is sent off for training but is then unable, through such factors as time, lack of confidence or support and colleague resistance, to disseminate what has been learnt.
- Many EfC coordinators welcome outside help, especially with peer training.
- Schools that have conducted EfC audits appear to be clearer about where citizenship occurs in the school curriculum and where 'gaps' exist. However such audits are conducted with varying degrees of rigour. Responses to audits also vary in terms of seriousness and consistency.
- Where EfC takes place in PSHE/PHSE/PSE and equivalents, teachers often find it difficult to do justice to the many topics that they are expected to teach.

1.1.3 Pupil democracy

- Primary schools are more likely to implement a 'raft' of democratic practices than secondary schools. Such practices often include participatory teaching approaches, peer mediation, circle time, school councils and other schemes that contribute toward school well-being.
- Primary schools tend to be more coherent than secondary schools about the way that they deliver EfC and implement democratic practices. However, it is recognised that, as school size increases, so do communication and implementation challenges.

- Some primary schools go to great lengths to ensure that as many pupils as possible are actively involved in the life of the school; a few even try to ensure that, irrespective of ability, all children serve on the school council during their school career.
- In secondary schools in particular, responsibility for the school council may lie, not with the EfC Coordinator, but with year heads or senior management. Communication between these various actors may be poor.
- Many schools 'ring-fence' what is admissible at school council meetings, to such an extent that agendas have little or no point of reference to the 'real' business of the school.
- Conversely, a growing number of primary schools are integrating pupil and teacher decision-making by consulting on such matters as discipline and bullying, aspects of the school budget and even staff recruitment.
- Some secondary schools are starting to 'mirror' the democratic practices of primary feeder schools through, for example, the use of circle time.
- While a growing number of teachers regard schools' councils as a valuable means of involving pupils and getting things done, there are others who treat such structures with suspicion, and at times, contempt.

1.1.4 Higher and lower ability pupils

- Higher ability and lower ability pupils often have contrasting experiences of being 'school-community' citizens.
- Higher ability pupils tend, more often, to say that they are an important part of the school community, while lower ability pupils tend, more often, to say that they do not feel that they are an important part of the school community.
- Higher ability pupils appear to be commended and 'chosen' more frequently than lower ability pupils.
- Primary schools seem, in general, to be more adept at valuing and involving all levels of pupil ability than secondary schools, though some primary schools are substantially ahead of others in this.
- It is common for first year secondary pupils to feel that they have 'regressed' in terms of self-esteem, status and responsibility.

1.2 Recommendations

- Primary schools should explore how the CRC can be used to introduce primary pupils to human rights concepts and issues.
- Secondary schools should explore how the CRC can help provide a foundation for broader rights-based teaching.
- All schools should not only teach about children's rights but also inform pupils about who to turn to when they encounter children's rights infringements.
- Secondary schools and their primary feeder schools should develop 'overlaps' in participatory and democratic practice.

- All schools should consider how all pupils can be helped to succeed as citizens in the school-community.
- Curriculum audits should be rigorously planned, implemented and followed up. Staff concerned with EfC, relevant subjects and cross-curricular themes, community links and democratic structures in the school, should be involved in designing, delivering and responding to such audits.
- Audits should consider formal and informal EfC teaching and learning as well as where and how human rights education and education for global citizenship occurs.
- Learning about and exercising rights and responsibilities needs to be seen as integral to the DFES Healthy School Standard.
- Involving and commending all pupils, whatever their level of ability, should also be seen as integral to the DFES Healthy School Standard.
- Schools should explore how pupil democracy can contribute to the effectiveness of the school community vis a vis curriculum monitoring, policy-making and other key decisions.

2. Education for Citizenship (EfC) in the four jurisdictions

Education for Citizenship (EfC) is an inclusive term that embraces the formal and informal teaching of citizenship across all four jurisdictions. Unlike Citizenship Education, which is about to attain statutory subject status in the secondary English National Curriculum, EfC encompasses all forms of citizenship content and practice including PSHE/PHSE/PSE and equivalents. Rather than trying to explain how EfC is taking place in England, Wales, Northern Ireland and Scotland a table has been produced to summarise the current UK picture, see page 11?.

While it might be true to say that England, followed by Wales, then Northern Ireland and finally Scotland, is the furthest ahead in planning and implementation, we cannot say with any surety which of the four jurisdictions will be

the first to reach a coherent EfC 'resting place'. Though each jurisdiction is interpreting EfC with 'a light touch' in its own way, it is pretty obvious that much 'borrowing' has been going on. Nowhere is this more apparent than at school level. The terminology that teachers use and the comprehensions, capacities and dispositions that they seek to promote are remarkably similar. Also similar are the problems associated with delivering a curriculum 'entity' that can be so many things at the same time: a subject in its own right; an examination course; an element in existing subjects; a tutor-delivered module; a cross-curricular approach; a theme for assembly; part of a pastoral package; an aspect of, or even central element in, school-community links; a process; an experience; an outcome.

EfC through the house system of a Nottinghamshire secondary school

The school's six houses will play a key role in delivering 'guidance periods' which tackle EfC topics. Each house currently has ten vertical tutor groups of some 25 pupils (composed of five pupils from years 7 - 11). Guidance periods will be scattered across every year 7-11 pupil's timetable in such a way that s/he will lose a maximum of three lessons in any one subject each year. The school has chosen guidance periods for delivering Citizenship Education as vertical tutor groups are regarded as having stopped 'incidences of bullying across different year groups'. 'House teams' (heads of house and house tutors) supported by 'guidance coordinators' will deliver 'guidance modules' in the guidance periods. Over time, each tutor will be encouraged to develop expertise in particular aspects of the work and 'no tutor will be expected to deliver material with which they are personally uncomfortable'. The school has produced 'some brief outline plans' for the citizenship curriculum and has collected material that it intends to trial next year. EfC is also delivered by subject teaching and by periodically suspending the National Curriculum.

EfC through participation in a Northern Irish secondary curriculum development project

EfC is delivered by a 'structured scheme' of citizenship topics first period every Monday morning. The scheme has been developed by Michael Arlow et al at the University of Ulster for the Curriculum, Examinations and Assessment (CEA). Pupils from Years 8 -12 follow the programme and eventually all the secondary schools in the province will be part of it. The school also offers the Northern Ireland Examination Board (NEEB) PSE/Citizenship Education GCSE and the cross-curricular themes Education for Mutual Understanding (EMU) and Cultural Heritage also deal with citizenship topics. Finally, the school covers various aspects of citizenship in assemblies and its 'community links' programme, with activities as diverse as filling Christmas boxes for people in need, contact with the local psychiatric unit and cross-community work with the Northern Irish Integrated Council, all having an active citizenship element to them.

Table: EfC in England, Wales, Northern Ireland and Scotland at a glance (Spring 2002 version)

England				Wales				Northern Ireland				Scotland			
Year	Age	Level	EfC	Year	Age	Level	EfC	Year	Age	Level	EfC	Year	Age	Level	EfC
R	4-5	-	-	R	4-5	-	-	Y1	4-5	-	-	-	4-5	-	-
Y1	5-6	KS1	Non-statutory pshe & citizenship	Y1	5-6	KS1	Non-statutory PSE	Y2	5-6	KS1	Thematic & discreet subject delivery planned from 2004, wholeschool ethos also crucial.	P1	5-6	A	5-14 People in Society. & non-statutory 'national advice' anticipated in 2002
Y2	6-7	"	"	Y2	6-7	"	"	Y3	6-7	"	"	P2	6-7	"	"
Y3	7-8	KS2	"	Y3	7-8	KS2	"	Y4	7-8	"	"	P3	7-8	A/B	"
Y4	8-9	"	"	Y4	8-9	"	"	Y5	8-9	KS2	"	P4	8-9	B/C	"
Y5	9-10	"	"	Y5	9-10	"	"	Y6	9-10	"	"	P5	9-10	C	"
Y6	10-11	"	"	Y6	10-11	"	"	Y7	10-11	"	"	P6	10-11	C/D	"
Y7	11-12	KS3	Statutory Citizenship Education	Y7	11-12	KS3	Non-statutory PSE	Y8	11-12	KS3	PSE/ Cit Ed Cit Ed to become statutory in 2007	P7	11-12	D/E	"
Y8	12-13	"	"	Y8	12-13	"	"	Y9	12-13	"	"	S1	12-13	E	"
Y9	13-14	"	"	Y9	13-14	"	"	Y10	13-14	"	"	S2	13-14	E/F	"
Y10	14-15	KS4/ GCSE	"	Y10	14-15	KS4/ GCSE	"	Y11	14-15	KS4/ GCSE	"	S3	14-15	Stand. grade	"
Y11	15-16	"	"	Y11	15-16	"	"	Y12	15-16	"	"	S4	15-16	"	"
Y12	16-17	AS/ other	-	Y12	16-17	AS/ other	-	Y13	16-17	AS/ other	AS/ other	S5	16-17	Nat. qualifs	"
Y13	17-18	A2/ other	-	Y13	17-18	A2/ other	-	Y14	17-18	A2/ other	A2/- other	S6	17-18	"	"

Explanatory notes

England

- Primary - Some teaching through non-statutory 'pshe and citizenship' from August 2000, also subject-specific, cross- and extra-curricular work
- Secondary - Citizenship Education statutory subject from August 2002, KS4 to be examined from 2003, also subject-specific, cross- and extra-curricular work

Wales

- Primary/ - The University of Wales Institute Cardiff (UWIC) is consulting on the status (ie. statutory, non-statutory) of PSE and also on subject-specific, cross- and Secondary extra-curricular work. UWIC will feed back to ACCAC during the course of this year.
- KS4/GCSE - The Welsh Joint Examination Council (WJEC) is in the process of developing a GCSE short course for PSE

Northern Ireland

- Primary - Currently taught through cross-curricular themes Education for Mutual Understanding (EMU), Cultural Heritage (CH) and Health Education. Some small-scale piloting of personal development with citizenship. Statutory provision envisaged from 2004.
- Secondary - Some teaching through PSE and Citizenship Education as well as through subject-specific and cross-curricular themes (such as EMU and Cultural Heritage). Citizenship Education will become statutory in 2007

Scotland

- Primary/ - Subject-specific, extra-curricular and cross-curricular EfC themes, of which 5-14 People in Society is particularly important
- Secondary The 'national advice' will cover pupil participation in decision-making, specific curriculum areas and community links 'National qualifications' include intermediate 1/2, higher, advanced higher and higher still courses.

3. UNICEF's earlier surveys

Since 1999 UNICEF has commissioned four baseline surveys:

- **Spring 2000 Citizenship in Schools: A baseline survey of curriculum & practice in sample English, Welsh and Northern Irish Education Authorities** (published and available on the UNICEF website)
- **Summer 2000 Citizenship in 400 Schools: A baseline survey of curriculum & practice amongst 400 UK primary, middle and secondary schools** (published and available on the UNICEF website)
- **Summer 2000 Schools and Citizenship: A baseline survey of 70 schools applying to participate in the UNICEF UK CEMP** (unpublished)
- **Spring 2002 (forthcoming) Citizenship in Scottish Schools: A baseline survey of curriculum & practice among primary and secondary schools**

This report builds upon these early surveys. UNICEF's mission is to promote the UN Convention on the Rights of the Child (CRC) in schools. UNICEF's experience has been that the CRC offers a logical starting point for learning about rights and responsibilities and that such learning is most effective when pupils are able to rehearse what they have learnt in a participatory and democratic school environment. Although Children's Rights are relevant in many subject areas, UNICEF UK regards EfC as a particularly appropriate vehicle for formally introducing the CRC; this has recently been endorsed by the QCA Citizenship scheme of work for key stage 3, Unit 3 Human Rights.

The early surveys helped UNICEF to gain a picture of what 'outsiders' working in schools (Education Authority advisers, NGO educational personnel, teacher educators and academics) as well as head and teacher 'insiders' perceive to be important to EfC. While human rights and global citizenship teaching was seen as crucial by substantial numbers of all the groups surveyed, most respondents thought that schools place greater emphasis upon teaching than rehearsing rights and responsibilities. It thus became appropriate to conduct teacher and pupil interviews to find out what was happening on the ground. Schools were sampled from all four jurisdictions because UNICEF works in England, Wales, Northern Ireland and Scotland. Section 4 of this report describes the survey approach that was adopted and what was learnt from it.

4. Survey objectives, approach and lessons learnt

4.1 Survey objectives

Using semi-structured sample pupil (primary Year 5/6 and secondary Year 7/8):

- Examine what the pupils think about pupil participation in the life of the school;
- Find out whether the pupils recall having been taught about the UN Convention on the Rights of the Child;
- Explore which, if any, Children's Rights, have been remembered by the pupils, and whether the pupils consider Children's Rights to be important.

Using semi-structured sample teacher interviews:

- Find out whether the school has conducted a Citizenship Education/PSHE audit and, if it has, establish how the exercise was conducted and what was learnt;
- Find out whether the school has adopted particular models for delivering citizenship education;
- Find out how the QCA Citizenship Education/PSHE Schemes of work have been received and how they will be used in the school (if appropriate at the time of the interview);
- Find out about training, resource and any other Citizenship Education/PSHE needs in the school.

4.2 Survey approach

UNICEF Education Team members working in England, Wales and Scotland recommended CEMP schools (see Foreword) that were addressing the challenge of EfC and willing to participate in the survey for two consecutive years. Since, at the present time, UNICEF has no education staff in Northern Ireland a slightly different procedure was followed. An Education for Mutual Understanding (EMU) advisory teacher in Derry area recommended four schools that we could visit.

All told, eight primary and eight secondary schools participated in the 2001 survey. The interviews were piloted in four English schools (two primary, two secondary) in summer 2001 and an interim report describing early findings and proposing minor modifications to the interview procedure was produced. In autumn 2001, a further twelve schools were sampled (4 English, 2 Welsh, 4 Northern Irish, 2 Scottish). Next academic year, the same teacher/s and pupils will be interviewed so that we can monitor how planning and implementation is taking shape. (See Appendix 6.5 for profiles of participating schools, all of which have been named by rough location only. The interview subjects have not been named either.)

The interviews were conducted by the CEMP consultant and attended by a UNICEF (Education Officer or member of the Education Support Service) 'observer'. This enabled both parties to exchange observations after the interviews as well as satisfy child protection requirements. Each participating school was asked to supply five higher and five lower ability pupils to participate in semi-structured group interviews. We left it up to the teacher/s concerned to decide in which order we interviewed the higher and lower ability groups. Year 5

pupils (Primary 6 in Scotland) and Year 7 (Secondary 1 in Scotland) were generally interviewed, though at times, some of the schools deviated from this. The teacher/s, usually EfC (Citizenship Education/PSHE? equivalents) coordinators, were usually interviewed last. The semi-structured interviews enabled us to raise questions that had emerged from the pupil interviews. One to two weeks after the interviews draft interview write-ups were sent for comment and correction to the participating teacher/s. Once feedback had been received, each teacher received a 'thank you for participating' publication from UNICEF. All the participating schools will receive a copy of this report when it is published.

4.3 Lessons learnt

- Our original intention was to supply the interview questions in advance to all participating schools but we found during the pilot survey that some pupils seemed to have been 'prepared' for interview. We did not, therefore, take this practice beyond the pilot stage.
- It soon became apparent that we needed to introduce children, who had not learnt about the CRC, to children's rights quickly and succinctly. We found that the simplest way to do this was to give each group member a sheet of paper listing four categories of children's rights: the right to life - food, shelter, health care; the right to be protected - from neglect, exploitation, abuse; the right to development - education, play; the right to participation - express an opinion, freedom of expression, thought, religion (see Appendix 6.6 CRC 'Prompt Sheet' used in schools).
- It was explained why children have rights, and group participants were invited to ask questions about, and comment upon, what they saw in front of them. Given a half-hour semi-structured interview format this procedure worked relatively well, with most children being able to respond to what was required of them, though a small minority of lower ability primary pupils found the task too demanding.

Secondary pupils' interpretations of the CRC

All thought that all pupils should be taught about the CRC. All considered children's rights to be personally important. The observer at the meeting asked the group how children's rights might relate to children attending the Holy Cross Primary school (where some Protestants living near Holy Cross had been trying to prevent Catholic parents and pupils from using the school's main entrance). The group identified the right to life, the right to practice one's own religion, the right to be protected and the right to be educated, as salient to the conflict.

- It is very difficult to avoid the 'Mexican wave' syndrome when interviewing groups of pupils. When one child gave a particular response we found in a number of instances that s/he seemed to start a chain of similar responses. However, lively and assertive pupils (from both lower and higher ability groups) seem to be much more prepared to voice their opinion than quieter and more withdrawn pupils. Why some pupils are more lively and assertive than others undoubtedly

stems from a constellation of factors, though the urban, and especially London pupils, tended to be exceptionally voluble.

- We had hoped to interview a citizenship 'sceptic' in parallel with interviewing the school's EfC coordinator but were forced to abandon our plan in the absence of volunteers for such a role. Though such sceptics are known to exist in many schools, few seemed to be prepared to air their views beyond the confines of the staff room. In-depth

contact with participating schools over a longer period of time may have yielded such interviews and, concomitantly, provided us with valuable learning opportunities.

- The process of gaining the assent of participating schools and agreeing dates for visits with the teacher/s and UNICEF representative took substantially more time than expected.

5. The interviews

5.1 Teacher interviews

- In all the schools EfC is very much 'work in progress'. However, some schools have a strong tradition of citizenship-related work and pupil democracy so not all schools start from a level playing field.

Scottish primary school

The present head has continued and developed the work of his predecessor. The senior pupil forum, which is held roughly every month, is open to all P6 and P7 pupils (in this very small rural school). Primary 7 pupils chair and take notes at the meetings on a rotating basis. Whoever is chairing consults the head on the agenda and ensures that agreed action is taken. The oldest pupils also hold circle time with younger pupils to enable school-wide matters to be discussed. Younger, P1 - P5 pupils, have 5-6 class meetings every year and can put ideas for discussion at the forum into a suggestion folder. The school's participatory structures prompt wide-ranging discussions, which cover, for example, the school environment, school policy, homework, assessment and the school's dress code.

- Untrained teachers are being called upon to deliver EfC, and this is generally a cause for concern for EfC coordinators. While EfC co-ordinators are often sent on professional development programmes (PDPs) funds do not permit their colleagues to attend such courses. This may be less problematic for primary teachers and secondary teachers who regularly deal with citizenship-related questions, problems and issues, but (as an example) maths and science specialists often find EfC tutoring daunting. Even coordinators who have attended PDPs may lack the competence and confidence to effectively transfer what they have learnt to colleagues. School-based INSET is likely to be essential for substantial numbers of staff in all schools and especially secondary schools. When asked about school EfC 'needs' most EfC co-ordinators focused upon training. Training requirements included: approaches for delivering EfC in form tutoring periods; EfC across different subjects and the curriculum in general; the relationship between the CRC, EfC and pupil participation; the relationship between the DFES Healthy Schools Initiative and pupil participation.

- There is no clear picture, as yet, of what the resource needs are. One teacher said that he wanted to avoid 'death by worksheets', suggesting that there may be scope for looking how to help teachers use resources imaginatively and in a participative way. Even across the small sample of schools in the survey there is a fair spectrum of approaches for delivering EfC. Since time for delivering EfC is limited, video clips and materials that are quick to use would be likely to be well-received. Free and downloadable (teacher and pupil) material is always welcome.

- Finally, while teachers are quite good at predicting what pupils have learnt, they do not appear to be anywhere near as astute at estimating what pupils think and feel about the school. There are likely to be many reasons for this. Perhaps the most obvious is that fearing reprisal pupils hide their views from their teachers. But whatever the reasons, what pupils tell outsiders is likely to be thought-provoking for teachers.

5.2 Pupil interviews

- Outsiders coming in to interview groups can never know what group dynamics are operating. One pupil may make a statement that the others fall in line with, leaving the interviewer to ponder whether the rest of the group genuinely agrees or is just conforming to the will of a dominant personality. In such circumstances the interviewer can only encourage all group members to express their own ideas. Secondary pupils seem to conform to peer group pressure more than primary pupils, probably because they soon learn that is 'uncool' to be too enthusiastic about school life. However it was accepted from the outset that semi-structured interviews in a small sample of schools could neither be representative nor scientific. In any case it would be difficult to imagine what a 'representative school' in EfC terms would be like when citizenship, even when statutory, has been treated with such 'a light touch' across all four jurisdictions.

- Pupils as young as 9 and 10 are acutely aware of what is fair and unfair in their school. They notice when their teacher does not follow circle time rules, eg. holding the ruler to speak, and they appreciate that even when they are given an anti-bullying role to play with younger children, eg. as 'playground buddies', the rules can still be flouted by older children bullying them. They recognise, in other words,

when their educational environment is falling short of its professed social and moral standards.

One group's account of democracy in their primary school

Each class has circle time run by the class teacher. All the pupils in this group felt able to voice their opinions during circle time. Topics as wide-ranging as 'feelings', 'human and children's rights' and 'likes and dislikes' are discussed. If pupils want to make a contribution they have to put their hands up and wait until they are handed a special 'object' (usually a ruler). Only the person who has the object can speak. However (some) teachers seem to see themselves as exception to this. (Some members of the group were indignant that their teacher spoke when not holding the object.)

- Pupil 'pecking order', often age-related, soon becomes apparent, even to primary children. However the 'top dogs' of the primary school soon become the 'bottom dogs' at secondary level and though many schools try to reduce discrepancies in status, younger pupils see themselves as lower status citizens. Throughout the interviews lower ability pupils were more likely to see themselves as being of lower importance in the school than higher ability children. It was not clear why this was, though the chances are that higher ability children are rewarded more frequently and selected for responsibilities more often. Several pupils noticed that children who take part in extra-curricular activities (like team sport) 'get more noticed' and it could be that higher ability pupils do more volunteering. This field of discussion seems to bring together two variables together - the pupils' sense of self-worth (which is likely to be

attributable to factors both inside and outside the school) - and the success of the strategies that the school adopts to encourage pupils to feel citizens of the school community. It is, however, a crucial space to watch because schools provide an important early experience of citizenship and we have a responsibility to consider how we can prevent children and young people from seeing themselves as 'failed citizens' as a result of their schooling.

- Finally, pupils who have learnt about the CRC are able to recall children's rights even when the learning took some time in the past. One primary teacher argued that all school age children have the capacity to learn about children's rights provided that they are taught in a way that is appropriate to their level of understanding. Even 9-10 year olds are able to perceive why children's rights might be important to them and most pupils want to know what to do when they encounter rights' infringements.

Primary pupils' recall of CRC teaching

The children interviewed could all remember this work because 'we (Years 5 and 6) did a presentation for assembly, a family assembly and a presentation at the teacher's professional development centre'. Rights remembered included the right to 'say good things', 'protection', 'have a name and a nationality', 'good health', 'be treated equally', 'participate' and 'play'. One commented that she was surprised about the right to play. Someone said that children should know what their rights are so that they can preserve and assert such rights. All agreed that they saw children's rights as personally important.

6. Appendices

The following appendices have been taken from the teacher and pupil interview write-ups.

6.1 The formal delivery of EfC

England Primary schools	England Secondary schools
<ul style="list-style-type: none"> ● Devon EfC is delivered as a module, a course, a cross-curricular theme, by suspending the National Curriculum and peer mediation training for pupils. ● Hampshire Personal and Social Education (PSE) lessons and cross-curricular approaches making use of Hampshire LEA schemes of work. ● South London PSHE lessons and cross-curricular approaches. ● Yorkshire Once or twice per month as a cross-curricular approach for Reception - Year 6. Topics have so far included the environment, stranger danger, law and order, rules and regulations. 	<ul style="list-style-type: none"> ● Nottinghamshire The teacher plans to conduct an audit next academic year by asking every faculty, department and house to provide information about citizenship-related work (regarded by the teacher as formal citizenship and PSHE teaching, health education, work experience) and (individual) target-setting. The main delivery approach will be cross-curricular through 'guidance periods' in the school's six houses, though citizenship topics will arise in specific subjects as well as extra-curricular activities. ● Devon Personal Development Programme (PDP) enables pupils to consider bullying and discrimination and to look at what it is to be part of the school community through such topics organising learning, participating in circle time, mediation. The school has produced a number of booklets to help form tutors deliver the PDP syllabus and has bought the Your Life Books 1-3 (John Foster, Collins, 2000). Citizenship-related questions, problems and issues also arise throughout the curriculum and feature particularly in humanities, expressive and performing arts and English. Pupils look at what it is to be an individual and a member of a larger group. PDP structure takes three forms across years 7 - 11: <ul style="list-style-type: none"> Year 7 two 25 minute periods per week in tutor time plus one 'collapsed time slot' per term for PDP events such as 'Celebration of Success'. Years 8 - 9 five 25 minute periods in tutor time plus a one hour tutor delivered 'slot' per week. Years 10 - 11 programme delivered by tutors plus a GCSE Humanities course for all students. ● Hampshire Three approaches will be used: a Head of Year (HOY) lesson each week dealing with Personal, Health and Social Education (PHSE) topics; subject teaching; suspension of the National Curriculum to focus on citizenship-related topics (such as equal opportunities and careers). The school has its own schemes of work for the HOY lessons and makes use of Hampshire LEA citizenship education schemes of work. ● South West London The school currently delivers EfC as a PSHE module using trained staff plus form tutors. Sometimes the Careers Service comes in to run 'The Real Game' and organisations like Common Purpose run the 'Your Turn' simulation. In the case of Your Turn participants apply 'citizenship and decision-making' to an array of practical issues and conclude by presenting proposed action to their peers, teachers and 'Common purpose graduates'. More information on Your Turn is available by logging onto: www.YourTurn.net. Subject teaching and curriculum suspension are also used to deliver EfC.

<p>Wales Primary school</p>	<p>Wales Secondary school</p>
<ul style="list-style-type: none"> ● Mid-Wales <p>At the time of interview the school did not have any EfC policy documents featuring Citizenship Education and its PSE documents were being 'worked on'. ACCAC has produced a Personal and Social Education Framework: Key Stages 1 to 4 in Wales (2000) which the school is using. The framework identifies PSE as having a number of knowledge and understanding 'aspects' from which learning outcomes can be derived: social; community; physical; sexual; emotional; spiritual; moral; vocational; learning; environmental.</p>	<ul style="list-style-type: none"> ● Mid-Wales <p>PSHE is delivered via English or Welsh as the teaching medium. Year 7 -13 pupils have their timetable suspended for one lesson every fortnight for PSHE teaching. PSHE tutors are encouraged to use group work to develop social skills and enable pupils to problem-solve in various ways. According to the school's PSHE Handbook 'all classes are monitored through the school year to ensure that tutors fully understand the nature of the work and to establish areas where support or INSET is needed'. Pupil self-evaluation also occurs throughout the programme. In addition, the curriculum is suspended four times per annum (once in the autumn and spring terms, twice in the summer term) to deal with specific EfC topics. There are also year group curriculum suspensions where speakers and theatre groups cover citizenship themes.</p>

<p>Scotland Primary school</p>	<p>Scotland Secondary school</p>
<ul style="list-style-type: none"> ● West Coast <p>The school has adopted a number approaches for delivering Citizenship Education: regular PSHE teaching; weekly whole school assemblies; periodic cross-curricular initiatives; a Citizenship Award Scheme.</p>	<ul style="list-style-type: none"> ● West Coast <p>EfC is delivered in the school through: Social Education by registration teachers; Personal and Social Education (PSE) by guidance teachers; specific subjects such as Modern Studies, Geography, History and English; curriculum suspension and specific focus days.</p>

<p>Northern Ireland Primary schools</p>	<p>Northern Ireland Secondary schools</p>
<ul style="list-style-type: none"> ● Integrated <p>EfC is mainly delivered as a cross-curricular theme. Particular use is made of the BBC Schools video 'Across and Beyond' with non eleven-plus P7 pupils. Assemblies form an important vehicle for aspects of Citizenship Education as do times when the National Curriculum is suspended to cover such topics as child protection, by bringing in the NSPCC one year and Kidscape the next. The school is also running peer mediation sessions for P7 pupils in suspended curriculum time. The school had no EfC policy but had produced a 'Children's Charter' which sets out rights entitlements for pupils.</p> <ul style="list-style-type: none"> ● Catholic <p>EfC is delivered primarily via cross-curricular teaching. The cross-curricular theme, Education for Mutual Understanding (EMU), and cross-community initiatives involving another Catholic primary and two Protestant primaries, play an important part in this. In RE pupils follow the 'Children and God' series which touches upon citizenship topics. The school does not have a EfC policy or schemes of work, although its general aims are implicitly concerned with helping pupils to develop a sense of (school and community) citizenship.</p>	<ul style="list-style-type: none"> ● Catholic <p>EfC is delivered as a PSE module, through subjects like history and politics and as a special focus by suspending the National Curriculum for a period of time and for a particular groups of pupils (Year 10 were involved in an action project on Ulster Bus and Vandalism last year). The PSE programme, which takes place during the one period a week tutor-form teaching contact time, covers topics like health, hygiene and safety. The school is also making use of the University of Ulster Citizenship Education pilot materials in the programme.</p> <ul style="list-style-type: none"> ● Integrated <p>The school has not conducted an audit but will probably do so when a citizenship education post has been designated. It was unclear whether responsibility for Citizenship Education coordination will go to the teacher interviewed (RE, history, EMU, Cultural Heritage and charity links), the school's PSE coordinator or someone else.</p>

England Primary schools

● Devon

Each term every class elects a male and a female representative from Years R - 6 so that all classes except nursery have six representatives per annum. The deputy head 'leads' meetings while encouraging pupils to 'come up with their own ideas'. According to the deputy head, colleagues run circle time 'with varying degrees of commitment and experience of techniques'. While some are committed to circle time 'others only pay lip service to it'. The year 5 class teacher found that her class looked forward to circle time yet 'the management of discussion can be difficult' because 'kids are not always able to change, and anger can be a problem'. The class teacher added that the school and the children's parents sometimes give out conflicting messages about how to act as a citizen in this small community. (Though the school discourages children from hitting physical aggressors and encourages them to seek out a playground 'guardian angel' to help in such cases, some parents continue to encourage their children to return like with like.) Nonetheless circle time enables pupils to consider desirable and undesirable behaviour and set 'class rules'.

● Hampshire

The school council was scrapped when a new head and staff came into the school eighteen months ago. All classes now have weekly circle time in which questions, problems and issues can be discussed. Other initiatives include pupils being given the opportunity to make decisions about the school playground and 'golden time'. The idea of golden time was taken from *Turning Your School Around* by Jenny Moseley. Each class is given thirty minutes for enjoyable things like using the playground equipment each week. However, each class has to behave well to enjoy its full quota of golden time. Bad behaviour reduces golden time by 2 minutes for Years 1-2 and 5 minutes for Years 3 - 6.

● South London

School council representatives organise lunchtime school council meetings. The head attends and is the final arbiter of school council proposals. A year 6 pupil chairs the meetings. Pupils elect a boy and a girl representative from each class. Apart from attending meetings and putting forward ideas from classmates, representatives also have to report back on school council meetings. Discussions can be wide-ranging and include issues inside and outside the school such as class rules and the Indian earthquake (which led to the children raising money for the relief operation). The school has also adopted a school in Africa and sent books to it, and here too the children have raised money. Last year the school ran mock general elections and plans, this year, to run a mock UN General Assembly (MUNGA). The school also involves parents in assemblies and other activities. Finally, the school operates a 'Bully Buddies' scheme to reduce playground bullying.

● Yorkshire

The teacher informed us that pupils run the school council, which involves years 2 -6. The reception class and Year 1 pupils are regarded as being too young to be able to participate effectively. Older children chair the school council and the teacher interviewed acts as 'guide'. 'The current Year 6 are good,' she informed us. Each of the classes involved can pass ideas for discussion at the council to their class representatives. The school council has been responsible for improving the school's playground areas (by asking for infant and junior playground chalets and a junior adventure playground). The teacher believes that the children are encouraged to feel part of the school by 'taking part in a lot of the decisions'.

England Secondary schools

● Devon

The school has a school council that is normally chaired by the assistant principal. Each class sends two representatives to the school council. Once a month each of the school's four 'guilds' (the equivalent of 'houses') holds a 'guild council' to which a number of pupils are elected. The teacher interviewed thought the school council considered matters to do with the organisation and environment of the school while the guild council dealt with successes, the learning environment and learning issues. The assistant principal said that she was committed to promoting and developing the use of circle time in the school and had recently purchased *Quality Circle Time in the Secondary School* by Jenny Moseley and Marilyn Tew (David Fulton, 1999). Circle time is well established in the school's feeder primary schools and she saw that it could be worthwhile in her school.

● Hampshire

The school council is run by the Deputy Head but chaired by one of the Governors or the head boy/girl. Every year, the five tutor groups in each year nominate a boy and a girl representative from their class (so that each year has ten representatives). The head boy/girl meets the tutor group representatives to discuss what can be carried forward to the school council. The teachers interviewed believed that while the pupils are encouraged to contribute toward the running of the school such involvement is 'not significant' and 'theoretical rather than practical'. (Curiously, the pupils interviewed knew nothing about the school council. This was later explained by the Year 7 HOY who informed us that the school had not held a council during the 00-01 academic year.) The school also operate a 'senior pupil system' with several 'teams': primary liaison; Year 7; sports; counselling. The system enables Year 11 pupils to contribute toward internal and external aspects of school life as well as represent the school in certain circumstances.

● Nottinghamshire

The school does not, at present, have a school council or other formal decision-making structure though it is 'aiming to go in this direction'. That said, there is a Year 11 and sixth form 'debrief' in addition to a sixth form 'council' where a variety of topics can be discussed. The teacher also thought that Years 7 - 11 are encouraged to feel a sense of 'ownership' of the school by the house structure and overall school ethos.

● South West London

Each tutor group has a school council representative who, to comply with the school's two week timetable, meets every other week with the head girl, deputy head girl, the Head and two to three teachers. The girls discuss what they would like taking forward to the school council in Academic Tutor Period (ATP). The girls participate in circle time during either PSHE or ATP and tend to focus on personal and interpersonal matters. The school is also involved in a number of mediation initiatives. One, a project with the local football club, involves mentoring in the local primary schools that visit the club's football study centre. A second involves girls mentoring children in local primary schools. A third involves peer mediation in the school. The teacher interviewed considered that the girls were encouraged to feel a sense of (school) ownership by the school uniform, assemblies, the curriculum, multicultural events organised by the girls, action related to 'school incidents' on buses and elsewhere and the maintenance of the school environment.

Wales
Primary school

- Mid-Wales

The school has a 'bwrdd y plant' (children's board). Each year, one girl and one boy are elected as year 3 - 6 representatives. The six pupils meet monthly with the head and the teacher interviewed. The head 'nominally chairs' and both teachers provide information, advice and help. Items discussed include matters associated with the playground, the quality of school meals and locks on toilets. When the representatives meet the school's governors they are given meeting notes which correspond to the agenda for each meeting.

Wales
Secondary school

- Mid-Wales

The school has a Pupil-Parent Sub-Committee of the Governing Body. Each year group elects a boy and a girl form representative (most years have 8 groups). Two form representatives from each year group attend the termly Pupil/Parent Sub-Committee and report back to classmates during tutor periods. Matters discussed include the storage of school bags at lunchtime, the school's electronic notice board, swipe cards for the canteen, music fees and CHIPS (Childline in Partnership with Schools) and an anti-bullying scheme involving pupils. The curriculum and timetable are largely 'out of bounds' though 'food technology is being increased due to the popular demand of sixth form pupils'. Asked how the pupils were encouraged to feel a sense of ownership of the school, one of the teachers interviewed considered that tutor periods offered an opportunity for 'all pupils to have their say'. The deputy head is about to develop a school council, presumably to broaden pupil participation in the workings of the school. Since we were running out of time we did not discuss the reasoning behind this development.

Scotland
Primary school

- West Coast

The school encourages pupils to participate in decision-making via class meetings, circle time (run by senior pupils), assemblies and a 'suggestion folder'.

Scotland
Secondary school

- West Coast

Pupils elect representatives from each registration group to attend year council meetings. Elected representatives from each year council then go the main student council meeting. Meetings are usually held in the lunch break. The council makes inputs into decisions affecting pupils via a vis such as matters as the school environment, rules and regulations and the school dress code.

Northern Ireland
Primary schools

- Catholic

The school does not have a school council but is currently 'debating circle time and the pastoral care system'. The school's behaviour policy was audited via parent and pupil questionnaires dealing with rules, fairness and further suggestions. Assemblies provide an important means of encouraging pupils to feel a sense of the school.

- Integrated

The school operates a 'student council'. Each week the principal and vice-principal meet representatives from Y4 - 7. Items discussed include such matters as the size of school dinner portions and whether a fenced football space could be provided in the school grounds. The representatives feed back discussions and decisions to their classmates during weekly circle times. Y1 - 3 pupils participate in the school council by completing a 'class meeting report for school council' (see attached) and, via the council minutes, receive regular updates from council representatives.

Northern Ireland
Secondary schools

- Integrated

The school has a school council which operates on a year basis. Each class elects a representative who meets monthly with their head of year. Matters discussed centre on matters that pupils 'relate to' like the 'school disco and tuck shop'. A sense of pupil ownership is fostered via various means, including: the promotion of respect for the school environment; a class (merit) and individual (subject/effort certificate) reward system; a scheme in which year 12 pupils mentor year 8 pupils; opportunities for pupils of all ages to volunteer for school duties.

- Catholic

The school council comprises one representative from each year group. Boys from each form are elected to year councils which then nominate pupils to the school council. Frequency of meetings varies, but in years 8-9 year councils tend to meet about three times per year. Year heads gather topics for discussion from pupils. Topics can range from the school environment to reward schemes. The sixth form also hold elections for the head boy.

Pupil democracy Primary age pupils	Secondary age pupils
<p>Yorkshire primary school, second group interview The group explained how the school council worked and described the interviewed teacher as its 'chief'. All felt able to put discussion suggestions forward that would be taken seriously, though one group member added darkly that one 'representative can sometimes be difficult'.</p>	<p>South West London secondary school, second group interview The school council takes place every fortnight and deals with 'food, the uniform, toilets'. The girls discuss what they want to take forward to the school council in PSE lessons. They also hear what took place at school during PSE. The girls thought that the head ran school council. They were not sure whether the curriculum could be discussed at the school council. Circle time takes place during either PSE or Academic Tutoring Period (ATP). 'We play games and discuss problems during circle time'. 'We do team work and getting to know each other.'</p> <p>Hampshire secondary school, second group interview This group did not think that their school had a school council. When asked how they might go about making an improvement to school the pupils thought that they would talk to the Head, Deputy Head or Head of Year (HOY). As we had been informed that the school had a council we were intrigued. It later transpired that the Year 7 HOY had simply forgotten to hold a year council that academic year.</p>

Whether pupils feel an important part of the school Primary age pupils who said that they felt important	Primary age pupils who said that they felt unimportant
<p>South London primary school, first group interview The pupils in this group said they felt that they were an important part of the school and one said that this was because 'everyone has a job'. Some children are 'classroom assistants', some are 'computer assistants' and some are part of a rota to 'put books away'. Ten year 5 and year 6 pupils operate as 'Bully Buddies' and help 'children with problems' as well as 'keep a record for when someone's name comes up often'. One pupil thought they had a 'duty to keep the school a good school' though another grumbled that sometimes 'people forget your ideas'.</p> <p>Yorkshire primary school, second group interview All said they felt that they were an important part of the school and able to contribute to its workings. In common with a pupil from the first group one observed 'you can't have a school without pupils'. Though the interviewees appreciated that making a valued contribution to the school was conditional upon raising 'good points'. It was clear from the ensuing discussion that the group was able to distinguish between constructive and unhelpful suggestions.</p>	<p>South London primary school, second group interview All felt that they were able to contribute toward the running of the school but, interestingly, said that they did not feel an important part of it. When asked why they felt this way they said it was because they had been given 'no jobs to do'. One explained that having duties helped pupils feel important. Two children said that they didn't feel an important part of the school. One of them said that this was because he did not 'get involved much'. Someone else said 'if you are a councillor or a buddy you get noticed more'. A fourth child said that 'personality plays a part'.</p> <p>Groups giving mixed responses</p> <p>Devon primary school, first group interview When asked whether they felt that they were an important part of the school the first group had trouble with the question as well as how to make an appropriate response to it. After some discussion the following remarks were recorded, 'We're important to the teachers but not to (the head)', and 'No, because teachers don't let you go to the toilet (whenever you want to)'.</p> <p>Devon primary school, second group interview The second group saw circle time as the main means by which they could make a contribution to the life of the school. When asked whether they felt that they were an important part of the school three thought they were, one thought she was not and one thought that he was 'sometimes'. However it took some time to reach such verdicts and the pupils did not give convincing answers to this question.</p>

Devon secondary school , first group interview

Despite the fact that they were still learning the ropes and had not experienced what it was like to take part in the school's decision-making structures, pupils in this group said that they felt an important part of the school. Asked why they felt this way one said 'we're all part of it - it wouldn't be a school without us', while another added 'this is a popular school and we all got a place'.

Nottinghamshire secondary school, first group interview

In general the group felt 'fairly' part of the school and had started to learn when and where their opinions were welcome 'not in lessons' and 'not with some teachers'. One group elaborated 'teachers can be a bit of a put-down - for no real need'.

Hampshire secondary school, first group interview

Despite feeling able to make an input into the life of the school, out of the five pupils present in this group of interviewees only one felt that he was an important part of the school. When asked why he felt important, he said that pupils keep a lot of people (including teachers) in work. The remaining four who said that they felt unimportant gave such reasons as 'one in a million', 'people in Set 1 get treated really well', 'though they have loads of homework which they have to do quickly'.

Devon secondary school, second group interview

Two pupils said they felt that they are an important part of the school and four said that they felt unimportant. Asked why they felt unimportant one girl said 'because we haven't been picked for anything yet' and a boy said 'because there are too many pupils'. After someone observed that secondary schools are stricter than primary schools another group member added 'but Year 7's get treated the best'.

Welsh secondary school, second group interview

All seemed to think that they were not an important part of the school (though the girls were very quiet in this group and it was difficult to establish their opinions). One of the boys observed that 'the sixth formers are important because they know their way around and get taken more notice of. He then described a petition the sixth formers had raised to make their views heard.

Nottinghamshire secondary school, second group interview

After some hesitation, the pupils were asked how important they saw themselves on a scale of 1 (not important at all) to 10 (very important). The consensus seemed to be about 3 out of 10. Most thought that they were not important because they were in Year 7 and that they might become more important in Year 11. The Record of Achievement (RoA), a portfolio that is built up from Year 7 to Year 11, was seen as a way of achieving self-worth because it enables pupils to be given credit for good work.

Primary age pupils who had learnt about the CRC

South London primary school, second group interview
This group remembered the work that they had done on the CRC. They recalled such rights as 'children's rights to think what they want', 'to have a family', 'to play', 'to life', 'to have a name', 'to have an equal amount of food', 'to be equally treated' and 'to education'. All thought that children's rights are important both personally and to others and that all children should learn about them, but then one added 'but not infants because they're too young'. When asked why children should learn about the CRC one said 'to think about children with fewer rights' and another added 'for when we become parents'.

Secondary age pupils who had learnt about the CRC

None of the secondary age pupils interviewed had explicitly learnt about the CRC while attending secondary school. However most were aged 11-12, and were therefore, with the exception of Scotland, in the first year of secondary schooling, with most experiencing their first term of secondary education. A few of the secondary schools visited teach about the CRC, though there is substantial variation as to where, ie. curriculum location and level, and how such teaching occurs. In some cases the CRC is embedded in more general work on, for example, the United Nations, while in others human rights teaching, including the CRC, occurs at one or more points during the pupil's secondary career.

Primary age pupils who had not learnt about the CRC

Derry Catholic primary school, first group interview
This group thought that they had done some work on the CRC and associated their collection of bicycles for Romania with such learning. One said that they had learnt 'not to get bullied'.

Derry Integrated primary school, first group interview
When asked whether they had learnt about the CRC the group thought that they had 'a bit'. One said 'we had an NSPCC week in Year 5 so we have done a bit' and another said that they has done something called 'Improving Your Potential' with puzzles and quizzes which he thought was something to do with children's rights.

Secondary age pupils who had not learnt about the CRC

South West London secondary school, second group interview . The pupils had not learnt about the CRC though three said that close family members made regular donations to the NSPCC and so felt they knew something about child protection. All five said that they thought all children should learn about children's rights. When asked what young people might get out of such learning, everyone came up with an idea: 'Everyone is entitled to their opinion'; 'They should be able to say what they think'; 'Helps quieter children gain confidence'; 'So you know what to do and say'; 'So you can tell teachers about your rights'.

<p>England Primary schools</p> <ul style="list-style-type: none"> ● Need to continually revisit and promote circle time to maintain commitment. ● How to teach about the CRC. Staff development programmes that help increase knowledge about 'intercultural themes, issues and festivals'. ● New teachers need to be brought up to speed with Citizenship/PSHE. ● 'More training on the PHSE side'. How particular citizenship topics can be put over with different age groups. 	<p>England</p> <ul style="list-style-type: none"> ● Mediation training and training for 'less confident teachers'. ● 'Knowledge of citizenship content' and assessment. ● 'Half the staff don't know what the citizenship requirements are, and not all agree that they need training'. ● 'Fairly enormous - explanation, understanding, teaching strategies - subject development across subject specialisms'.
<p>Wales Primary school</p> <ul style="list-style-type: none"> ● How to teach about the CRC 'teachers need to be aware of the relationship between citizenship and children's rights'. 	<p>Wales Secondary school</p> <ul style="list-style-type: none"> ● PSHE INSET, particularly a children's rights-based INSET, because 'not everyone treats children with respect'.
<p>Northern Ireland Primary schools</p> <ul style="list-style-type: none"> ● 'Other and new staff' need to know about EFC, children's rights and peer mediation. ● There was an overall need 'for education in being a decent citizen' and INSET over a day would enable colleagues to deliver. 	<p>Northern Ireland Secondary schools</p> <ul style="list-style-type: none"> ● Training needs to be oriented toward future delivery. A whole approach involving all the staff would be important. The guidance received so far from CEA had been 'too wide with not enough examples of what to do'. ● Training in planning and carrying out action projects. Help for colleagues who are less familiar with contentious issues in the classroom (yet required to teach PSE during tutor periods).
<p>Scotland Primary school</p> <ul style="list-style-type: none"> ● How to deal with current issues such as drugs and sexuality and awareness raising about 'pupil participation and its effects'. 	<p>Scotland Secondary school</p> <ul style="list-style-type: none"> ● Staff involved in the delivery of Social Education (who come from a variety of subject specialisms including those that rarely or never feature contentious issues).

England

Hampshire primary school

The school has approximately 350 pupils on roll of which 16% have free school meals and 1 % have English as an additional language. Sixty-six pupils have special educational needs. The school is located on the outskirts of a city and most pupils come from white working class households. In the mid-nineties an action plan was produced to tackle concerns raised in an inspection report. Since the action plan standards have risen in and in history and art across the whole school and achievement in literacy and science has improved at Key Stage 2. The school already uses a number of EfC schemes of work: People Who Help (Year R); Other People Are Special Too (Year 1); Who Is In Charge? (Year 2); In Someone Else's Shoes (Year 3); Looking Ahead (Year 4); Looking At The World (Year 5); Rights, Responsibilities And The Law (Year 6).

Hampshire secondary school

The school is a small, coeducational, 11-16 comprehensive of just under 600 pupils. Overall, there are slightly more boys than girls and significantly more boys than girls in some years. The attainment of many pupils is well below the national average on entry to the school. Broadly in line with the average for secondary schools in Hampshire, 30% of the pupils are on the school's register of special educational needs and about 2.5% have statements of SEN. Very few pupils either come from ethnic minority backgrounds or from homes where English is not the first language. In line with the national average 16.5% of pupils are known to qualify for free school meals. In the mid-90's two-thirds of year 11 leavers were going into further education and about a fifth were entering employment or training schemes. The proportion of pupils gaining employment directly upon leaving school has been rising steadily in recent years. Though the school's catchment area is largely urban and unemployment is similar to that found nationally, few pupils come from economically favoured backgrounds.

Yorkshire primary school

The school is situated in a local authority housing estate to the south of a once heavily industrialised city. When the present head teacher took over the school was in a decayed state and in danger of closing. Fifteen years on pupil numbers have risen from 59 to 218 and the school is now over-subscribed, drawing from a wide catchment area. About half of the pupils live in local authority housing and most come from white working class households. Children qualifying for free school meals is lower than the national average but more parents could avail themselves of this facility than do so, thus distorting the statistic. The number of pupils from ethnic minorities is lower than the national average and two pupils have SEN.

Nottinghamshire secondary school

The school is a coeducational 11 - 18 comprehensive school with about 1800 pupils on roll. It has had Technology College status since 1998. The school's catchment area includes a number of ex-mining communities. Pupils come from homes ranging from those experiencing significant deprivation to those with a more average social background.

Eleven pupils come from ethnic minority backgrounds. Pupils' attainment on entry is below average and the percentage of pupils with special educational needs (SEN) is broadly in line with the national average. Also broadly in line with the national average some 17.2% of pupils are eligible for free school meals. The school's mission statement refers to the aim of maximising the attainment and aspirations of all its students so that they develop into successful and caring adults. Priority projects include: pastoral review; teaching and learning; Key Stage 3 review; enhancement. Targets include: (at least) 38% of pupils to gain 5 A*- C grade GCSEs; 100% of pupils to gain 1 A*- G grade GCSE; an average GCSE points score of 33.

Devon primary school

The school is situated toward the east of one of Devon's larger cities. While a small number of pupils come from owner-occupier homes, most live in council or other types of rented accommodation. The school opened as an amalgamated infant and junior school in 1998 and a new head was appointed. When we made our first interview visit, the school had approximately 200 full time pupils and slightly more than 30 part-time nursery pupils. At the time of the last OFSTED inspection, the school had identified some 38% of its pupils as having special educational needs - twice the national average. Just over half of the pupils are eligible for free school meals. The governors have stated the aims of the school as being: to provide an environment where children feel motivated to learn and develop as well-rounded individuals; where the curriculum is appropriate and matched to need; where pupils' opinions are valued; where the highest level of team participation is encouraged, and where everyone feels secure and happy. School priorities include the maintenance and strengthening of links with the community, something that is reflected in the case study.

Devon secondary school

The school is a co-educational comprehensive and specialist arts college in one of Devon's larger cities. Pupils' ages range from 11-18. At the time of interview circa 1400 pupils were recorded as being on roll. The school is becoming increasingly popular with families in the city and last year applications for entry at age 11 exceeded the number of places available. The pupils come from a wide catchment area since the school has some 7 or so primary feeder schools. The socio-economic backgrounds of the pupils are relatively broad. The number of children that qualify for free schools meals is higher than the national average. The number of pupils from ethnic minority backgrounds is also above the national average. Forty-five pupils have Statements of Special Need.

South London primary school

The school is situated in a London suburb and had, at the time of the interview, almost 340 pupils. Thirty-five children attend the school's nursery. Years 1-6 are 'one and a half form entry' though this still means, in practice, that each year has two classes. At the time that the interview took place large-scale building work was in progress in order to expand entry to two complete forms for years 1-6 from autumn 2001.

Pupils come from a diverse range of heritages: 41% white ethnic; 13% Indian; 7% Afro-Caribbean; 6% African; 3% Pakistani; a very small minority Bangladeshi; a small number from refugee families. A substantial number of children have speaking and listening skills below those expected for their age. In addition, 41% of pupils have English as an additional language and of these 22% are at the earliest stages of speaking English. Just below a quarter of the pupils are eligible for free school meals (a little higher than the national average) and just above a quarter of the pupils are on the school's register for special educational needs (also slightly higher than the national average). However only one per cent of pupils have statements of special educational need, which is lower than the national average.

South West London secondary school

The school is an inner city 11-16 girls' comprehensive. Most girls come from either the borough in which the school is situated or a neighbouring borough. Though pupils

represent a range of ethnic, cultural and socio-economic groups the majority are from socially and economically disadvantaged backgrounds. Roughly half of the 700 pupils on roll receive free school meals. The school is multi-ethnic in character with 64% of pupils coming from ethnic minorities. Over 50 different cultural heritages are present in the school. The largest single group are from white British and Irish backgrounds, followed by pupils from black African, black Caribbean, Pakistani and Bangladeshi backgrounds. Over a hundred pupils were recorded as 'refugees' in the school's 2001 Refugee Survey. There is the full range of abilities for 11 -16 year olds but with a smaller proportion of the more able. That said, the school scores above borough averages for attainment at Key Stage 3 and 4. According to 2001 records, a hundred and fifty pupils have special educational needs and a further ten pupils have a full statement. About half the pupils have English as a second language and most of these require some form of linguistic support.

Wales

Mid-Wales primary school

The school serves six rural districts. It was built in the mid-1970's when five small schools were closed down. At the time of interview the school had 136 pupils on roll. Its catchment area is neither considered to be prosperous nor economically disadvantaged; 16% of the pupils receive free school meals. Nineteen pupils have special educational needs (SEN) of which five are the subjects of statements of SEN. The school's most recent OFSTED Report described it as 'a good school' in which 'pupils are treated with respect and co-operate happily with the staff in an environment which is both challenging and civilised'. The same report describes KS1 and KS2 art, design and technology and geography teaching as 'very good'. Also notable is the fact that this is Welsh medium school with most pupils having a white Welsh or white English heritage. The school has four mixed race pupils.

Mid-Wales secondary school

The school is an 11 - 18 coeducational comprehensive founded in the mid-70's. Its 1,250 pupils come from a wide geographical catchment area. Some 30 primary schools act as feeders. The school serves a bilingual community. No pupils have Welsh as their first language but approximately 35% come from Welsh medium primary schools and 22% choose to enter a Welsh medium registration group. Most of the curriculum is delivered in English though the study of Welsh is compulsory for Key Stage 3 - 4 pupils. Roughly 300 pupils are on the special needs register and of these about 20% have statements of special educational need. The parents of most pupils work in service industries, and new employment in the area tends to be in low paid or part-time retail jobs. Approximately 14% of pupils receive free school meals. Most pupils come from a white Welsh or English heritage though there are about 4% black and ethnic minority pupils.

Northern Ireland

Derry integrated primary school

The school opened in 1991 on its present site. Approximately 400 pupils attend the school, of which 28% are entitled to school meals. The children represent a variety of cultural, social and religious backgrounds and come from a wide catchment area in and around the nearby city. The last inspection found that relationships throughout the school were good and that close links had been established with parents.

Derry Catholic primary school

The school was built in 1912, added a modern extension added in the mid-60's and added a nursery unit in the late 90's. The school has an ongoing programme of cross-community events during the year. Pupils come to the school 'from a wide catchment area'.

Derry integrated secondary school

This all-ability college caters for pupils of all religious denominations as well as those who are not religious. The college's main aim is to integrate pupils of all cultural backgrounds and thereby contribute toward the Northern Ireland peace process. There are 800 pupils ranging from 11

to 18 years of age. The college offers a wide curriculum and pupils can take up to 11 GCSEs. At post-16 pupils can take A levels and GNVQs. Another important aim is to help pupils achieve academically. The school's top GCSE student last year gained 9A* passes and six A level students achieved straight As. All pupils leave having attained some form of academic success. Some 28% of pupils have free school meals and 18 pupils have SEN. The school is in its tenth year and plans to move into a new building in 2004.

Derry Catholic secondary school

Most pupils at this secondary school for boys live within walking distance of the school. The school's enrolment has increased during the past five years to approximately 900 pupils of which slightly over 90 boys are in the sixth form. The pupils' attendance rate is low, relative to similar schools. Just over 55% of the boys are entitled to free school meals and almost 28% have been identified as having special educational needs (SEN). The last inspection found that teacher - pupil relationships are generally good as are relationships with parents and a number of effective links are in place with local primary, secondary and FHE providers.

Scotland

West Coast primary school

This small rural school, which currently has some 43 pupils on role, serves a wide catchment area. The school operates an under-five unit while main school pupils (P1 - P7) are split into three composite classes. All the pupils have a white ethnic heritage though not all are Scottish. Two pupils have an English background and one has a Welsh background. One child has a statement of special educational need. Including the head here are two full-time teachers, a part-time teacher and a full-time administrator. Visiting specialists in art, music and Gaelic come into the school as do a number of people from the community including the local policeman, a chaplain and a community nurse. The small size of the school rendered it unfeasible to interview two groups of five (respectively, higher and lower ability) children. Instead, two groups of three higher ability children were interviewed, three P5 pupils were interviewed, followed by an interview with three P6 pupils.

West Coast secondary school

The school is situated on the edge of a town in the highlands. There are approximately 1,000 pupils on role, most from a white Scottish heritage. There are 12 black or ethnic minority pupils. At the time of interview nearly 90 pupils had a record of special needs, while a similar number are entitled to free school meals. Pupils entitled to free school transport run close to the 400. The school's catchment area is broad and a small number of pupils from outlying districts have to board during the school week because the travelling would be too onerous on a daily basis. The school provides education for all levels of ability in the 12 - 18 age range. S1 and S2 pupils are allocated to mixed ability classes. At the end of year 2 pupils select their Standard Grade subject options and follow their chosen syllabuses in S3 and S4. At the end of S4 pupils select five Higher or Intermediate Grade and National Certificate Courses and follow their chosen syllabuses in S5 and S6.

UN Convention on the Rights of the Child

Includes such rights as:

- **The right to life**
health care, nutrition (food), decent standard of living
- **The right to be protected**
protection from neglect, exploitation (child labour),
physical and sexual abuse
- **The right to development**
education and play
- **The right to participation**
(for children to take part in decisions that matter to them)
express an opinion, freedom of expression, thought, religion

