

Citizenship in Schools

**A baseline survey of curriculum & practice
in sample English, Welsh & Northern Irish
Education Authorities in spring 2000**

Acknowledgements

The UK Committee for UNICEF would like to thank all the people who commented upon the early draft questionnaire:

Ian Barr, Scottish Consultative Council (SCC) on the Curriculum
Ursula Birtwhistle and Lorraine Heffernan, University of Ulster
James Brimble, Council for Education in World Citizenship (CEWC) Cymru
Professor Lynn Davies, University of Birmingham
Geoff Fagan and Henry Maitles, University of Strathclyde
Cathy Holden, University of Exeter.

Development Education Association (DEA) members, too numerous to list here, provided tremendous support. Of the DEA members telephoned or e-mailed for local education authority advisory service (LEA/Education and Library Board) contact suggestions, most not only replied promptly, but went to great pains to be as informative as possible.

Apologies to anyone omitted from these acknowledgements. Having been inundated with information it was very difficult to keep track of names and organisations.

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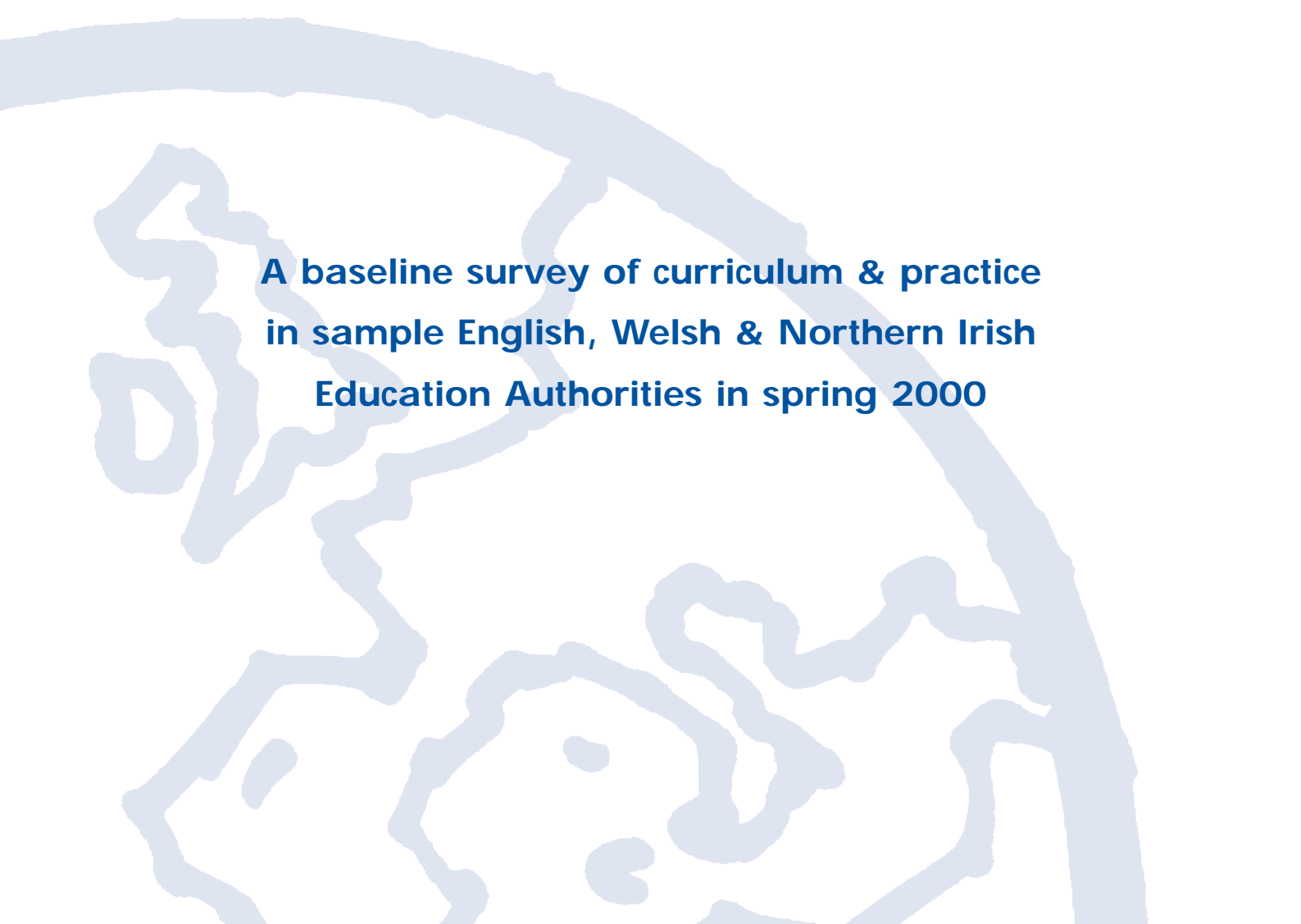
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The UK Committee for UNICEF commissioned this research in the autumn of 1999 when it became clear that schools would finally have to address rights and responsibilities as part of the new, statutory, Citizenship curricula and the non-statutory PSHE curricula. In order to measure the progress and impact of human rights education once it becomes part of the National Curriculum, it was necessary to take a baseline survey immediately against which to measure future progress. The fact that very little education for citizenship, or human rights education, is currently going on in schools is only to be expected, the real value of this report will become apparent when compared with the findings of four years hence.

However, what this survey does show is the curriculum areas where Citizenship will probably sit, and current thinking on the priorities of content and practice.

As part of the project UNICEF has also set up a Monitoring Project which any school can join. In return for providing information about the development of their Citizenship/PSHE programme, to be shared in a publicly available annual report to share good practice, these schools receive special support from UNICEF's Education Department.

Rights cannot be addressed in a vacuum but need to be related to one of three human rights documents: the Universal Declaration of Human Rights, the UN Convention on the Rights of the Child or the new UK Human Rights Act. The UN Convention on the Rights of the Child is the most appropriate and relevant human rights document for young people under the age of 16 years. UNICEF's research has shown that schools already taking a human rights approach find that sound knowledge and practice of human rights, which provide a secular, international values code, can improve relationships within the school and considerably improve behaviour. Besides providing information about their *legal rights*, knowledge of a rights document assists pupils' *vision of the world as a global community*. It builds empathy and solidarity with young people in other countries and provides a moral rationale for '*the diversity of national, regional, religious and ethnic identities within the UK and the need for mutual respect and understanding*.' Citizenship @ KS3/4.

The Education Department of the UK Committee for UNICEF has devoted all its resources to help teachers and schools learn about children's rights. Schools wishing to become part of the Monitoring Project should contact UNICEF Education. Further copies of this report can be found on our website.

Scotland has been omitted from this report as decisions have yet to be made about citizenship education in their curriculum, which is currently under revision. There are plans to undertake a similar survey when appropriate.

Heather Jarvis, Head of Education, UK Committee for UNICEF
June 2000

1. KEY FINDINGS

1. LEA advisers/inspectors in larger Education Authorities (ie. higher numbers of schools and pupils) are likely to be responsible for a specific subject or field, while advisers/inspectors in smaller LEA/Education and Library Boards are likely to have multiple subject/field responsibilities.
2. Most initial and postgraduate teacher educators consider that they have insufficient time to prepare students to teach Citizenship Education. This is especially the case with teacher educators involved with PGCE (Postgraduate Certificate in Education) courses.
3. Among the respondents overall, when asked about their perspective on Citizenship Education content, highest priority was attached to *values other than one's own*, followed by *global issues, questions and problems* and *human rights concepts and instruments*.
4. Among the respondents overall, when asked about their perspective on Citizenship Education practice, highest priority is attached to (developing practical ways of) *understanding rights and responsibilities*.
5. Among the respondents overall, when asked about areas of collaboration (with UNICEF), most considered *in-service teacher education* and assistance with the *selection and use of materials* to be the most important.
6. About half of the respondents who addressed the question of *current Citizenship Education policies* believed that fewer than 9% of schools in their local LEA /Education and Library Board have policies related to Citizenship Education.
7. About a third of the respondents who addressed the question of *current democratic practices* in schools, believed that 26-50% of schools in their local LEA/Education and Library Board implement what they consider to be democratic practices.
8. Slightly above half of the respondents who addressed the question of the number of schools already introducing Citizenship Education, believed that fewer than 9% of schools in their local LEA/Education and Library Board have started to introduce Citizenship Education into the curriculum.
9. Currently, both primary and secondary schools 'citizenship content' focuses on global issues, problems and questions and social and moral education.
10. Currently, both primary and secondary schools 'citizenship practice' focuses on community participation and, in secondary schools, School Councils.
11. Slightly below half of the respondents who addressed the question of schools running extra-curricular citizenship related activities, believed that fewer than 9% of schools in their local LEA/Education and Library Board run extra-curricular activities related to citizenship.
12. Most respondents who addressed the question of where Citizenship Education is likely to occur (51 out of 70), regarded Key Stage 1 RE as an important site of opportunity for teaching Citizenship Education.
13. All the respondents who addressed this question (respectively 66 - 68 out of 70) regarded Key Stage 2 Personal, Social and Health Education (PSHE)/Personal and Social Education (PSE) at Key Stages 3 and 4, as offering sites of opportunity for teaching Citizenship Education.
14. History and geography Key Stages 2, 3 and 4 were also seen (by more than two thirds of respondents who addressed this question) as offering sites of opportunity for Citizenship Education.

15. Northern Irish respondents (though a small sample), saw the cross-curricular themes Cultural Heritage, Education for Mutual Understanding (EMU) and the new subject, Social, Civic and Political Education (SCPE), as offering sites of opportunity for teaching Citizenship Education.
16. GCSE courses were generally seen as offering fewer opportunities for Citizenship Education; although roughly half of the respondents considered that GCSE History and GCSE Geography offered possibilities.
17. The majority of respondents (between 53-62 out of 70) think that assemblies offer opportunities for Citizenship Education.
18. When asked about primary and secondary Citizenship Education support needs, most respondents believed that both primary and secondary teachers need help with, in order of priority, i) *finding and/or using teaching materials* and ii) *help with curriculum content*.

2. THE SURVEY

2.1 UNICEF's interest in Citizenship Education

The UN Convention on the Rights of the Child (CRC) is integral to the new statutory curriculum for Citizenship Education and the non-statutory Personal Social and Health Education (PSHE) curriculum in England. Wales, Northern Ireland and Scotland are all placing greater emphasis on education for citizenship, including human rights education.

As the main proponent of the CRC in the UK, UNICEF commissioned the following baseline survey to inform its work with local education authorities (LEAs) and schools. The survey signals the commencement of a four year 5-16 curriculum 'monitoring project' in which a network of schools across England, Wales, Northern Ireland and Scotland will be able to share examples of practice. Links between the Monitoring Project and participating schools will take a variety of forms, but e-mail and an annual conference will play a crucial part.

2.2 Target groups

The baseline survey was aimed at three main groups:

- LEA personnel, principally advisers and inspectors concerned with supporting Citizenship Education, either as a subject or cross-curricular theme in English, Welsh and Northern Irish 5-16 curricula;
- Personnel based in higher education institutions (HEIs) concerned with preparing under- and postgraduate teacher training students to teach Citizenship Education in 5-16 curricula;
- Non-government organisations (NGOs) and subject associations concerned with promoting Citizenship Education (or aspects of it) in 5-16 curricula.

2.3 Jurisdictional, regional and school-to-school variation

Devolution in Wales and Northern Ireland is prompting an increasing amount of variation in 5-16 curricula. Scotland already has its own 5-16 curriculum. While traditional subjects still have pride of place across the four jurisdictions, the social and ethical aspects of the school curriculum tend to be subject to regional variation. As said earlier, although Citizenship Education and PSHE are becoming

important vehicles for education for citizenship in England, their parallels in Wales (Personal and Social Education [PSE]), and Northern Ireland (Education for Mutual Understanding [EMU], Cultural Heritage and Social, Civic and Political Education [SCPE]), not only have different appellations but play different roles in the curriculum. In the case of Scotland, the jury is still out and therefore the UNICEF baseline survey for this jurisdiction will not be conducted until autumn 2000. It also needs to be noted that though education for citizenship is being allocated to named ‘spaces’ in UK curricula, citizenship learning surfaces in virtually every aspect of school life. This in turn implies that education for citizenship is subject to not only substantial jurisdictional, but also regional, and even school-to-school, variation.

2.4 Purpose of the survey

To produce a nationally-available report giving:

- An overview of work in Citizenship Education at primary and secondary level, with particular attention being paid to teaching associated with the CRC;
- Specific information on where and how in formal and informal school policy and practice education for citizenship takes place, including present and future sites of curriculum opportunity;
- Information on support provision against teachers’ likely support needs.

To invite questionnaire respondents to assist in the process of:

- Pinpointing schools likely to be interested in participating in the UNICEF Monitoring Project which will focus upon tracking PSHE at key stages 1-2, Citizenship Education at key stages 3-4 and any other developments in education for citizenship.

2.5 Organisation of the survey

Data was collected via postal, mainly closed question, questionnaires. Respondents were supplied with freepost envelopes for returning the questionnaires and offered a complimentary copy of the key findings and recommendations from the survey plus a copy of the full text of the CRC as response incentives.

2.6 Structure of the questionnaire

The questionnaire was divided into six sections:

1. Respondent’s data: name, employer, job title and work responsibilities
2. Respondent’s perspective on citizenship education
3. Ways UNICEF might be able to collaborate with respondent
4. Scale of Citizenship Education perspective - local, national and/or international
5. Citizenship Education in the LEA with which the respondent is most familiar
6. Schools active in Citizenship Education, likely support needs and names of a primary school and a secondary school that might be interested in joining the UNICEF Citizenship Education Monitoring Project

2.7 Size and nature of sample

Two mailings were conducted, the first to 584 target group members in England, Wales and Northern Ireland, and the second to 133 humanities advisers in England and Wales. The English and Welsh target groups were supplied with a common questionnaire which incorporated English and Welsh elements while the Northern Irish target groups were supplied with a modified version of the English/Welsh questionnaire.

3. DATA COLLECTED

3.1 Respondent data

119 questionnaires were received in interpretable form by the specified return dates (see section 2.7). A further 9 interpretable questionnaires were received after the specified return dates. While these will be made use of, it has not been possible to include them in the data collated here. Of the 119 questionnaires received:

- 73 came from LEA personnel
- 30 came from NGO staff
- 16 came from HE respondents

Section 1. Response rate 99%

- 72 LEA personnel
- 30 NGO staff
- 16 HE respondents

Questions 1.1 - 1.5. Personal data

Date recovered here is restricted to the UNICEF Education Team and the Monitoring Project.

Question 1.6. Contact by telephone

97% (116) respondents were agreeable to telephone contact with UNICEF/the Monitoring Project.

Question 1.7. Work responsibilities

Most respondents support practising teachers (91) while just over a third (48) support student teachers. Responsibilities within the dataset are extremely varied. About half the respondents have responsibility for particular phase (eg. early years/primary or middle/secondary) or sub-section of a phase (eg. primary) while an appreciable number work across the whole 5-18 age group.

| | | | |
|-----------------------------------|----------------|----------------|-------------|
| 1.7.1 early years/primary | 3-5 years | 5-7 years | 7-11 years |
| | 54 | 75 | 78 |
| 1.7.2 middle/secondary | 11-13/14 years | 13/14-16 years | 16-18 years |
| | 80 | 79 | 61 |
| 1.7.3 support practising teachers | 91 | | |
| 1.7.4 support student teachers | 48 | | |

LEA advisers/inspectors in larger Education Authorities (ie. higher numbers of schools and pupils) are more likely to be responsible for a specific subject or field, while advisers/inspectors in smaller LEAs are much more likely to have multiple subject/field responsibilities. Frequently occurring subject/field responsibilities within the dataset include humanities subjects, including geography, history, politics, sociology and/or RE (45) and Citizenship Education/EMU/Health Education/PSHE/PSE/SCPE (44). Responsibility for cross-curricular themes is equally diverse and includes responsibility for Citizenship Education/EMU/ Health Education/PSHE/PSE/SCPE (35), environmental education /sustainable development (17), multicultural education/Cultural Heritage (11), the ‘international dimension in the curriculum’ (5) and human/children’s rights (4). Other’ responsibilities include a diverse array of one-off responsibilities ranging from work with MSc and PhD students to OFSTED inspections and various forms of LEA advisory duty.

Question 1.8. Respondents working in higher education institutions only

13 out of 16 HE respondents addressed this question, yielding a response rate of 81%.

| 1.8.1 Do you consider that you have sufficient time to prepare student teachers to teach Citizenship Education? | | | |
|---|---|--|---|
| Yes | 01 | | |
| No | 10 | | |
| 1.8.2 Course and hours | | | |
| | Citizenship Education through SUBJECT focus | Citizenship Education CROSS-CURRICULAR focus | Estimated HOURS across WHOLE course |
| BEd | 7 courses | 6 courses | 3 courses 1-5 hours 3 courses 6-10 hours 4 courses 11+ hours |
| PGCE | 8 courses | 2 courses | 7 courses 1-5 hours 1 course 6-10 hours 1 course 11+ hours |
| MEd, MA, MSc | 4 courses | 2 courses | 1 course 1-5 hours 2 courses 6-10 hours 1 course 11+ hours |

3.2 Perspective on Citizenship Education

Section 2. Response rate 100%

- 73 LEA personnel
- 30 NGO staff
- 16 HE respondents

Question 2.1. Perspective on content

| | High priority \longleftrightarrow Low priority | | | | | |
|---|--|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.1 Content | | | | | | |
| 2.1.1 different democratic models & practices | 11 | 04 | 10 | 13 | 38 | 43 |
| 2.1.2 global issues, questions & problems | 33 | 21 | 27 | 21 | 15 | 03 |
| 2.1.3 human rights concepts & instruments | 20 | 23 | 21 | 28 | 16 | 11 |
| 2.1.4 local/national/international governance | 04 | 10 | 11 | 16 | 27 | 51 |
| 2.1.5 topical issues & events | 16 | 35 | 27 | 26 | 11 | 05 |
| 2.1.6 values other than one's own | 48 | 26 | 27 | 11 | 04 | 04 |

Question 2.2. Perspective on practice

| | High priority \longleftrightarrow Low priority | | | | | |
|---|--|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.2 Practice | | | | | | |
| 2.2.1 community service | 07 | 08 | 09 | 13 | 35 | 48 |
| 2.2.2 community participation | 08 | 04 | 25 | 32 | 35 | 16 |
| 2.2.3 democratic approaches | 31 | 15 | 30 | 27 | 09 | 08 |
| 2.2.4 understanding rights and responsibilities | 51 | 38 | 13 | 14 | 02 | 02 |
| 2.2.5 protecting rights and responsibilities | 13 | 49 | 28 | 13 | 12 | 05 |
| 2.2.6 school mission/policy statement | 14 | 10 | 12 | 20 | 19 | 45 |

3.3 Ways UNICEF might collaborate with respondent

Section 3. Response rate 59%

- 60 LEA personnel
- 4 NGO staff
- 6 HE respondents

Question 3. Areas of collaboration

| 3. Potential areas of collaboration | Primary | Secondary |
|-------------------------------------|-----------|-----------|
| 3.1 initial teacher education | 23 | 26 |
| 3.2 in-service teacher education | 65 | 68 |
| 3.3 selection/use of resources | 60 | 61 |
| 3.4 specific subjects | 39 | 39 |
| 3.5 cross-curricular themes | 31 | 32 |

The following subjects/fields/cross-curricular themes were cited the most frequently as focuses for collaboration:

| | |
|--|-------------------------|
| Potential areas of collaboration (subjects) | |
| Citizenship/PSHE | Drama |
| English | Geography |
| History | RE |
| Potential areas of collaboration (cross-curricular themes) | |
| Agenda 21/Sustainable Development | Citizenship/PSHE |
| Development/International Education | Environmental Education |
| Equal Opportunities/Multicultural Ed | Human Rights Education |

3.4 (Geographical) scale of Citizenship Education perspective

Section 4. Response rate 81%

- 62 LEA personnel
- 22 NGO staff
- 13 HE respondents

Question 4. Scale of perspective

| 4. Scale of perspective | Policies & mission statements | Citizenship Education 5-16 | Democratic practices |
|-------------------------------|-------------------------------|----------------------------|----------------------|
| 4.1 Specific schools/clusters | 46 | 50 | 51 |
| 4.2 Specific LEAs | 36 | 51 | 45 |
| 4.3 Specific jurisdiction | 09 | 16 | 09 |
| 4.4 UK as a whole | 07 | 21 | 11 |
| 4.5 International | 03 | 11 | 11 |

3.5 Citizenship Education in a particular LEA

Section 5. Response rate 59%

- 60 LEA personnel
- 4 NGO staff
- 6 HE respondents

Questions 5.1 and 5.2. Name of LEA and number and type of schools

Most people who tackled this section named just one LEA and supplied numbers of primary, middle, secondary and/or other schools in their chosen LEA.

3.6 Schools' involvement in Citizenship Education

Questions 5.3 and 5.4. Schools with Citizenship Education policies and schools with democratic practices

| | | | | |
|---|-----------|-----------|-----------|-----------|
| 5.3 Schools with Citizenship Education policies | 0-9% | 10-25% | 26-50% | 50%+ |
| 5.3.1 primary | 34 | 13 | 07 | 07 |
| 5.3.2 secondary | 26 | 14 | 08 | 11 |
| Total responses across 5.3 | 60 | 27 | 15 | 18 |
| 5.4 Schools with democratic practices | 0-9% | 10-25% | 26-50% | 50%+ |
| 5.4.1 primary | 19 | 16 | 20 | 06 |
| 5.4.2 secondary | 11 | 16 | 22 | 11 |
| Total responses across 5.4 | 30 | 32 | 42 | 17 |

Questions 5.5 and 5.4. Schools with Citizenship Education featuring in curriculum and schools with extra-curricular citizenship practices

| | | | | |
|---|-----------|-----------|-----------|-----------|
| 5.5 Schools with citizenship education in curriculum | 0-9% | 10-25% | 26-50% | 50%+ |
| 5.5.1 primary | 25 | 12 | 12 | 11 |
| 5.5.2 secondary | 23 | 11 | 10 | 15 |
| Total responses across 5.5 | 48 | 23 | 22 | 26 |
| 5.6 Schools with extra-curricular citizenship practices | 0-9% | 10-25% | 26-50% | 50%+ |
| 5.6.1 primary | 24 | 16 | 16 | 01 |
| 5.6.2 secondary | 18 | 15 | 11 | 11 |
| Total responses across 5.6 | 42 | 31 | 37 | 12 |

Question 5.7. Primary and secondary curriculum content

| 5.7.1 primary CONTENT | common | less frequent | 5.7.2 secondary CONTENT | common | less frequent |
|-------------------------------------|-----------|---------------|-------------------------------------|-----------|---------------|
| democratic models & practices | 15 | 61 | democratic models & practices | 24 | 47 |
| global issues, problems & questions | 49 | 30 | global issues, problems & questions | 64 | 10 |
| human rights concepts & instruments | 09 | 64 | human rights concepts & instruments | 33 | 36 |
| social & moral education | 75 | 05 | social & moral education | 66 | 07 |
| local < > international governance | 01 | 71 | local < > international governance | 11 | 58 |
| topical issues & dilemmas | 52 | 25 | topical issues & dilemmas | 58 | 14 |

Question 5.7. Primary and secondary curriculum practice

| 5.7.3 primary PRACTICE | common | less frequent | 5.7.4 secondary PRACTICE | common | less frequent |
|-------------------------|-----------|---------------|--------------------------|-----------|---------------|
| community service | 20 | 56 | community service | 41 | 28 |
| community participation | 50 | 27 | community participation | 45 | 22 |
| democratic practices | 17 | 59 | democratic practices | 24 | 45 |
| learning about rights | 21 | 53 | learning about rights | 43 | 26 |
| preserving rights | 11 | 58 | preserving rights | 16 | 47 |
| school council | 17 | 58 | school council | 48 | 19 |
| school policy | 27 | 44 | school policy | 29 | 34 |

Question 5.8. Subjects and cross-curricular themes

| 5.8.1 SUBJECTS/THEMES | OCCURRENCE OF CITIZENSHIP EDUCATION | | 5.8.2 SUBJECTS/THEMES | OCCURRENCE OF CITIZENSHIP EDUCATION | | |
|---|-------------------------------------|------|---|-------------------------------------|------|------|
| | KS 1 | KS 2 | | KS 3 | KS 4 | GCSE |
| English | 31 | 39 | English | 42 | 43 | 26 |
| Maths | 01 | 02 | Maths | 01 | 01 | 01 |
| Science | 04 | 08 | Science | 13 | 16 | 07 |
| | | | Biology | 03 | 05 | 04 |
| | | | Chemistry | 01 | 01 | 01 |
| | | | Physics | 01 | 01 | 01 |
| History | 37 | 55 | History | 58 | 55 | 39 |
| Geography | 41 | 54 | Geography | 58 | 54 | 35 |
| Art | 07 | 09 | Art | 08 | 07 | 05 |
| Music | 07 | 09 | Music | 07 | 05 | 04 |
| Physical Education (PE) | 04 | 04 | Physical Education (PE) | 03 | 02 | |
| Design & Technology (DT) | 01 | 02 | Design & Technology (DT) | 03 | 05 | |
| Information & Communication Technology (ICT) | 07 | 12 | Information & Communication Technology (ICT) | 12 | 12 | |
| Religious Education (RE) | 51 | 24 | Religious Education (RE) | 54 | 54 | 32 |
| Citizenship Education (CE) | 21 | 24 | Citizenship Education (CE) | 30 | 33 | 15 |
| Personal, Social &/or Health Education (PSHE/PSE) | 60 | 70 | Personal, Social &/or Health Education (PSHE/PSE) | 66 | 68 | 20 |
| Literacy hour | 15 | 21 | Social & Environmental Studies | 01 | | |
| | | | Literacy hour | 05 | 05 | 02 |
| | | | Business Studies | 08 | 14 | 12 |
| | | | Home Economics | 01 | 01 | |
| Assemblies | 58 | 62 | Assemblies | 54 | 53 | 18 |
| Languages: | | | | | | |
| Punjabi | | 01 | French | 05 | 04 | 04 |
| Hindi | | 01 | German | 05 | 04 | 04 |
| Welsh | 02 | 03 | Spanish | 05 | 04 | 04 |
| MFL | | 01 | Italian | 01 | 01 | 01 |
| | | | Japanese | 01 | 01 | 01 |
| | | | Welsh | 02 | 02 | 02 |
| | | | MFL | 03 | 03 | 03 |
| Other subject/themes: | | | | | | |
| Cultural Heritage | 01 | 01 | Cultural Heritage | 02 | 02 | 01 |
| Education for Mutual Understanding (EMU) | 01 | 01 | Education for Mutual Understanding (EMU) | 03 | 03 | 02 |
| Agenda 21/Eco School Activities | 02 | 02 | Social, cultural & political education (SCPE) | 01 | 01 | |
| Junior Citizen projects | 01 | | Youth/Duke of Edinburgh | | 02 | |
| Drama | 01 | 01 | Drama | 03 | 03 | 01 |
| | | | Agenda 21/Eco School Activities | 02 | 02 | 01 |
| | | | Sociology | | | 02 |
| | | | Media Studies | | 01 | 01 |
| | | | Careers | | 01 | |
| | | | Work experience | | 01 | |
| | | | Form time/pastoral system | | 01 | 01 |

3.7 Support needs

Question 5.9. Primary and secondary support needs

| Citizenship Education support needs | 5.9.1 Primary teachers | 5.9.2 Secondary teachers |
|---|---------------------------|-----------------------------|
| A. help with developing school policy | 55 | 48 |
| B. help with curriculum content | 61 | 55 |
| C. help with implementing democratic practice | 51 | 48 |
| D. help with finding and/or using teaching materials | 63 | 60 |
| E. help with particular subjects | 31 | 33 |
| F. help with cross-curricular themes | 39 | 35 |
| G. help with involving the community | 41 | 38 |
| H. help with locating examples of good practice | 54 | 50 |
| Other: | | |
| I. help with considering broad conceptions of Citizenship Education | 01 | |
| J. help with INSET programmes | | 02 |

4. CONCLUDING REMARKS

4.1 Comments on the investigative process

As might be expected from a relatively demanding questionnaire, not all of the respondents attempted all of the questions. There was not, therefore, a 100% response rate for each of the questionnaire's six sections. While virtually all respondents responded to the questionnaire's first section, response rates to subsequent sections progressively fell. One short and simple explanation for this is that an appreciable number of respondents felt unable to provide even an estimated picture of Citizenship Education in a given LEA. Of these, a number have no contact with LEAs. While it was interesting to collect data on what an array of educators think about Citizenship Education the goal of the investigative process was to look at respondents' views against what they perceived to be happening at LEA level. This was explained in the documentation accompanying the questionnaires, but perhaps not enough.

Semantics was an inevitable obstacle. Does respondent A have a similar conception of 'democratic approaches to teaching and learning' to respondent B? Telephone or face to face interviewing where meanings are explored and qualified might have addressed discrepancies in meaning, but the size of the sample rendered such approaches impractical. The infancy of the field also contributed to discrepancies in meaning.

This document uses 'Citizenship Education' as a shorthand term for the formal learning about citizenship that takes place in such curriculum areas as Citizenship Education, Cultural Heritage, Education for Mutual Understanding (EMU), Personal, Social and Health Education (PSHE), Personal and Social Education (PSE) and Social Civic and Political Education (SCPE); but it is equally clear that understandings, capacities and dispositions appropriate to an evolving sense of

citizenship surface throughout 5-16 curricula. Yet there is no commonly accepted way of describing such learning. Furthermore, in England at any rate, Citizenship Education and PSHE are variously described as subjects and cross-curricular themes. Since it is important to distinguish between formal and informal learning about citizenship, the expression ‘education for citizenship’ has been used in this document to refer to learning that takes place outside clearly defined citizenship focuses.

4.2 A profile of the sample

As has been noted in section 1.7 although most of the respondents are involved in supporting practising teachers, an appreciable number (mainly, but not exclusively, HE respondents) support student teachers and a few mentioned that they support newly qualified teachers (NQTs). Many of the LEA respondents not only work across a variety of age groups but are also responsible for several subjects/fields. The majority of LEA respondents work in the field of humanities (history, geography and/or RE) and an appreciable number are either wholly or partially responsible for Citizenship Education, Cultural Heritage, EMU, Health Education, PSHE/PSE and/or SCPE. The response from ‘warm advisers’ (LEA advisers who had been contacted by UNICEF staff and volunteers and expressed an interest in working with UNICEF) was disappointing. Of the seventy or so warm advisers mailed only 15 returned questionnaires. Most of the NGO respondents are members of the Development Education Association (DEA), work in development/global/international education and tend to be involved in global citizenship and human rights education. Most of the higher education respondents are concerned with ITE and based in teacher training departments/faculties/institutions, while a small minority work in such fields as European Studies, Psychology and Citizenship and/or maintain a research relationship with education for citizenship.

4.3 Teacher training

Most (11 out of 16) of the higher education respondents are responsible for under- and/or postgraduate teacher training and consider that they have insufficient time to prepare student teachers to teach Citizenship Education. BEd and MEd/MA/MSc students appear to have greater exposure to Citizenship Education than PGCE students (where, in 7 out of 9 PGCE courses, less than 5 hours appear to be explicitly spent on Citizenship Education). Yet study after study has shown that ITE is critical to the future behaviour of teachers and that teachers tend to avoid teaching topics for which they feel ill prepared.

4.4 Perspective on Citizenship Education

The table for question 2.1 (Citizenship Education content) indicates that the respondents strongly favour ‘values other than one’s own’, followed, at a distance, by ‘global issues, questions and problems’ and ‘topical issues and events’. ‘Human rights concepts and instruments’ takes fourth place. Low priority was given to ‘different democratic models and practices’ and ‘local/national/international governance’.

The table for question 2.2 (Citizenship Education practice) indicates that ‘understanding rights and responsibilities’ is seen as particularly important, followed by ‘protecting rights and responsibilities’ and ‘democratic approaches’. Lowest priority is given to ‘school mission/policy statement’, ‘community service’ and ‘community participation’.

In terms of rights emphases this dataset appears to have an element of contradiction about it. Practice concerned with rights and responsibilities seems to be strongly favoured while content related to human rights concepts and instruments, though judged to be worthwhile, does not seem to attract the same attention.

4.5 Ways UNICEF might collaborate with respondent

Respondents expressed interest in all the areas of collaboration suggested in the questionnaire, but inservice teacher education (INSET) and the selection and use of materials attracted by far the greatest attention.

4.6 Scale of Citizenship Education perspective

Most respondents believed that they knew about Citizenship Education in specific schools and clusters of schools and slightly fewer thought they knew about the Citizenship Education picture in a particular LEA or group of LEAs. Curiously, more respondents said they knew about the UK as a whole rather than a specific jurisdiction (England, Wales, Northern Ireland or Scotland). Relatively few respondents felt equipped to comment upon the picture beyond the UK.

4.7 LEA-specific questions

Seventy respondents gave their perceptions of a chosen LEA either in full (responding to all questions) or in part (responding to selected questions or parts of questions). For example, in relation to the four questions concerned with school policies, democratic practices, curriculum content and extra-curricular activities in a given LEA (4.7.1 - 4.7.4 below), 53 respondents responded to all four questions in full while 13 responded to the four questions in part.

Had the sample been substantially larger and provided verifiable rather than indicative information, examining response rates and patterns for each question would have been worthwhile, but little could be gleaned by embarking on such an exercise with such a small and patchy sample. What follows, therefore, can only be indicative of the current state play in LEAs. Findings in this section should be regarded as a foundation on which the UNICEF and others working in the field can build.

4.7.1 Policies

About half of the respondents who addressed this question thought that no more than 9% of primary and secondary schools in their chosen LEA had Citizenship Education policies. At the other end of the spectrum (about a sixth of the respondents) thought that more than 50% of the schools in their chosen LEA had put Citizenship Education policies in place.

4.7.2 Democratic practices

The largest group of respondents here thought that 26-50% of schools in their chosen LEA were implementing 'democratic practices' (summarised in the questionnaire as 'teaching and/or school decision-making practices'). This was followed by two roughly equal groups of respondent who believed that 0-9% and 10-20% of schools in their LEAs were implementing democratic practices. In some ways this question was inserted 'tongue in cheek' into the questionnaire. What constitutes democratic practices' is very much open to individual interpretation and one can imagine all kinds of contradictions existing within schools that espouse such practices.

4.7.3 Curriculum

The largest group of respondents here thought that 0-9% of schools in their LEA taught Citizenship Education. This was followed by three virtually equal groups of respondent who thought that, respectively, 10-25%, 26-50% and 50%+ schools in their LEA were teaching Citizenship Education.

4.7.4 Extra-curricular practice

The largest group of respondents thought that 0-9% of schools ran extra-curricular Citizenship Education initiatives. This was followed by two virtually equal groups of respondent who thought that, respectively, 10-25% and 26-50% of schools were involved in extra-curricular citizenship initiatives.

4.7.5 Primary and secondary curriculum content

None of the six examples of Citizenship Education content supplied in the questionnaires were singled out by the respondents as being exceptionally important to schools in the LEAs profiled. 'Social and moral education' followed by 'topical issues and dilemmas' (second place for primary schools and third place for secondary schools), and 'global issues, problems and questions' (third place for primary schools and second place for secondary schools) were seen as the most frequently occurring elements of Citizenship Education content. 'Human rights concepts and instruments' was seen being relatively important for secondary schools and a low priority for primary schools.

4.7.6 Primary and secondary curriculum practice

At primary level, from the choices offered in the questionnaire, 'community participation' was regarded as by far the most common Citizenship Education practice. At secondary level, 'schools council', closely followed by 'community participation' and 'learning about rights' were seen as the most common elements of practice.

4.7.7 Subjects and cross-curricular themes

This dataset paints the clearest picture of where Citizenship Education, especially in England and Wales, tends to be concentrated. Most respondents regard PSHE as the most important site for Citizenship Education, though this may change in the English secondary sector as Citizenship Education achieves greater prominence in its own right. Assemblies are clearly important, as is history and geography in Key Stages 2 - 4 and RE in Key Stages 1, 3 and 4, but apparently not Key Stage 2.

From the very small Northern Irish sample (4 respondents) it is very difficult to gauge what the picture is in Northern Ireland. Nonetheless we can see that 3 out of the four respondents regarded EMU as an important site of Citizenship Education and accorded Cultural Heritage with some importance. The importance of SCPE, which is a new subject in the Northern Irish curriculum, is impossible to gauge from the data available.

4.7.8 Support needs

Help with finding and/or using teaching materials, curriculum content, developing school policy, locating examples of good practice and implementing democratic practice are seen as the most important primary and secondary support needs.

RESOURCES FOR CITIZENSHIP & PSHE

Teaching about the UN Convention on the Rights of the Child

All UNICEF education resources contain copyright free photocopiable pupil sheets

TALKING RIGHTS; TAKING RESPONSIBILITY

This 144 page book provides 30 activities for introducing the UN Convention on the Rights of the Child into secondary English attainment targets for Speaking and Listening, and for resourcing the new Citizenship curriculum. Six carefully structure units introduce rights, and helps students realise how rights bring responsibilities, for themselves and towards each other.

Margaret Monk of Copland School said, “The pupils responded extremely well to the activities, found them very enjoyable and started changing their attitudes towards each other, became more tolerant and respectful of others’ opinions.” **TALKING RIGHTS; TAKING RESPONSIBILITY** has been accepted for the resource list of NATE, the National Association for the Teaching of English. 36158 £13.00

INDIA: CHILDREN’S NEEDS; CHILDREN’S RIGHTS

This pack of is designed around the lives of six *partner* children in India from widely varying backgrounds and locations. A rights perspective is brought to Units looking at habitat and standard of living, water and health, who can afford a healthy diet, going to school in India, and play time. Also children’s festivals, mendhi and world faiths.

- 110 page Teacher’s Book with photocopiable pupils sheets;
- 15 A4 colour photo sheets with activities and information on the reverse;
- *A Journey through India* full colour educational board game;
- Activities at three levels: 5-8 yrs, 9-11 yrs, 12-14 yrs relating to: geography/people and place, people in society/citizenship, English, maths, science, RE, healthy and safe living, art/design & technology. 35157 Pub 1998, £16.00

THURSDAY’S CHILD is a schools’ musical on the theme of children’s rights. The story follows a group of children who make a journey to happiness, on the way encountering situations which illustrate aspects of children’s lives and their need for love and care. **THURSDAY’S CHILD** is set in no particular time or place so performers have maximum flexibility in staging the musical, and widest creative scope for children to work on costumes and stage design. A full performance offers opportunities for both individual and ensemble performance in song, drama and dance, while the Songbook version provides many of the songs in simple choral arrangements with a vox pop narration. The following **THURSDAY’S CHILD** products are available:

| | |
|-------------------------|---|
| Teachers’ Pack: | video of a performance with stopping points for discussion (37019), Teachers’ Book (36059) and a poster £17.50. |
| Performance Pack | everything you need to put on a performance: score, script, instrumental backing CD and poster £45.00 |
| Performance CD | songs from the musical. 38019 £13.00 |
| Songbook | piano version of selected songs, with narration for a cantata performance. 36049 £16.00 |

IT'S ONLY RIGHT

This book published by UNICEF's international Education for Development Unit, provides a practical guide for learning about the UN Convention on the Rights of the Child and using it as a springboard for action. Contains 15 activities. 36083 £8.50

RAISED VOICES - VIDEO

Under the UN Convention on the Rights of the Child every child has a right to express an opinion. This video contains four self-contained films of how children are being given opportunities to practice these rights. In South Africa children designed a children's charter which was incorporated by the South Africa government into their Constitution; in the USA a high school student talks to her peers about the urgent need for accurate information after contracting HIV from her haemophiliac boyfriend; primary school children in Liverpool take control of their local environmental problems and street children in Brazil take their concerns to the National Assembly.

17013 Pub 1993, 30 minutes, £10.50

WHAT IS UNICEF? - VIDEO

A lively video for primary-age children designed to explain the work of UNICEF, including the UN Convention on the Rights of the Child. Children from a north London primary school talk to actor, Vas Blackwood, about filtering water, a nutritious diet, and health care, supported by film footage from Nigeria and Bangladesh. The film also looks at the lives of street children in Colombia and children caught up in conflict in Angola as well as using archive footage to look at the origins of UNICEF in 1946. Each section is presented separately with a stopping point.

37011 Pub 1990, 27 minutes, £13.50

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