

Work in Progress II

Education for Citizenship in Four Nations

Follow-up interviews with teachers
and pupils in schools in England,
Northern Ireland, Scotland, Wales

Autumn 2002

UNICEF UK Citizenship Education
Monitoring Project (CEMP)

Acknowledgements

Thanks must go first and foremost to the schools that participated in the surveys in autumn 2001 and 2002. Since it was agreed from the outset that the names of the schools, teachers and pupils would remain anonymous we can only say that we appreciate your contribution.

Thanks to the following for their comments in the EfC in the Four Nations table:

Michael Arlow – CCEA, Northern Ireland
Bo Emecheta – DFES
Catherine Hester – Oxfam, Cymru
Christine Twine – Learning & Teaching Scotland

This report has been produced with funds from the UNICEF/British Airways Change for Good programme

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Foreword

Work in Progress II revisits the schools, teachers and pupils who were interviewed in autumn 2001, in order to assess progress. Citizenship is now statutory at secondary level in England, and at primary & secondary in Scotland. In Northern Ireland it is anticipated that citizenship will become statutory at secondary level in 2007. In Wales PSE will be statutory from September 2003 for primary & secondary. UNICEF UK Education staff have noticed a marked increase in requests for inservice training around rights and responsibilities, our specialist subject area, but it would seem that in the majority of schools real curriculum change is only just beginning. Continuing adjustments to the curriculum in England, in particular the continued emphasis on literacy and numeracy, plus staff shortages, have inevitably had a negative impact on this more nebulous, possibly more challenging, area of the curriculum. However, UNICEF UK is pleased to see that many schools are taking pupil participation more seriously, although in most there is a long way to go before they begin to approach the democratic models of schools in mainland Europe.

This report has given considerable space to reporting the interviews with teachers and groups of pupils, since, although 14 schools is a limited survey, they must surely be indicative of the views and experiences of teachers and pupils across the land. There is an extensive glossary and we have attempted to make some recommendations based on the findings.

Since the first Work in Progress, UNICEF UK has appointed two more Education Officers, a full time officer in Scotland and a part time officer in Northern Ireland. Wales is covered by Education Officers based in Manchester and Exeter. In addition England is served by Education Officers in York and west and central London. Also throughout the British Isles are UNICEF UK's network of trained professionals who form our Education Support Service. Schools can request free inservice training around rights and responsibilities, in particular the UN Convention on the Rights of the Child, and youth participation by contacting headquarters in London.

The seventh, and final report from UNICEF UK's Citizenship Education Monitoring Project (CEMP) will appear in spring 2004. The report will present the findings from national surveys, to be conducted by postal questionnaire in September 2003. It will look back to the baseline surveys of 1999/2000 and assess curriculum development and progress over four years, and the impact on the social climate of the school. In particular, UNICEF UK hopes to register a significant increase in awareness and knowledge of the UN Convention on the Rights of the Child amongst teachers and pupils, and to be able to assess the impact a rights perspective has made on the values ethos of the school. UNICEF UK believes that a significant shift in the power relationships in schools, towards a greater equality and partnership between teacher and taught, may also have a positive effect on the broader community. In particular, greater awareness of rights, our own and the rights of those who share our neighbourhoods, nations and planet, may also promote the increased responsibility for the welfare of others that many feel is imperative if communities, local and global, are to survive and thrive.

Heather Jarvis, Head of Education, UNICEF UK, February 2003

Glossary

ACCAC - Awdurdod Cymsterau Cwricwlwm Ac Asesu Cymru, the Qualifications, Curriculum and Assessment Authority for Wales and roughly equivalent to England's **QCA**, Northern Ireland's **CCEA** and Scotland's **SQA**

ACTS - Activating Children's Thinking Skills, Northern Irish project adopted by Welsh case study primary school

Bwrdd-Plant - Welsh for Children's Board

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

CCEA - Northern Irish Council for the Curriculum, Examinations and Assessment

CPD - Continuing Professional Development

DENI - Department of Education Northern Ireland, comparable to the **DFES**

DFES - Department for Education and Skills, the English Department for education and training, paralleled by **DENI** in Northern Ireland, **SEED** in Scotland and the **Welsh Assembly Education and Training Department** in Wales

EfC - Education for Citizenship embraces the formal and informal teaching of citizenship across all four jurisdictions and is used in this report to denote this breadth of approach. **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 English and Welsh **Local Education Authorities**, Northern Irish **Education and Library Boards** and Scottish **Local Authorities**.

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

Estyn - Welsh schools inspection service. England has **OFSTED**, Northern Ireland has **DENI** and Scotland has **HMI**s

ESSS - Environmental Studies Social Subjects, features on the Scottish case study primary school curriculum

LTS - Learning and Teaching Scotland - advises Scottish ministers and provides advice and support on education and lifelong learning for teachers

OFSTED - Office for Standards in Education in England, responsible for school inspections

PSHE/PHSE/PSE/pshe and citizenship - **Personal,**

Social and Health Education:

Personal, Health and Social Education/Personal and Social 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 **PSE's** 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 a key means of delivering **EfC** in Northern Ireland. Our Scottish secondary case study school regards **Modern Studies, Social Education** and **PSE** as significant **EfC** 'vehicles' while the Scottish primary case study school often delivers **EfC** through **PSHE** and **EEES** with overlaps in **Personal and Social Development (PSD)** and **Health Education**.

In Northern Ireland Education for Mutual Understanding (**EMU**), Cultural Heritage and Religious Education (**RE**) are significant vehicles in the delivery of Citizenship Education. Some Northern Irish secondary schools are starting to offer Citizenship as a subject (eg. in the case of the case - study school, as an option for years 9 and 10)

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

PDP - Professional Development Programme (for teachers) is another term for **INSET** or in-service teacher training

NICIE - Northern Irish Council for Integrated Education umbrella body for Northern Irish integrated (non-denominational) schools

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. The Scottish Executive also operates **SEED**, the **Scottish Executive Education Department**

SEN - Statements of Special Educational Need

UNICEF UK - United Nations Children's Fund in the United Kingdom

1. Findings and recommendations

1.1 Findings

1.1.1 Citizenship Education audits

● Even when they said that Citizenship Education audits had been conducted, the teachers interviewed were reluctant to provide copies of audit documents. One primary school handed out a copy of an annual review of Citizenship schemes of work, and one secondary school passed on an example of how the Head of RE had responded to the Citizenship Education Co-ordinator's request for audit information. This lack of 'evidence' means that we have no way knowing a) why some schools and not others are conducting Citizenship Education audits, b) how Citizenship Education audits are being conducted and c) what is actually audited.

1.1.2 Curriculum change

● A substantial amount of curriculum and procedural change appears to be taking place. Many schools are making curriculum or other (policy, pastoral, procedural) changes to integrate Citizenship Education into what is already being done and many have addressed, or are addressing, the training, resource and other Citizenship/PSHE needs identified during last year's interviews.

1.1.3 Democracy in school

● Most of the schools surveyed run a school council or equivalent. The few schools that did not have formal pupil decision-making structures in place were in the process of establishing a school council or equivalent.

● All the primary and a few secondary schools in the survey operate circle time. In some primary schools older pupils run or help facilitate circle time.

● The teachers interviewed appear, in general, to associate pupil participation with formal decision-making processes and structures, rather than with pupil involvement in learning or other forms of daily teacher-pupil and pupil-pupil interaction.

● Where pupil participation is monitored and evaluated (and this is rare), it tends to take place only in relation to formal decision-making processes and structures. Few, if any, of the teachers interviewed have attempted to monitor either how pupils participate in the life of the school in general, or how they regard such participation.

● A tiny number of schools have attempted to build bridges between such decision-making structures as governing bodies and school councils. However practical difficulties, such as when governing body representatives are able to meet pupils, often make contact difficult.

● Responsibility for pupil decision-making structures, pastoral support, active learning, Citizenship, PSHE and community contact is often spread across several individuals who may or may not liaise. Planning and action associated with pupil democracy, especially in larger schools, does not therefore seem to be particularly 'joined up'. Furthermore, since few schools appear to have a code of practice or policy that is specifically concerned with developing, and especially, reaping the benefits of pupil participation, there tends to be little momentum toward integrative practice at the present time.

● There are many excellent examples of pupil participation in the case study schools but most are ad hoc and products of the enthusiasms of a limited number of teachers.

1.1.4 Teachers' views on pupil involvement in decision-making

● Teachers in schools with well-established decision-making structures tend to be more adventurous about the range of decisions that pupils can be involved in than teachers in schools where decision-making structures are either new or non-existent. Primary teachers in the sample tended to be slightly more open about what could be discussed than secondary teachers.

● All the teachers interviewed considered that 'charity or voluntary work', 'contact with the community' and 'bullying' were valid items for school council agendas and the vast majority thought that 'discipline', 'rules and regulations' and 'social events' were admissible. However, there were a few, what might be termed, 'blenching areas' for some interviewees. Pupil involvement in the 'appointment of new staff' and 'the curriculum' were the least chosen agenda items and a small number of (mainly secondary) teachers were reluctant to get into 'school uniform' discussions. However, for an appreciable number of teachers, very little was out of bounds. Nine interviewees came up with fifteen 'other' topics that might be discussed in school councils. See tabulated findings and 'other' topics on pp 13.

1.1.5 Teaching about the UN Convention on the Rights of the Child (UNCRC)

- Teaching about the UNCRC can, at times, be either whimsical (ie. dependent upon whether or not teachers choose to introduce the UNCRC) or patchy (ie. introduced at a single point in the primary and/or secondary phase of child's school career). That said, an increasing number of schools are building teaching about the UNCRC into Education for Citizenship (EfC) curricula, with a tiny minority claiming that the UNCRC cross-cuts everything they do. Indirect teaching about children's rights also occurs in many schools, though, as noted in last year's report, such teaching is often associated with child protection and neither covers the diversity nor the universality of the UNCRC.
- Secondary teachers express greater concern about whether pupils will be able to grasp human rights concepts than primary teachers. A few secondary teachers also expressed concern about whether teaching about the UNCRC might lead pupils to make unreasonable demands for privileges.
- Even where teaching about the UNCRC has been grounded in the curriculum for some time, it is difficult for teachers to discern changes in teacher-pupil and pupil-pupil relationships that are attributable to such teaching. Changes may occur, but even with the most carefully considered monitoring and evaluation, such changes are difficult to measure.

1.1.6 Pupil opinion on pupil participation

- The vast majority of pupils interviewed understand how decision-making processes and structures work in their school. Higher ability pupils seem, on the whole, to be clearer about procedural detail and practical outcome than lower ability pupils. As observed last year, this seems to be attributable to higher ability children being more likely to be picked or elected as school councillors.
- Pupil response to whether they feel that they are an important part of school varied more in these second interviews, especially at primary level. This could be due to the pupils being older and more self-confident and/or appreciating that they really could speak freely.
- Seniority in the school pecking-order continues to be an important factor in how pupils rate their importance.
- Many pupils were able to recall our first meeting and at least some of what was discussed, though a substantial minority had either forgotten or had a hazy recollection of what we talked about.
- More pupils said that they had learnt about the UNCRC than in the first interview survey.

1.2 Recommendations

1.2.1 English, Northern Irish, Scottish and Welsh political policy-makers

- **Political policy makers need to join up thinking on education *about* and *for* the UN Convention on the Rights of the Child *with* the implementation of the educational, social and legal aspects of the Convention.** Though the Convention entered into force in the UK in 1991, policy and practice remain patchy and piecemeal across English, Northern Irish, Scottish and Welsh government ministries and departments. While some regard children and young people as the subjects of the Convention, and therefore to be consulted and involved, others regard children and young people as the objects of the Convention and thus to be protected and provided for. **It is often impossible to discern overarching UK goals and, even, at times, specific jurisdictional aims and objectives. Yet it would seem important that such work should be coherent, and that children and young people should be treated as *both* subjects *and* objects by the bodies charged with upholding and disseminating the Convention.**

1.2.2 Educational policy-makers

- **The UK Government has emphasised the need for children and young people to learn about their rights and responsibilities, and seems to recognise that such learning is most effective when coupled with the exercise of such rights.** However, though all four UK jurisdictions place substantial emphasis upon *teaching* about rights and responsibilities in the Citizenship curriculum frameworks developed, what has not been communicated strenuously enough is *how rights teaching can be consolidated through pupil participation in school life in its broadest sense*. **Educational policy-makers across all four UK nations should, therefore, give schools a clearer steer on how rights-based teaching and rights-based practice can be better integrated. Guidance on pupil participation beyond the confines of formal decision-making processes and structures needs to be given prominence in future curriculum and inspection documents.**

1.2.3 School managers

- **Schools have all to play for with pupil participation, something that should be emphasised by school managers at staff meetings and in continuing professional development sessions.** There is a growing body of research (see Concluding remarks on pp7) to suggest that the schools that have adopted a root and branch approach to pupil participation have not only seen improvements in academic standards and discipline, but also experienced reductions in truancy and bullying. **Pupil participation should**

therefore be treated not as a Citizenship 'frill' of concern to a small number of staff, but as a whole school priority and planned for, monitored and evaluated accordingly.

1.2.4 Educational research bodies

● OFSTED (*Inspecting Citizenship* Guidance document, 2002) notes that some pupils can be excluded rather than included by participatory activity, and that such exclusion may be ability related, but does not suggest what teachers might do to address this. Pupils' exclusion from participation on grounds of ability is a common occurrence. This survey and its predecessor (*Work in Progress*, 2001) has only touched upon what is a very complex problem. All the evidence gathered in the *Work in Progress* surveys suggests that, even for outwardly cynical older pupils, being included in various aspects of school life is affirming and likely to produce positive spin-offs. **More research into the factors influencing exclusion from participation needs to be conducted, as does more research into what constitutes best inclusive practice.**

1.3 Concluding remarks

Hart (1997) speaks of the need for children's rights to be protected by adults, *and* for children and young people to 'know about their rights and be able to voice them'. He argues that adults should encourage children and young people to participate to 'the maximum of their desire and capacity' while creating conditions that are conducive to the genuine involvement of children and young people in democratic processes. It has been recommended in this document that institutions and organisations charged with

upholding and disseminating children's rights should treat children and young people as *both* the subjects *and* the objects of the Convention. Children and young people need to have their rights protected by adults, but equally, as the *Work in Progress* (2001) report found, they want not only to learn about their rights but also expect to be informed about who they can turn to when they encounter rights' infringements.

As indicated earlier, pupil participation is increasingly being regarded as a key ingredient in school improvement. There is now a growing body of evidence to suggest that pupil participation helps contribute toward the ethos and health of a school, increase attainment and decrease truancy, bullying and discipline problems (cf. Davis, 1998; Covell and Howe, 1999; Rudd et al, 2002). EFC, and specifically the UN Convention on the Rights of the Child, offers real life contexts for the exercise of pupil rights and responsibilities. Such contexts help pupils make connections to the world outside the school gates, as much as to their future lives as parents, workers, consumers and adult citizens. It is hoped that this report helps contribute toward this growing body of evidence in favour of genuine pupil participation in school life. Finally, it should not go unremarked, that report and its predecessor (*Work in Progress*, 2001), would not have been possible without the schools profiled in the two surveys being prepared to share their Citizenship 'journeys' with us. Apart from being appreciative of their candour we should wish them well with what lies ahead.

Dr Aileen McKenzie, 20.1.03

2. EfC in the Four Nations

Table x EfC in England, Wales, Northern Ireland and Scotland at a glance (Spring 2003 version)

England			Wales			Northern Ireland			Scotland					
Year	Age	EfC	Year	Age	Level	EfC	Year	Age	Level	EfC	Year	Age	Level	EfC
FS	4-5	-	R	4-5	-	-	Y1	4-5	-	-	-	3-5	-	-
Y1	5-6	Non-statutory pshe & citizenship	Y1	5-6	KS1	PSE statutory from September 2003	Y2	5-6	KS1	Thematic & discreet subject delivery planned from 2004, wholeschool ethos also crucial.	P1	5-6	A	EfC (2002) Discussion and development document published refers to 5-14 & post-14 'opportunities'
Y2	6-7	"	Y2	6-7	"	"	Y3	6-7	"	"	P2	6-7	"	"
Y3	7-8	"	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	Citizenship Education statutory since 2002	Y7	11-12	KS3	"	Y8	11-12	KS3	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	Standard grade syllabuses
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	Nat qualif syllabuses
Y13	17-18	A2/other	Y13	17-18	A2/other	-	Y14	17-18	A2/other	A2/other	S6	17-18	"	"

Explanatory notes

England

Primary - FS - Foundation Stage. Primary teaching takes place through non-statutory 'pshe and citizenship' and also subject-specific, cross- and extra-curricular work. At years 12 - 13, AS and A2 exams, mainly in the form of Social Studies, are available. Some pilot projects are being run with 21 consortia to see how Citizenship can be extended to further education and work-based institutions.

Secondary - Citizenship is addressed via the Community aspect of PSE, ACCAC has also produced guidance on cross-curricular education for sustainable development and global citizenship.

Wales

PSE - 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).

Scotland

5-14 - Subject-specific, extra-curricular and cross-curricular EfC themes, of which 5-14 People in Society is particularly important.

Post-14 EfC implicit in many subject choices though pupils may not encounter the 'full range of learning outcomes', however recommendations have been as to how schools can address gaps in learning.

3. UNICEF's earlier surveys

Since 1999 UNICEF has commissioned four baseline surveys plus an earlier Work in Progress interview survey:

- **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)
- **Autumn 2001 Citizenship in Scottish Schools: A baseline survey of curriculum & practice among primary and secondary schools** (published and available on the UNICEF website)
- **Autumn 2001 Work in Progress: Education for Citizenship in Four Jurisdictions, Interviews with teachers & pupils in schools in England, Northern Ireland, Scotland Wales** published and available on the UNICEF website)

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 rather than rehearsing rights and responsibilities. It thus became appropriate to conduct teacher and pupil interviews to get a picture of what was happening on the ground. Schools were sampled throughout the UK because UNICEF works in England, Wales, Northern Ireland and Scotland. It was planned, from the outset, that we would return a year later to conduct interviews in each participating school and thereby gain a sense of the pace of change that was taking place. This survey catalogues the 'second round' teacher and pupil interviews that took place, lists findings and puts forward recommendations arising from the findings.

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, find out:

- what the pupils think about pupil participation in the life of the school
- whether the pupils recall having been taught about the UN Convention on the Rights of the Child
- 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/equivalents audit and, if it has, establish how the exercise was conducted and what was learnt
- whether the school has adopted particular models for delivering EfC
- what changes have taken place in the delivery of Citizenship Education/equivalents over the past year
- what changes have taken place in democratic processes and structures over the past year
- what training, resource and other Citizenship Education/equivalents needs exist in the school

4.2 Approach

UNICEF Education Officers working across England, Wales and Scotland recommended schools that were addressing the challenge of EfC and willing to participate in the survey for two consecutive years. Since, during the planning stages, UNICEF had no Northern Irish Education Officer to recommend schools, a slightly different procedure was followed. An Education for Mutual Understanding (EMU) advisory teacher recommended four schools in the Province that we could visit.

All told, eight primary and seven secondary schools participated in the 2002 survey (as against the eight primary and eight secondary schools participating in the 2001 survey). Of these, eight schools were English, three were Northern Irish, two were Scottish and two were Welsh.

A Northern Irish secondary school dropped out of the survey, due, we told, to a change of head and consequent 'restructuring'. Since, through no fault of the school, we were unable to interview pupils in the Northern Irish primary schools, we have excluded this school as a case study. This means that we are therefore featuring seven primary and seven secondary case study schools in Work in Progress II.

In the majority of cases, the same teachers and pupils were interviewed in 2002 as in 2001. However, with the two pilot English primary schools (in Hampshire and Yorkshire), since a year and a half had elapsed between the pilot and second interviews, our year 5 pupil informants had moved on to secondary school. Staff had left or changed post in three schools so their replacements were interviewed. The CEMP consultant, Dr Aileen McKenzie, conducted the interviews. Each participating school was asked to supply five higher and five lower ability pupils to participate in two sets of semi-structured group interviews. It was left up to the teacher/s concerned to decide which group was interviewed first. As a rule, in the second round interviews, year 6 pupils (Primary 7 in Scotland) and Year 8 (Secondary 2 in Scotland) were interviewed. The teachers, usually Citizenship/equivalent

coordinators, were generally interviewed last. This meant that issues arising from the pupil interviews could be discussed with the teachers. A week or two after the interviews, draft interview write-ups were sent for comment and correction to the participating teachers. Once feedback had been received, each teacher received a 'thank you' note and free publication from UNICEF. All the participating schools will receive a copy of this report when it is published.

4.3 Lessons learnt

- We decided, in this second round of interviews, to, broadly speaking, ask the same questions, supplementing these in the case of the teachers, with questions arising from the 2001 survey. Having got the first round of interviews under our belts we had become interested in what EfC changes had taken place and whether the pupils had noticed certain types of change. As an example, we were interested in whether the UNCRC had become embedded in EfC curricula and where, when and how it was being taught. In a number of cases, especially at secondary level, the UNCRC had been embedded in EfC curricula, but had not been targeted at our interviewees. Given greater time and resources it might have been possible to interview pupils who had learnt about the UNCRC. However a few schools not only teach formally about the UNCRC but reiterate such teaching in assemblies, community contact, school councils and the like. Where the UNCRC has been consistently embedded in a school's ethos, pupils are generally aware of this.

- The 'Mexican wave' syndrome seemed to continue with the pupil interviewees. When the first child to speak gave a particular response it appeared to start a chain of similar responses. Lively and assertive pupils (from both lower and higher ability groups) continued to be more prepared to voice their opinion than quieter and more withdrawn pupils. Lower ability secondary girls, particularly those interviewed with boys, seemed to be especially withdrawn. As noted in the Recommendations section, more research into this complex area is badly needed.

5. Supplementary (2002) interview topics

What follows is a selection of teacher and pupil responses to topics that *were not* discussed in the 2001 interviews. The responses selected deal *either* with change and innovation or aspects of EfC practice yet to be resolved such as: what can be discussed by school council; whether pupils know when they are learning about EfC; and whether pupil participation is being monitored and evaluated. Selected responses to 2000-01 interview topics can be found in section 6. Appendices pp21 -31.

5.1 Teacher interviews

5.1.1 Recent changes in EfC delivery approach

- Hampshire primary school
'PSHE is more prominent these days and has been included in our medium term plans.'

- Hampshire secondary school
'The Head of Year (HoY) lessons and Key Stage 4 PSHE have now been designated as 'Citizenship'.* Subject-specific citizenship work continues to be important.' 'In Citizenship we're covering political parties and the political system, the media and paparazzi. We've just started work on global citizenship.'

**When the school was visited in the summer of 2001, the HoY lessons, which were once a week 50 minute slots used to deliver PSE topics, careers and citizenship, also enabled year heads to get to know the pupils they were responsible for.*

- Yorkshire primary school
'We have Pastoral Groups now rather than circle time. We discuss global citizenship in pastoral groups, RE, resources and use the website.'

- Nottinghamshire secondary school
'A Guidance Group has been established to get discussion going at staff meetings and a Guidance Programme is being put into operation. The Programme will be trialled early in 2003. The plan is to suspend the timetable so that the five (7-11) year groups can take one of 5 modules: Personal and social skills; Sex and relationships Education; Drugs and health education; Citizenship; Careers. I had hoped that it would be in operation by now but it has been postponed to autumn 2003. The Head felt careers, work experience and the

marketing of the school needed a boost so I'm seeing into these. We have appointed someone to look after the Programme. She's been given responsibility points for the whole thing.'

- Devon primary school
'Our thinking has changed. We're using a more advanced vocabulary. When I went to South Africa this summer I realised that our children could take on the organisation of circle time and the School Council, though there'd need to be an adult in the room.'

- Devon secondary school
'Citizenship Education tends to come under PDP but needs to be more whole school. I hope that the Guilds (pupils belong to one of one six 'guilds', which are roughly equivalent to houses) will do more. Individual subjects pick up strands of Citizenship, though Citizenship is generally seen as my responsibility even though I am trying get over that it's everyone's.'

- Northern Irish integrated primary school
Apart from the pilot project*, no real changes had taken place. The school continues to implement 'tried and tested things like circle time and peer mediation'.

** On personal development including citizenship.*

- Northern Irish integrated secondary school
'Yes, we now have Citizenship as a subject for some of years 9 and 10*. Pupils opting not to do a second language can do Citizenship, ICT, Careers and Drama for 10 week 30-lesson blocks on a rotating basis.'

**The equivalent of years 8 and 9 in England and Wales and S1 and S2 in Scotland.*

5.1.2 How pupils know when they are learning about Citizenship

- Hampshire primary school
'Timetables are displayed in the classrooms so that the children can see what's going on and we ask them why they think they're doing something.'

- Hampshire secondary school
'The pupils have Citizenship exercise books. I would like to see these used when they're doing subject-specific citizenship work.'

- Yorkshire primary school
‘I timetable one lesson per fortnight with my class. Key Stage 2 brings Citizenship in when there is time. Last week we had a topic on emergency services across the whole school. We might do this every term. We also now have a citizenship award, which both teachers and pupils can be nominated for. People have it for one week though this might be expanded. The Pastoral Groups take place every fortnight in Reception through to Year 5. Teachers take a different Pastoral Group to their normal class. It’s a good way of getting to know children across the school. We have six week topics which change every half term: friendship; how to deal with bullying; families; managing anger. Children can put ideas into the School Council suggestion boxes. I empty the boxes and sort the ideas into issues to be discussed with the class teacher and issues to be discussed at School Council.’

- Devon primary school
‘Apart from telling the children and relating it to their lives, we are also write learning objectives down so the children can see how they’re doing.’

- South London primary school
‘Since September, (we) tell them.’ Though the teacher admitted that she still found it difficult to determine where Citizenship overlaps with Health and PSHE in general, adding, ‘I hate the Orders being expressed in terms of Schemes of Work. Very content-based. I’m a skills person. Think Citizenship should be about making decisions.’

- Mid-Wales secondary school
‘I don’t know whether (pupils) ought to know (when they are learning about Citizenship). They’d know when they’d done stuff on bullying but making Citizenship a subject might reduce its value to pupils. They’d think it was just something they learnt about.’

- Northern Irish integrated primary school
‘Pupils know when they are learning about citizenship in the same way as they would know when they covering other topics.’ ‘We also have targets we discuss with the children’.

- Northern Irish integrated secondary school
‘There are close working relationships between the PSE/Citizenship and Integration Coordinators’.

‘Unfortunately, none of these short courses are accredited but I am looking at some of the pupils going on to do a half credit in Citizenship with AQA. I have been guided by the AQA short course in Citizenship in planning the ten week course but unfortunately timetabling is such that I have been unable to deliver it. The ten week course is taught

by two colleagues and we meet regularly to discuss its progress.’

5.1.3 Whether pupil participation is monitored and evaluated

- Hampshire secondary school
‘Not formally. We’re trying to generate a culture of participation. The School Council has broken down in the past and needs to be seen as working and making things happen.’

- Sheffield primary school
‘We do activities at the end of pastoral group sessions: writing, drawing pictures, some way of consolidating what’s gone on.’

- Nottinghamshire secondary school
‘Citizenship will be a specific scheme of work clearly recognisable by the students.’

- Devon primary school
‘We have more record-keeping with circle time now and I am trying to promote more (pupil) reflection and feedback. When we implement the QCA Schemes of Work we will be able to see what has and hasn’t worked to maintain rigour. I can see it’s becoming more formalised leading up to when it becomes statutory (in primary schools).’

- Devon secondary school
‘Not formally. Informal feedback comes via the College Council by going over the minutes of previous meetings. In humanities subjects pupils evaluate lessons and are asked about participation.’

- South London primary school
During PSHE, which is delivered in 30 minute blocks each week, the head encourages the staff to work with small groups of pupils so that everyone can speak.

- South London secondary school
‘I don’t think we do really. There is no formal structure. Quite a lot is going on but there is no accreditation or recognition. We’re looking at an award system.’

- Mid-Wales primary school
During the final week of each academic year the children evaluate their academic, personal and social progress by completing ‘My Record Book’. The book invites pupils to describe the contributions they have made to various aspects of school and school-community life including the Bwrdd-y-Plant. Certificates of achievement are then awarded on the basis of these pupil self-evaluations.

The school has also adopted 'ACTS' (Activating Children's Thinking Skills). Developed in Northern Ireland, ACTS is based upon explicitly teaching different types of thinking skill, offering pupils the opportunity to exercise such skills and discussing what has taken place. While not ostensibly about pupil participation ACTS' success depends upon teachers encouraging pupils to play an active role in their learning. The school has a policy for developing children's thinking skills right across the age range.

- Mid-Wales secondary school
'No. I imagine the Deputy Head will get feedback from each form but he's only just started.'
- Northern Irish integrated primary school
'We keep minutes of Class Council and School Council meetings, though there is no way of measuring more general pupil participation.'

- Northern Irish integrated secondary school
'This comes into the SETAQ (School Evaluation Through Attitude Questionnaire) surveys, which we have built into the School Development Plan. We ask a random group of pupils, parents and staff to tell us what they think about matters like participation, self-esteem and a sense of belonging.'

- West of Scotland primary school
Pupil participation in decision-making is not formally monitored, though pupils can comment upon this aspect of school life in their curriculum evaluations.

- West of Scotland secondary school
The teacher interviewed was not aware of any formal review of the effectiveness of the Student Council.

5.1.4 Areas of decision-making pupils should be involved in

Areas	Endorsement	Areas	Endorsement
community contact	15	social events	14
charity or voluntary work	15	uniform	11
bullying	15	appointment of new staff	9
discipline	14	the curriculum*	9
rules & regulations	14	other**	9

* Sixth formers only according to one interviewee
 ** Nine teachers cited fifteen 'other' topics

'Other' topics:

- 'When staff are appointed, as part of the interview process, they have to meet a student panel and teach a lesson with student feedback. There was a case when a students were listened to and a prospective member of staff was not appointed.'
- 'European involvement. Pupils elected a boy and a girl to represent the school in a Comenius project that brought teachers and pupils from various parts of Europe together.'
- 'Things in the playground that pupils can make financial decisions about, such as equipment.'
- 'Anything that affects the pupils, apart from where social work referral is concerned.'
- 'Homework and coursework deadlines, though many teachers will be already be negotiating these with pupils.'
- 'Peer mediation. I train sixth formers to deal with such topics as sex, drugs, alcohol, bullying and peer pressure with year 7s.'
- 'Changes to the school canteen system and canteen opening times.'
- 'I'm not sure about the curriculum.'
- Movement around the school
- Conduct of school council
- Behaviour in circle time
- School environment
- Peer mediation
- Assemblies

5.1.5 When and where teaching about the UNCRC occurs

- Hampshire primary school
'Aspects of the UNCRC are covered in year group assemblies, visits from the police and via the NSPCC 'Full Stop' programme. ...there is specific coverage in year 5 PSHE.'
- Hampshire secondary school
'Teaching about children's rights already occurs in Year 10 and will also take place in Year 8. We offer an RE half-credit GCSE already and will probably offer a half-credit GCSE in Citizenship.'
- Yorkshire primary school
'Mainly in the Pastoral Groups, I'm not aware of specific schemes of work.' 'Right through at different levels.'
- Nottinghamshire secondary school
'I don't know because Miss X (the Guidance Programme Co-ordinator) is dealing with this. She has picked up the UNICEF stuff and (so far) has only done lesson plans for Year 11. The Rights of the Child will be in the Year 7 Scheme of Work.'
- Devon primary school
'We are going to be (teaching about the UNCRC). I have discussed it with Years 5 - 6, but informally in the context of other countries.'
- Devon secondary school
'We teach (the UNCRC) in Year 10 Integrated Humanities. Integrated Humanities GCSE includes conflict and co-operation, environmental issues, prejudice and discrimination, family in society, beliefs and values. Students conduct a piece of research which contributes up to 25% the marks. I've thought about offering a half-credit GCSE in Citizenship but how can you fail Citizenship? I'd like to develop our own accreditation system with Citizenship merits and recognises good contributions to school life. Some (UNCRC-related) legal work is done lower down the school with the police.'
- South London primary school
The UNCRC is covered in the PSHE programme. The UNCRC is covered 'in different depths' across all age groups and the head 'brings children's rights up in assemblies all the time'.
- South London secondary school
PSHE, which has a double period of 1 hour 20 minutes assigned to it every two weeks, covers the UNCRC. Years 7, 8, and 9 work on Rights and Responsibilities in the summer term.

- Mid-Wales primary school
The teacher who had previously been carrying forward work on children's rights as part of his responsibility for PSE had left and, though the head was keen to continue what he had started, she felt that the school would benefit from 'some courses before going headlong with the children'.
- Mid-Wales secondary school
The teacher interviewed covers the UNCRC with year 10 PSHE pupils 'but not as an exam'. 'Even the lower ability pupils enjoy it. It's part of Rights and Responsibilities and includes a visits from a local MP (part of the UNICEF Put It To Your MP initiative). He's very good and does for four one hour sessions for two classes each time. The classes have to prepare local, national and international questions.'
- Northern Irish integrated primary school
'We have not yet done anything coherent. Hope to do this throughout the school when we work on this pilot project.'
- Northern Irish integrated secondary school
'Years 9-10 as part of the Citizenship option but it also occurs in NSPCC and other inputs in PSE through different year groups. For example, Year 12 are currently covering the rights of the child and the rights of the parent.'
- West of Scotland primary school
Such teaching takes place during Environmental Studies Social Subjects and PSHE lessons. Work on the UNCRC is targeted at P 4/5 (ages 8-9 and 9-10).
- West of Scotland secondary school
The UNCRC is taught in Modern Studies in the Winter (January - March) Term. When teaching about the UNCRC the teacher interviewed covers responsibilities as well as rights and uses materials like the UNICEF's What Rights?, Modern Studies course leaflets and videos. The teacher interviewed thought that the UNCRC might also feature in Social Education. The UNCRC is covered at S1 and S2 (ages 12-13 and 13-14).

5.1.6 Whether, as a result of teaching about the UNCRC, any changes in pupil-pupil or teacher-pupil relationships have been noticed

- Hampshire secondary school
'Not yet.'
- Yorkshire primary school
'It makes you think more about the individual child. Pupils probably feel more valued.'

- Devon primary school
'They are aware that they're living in a privileged part of the world.'
- Devon secondary school
'I can't say that I've noticed any changes. A few students can get very silly about rights but they're only joking. Further down the line such teaching might have impact.'
- South London primary school
The head did not know whether it was attributable to UNCRC teaching but she had noticed how few problems the school experienced last year 'considering its lack of space'. (The school was the subject of a major programme of expansion last year and many of the play areas were used as part of the building site.) However, she felt it was 'not the norm' at her school for pupils to do 'antisocial things'.
- South London secondary school
'No, but teacher - pupil relations are so important. OFSTED said ours were good and valued.'
- Mid Wales secondary school
'It certainly opens their eyes at the time. They become much more aware of racism and disabilities.' The teacher interviewed said that she always emphasised rights and responsibilities but added 'Sometimes teachers are very good at rights and responsibilities.'
- Northern Irish integrated secondary school
'I think expectations of certain standards of behaviour and discussion about rights and responsibilities are important. Experience from my previous school (in England) suggests that a rights-based argument often works better with pupils than a disciplinary approach.'
- West of Scotland primary school
The school has been doing some work on the UNCRC though it was very much at the trial stage. The head thought that 'the majority had accepted it really well' though 'one believes he has the right to do anything' and 'a couple haven't taken responsibilities on board'.
- West of Scotland secondary school
The teacher thought that such teaching helped the pupils to become more confident about expressing their views.

5.2 Pupil interviews

5.2.1 Whether changes are planned/have taken place in the way that decision-making structures /processes are run

Hampshire secondary school

- Group 1
'Mr X (the teacher interviewed) has started the School Council up again and we're applying for specialist Engineering status.'
- Group 2
'We're getting a Listening Room, a School Council (suggestion) Box and a Bully Box.' 'We've got Year 10 and 11 mediators.'

Yorkshire primary school

- Group 1
'People can't be on the School Council for more than 2 years.' 'We can nominate children and teachers for the Good Citizenship Award.' 'They get it for two weeks.' 'We have a presentation on Fridays.'
- Group 2
'We used to have assemblies on Fridays but now we have Pastoral Groups every other Friday.' 'We have a Good Citizen Award, that's new.' 'We should change the School Councillors every year but we haven't for ages.'

Nottinghamshire secondary school

- Group 1
'We're getting one.' 'We're in the process of electing people.' 'There'll be two people from every tutor group but Year 11 don't do it - yet.'
- Group 2
'In our Tutor Group we go on the Internet because it's in the Computer Room. We sometimes discuss how the school is run.' 'We're getting lessons to do with health, relationships and stuff like that. It will help people.'

South London secondary school

- Group 1
'We're discussing school uniform at present. Our class wants blazers and ties.' 'My mum says if we have blazers the school can pay for them.' 'I'm not bothered about a blazer but I'd really like a tie.' 'We want baby blue sweatshirts in our class.'
- Group 2
No-one knew whether any changes were planned.

Mid-Wales primary school

- Group 1

The pupils did not think that any changes had occurred in the way that the Bwrdd-y-plant was run but thought that it had been responsible for some significant achievements over the past year. Achievements cited included the development of two new adventure playgrounds (one for the school and one for the community), locks on the toilets, being able to buy fruit at break times and taking part in interviewing new teachers. One commented that the Bwrdd 'makes the school more fun' and another remarked that it was a way of 'finding out what children think'.

- Group 2

One recalled that last year 'some pupils went to the Board of Governors' but was not sure why. All thought that the Bwrdd had been responsible for the locks on the school toilets, the two new adventure playgrounds, having more space for years 5 and 6 and the construction of girls and boys' changing rooms. When asked whether the Bwrdd had a budget, one said 'Mrs A (the head) says when a budget is available'. Another said 'we discuss what we shall do, where we shall put it'.

Mid-Wales secondary school

- Group 1

'There is a School Council (started this year) which runs every Wednesday. A sixth former chairs and listens to everyone.'

- Group 2

The group was unaware of any changes.

Northern Irish integrated primary school

- Group 1

'We don't sit in a circle any more. They do in 5 and 6.' 'We have peer mediation.' 'Children in year 7 help others. There are two at a time and wear red hats.' 'Teachers sort out bullying.'

- Group 2

'We've got the monkey bars (in the playground) and the buses are getting better. Sometimes children fight on the buses but Mrs L (the deputy head) has sorted them out.' 'We have discussed all of this in Class Council.'

West of Scotland primary school

- Group 1

The group thought that quite a lot of things had changed as result of pupil decision-making (though the school's decision-making structures had not changed). A playground buddies scheme has been set up to minimise playground bullying. A 'rainbow bench' has been built in the

playground where children needing playmates can sit until they are included in playground games. A new shed to house the school's play equipment is about to be built and the tuck shop has been changed to a 'health food bar'.

- Group 2

We now have a 'play time bag' for things like footballs and skipping ropes. 'We make financial decisions by looking in catalogues and finding out whether there is enough money for what we want.' 'Sometimes our parents help us raise money.'

5.2.2 Whether pupils feel that they are an important part of the school

Hampshire primary school

- Group 1

'I kinda feel important because I'm year 6 and top of the school.' 'I feel important because we've got lots of activities to do and we're top of the school.' 'We do special things like go to Little Canada (where the annual school trip to the Isle of Wight takes place) and swimming.' 'I just feel important.' 'We're nearly going on to secondary school.' 'We get a special playground.' 'There's a behaviour playground for if you get two records, then you can take a friend.'

- Group 2

We all are because we're all brainy and our teacher says we're good in maths.' 'I suppose we are because we do extra things like extra English.' 'Yes, we're all funny. Dipsticks.' 'Yes, kind of, we always get asked to help out and things.' 'Some, who they think could get (SATS) Level 5, get given extra homework.' 'We're all good at different things. The others are as important. We're all good at something.' 'We have Class Team Honours. We nominate a couple of people and all vote for something they think they're good at.' 'We all have responsibilities like looking after the little ones and breaking up fights.'

Hampshire secondary school

- Group 1

Not really.' 'The same as her.' 'Not really but I have raised money.' 'A bit and not. I don't really contribute but I think everyone's important. There'd be no school otherwise.' *The group was asked what would make them feel important:* 'Being a School Councillor;' 'Being Head Boy or Girl.'

- Group 2

Yes because pupils are needed in the education system.' 'In a way but you can't play rugby here. I play rugby for (surrounding city suburb) out of school.' 'Not important just another person in a standardised system.' Yes as I do extra work in class and will take GCSE English a year early.'

Yorkshire primary school

- Group 1

'Not sure.' 'Everyone's special really, a man came in and told us how God made everyone different.'

'We are because we're the creme de la creme, that's what Mr M (the Head) calls us.' 'Yes, because I help a lot, I didn't have a holiday and was willing to give up holiday time to help at the school.' 'I don't know, I know I am special but don't know why.'

- Group 2

'A bit because I'm a Playground Buddy so I look after equipment and smaller children.' 'A bit because me and B (his friend) came up with the idea of a newspaper and now we've got one.'

'Yes, because I'm a prefect, a librarian, a School Councillor and work on the school newspaper.' 'Yes, I'm a prefect, a school councillor and I'm in the quiz team and compete against quiz teams (from other primary schools).' 'But we're all important.' 'The year 5's get the next amount of responsibility and are in the quiz team. But everyone gets some responsibility.'

Nottinghamshire secondary school

- Group 1

'No, not at the minute. I feel I'm being controlled by people, dinner ladies, teachers.' 'I reckon I'm only part of the school. When I'm in a team it's better.' 'When you have to pick rubbish up you haven't dropped you don't feel very important.' 'They don't really ask for our opinion, that would make us more important.' 'I can't really remember Year 7 so I don't know how I felt then.'

- Group 2

'No, I don't know why.' 'I'm comfortable with my mates, hate teachers and don't take part in anything.' 'I 'specially hate the Head of House because she's always trying to break families up by ringing the parents (to discuss misbehaviour).'

Devon primary school

- Group 1

'Everyone is part of the school and gets to say their own ideas.' 'Sometimes they pick brainy people mostly (for responsibilities).' 'No but I sometimes get chosen. I was picked to be a referee.'

'Sometimes being a School Councillor.'

- Group 2

'A little bit, being a House Captain and popular.' 'Not really,' says one boy. 'But you've got friends and are important to some of the teachers,' interjects one of the girls. 'I am because I do assemblies every fortnight on Fridays.'

'Yes because I am a house captain, a mediator and popular.' 'Yes because I am a house captain, have got lots of friends and am caring.'

Devon secondary school

- Group 1

'Sometimes.' 'No.' 'Everyone's important, we're all contributing.' 'Everyone's important and we've got stuff for disabled people.' 'I don't think so, though I was a team captain which made me feel more important.' 'We once came third at football in the Devon Youth Games but lost at hockey.'

- Group 2

'Yes, because I'm always at the (Principal and one of the Deputy Principal's) offices.' 'Yes, because I'm a School Councillor and in trouble sometimes.' 'Yes, because my sister's popular and so am I.' 'Not really because there are a lot of people at school.' 'No, because there are too many people and I'm not popular.' 'No, because people who do things in school are more important.' 'No, because there are so many students and they forget about you.' 'No, because other pupils at school are more important, School Councillors and boffins.'

This was a large interview group comprising six boys (of which five were extremely talkative) and two girls. Perhaps unsurprisingly, the girls came across as quiet and subdued. Both said that they did not see themselves as important to the school.

South London primary school

- Group 1

Responses to this question of feeling important were mixed. 'Not sure.' 'Sometimes.' 'Not really but maybe the bully buddies do.' 'Sometimes.' Whether views have changed since last year

When questioned about their rather more enthusiastic views last year, one said, 'Last year I was just a kid'. Another added, 'When Miss X let me be in charge of cricket I thought I was (more important)'.

- Group 2

Responses from this group were more positive than those of the first group, 'Yes', 'Yes definitely', 'Sort of', 'No'. One said, 'We're the oldest and feel important' and another added, 'This year we have a lot more responsibilities'. Another added, 'We do bully buddies and School Council', while one observed, 'It's nice to look after the little ones'. Finally, two girls noted that their year also rings the bell and does registers. Whether views have changed since last year In keeping with last year, this group seemed to be more concerned about whether the school appearing to be valuing them by giving them tasks, than whether they felt important.

South London secondary school

Group 1

Two felt more important this year than last and two were unsure. 'But we still have no privileges, though we do get to go earlier for lunch and go on trips.' 'And we can do after school extension and enrichment. Some us go to English.' *Whether views have changed since last year:* Three girls felt they were an important part of the school last year and two were unsure about whether they felt important.

● Group 2

One girl said she felt very important (for the same reason as last year), 'Yes, everyone knows my name', while the other three were non-committal, 'Sort of, I'm not that popular'. As with an appreciable number of primary pupils, helping and contributing to school life helped promote a sense of importance with this group. Two thought 'Helping teachers and other people' increased their feeling of self-worth. Though one added, 'It's bad to be the teacher's pet geek because you could get bullied.' Another two commented that, having been chosen for the school cricket team, this helped make them feel more important. The discussion then revolved around what the girls took part in: kick boxing; reading; Afro-Caribbean activities; steel pans; reading. *Whether views have changed since last year:* The group's views were unchanged.

Mid-Wales primary school

● Group 1

All the pupils in this said they felt that they were an important part of the school. (Last year two had said that they were important and three said that they were not so important.) All gave the Bwrdd-Plant as the reason for their feelings of importance.

● Group 2

All four pupils said they felt they were an important part of the school. Last year there were six pupils in this group and only two said they felt they were an important part of the school. This group also cited the Bwrdd as the central reason for their feelings of importance.

Mid-Wales secondary school

● Group 1

Apart from one, the group was non-committal about whether they felt important and gave responses like 'sort of' and 'not really'. The one group member who was positive said 'I'm a form rep, though the first few terms I was not important.' Last year the group had said that they felt they were important though they were very much aware that they were the youngest and lowest in status in school pecking order.

● Group 2

'Don't know.' 'Sometimes.' 'No, not really, I don't do anything for the school.' 'Not sure.' 'Same as (preceding female group member).'

Northern Irish integrated primary school

● Group 1

'Yes because we have to tidy up in the canteen after the wee ones.' 'Yes because I'm in the school football team and always tell jokes.' 'Yes, because I'm also in the school football team!' 'Yes and I might get into the school netball team.' 'I don't know, but our year does go swimming on a Tuesday.'

● Group 2

'A wee bit.' 'A bit.' 'A bit. Last year I was part of the netball team.' 'Yes, and so is everyone else.' 'I'm in the football team and one of the oldest in the school and have to set a good example.' 'It is good to be picked for things and we have a class merit system so if we're all good we get treats. We haven't done much in year 7 though we did quite a bit in year 6.'

Northern Irish integrated secondary school

● Group 1

Views were similar to those expressed last year. 'I think I'm part of the school.' 'No.' 'A wee bit.' We discussed the size of the school. 'It's seven form entry and so quite large.' Most, if not all, had attended the local integrated primary school and said that they felt 'integrated'.

● Group 2

'Yes, everyone's important. We're all equal.' 'Yes I think I am.' 'Yes because there'd be no school without us.' 'Yes, you can't have a school without students.' 'Some teachers are nasty if you're not working.'

West of Scotland primary school

● Group 1

One said 'Yes, but when you are not the Head Pupil you feel your ideas are not taken seriously.' A second said 'Yes, because we help with younger pupils.' A third said 'I don't know, sort of, though we sometimes help (implement) the rules'. *Whether views have changed since last year:* In the previous interview all the pupils in this group said that they felt that they were an important part of the school.

● Group 2

All agreed that Primary 6 pupils are more important than Primary 5 pupils. One said that Primary 6 and 7 pupils tend to be the one who put forward ideas. Another added, 'Though Primary 5 pupils can put their ideas in the suggestion folder'.

A third concluded that 'all the pupils are quite important'. *Whether views have changed since last year* In the previous interview all the pupils in the group said that they were an important part of the group.

West of Scotland secondary school

- Group 1
The pupils' responses either were non-committal, 'Sort of', 'A wee bit', or negative, 'Not really'. 'We don't make the major decisions, although sometimes important things get discussed at Student Council'. (The price and punctuality of school buses seems to be regarded as an important topic. Other topics include the school environment and the curriculum.) One girl, who had been chosen to do the shot put at some sort of regional sporting event said, 'Getting picked helps a bit'. *Whether views have changed since last year:* When they were S1 (12-13 year old) pupils, the group said that they felt pretty insignificant.

- Group 2
'No but we're more important than last year.' One of the boys said that he was behaving better, while another said that he had got 6 demerits and 2 merits last year. One girl observed, 'No, we're just three girls out of the whole school,' while another said, 'We're just as important as anybody else.' All agreed that the sixth years are the most important, 'They get a whole common room, trips and privileges.' 'And their common room is being redecorated.' *Whether views have changed since last year:* The group said they felt pretty small and insignificant when we talked the year before.

5.2.3 Whether pupils have learnt about the CRC

Hampshire primary school

- Group 1
'We write about children in other countries like Africa.' 'We do positive feelings by bringing in teddy bears.' 'We've done a sponsored run for Children in Need.'

- Group 2
'We did an arm band racism project on Martin Luther King day.' 'We learn a lot of things about rights with the NSPCC work.' *Rights remembered:* 'Children should be treated with respect by any other person.' 'Whatever colour we are we should all be friends.'

Hampshire secondary school

- Group 1
'We've done a bit in HOY lessons.'

- Group 2
'No, only what you told us last time.' 'We just do general rights in Citizenship.'

Yorkshire primary school

- Group 1
'We did something yesterday. I think we were supposed to learn something in Year 5.' 'I think we've done loads but have forgotten.' Rights remembered 'Don't lock children in rooms with nothing to eat.' 'Not to do shoplifting.' 'Parents should not be cruel to children.' 'Not to go in gaol.' 'Clean water and food, somewhere to sleep.'

- Group 2
'We did work on this yesterday, but I think we did something on it in Year 2 and Year 5.' Rights remembered 'The child has the right to know when he is in a life or death situation.' 'Not to be bullied.' 'Shouldn't be sold.' 'Should be protected and cared for.' 'If parents are splitting up see both of them.' 'Children in other countries deserve rights just as we do.'

Nottinghamshire secondary school

- Group 1
'No, we haven't done anything on this.' 'I've learnt things by experience and through the TV and other people.'

- Group 2
'We haven't learnt anything.' 'The teachers are more bothered about school uniform than learning.'

Devon primary school

- Group 1
'I think we might have done.' 'I'm not sure.'

- Group 2
'Yes on TV.' 'Some people came in from Lepira and did an assembly for the whole school. You can help by giving £3 per month.' 'A lady from Nigeria visited the music room.'

Devon secondary school

- Group 1
'No.' 'We do stuff like talking about MPs in PDP.' 'And we discuss things like spots and growing up.'

- Group 2
The group could not remember being involved in any such learning.

South London primary school

- Group 1
'We wrote down wants and needs.' 'Needs are essential to life, but you want to go to MacDonalds.'

- Group 2

The interview group came alive on this question. 'We did some work a few days ago in PSHE.' 'We looked at a poster of what people should and should not be doing.' 'We did wants and needs.' 'It was about when you need something. Then there's something you don't need but want.' 'It's part of Citizenship.' *Rights remembered:* Play; being equal; education; name; family; shelter; water; protection; clothes; friends and food. *Whether learning about rights is considered to have changed behaviour:* 'It makes you feel important'.

South London secondary school

- Group 1

'We did it last year in PSHE with cards and things like that. We talked about refugees, education and stuff. *Rights remembered:* Education; food; shelter; play; country; medicine; protection.* *Whether learning about rights is considered to have changed behaviour*' No, but it makes you think.'

- Group 2

'We did children's rights in year 7.' 'We've talked about the war in P's country (one of the group members was born in Afghanistan) because it's been in the news.'

Rights remembered: 'The right to life'; 'Home'; 'School'; 'Clubs and things to get you out of bad habits.' * *Whether learning about rights is considered to have changed behaviour:* No-one thought that their behaviour had changed as a result of learning about the CRC.

*Neither group noticed that UNICEF children's rights posters were displayed on the wall behind where they were sitting.

Northern Irish integrated primary school

- Group 1

The fact that they had recently done work on children's rights probably prompted their collective memory. *Rights remembered:* 'Follow own religion'; 'Play with whoever they want'; 'Should be treated equally'; 'Medicine'; 'Disabled children should have special care'; 'Parents should look after children'; 'Should be able to play and must not be hurt'; 'Food, clothes and a place to live'; 'Protection.' *Whether learning about rights is considered to have changed behaviour:* 'We did some work with the NSPCC last year, but I don't think it has changed our behaviour.'

- Group 1

'We've been doing something recently on children's rights.' *Rights remembered:* 'Be looked after'; 'Live'; 'Protection'; 'Disabled children should have special care'; *Whether learning about rights is considered to have changed behaviour:* 'Might'; 'Sort of because you know everyone else has rights'; 'Did work on NSPCC in primary 6'; 'Did work on drugs, drinking and smoking.'

Northern Irish integrated secondary school

- Group 1

'We had an assembly run by Amnesty International.'

- Group 2

'No, but rights sound important.' 'We should know.'

West of Scotland primary school

- Group 1

The group had done some work on children's rights with the Head. They had pretended that they were in a country and the Head was the president of their country. Cards were used to help the pupils decide what their wants and needs were. *Rights remembered:* Food, clean water, shelter, protection from abuse and neglect. One recalled that 'some (pupils) tried to keep their play stations and bedrooms'. *Whether pupils think learning about the CRC has changed their behaviour:* The pupils said they were pleased that they had learnt about children's rights but said it hadn't changed their behaviour.

- Group 2

'(The head) did something with us this term, he was pretending that he was the president or something.' 'We worked in pairs and had to decide what was important by whittling our cards down to four choices.' *Rights remembered:* 'Some had put money, but in our pair we agreed shelter, nutritious food, protection from neglect and something to do with race.' *Whether learning about rights is considered to have changed behaviour:* No-one thought such learning had changed their behaviour.

West of Scotland secondary school

- Group 1

All remembered the Highland Youth Voice assembly. 'The speakers talked about children's rights'. 'It made you feel as though there is something you can do'.

- Group 2

The group could not recall any learning associated with the CRC.

6. Appendices

6.1 Teacher interviews

6.1.1 Repeat (2001) question: EfC audits

- Hampshire primary school
The teacher interviewed did not know whether a Citizenship Education audit had been conducted.
- Hampshire secondary school
'No, but we probably will.'
- Yorkshire primary school
'No, but we have conducted a review of lessons plans and put this on the website. We review these every term and share expertise, successes and failures at regular staff meetings.'
- Nottinghamshire secondary school
'I'm not sure where it is.'
- Devon primary school
'Survey of Citizenship Education has been conducted but there are no findings to date.'
The survey looked at what the school is doing in relation to QCA Key Stage 1 and 2 Guidance. The deputy head said that she would forward the findings when collated.'
- Devon secondary school
'Yes but there is not one, single, copy. I'll send it when it's been pulled together.'
- South London primary school
The school had conducted a scheme of work review and supplied copies of the documents produced.
- South London secondary school
The Citizenship Co-ordinator at the school asked subject heads to conduct an audit of existing schemes of work in September 2000. In his memo to subject heads he listed KS 3 and KS 4 Citizenship content, skills and participation so that subject-specific contributions could be 'tallied' against these requirements. As an example of a response to the Co-ordinator's memo, the RE subject head came up with:

Key Stage 3

1. topics: topic on Ghandi includes human rights (year 9); topic on world religions includes different religious identities (year 7) etc.
2. skills: class discussion on topical issue of arranged marriage (year 9);
3. participation: empathy with different religious people (year 8); humanities day visit to old peoples home.

Key Stage 4

4. topics: topic on women in Islam includes media, diversity of culture, human rights, resolving conflict (year 10)
5. skills: topical issues of racism and religion discussed with orals (year 10)
6. participation: visits to places of worship involves empathetic imagination (year 10)

A Citizenship Guidelines for Staff 2002/3 document has been produced as a result of the audit and covers: What do we already do?; What are the subject areas contributing?; How to incorporate Citizenship into your lessons; How are we going to assess the pupils' progress towards the attainment target? Also included is a (teacher) Citizenship self-assessment sheet and duplicates of (pupil) KS 3 and KS 4 Citizenship portfolios.

- Mid-Wales primary school
The school has not conducted an audit because Citizenship Education/PSE 'are integral to the curriculum and filled into schemes of work. Citizenship is not separate from PSE.'
- Mid-Wales secondary school
The teacher was not sure whether there is 'any intention to conduct (an audit) because Citizenship is not such a big thing in Wales. It is not compulsory, though it probably will be. PSHE is to be inspected at primary and secondary levels.'

- Northern Irish integrated primary school
The school has just become part of a pilot project on personal development including citizenship. The deputy head had recently met an advisory teacher from the Education and Library Board* who will help teachers at the school pilot approaches with some classes. The deputy head thought that 'integration throughout the school would take place next academic year'.

**Equivalent of an English/Welsh Local Education Authority/Scottish Local Authority.*

- Northern Irish integrated secondary school
'Not yet but we would like you to tell us something more about how to do one well. I know your report spoke of varying degrees of success. I would like to tie a cross-curricular audit into the Northern Ireland Council for Integrated Education (NICIE) Integration Week in March. I am conscious of citizenship being a bit scary for people without a background. The audit will hopefully show that a lot of citizenship material being delivered through PSE.'

- West of Scotland primary school
The school had not conducted an audit, though Learning and Teaching Scotland had just released guidance for auditing Education for Citizenship in Scottish Schools which the head teacher expected to respond to.

At the time of interview the head teacher was in the process of drafting a policy on pupil participation in decision-making and was about to consult parents and pupils.

- West of Scotland secondary school
'This is a decision for senior management - I'm not aware of any intention to do one.'

6.1.2 Repeat (2001) question: democratic decision-making structures and processes involving pupils

- Hampshire primary school
'Circle time takes places once or twice a week. The school used to have a school council but it was dropped due to difficulties in finding time to meet. But I was going to say to the head this week that I'm eager to be involved in re-establishing a school council. There's one at my flatmate's school and she's brought quite a bit of information home on how to run them. I used to run a year 5/6 debating society. We talked about healthy snacks and whether there should be homework and school uniform.'

- Hampshire secondary school
'The School Council is still running. I meet two members of each year group every four weeks. The year group representatives consult pupils in their tutor groups. Voting takes place in the tutor groups. The agenda comes partly from me and partly from the pupils. Next week we'll be considering the School Travel Plan* because we need to look at whether it would be a good idea to have a cycle path across the field at the back and whether we should have speed bumps outside the school. We'll also be discussing if the school should adopt a chimp at Monkey World, the Listener's Room and Any Other Business. The eighteen Upper School pupils trained in peer mediation use the Listener's Room.'

**The Travel Plan contributes toward the LEA's monitoring of teacher and pupil travel to school and road safety.*

- Nottinghamshire secondary school
'We're talking about a school council and house councils (the school has six houses). We'll have representatives from each year group attend the House Councils and nominate 1 or 2 from each house to go the School Council. We had a meeting yesterday and discussed who will stand for election.'

- Devon primary school
The school has been running a school council and circle time for a number of years.

- Devon secondary school
'A vertical pastoral structure is embedded in the (school's) six Guilds. Two of the Guilds are specialist: ICT, performing arts. Five guilds have vertical tutor groups and try to reflect a 'family ethos'. Siblings are always put in the same Guild and parents are invited to attend guild assemblies when awards and merits are being given out. Weekly guild assemblies deal with such matters as attendance awards, the principal's awards and merits. Circle time takes place once a week in Tutor Period. Discussions can feed into the College Council or Guild Assemblies depending upon what is relevant. The College Council has been involved in planning a 'sensory garden' for the disabled and sensorily deprived over in quadrangle.'

- South London primary school
The school operates a school council.

- South London secondary school
The school has a school council. 'It's quite effective. There's a discussion at the moment about whether the school uniform should be changed. The older girls (years 9,10 and 11) are more

involved. The head now runs a lower and an upper school council because the older ones dominated the discussion. This year the School Council ran a 'wear red day' for breast awareness.'

- Mid-Wales primary school
The school has run a 'Bwrdd-y-Plant' (Children's Board) for several years.
- Mid-Wales secondary school
'The School Council is now in operation. It meets once very month on a Wednesday. The Executive Group, comprising elected pupils meets once per week. The Deputy Head acts as secretary and gets meetings notes typed up and passed out through the (staff) pigeon holes.'
- Northern Irish integrated primary school
The school has been operating Class Councils, a School Council and a Parent Council 'for as long as the school has been running'. The Parent Council is open to all parents 'though generally a hard core attend. Staff do presentations and parents discuss things like sock-hops (discos).'
- Northern Irish integrated secondary school
'We have the Student Council. Members of the English Department try to involve the pupils in discussions during their lessons but colleagues from other departments can find pupil participation quite difficult. We're involved in an action project (supported by a local education trust). Children ask for funding of up £500 per project. Last year, our sixth form has focused on child labour and the local community. I also run an Amnesty Group at the school. Up to 34 pupils give up their lunch hours to write letters and learn about human rights issues.'
- West of Scotland primary school
The school has been running a Senior (P6-7) Pupil Forum for a number of years. P1 -P5 pupils have weekly class meetings. Senior pupils also run circle time for younger pupils.
- West of Scotland secondary school
The school has operated a student council for some time.

The Highland Youth Voice, an elected parliament of 70 young people, had run an assembly on its work . The Highland Youth Voice's achievements include contributing to the *National Debate on Education*, discussing the role of a Children's Rights Commissioner in Scotland and participating in drug awareness and environmental programmes. The school surveyed was in the process of electing three representatives to the Youth Voice.

6.1.3 Repeat (2001) question: EfC support needs

- Hampshire primary school
'Intercultural education (described in the last interview as a training need) is happening and is evident in the curriculum. We recently had a Diwali day, which parents came in for and produced a pack for KS1/2. We're pretty up on the UNCRC we've had "a local UNICEF ESS person" in to do some First Steps work . I think we're on top of PSHE. Where people have weaknesses we can team teach.'
- Hampshire secondary school
'We're pretty much there in terms of training in Citizenship content but we don't have any formal assessment. We've got quite a healthy budget and a reasonable amount of material from charities and parliamentary organisations. But we still haven't got the time to think !'
- Yorkshire primary school
'Mrs M (the teacher interviewed) needs to do more PSHE courses. The Key Stage 1 person has done more. We share learning from such courses at staff meetings. Resources are OK, we are generously endowed for Citizenship.'
- Nottinghamshire secondary school
'We held two training sessions on November the 11th for staff from different (subject) backgrounds. Most of what we do is internal but some people have been brought in (from the Local Education Authority), a drugs education programme and Relate.'
- Devon secondary school
'The mediation training talked about last year has happened. We still need training so that colleagues become more aware of the opportunities offered by Citizenship Education. I don't like Citizenship textbooks and prefer more active and experiential approaches. Citizenship is very, very exciting but it is treated as yet another National Curriculum subject. It needs to be more revolutionary.'
- South London primary school
The school has the same needs as last year (ie. the need for new staff to be 'updated' in EfC/PSHE). Since the interview last year one new class teacher and two new learning assistants had joined the staff. The head thought that internal and UNICEF - led CPD might address this.
- South London secondary school
We have had an INSET in which such key questions emerged as: How will Citizenship be assessed? How do we audit the pupils' citizenship experience outside the school?; and How do we evaluate Citizenship?

'The (*Citizenship Guidelines for Staff 2002/3*) list our Citizenship-related activities. The Citizenship Co-ordinator has done an assessment sheet but it will be quite difficult to do with the girls. Some of it is so boring. I will be interested to know what will happen at KS 4 with short (half GCSE) courses. Geography, History, English and RE (do some of the global stuff.'

- Mid-Wales primary school

As with the teacher interviewed the year before, the head thought that an 'INSET from UNICEF' on teaching about the UNCRC would be helpful.

- Mid-Wales secondary school

The teacher interviewed believed that the school's requirements were virtually the same as last year: INSETs; easy to use lesson plans but not packs; case studies, time, visitors and organisations like UNICEF remembering 'that the fellows on the periphery need help too.'

- Northern Irish integrated primary school

'We're still trying to keep teaching and non-teaching staff (including dinner ladies) informed about developments. We've managed to collect quite a few resources including an Interlink CD-Rom on intercultural education and Lift-off - A pilot Programme: Introducing Human Rights Education within the Primary Curriculum produced by Amnesty International, Education International, the Irish National Teachers Organisation (INTO) and the Ulster Teacher's Union (UTU).'

- Northern Irish integrated secondary school

'Training in working with discussion/participatory approaches still needs to be done. Some colleagues in other subjects find the delivery of PSE quite hard because the approaches are so different. There's still not a lot on Northern Ireland and text books are not based on the Northern Irish (political) model and how it works. When the (CCEA* Local and Global Citizenship) project reaches this school we'll probably have to make some changes again but I'm not worried about that. We are happy to experiment with citizenship issues and find a model which suits. We have access to quite a lot of videos and NGO resources. The Northern Irish Human Rights Commission, which is coming up with a Bill of Rights for Northern Ireland, has produced quite a lot of material. And some money for resources is available from (the sixth form citizenship and the local community project).'

*Northern Irish Council for the Curriculum, Examinations and Assessment (CCEA).

- West of Scotland primary school

The school is addressing the requirements described last year (issues involving young people such as drugs and sexuality and awareness-raising about 'pupil participation and its effects') through the staff development plan. Colleagues had asked about being included more in the pupil participatory process so one is sitting in with the head with a view to taking over responsibility for the Senior Pupil Forum. The head thought that the staff needed to work on how to encourage pupils to be 'pleasantly assertive'.

- West of Scotland secondary school

The teacher interviewed thought that the school had the same CPD requirements as last year. Since staff responsible for delivering 'social education' come from a variety of subject backgrounds and 'new teachers may need support.' However 'the more senior staff would be able to tackle almost any new topic'. This year the Modern Studies Department had identified the need to improve the quality of the materials used. 'We need more up to date text books.'

6.2 Pupil interviews

6.2.1 Repeat (2001) question: School councils and pupil participation

Hampshire primary school

- Group 1

'Don't know (whether we have a school council).' 'We had a playground competition and had to design things that we'd like to see in it.' 'We have circle time with Mrs X once a week. We talk about what we've done in class and any worries about going to (secondary school).' 'We used to have a school council at my old school.' 'There's a PTA and a Parent Governors and Friends of (name of school).' 'We sometimes talk about class and school decisions in PSHE.' 'In PSHE we talk about how to handle problems, police, drugs, recycling and positive feelings.'

- Group 2

'Circle time takes place once or twice a week.' 'We discuss what we've been up to, helping people with a problem and Bubble Time.' 'Bubble Time is when you put your name on a peg to discuss private things with the teacher.'

Hampshire secondary school

- Group 1

'A meeting takes place every month or two weeks with the chosen pupils.' 'They can be representatives for more than one year.' Two group members said that they'd like to be School Councillors.

- Group 2

'Mr X (the teacher interviewed) has taken over the School Council.'

Yorkshire primary school

- Group 1

'We have a School Council and suggestion boxes.' 'Five Year 5's and 4 Year 6's are (playground) Buddies and wear special T shirts.'

- Group 2

'Yes, A (one of the group members) is the Chairman.' 'Mrs M (the teacher interviewed) comes to the meetings.' 'We collect suggestions from Year 2 - 6 class suggestion boxes.' 'There are 5 boxes and one outside the staff room.' 'The School Council decides which suggestions are the best.' 'Mr M (the Head) has given the School Council a budget for bake sales.' 'We have bun sales for charity.' 'It used to be at lunch time but now it's every two weeks on Wednesdays at 11.30.' 'We (have circle time) on Fridays in Pastoral Groups. We pass a teddy round.' 'Sometimes we do it as a class, sometimes we do it with Reception or Year 1's.' 'Reception are shy and they don't say a lot.' 'We talk about worries.' 'We talked about drugs once.'

Nottinghamshire secondary school

- Group 1

'Tutor period is just registration.' 'It's time to cool down, catch up with homework and stuff.' 'We do quizzes and are supposed to bring our books in and read them but we don't.' 'Years 7 and 8 do SPA (Student Personal Achievement), which is career-related.' 'We're doing new lessons next year, taking time off from other lessons. We'll do drugs, sex, careers and social stuff. I think it will be good.'

- Group 2

'In our Tutor Group we go on the Internet because it's in the Computer Room. We sometimes discuss how the school is run.' 'We're getting lessons to do with health, relationships and stuff like that. It will help people.'

Devon primary school

- Group 1

'Yes, the School Council meets at 1pm.' 'A girl and a boy from Reception to Year 6 meet (the deputy head) and discuss how to make the school better.' 'It can spend money on things like play equipment but I don't think it meets the School Governors.'

'We have four houses and Year 6 girls and boys discuss things like feelings and problems at house assemblies.' 'Years 4, 5 and 6 have four peer mediators each day but if you're having a

playground fight you can also come into the Deputy Head's room for mediation.' 'We discuss ideas in class and at circle time or put suggestions in a folder.'

- Group 2

'Two people from each class go into the Head Master's or Deputy Head's office and discuss toys and the playground, the new things we want.' 'I don't think the School Council meets the School Governors.' 'The School Governors do things like achievement assemblies and give out certificates and trophies for behaviour, swimming, reading, spelling and good work.' 'We have 'stamp buster' for good behaviour.' (Each class accumulates stamps for good collective behaviour and is periodically rewarded when the requisite number of stamps has been collected.)

'We can write ideas for circle time in a pink book or put them in a folder.'

Devon secondary school

- Group 1

'We have six guilds or 'families' and two reps from each class go to the College Council.' 'The Guilds do things like sports, attendance and points.' 'Year eleven's volunteer to be prefects for the Guilds.' 'The Sixth Form do their own thing.' 'Circle time takes place in Tutor Period once a week.' 'Toilets come up the most.'

- Group 2

'We have a School Council every couple of months.' 'We had more last year.' 'We have two boys being reps in our class because none of the girls wanted to do it.' 'We have circle time on Fridays.' 'It's different in different classes.' 'We talk about learning issues, problems, successes, games and things to be improved like toilets and the school environment.'

South London primary school

- Group 1

The pupils were aware of the School Council and its workings. One pupil was a representative and another was her 'deputy'. The pupils said that they sometimes have circle time.

- Group 2

The group was aware of how the School Council was run.

South London secondary school

- Group 1

All the pupils interviewed were aware of the School Council and the way that it operated. Last year, one was a class representative. 'We had circle time a bit at the beginning of year 7 but haven't had it in year 8.'

- Group 2

All the group knew how the School Council functioned. 'We discuss School Council in tutor periods.' We did circle time 3 or 4 times last year.

Mid-Wales primary school

- Group 1

All the pupils were aware of the Bwrdd-y-Plant and thought that it met at lunchtime every two months. Items for discussion at the Bwrdd-y-Plant are put into class files which elected Year 3 - 6 boy and girl representatives take to meetings.

- Group 2

The group knew about the Bwrdd-y-Plant and how it operated.

Mid-Wales secondary school

- Group 1

The pupils were aware that 'goal posts on the field', 'the bike shed', 'toilets', 'the colour of the toilets' and 'a room for lonely year 7's' had been discussed that term. In the case of the latter, one group member elaborated, 'but it was decided that it might be a bit sad to go into a lonely room and be better for pupils to have a mobile phone number to ring'.

- Group 2

'I think it does.' 'We have got two reps.' 'My rep changed.' Asked what the School Council made decisions about, one said that he had suggested that skateboards be allowed on the bus and the school has drink and chocolate machines.

Northern Irish integrated primary school

- Group 1

This group spoke of the Class Councils and Parents Council. 'We discuss what's going well, problems, new play equipment and the (mid-morning) fruit break' 'The fruit break, yuk, I don't see why we can't have crisps rather than fruit.' Class Council discussions take place with class teachers while representatives from the Class Councils (a boy and a girl) hold School Council meetings with the school principal.

- Group 2

'We have Class Councils for years 5 -7 as well as sometimes School Councils.' 'A boy and a girl from each class go to School Councils and tell the head and some of the teachers what were discussed at Class Councils.' 'We used to have circle time in year 5 but now it's a bit babyish.' 'Because we're older children we just discuss things in our chairs.'

Northern Irish integrated secondary school

- Group 1

'We have a Student Council and we discuss things at Registration Period and PSE.' 'We do stuff like drugs in PSE.' 'We (also) do bullying and stuff in school.' 'We did circle time once last year and once this year.' 'A geography teacher passed a rock around and when we spoke about our holidays we got Celebrations from a tin.' 'A boy and a girl from years 8 -12 go to meetings.' 'We've recently discussed coke machines, going into the toilets at lunchtime, discipline and bullying.' 'The sixth form prefects have their own meetings and are called things like careers prefect and monitor prefect.' 'I hate all the teachers.' 'Some involve you more than others.'

- Group 2

Two of the pupils were School Councillors, though the badge belonging to one was broken so he kept it in his pocket. 'We don't discuss school uniform, discipline, teaching or the curriculum. You'd probably go privately if you wanted to talk about these.' 'Year 12's help out around year 8 classes for the first few weeks.' 'We don't do peer mediation but our primary school does.'

West of Scotland primary school

- Group 1

One pupil thought that the school's 'senior pupil forum' had been operating for five years. Another pupil said that the Head Pupil and Vice Head Pupil run circle time for younger pupils.

- Group 1

The pupils were aware of the school's various pupil decision-making structures.

West of Scotland secondary school

- Group 1

The group was aware of the Student Council and what was discussed at it. Last year, the most talkative of the three girls said that she had been a class representative.

- Group 1

The group was aware of the Student Council and what was discussed at it. 'Lockers, litter, lateness of buses and gym corridor'. 'Mr X (a principal guidance teacher and head of one of the school's four houses) brings up the subjects discussed.'

6.2.2 Recollections of first interview discussion

Hampshire secondary school

- Group 1

The group seemed to recall our meeting and some of what was discussed.

- Group 2

The group said they recalled our first meeting and appeared to remember bits of what was discussed.

Nottinghamshire secondary school

- Group 1

One group member remembered some of what has been discussed. 'Some rights are important some I don't really understand.'

- Group 2

The group was unable to recall anything, but thought children's rights were important from my brief description.

Devon primary school

- Group 1

'Yes, you said is it right or wrong that children have rights. We all said 'right'.' 'It is right to say stuff.' 'To take part.'

- Group 2

'A little bit.' 'We don't know how lucky we are.'

Devon secondary school

- Group 1

Most group members said that they could recall our discussion. When asked whether they could remember any children's rights came up with, 'Education', 'Play', 'To be heard' and 'To be listened to'. However, toward the end of this part of the discussion one remarked, 'We have got (children's rights) posters around the school'.

- Group 2

The group said that they remembered our meeting but had no recall of what was discussed.

South London primary school

- Group 1

The group said that they remembered our last discussion and were able to name rights, though one admitted, 'We did children's rights this year'. Rights cited included: the right to a family, health care, medicine, shelter, education, play and recreation, protection, food, water.

- Group 2

The pupils said that they could recall that our discussion focused on children's rights, though their memories were probably clouded by PSHE recent work on the CRC.

South London secondary school

- Group 1

'We talked about UNICEF and you gave us some of your cards.'

- Group 2

'UNICEF', said one and the rest agreed.

Mid-Wales primary school

- Group 1

The pupils had no recollection the content of our discussion last year but said that they had heard of UNICEF and professed to recognise UNICEF's logo when shown it.

- Group 2

One said 'Oh yes, UNICEF. It helps children like Romania', but the remainder had no recollection of discussing the UNCRRC.

Mid-Wales secondary school

- Group 1

Though the group said they could remember participating in an interview they could not recall what was discussed.

- Group 2

The group could not recall what was discussed at the previous interview.

Northern Irish integrated primary school

- Group 1

The group said they 'kind of' remembered our discussion last year.

- Group 2

The group said that they could remember our discussing children's rights but such recollections may have been attributable to recent work on the UNCRRC.

Northern Irish integrated secondary school

- Group 1

The pupils had no recollection.

- Group 2

The pupils were not sure what they remembered. 'The right to speak up?; 'I think we'll be doing it in Citizenship.'

West of Scotland primary school

- Group 1

One said that he could remember discussing children's rights and two said they could not remember what we had talked about.

- Group 2

One said 'Yes, we were doing something with UNICEF'.

West of Scotland secondary school

- Group 1

The group said that they were unable to remember anything.

- Group 2

The group said they were unable to recall anything of our discussion.

6.3 Teachers and schools participating in the survey

6.3.1 England

- Hampshire primary school

A Year 6 Teacher and ICT Co-ordinator was interviewed. She was joined at the end of afternoon lesson time by one of the two teachers interviewed in Summer 2001. The second teacher, who now works part-time, is currently responsible for PSHE. The other teacher interviewed last year, the school's Curriculum Manager, was out of school on the day of the interview.

The school is situated on the outskirts of a large, south coast city. Some 350 pupils attend the school. Most pupils are from a white, working class background and approximately 16% are entitled to free school meals. Only 1% speak English as additional language. Somewhere in the region of 20% of pupils are registered as having special educational needs (SEN). The school is a feeder for the Hampshire secondary school profiled in the survey.

- Hampshire secondary school

The Assistant Head Teacher who is Head of Year 10 and Head of RE and Citizenship was interviewed.

This small coeducational comprehensive has circa 650 girls and boys, aged 11-16, with slightly more boys on roll. Over 90% of the pupils are white and about one in twenty pupils have an ethnic minority background. Of the latter, most speak English as an additional language. Pupil attainment levels are below average on entry to the school and boys have exceptionally low standards

of English. Standards at GCSE have not kept pace with the improvement seen in most schools. Average numbers of pupils have special educational needs and a small minority have serious behavioural problems. The social and economic circumstances of the school's catchment area are below average. There have been problems with staffing in some subjects. Against such backdrop, according to the last OFSTED inspection team, the head and deputy head are taking effective action to improve the school and the staff work well as a team.

- Yorkshire primary school

A Year 1 Class Teacher responsible for EfC and Key Stage 1 was interviewed. Towards the end of the interview, she was joined by the school's Head Teacher.

The school is a Catholic primary situated in a local authority housing estate in a large city. It currently has 220 pupils on roll of which roughly half come from local authority housing and lower income families. The number of pupils from ethnic minority families is below the national average as is the number of pupils receiving free school meals. However free school meal data is distorted by eligible parents not taking advantage of such entitlement. When the present Head took over some sixteen years ago the school was failing and had a roll of just 59 pupils. It is now oversubscribed and draws pupils from a wide catchment area. A notable feature is the school's commitment to EfC. The school is at the forefront of promoting a website-based UK and Ireland EfC Project which enables children, parents, teachers and the police to participate in EfC and exchange Citizenship-related ideas and information. Interested parties should log on to: www.timeforcitizenship.com

- Nottinghamshire secondary school

The school's Student Personal Achievement Manager who teaches geography and GNVQ, was interviewed.

The school was designated as a Technology College in 1998. From 2000 it has also enjoyed the status of Training College. Based in a predominantly white working class ex-mining area the school draws pupils from a mixture of socio-economic backgrounds. Despite its social mix, few of the school's 2200 boys and girls come from an ethnic minority background. The school operates a sixth form and covers the full 11-18 secondary age range. The school places substantial emphasis upon academic standards and is proud of its achievements. In 2002 49.8% of pupils gained

5+ GCSEs higher grades, while 95.9% of pupils gained 5+ GCSEs at grades A-G. At A-level, 90.3% of pupils were successful in one or more subjects, while 50.5% gained at least three passes.

- Devon primary school

The deputy head was interviewed.

Situated on the eastern side of one of Devon's larger cities, the school opened as an amalgamated infant and junior school with a new head in 1998. A nursery, with some thirty or so pupils is also in operation on the site. Most of the school's 200 or so pupils live in council or other types of rented accommodation and roughly a third have been identified as having special educational needs. About half are eligible for free school meals. Team participation is a particular emphasis with the school as the maintenance and strengthening of community links.

- Devon secondary school

The school's Citizenship Education Co-ordinator was interviewed.

The school has joint Performing Arts Specialist College status with a nearby community college. Most pupils at the school come from three wards in the city. In one ward, pupils from the more prosperous households attend the other community college while pupils from the poorer households attend the case study school. There have been 'many refugees' located in a different ward, giving the case study school 'the highest proportion of ethnic minority groups and students in (the city) for whom English is a second language.' Across all three wards households claiming income support range from 43% - 29.5%. Of the population aged 18+ in the three wards, between 6% and 12% have higher education qualifications. Against this backdrop, some 40% of pupils have CAT scores below 80 on entry and a steady 29% of pupils have been eligible for free school meals over the past 5 years. However achievement has improved in recent years and KS3 and KS4 pupils are now improving at a significantly higher rate than the national average. Designated a school in 'challenging circumstances', the school seems to be exceeding the 2004 '36.4% 5A* - C GCSE target' set by David Blunkett, with, in 2002, 47% of pupils achieving 5 A*- C grade GCSEs. Perhaps not surprisingly therefore performance monitoring and teaching quality evaluation measures have been put in place to support the action set out in the school's development plan.

- South London primary school

The head teacher was interviewed.

The school is situated in a London suburb and had, at the time of the interview, almost 340 pupils on roll. 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 London secondary school

A senior teacher in charge of PSHE was interviewed.

The school is an inner city 11-16 girls' comprehensive and is smaller than average with roughly 600 pupils on roll. In the main, the 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 most are from socially and economically disadvantaged backgrounds. Roughly half are eligible for free school meals. Approximately 64% of pupils come from ethnic minority groups. More than 50 cultural heritages speaking some 34 languages are represented in the school. According to 2002 figures, nearly a third of pupils come from white, including British and Irish, background and these are followed, in slightly smaller numbers, by pupils from black British, African and Caribbean heritages. Pupils from 'other' ethnic groups constitute just over a sixth of the school's population while from pupils from (South) Asian backgrounds account for just under a sixth of the school's population. About 3% of pupils have a mixed race and/or ethnicity background. 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 2002 records, a hundred and forty nine pupils have special educational needs and a further eleven 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.

6.3.2 Northern Ireland

- Integrated primary school

The school's Deputy Head was interviewed. She described her role as that of a 'non-teaching vice-principal who provides cover for absent staff and is in charge of learning and pastoral care'.

School profile: The idea of starting an integrated school in the City was launched at a public meeting in 1990. Afterwards, parents and local people, helped by the Northern Ireland Council for Integrated Education, formed a group which became a local trust for integrated education. The school was the first fruit of the initiative and opened in 1991 with an enrolment of 68 pupils. Today, over 200 children of 'all faiths and none' attend. A minimum of 40% children from the Catholic tradition and 40% children from the Protestant tradition now attend. There is a similar tradition balance between staff and governors.

- Northern Irish integrated secondary school

An English teacher with a post of responsibility for Citizenship and EMU was interviewed.

The school is based upon the ethos that everyone is equal and has the right not to be discriminated against in any way, particularly with regard to religious or cultural identity, or gender, or ability. The school was set up to ensure that children in the area had the opportunity to attend an integrated school. Each year an 'Integration Week' is held. Pupils from different schools in the City take part in such activities as a science quiz and a 'help the shopper' scheme. Recently, the Northern Ireland Council for Integrated Education hosted its first ever awards for Integrated Education to recognise the contributions made by pupils, parents, teachers, governors and support staff. Three pupils from the school were presented with awards for academic achievement, sport and music. Decision-making structures within the school include a Board of Governors, A Parents' Council and a Student Council. Most pupils are

working class and 30% are eligible for free school meals. The majority of pupils are resident in the nearby city but some travel in as much as twenty miles from outlying communities. Twenty-two pupils are statemented.

6.3.3 Scotland

- West of Scotland primary school

The school's Head Teacher was interviewed.

This small rural school, which currently has under 50 pupils on role, serves a wide catchment area. The school operates an under-five unit while main school pupils (Primary 1 - Primary 7) 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 there 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 higher ability children were interviewed, two from P6 and three from P7.

- West of Scotland secondary school

A senior Modern Studies teacher was interviewed.

The school is situated on the edge of a town in the highlands and has approximately 1,000 pupils on role. Most pupils have a white Scottish heritage, with only 12 pupils coming from black or ethnic minority backgrounds. At the time of interview 86 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 mark. The school has a large catchment area and a small number of pupils from outlying districts have to board at the school Monday - Friday because the travelling would be too time-consuming on a daily basis. All levels of ability in the 12 - 18 age range attend and S1 and S2 pupils are allocated to mixed ability classes. At the end of S2 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.

6.3.4 Wales

- Mid-Wales primary school

The Head Teacher was interviewed .

The school was opened as an area community school in 1976 following the closure of several small rural primary schools. At the time of interview, 132 pupils, including 10 nursery children, attended the school. Of these, twenty-four were on the special educational needs register (SEN) and a further three pupils were statemented. The school aims to enable all pupils to become bilingual in English and Welsh and Welsh is the main medium of life and work in the school. About 21% of pupils come from homes in which Welsh is the main language. According to the school, pupils come from homes that are neither prosperous nor economically disadvantaged. Twelve per cent of pupils qualify for free school meals. In addition to establishing a happy, homely and disciplined school ethos, engendering knowledge and promoting skills, fostering respect towards religious and moral values, the school also has specific objectives designed to promote it as an area community school. Great importance is placed upon the European dimension through partnerships with a number of schools in Europe. The school's priorities are listed in its Development Plan and include management, curriculum, resources and links with outside agencies and institutions.

- Mid-Wales secondary school

A senior teacher in charge of PSHE was interviewed.

School profile: The school is an 11-18 mixed comprehensive found in the early seventies. Though the school is located in a private residential district, its 1,237 pupils are drawn from a broad geographical and social spectrum. Twelve per cent of pupils are registered as being entitled to free schools, just below the Unitary Authority average of 14.7%. Roughly 16% of pupils speak Welsh as a first language or to an equivalent standard. Few pupils come from an ethnic minority heritage and just four pupils receive support teaching in English as an additional language. The intake represents the full range of ability. There are 50 pupils with statements of special educational need (SEN) and there are 360 pupils at Stages 1- 4 of the SEN Code of Practice. The school aims to provide a happy environment, high quality education and an effective preparation for later life. Clear objectives for attaining these goals are cited in the School Development Plan. A broad and balanced curriculum embracing academic and vocational subjects caters for pupils' varied needs.

6.4 Bibliography

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