

Education for Citizenship in Scottish Schools



A baseline survey of
curriculum & practice
in 128 Scottish primary
and secondary schools

UNICEF UK Citizenship Education
Monitoring Project (CEMP)

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Glossary

CEMP	UNICEF UK's Citizenship Education Monitoring Project
CRC	United Nations Convention on the Rights of the Child
EfC	Education for Citizenship
PSHE	Personal, Social and Health Education
UNICEF	United Nations Children's Fund
MUNGAs	Mock United Nations General Assemblies
PSD	Personal and Social Development
PHSE	Personal, Health and Social Education
ICT	Information and Communications Technology

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Autumn 2001



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Foreword

Background to this report

Publication of this research, conducted in the autumn of 2001, was delayed until the publication of a further document by Learning and Teaching Scotland. **Education for Citizenship in Scotland, A paper for Discussion and Development** appeared in spring 2002.

Education for Citizenship in Scotland

UNICEF takes the stance that young people will learn most effectively about citizenship by being active citizens within the school-community. Schools can encourage active citizenship by providing responsibilities and the opportunity to exercise choice. UNICEF is pleased to see the UN Convention on the Rights of the Child given such prominence in Section 1; recognising that young people are indeed citizens of today, with their own rights, rather than citizens in waiting.

Learning and Teaching Scotland (LTS) recommends that:

‘Each young person’s entitlement to Education for Citizenship can be secured through combinations of learning experiences set in the daily life of the school, discrete areas of the curriculum, cross-curricular experiences and activities involving links with the local community... Education for Citizenship is a key part of the responsibility of every teacher and early education practitioner, it is part and parcel of every area of study and of all teaching and learning.’

UNICEF endorses the LTS recommendation and agrees that EfC should be taught across the curriculum by all teachers, believing that only when the whole school is seen to be endorsing and practising citizenship will pupils be fully empowered to be contributing participants and active citizens in their school community.

Responses to the questionnaire: 4. EfC Practice and content, and 4.3 Pupil learning and genuine involvement in EfC, suggest that this all-inclusive approach is certainly alive in these schools. Although responses to 5.1.1 Staff involved in EfC curriculum development team, and 5.2.1 Numbers and frequency of lessons rather belies a totally inclusive approach. However, 5.3 Training needs, identified a need for whole staff training by 62% of respondents.

UNICEF’s CEMP research

The Scottish survey was the fourth piece of research undertaken as part of UNICEF UK’s research project: CEMP (Citizenship Education Monitoring Project). CEMP was established in September 1999 to monitor the impact of citizenship education, and in particular the entry into schools’ curricula of the Convention on the Rights of the Child, and resulting affects on pupil participation. This research has already been augmented by the first of two qualitative pieces of research into how a few schools in each of the four jurisdictions are dealing with Education for Citizenship, and how it is viewed by their pupils. The first of these reports, **Work in Progress** came out in summer 2002, and work is already underway on a follow-up. In late 2003 UNICEF UK will be undertaking a national survey to assess the impact of new Education for Citizenship curricula in the UK, and the resulting effects on pupils’ knowledge of their rights and their participation in schools.

UNICEF in Scotland

UNICEF UK has a fulltime Education Officer in Scotland, Bruce Wilkinson, and he can be contacted on: 0141 589 8121, or email: brucew@unicef.org.uk.

Heather Jarvis, Head of Education, UNICEF UK
September 2002

1. Key findings

1.1 A substantial number of Scottish schools have started planning for Education for Citizenship and in many cases are already teaching EfC or aspects of it. While 34% of respondents claim that EfC has been included their school development plan, 30% of respondents tell us that whole school EfC discussion is in hand, and 26% of respondents say that someone has been nominated to lead an EfC planning team.

1.2 Respondents cited 366 incidences of EfC-related policy and practice activity (discussion, design, documentation, delivery) as having taken place in their schools during 2001. In 2001 work on school ethos and practice was seen as the most important EfC focus according to 86% of respondents, closely followed by work on anti-bullying policies (83%), and school development plans (82%). However, while this indicates that teachers' associate EfC with a raft of policy and practice, it is impossible to say from the data collected whether EfC has provided a catalyst for such activity or is implicit to work that was happening anyway.

1.3 While at least 80% of this survey's respondents are based in primary schools (where one might expect to find EfC most commonly delivered through topic and project work) only 61% cited topic and project work as a significant EfC delivery vehicle. The largest group of respondents (85%) regarded PSHE as a key means of delivering EfC, while the second largest group (73%) saw assemblies and acts of collective worship as a significant delivery means. That said, most respondents selected several approaches for delivering EfC and made an average of 3.5 choices, a factor that might help account for the spread of responses.

1.4 Substantive EfC choices were particularly striking. Virtually all of the respondents regarded all ten content options as important. Asked to rank possible content first, second or third in terms of school priorities preferences became more discernible. As a first choice the 'media' was most commonly chosen (32% of respondents), followed by 'local government and public services (29%) and 'human rights concepts and instruments' (28%).

1.5 'Charity fundraising' was seen as a valuable route to 'pupil learning and genuine involvement in EfC' by 82% of respondents, while school/year/class councils (77%), environmental projects (71%) and community links/activities (66%) were seen as somewhat less important.

1.6 Most primary staff appear to participate in whatever constitutes their school's EfC 'curriculum development team' (though it is likely that most

primary staff participate in all forms of curriculum development anyway). Against such a backdrop, and perhaps not surprisingly, most (if not all) primary teachers seem to be involved in delivering EfC. **The picture is not so clear with secondary schools, though it seems likely, from the data gathered, that the majority operate what might be called 'design and delivery' groups.**

1.7 EfC is being taught through an array of curricular provision. Thirty-four per cent (34%) of respondents say that their schools offer one discrete EfC lesson per week, presumably for all pupils up to Standard Grade, and possibly beyond. Such lessons tend to be less than one hour in length. Beyond this, schools enlist specific subject, pastoral, cross- and extra-curricular delivery means, many of which are neither regular nor timetabled and can only be accounted for in any meaningful way on a termly or even annual basis.

1.8 Sixty per cent (60%) of respondents perceive that all their colleagues require training in EfC, and most respondents believe that some colleagues require training.

1.9 Seventy-three percent of respondents regard pressure on the school timetable as a key EfC implementation constraint. Other significant constraints include lack of staff expertise (46%), lack of an agreed definition of EfC (43%), lack of advice and guidance (41%) and lack of funding for resources (37%).

1.10 The respondents appear to have a variety of resource needs. The largest group of respondents (16%) said that they needed resources to help them teach about children's and broader human rights and responsibilities, and asylum seekers. Primary 6 (10-11 year olds) and Secondary 1 (12-13 year olds) were seen as having the greatest resource 'gaps', but not by significant numbers of respondents. Respondents' recommended the EfC resources could be attributed to four clear categories:

- human/children's rights and responsibilities;
- global perspectives;
- participation;
- citizenship.

However, some recommended resources that defied categorisation. These were put into an 'other/unclear' group, which included resources about such diverse topics as health, the police, and learning and thinking skills.

2. The survey

2.1 Purpose

- To gather information about the way that Scottish schools are responding to the challenge of Education for Citizenship;
- To use the information gathered to enable UNICEF UK to plan its Scottish schools' programme more effectively;
- To help build up a picture of teachers' needs and interests across the UK.*

*Since 1999 UNICEF has commissioned five surveys:

- **Spring 2000 Citizenship in Schools: A baseline survey of curriculum & practice in sample English, Welsh and Northern Irish Education Authorities** (published and available on the UNICEF website)
- **Summer 2000 Citizenship in 400 Schools: A baseline survey of curriculum & practice amongst 400 UK primary, middle and secondary schools** (published, out of print, but available on the UNICEF website)
- **Summer 2000 Schools and Citizenship: A baseline survey of 70 schools applying to participate in the UNICEF UK CEMP** (unpublished)
- **Spring 2002 Work in Progress: Education for Citizenship in four jurisdictions - interviews with teachers & pupils in England, Wales, Northern Ireland, Scotland**
- **Summer 2002 Citizenship in Scottish Schools: A baseline survey of curriculum & practice among primary and secondary schools**

2.2 Target groups

The survey was mailed to all Scottish schools in the autumn of 2001. Responses were received from 128 schools, 5.74% of Scottish schools.

2.3 Structure of the survey

The questionnaire was divided into seven sections:

1. Contact data: name; job title; school; size; local authority EfC adviser
2. Current and future EfC policy and practice
3. EfC in the curriculum
4. Training needs
5. EfC resources
6. Interest in CEMP
7. Concluding remarks

3. Data collected

Type of school	Incidence of selection	
Primary	102	(80%)
Secondary	18	(14%)
Other*	8	(5%)
Total number of respondents	128 (100%) 4.74% Scottish schools	

*primary/secondary combined schools in remote areas, primary/lower secondary preparatory schools, special schools

Question 3. Development of school EfC practices

3.1 EfC planning

Available choices		Choices made		% of respondents
3.1.1	EfC already in school development plan	44	(26%)	34%
3.1.2	Whole school discussions in hand	39	(23%)	30%
3.1.3	Staff member nominated to lead team	33	(19%)	26%
3.1.4	Team planning for whole school	18	(105%)	
3.1.5	Monitoring & evaluation of effectiveness	17	(10%)	
3.1.6	External EfC help brought in	12	(7%)	
3.1.7	Team working in isolation from school	6	(3%)	
All responses		169	(100%)	

3.2 Incidence of EfC in policy, practice and school documents

Categories of activity/document

Available choices		Choices made		% of respondents
3.2.1	School ethos/practice	110	(14%)	86%
3.2.2	Anti-bullying policy	107	(14%)	83%
3.2.3	School development plan	106	(14%)	82%
3.2.4	Whole school policies	84	(10%)	
3.2.5	School brochure/prospectus	67	(9%)	
3.2.6	School mission statement	66	(9%)	
3.2.7	Equal opportunities policy	61	(8%)	
3.2.8	EfC policy	57	(7%)	
3.2.9	Parent-school contracts	38	(5%)	
3.2.10	Cross-curricular policy	35	(4%)	
3.2.11	Specific subject/whole school policy	32	(4%)	
All responses		763	(100%)	

Average number of choices made per respondent: 5.9

3.3 EfC action/documentation years 2001 – 2004

Year:	2001	2002	2003	2004
Incidences:	366	203	109	85

3.3.1 Most substantial sites of activity in 2001:

3.3.1.1	School ethos/practice	69 (19% of 2001 total)
3.3.1.2	Anti-bullying policy	62 (17% of 2001 total)
3.3.1.3	School development plan	44 (12% of 2001 total)

4. EfC practice and content

Question 4. EfC practice and content

4.1 Practice

Available choices		Choices made % of respondents		
4.1.1	Part of PSHE	109	(22%)	85%
4.1.2	Collective worship/assemblies	94	(19%)	73%
4.1.3	Topic/project work	79	(17%)	61%
4.1.4	Cross-curricular approaches	54	(11%)	
4.1.5	No formally agreed strategy	54	(11%)	
4.1.6	Range of subjects	53	(11%)	
4.1.7	Special events/activities	52	(11%)	
4.1.8	Class/tutorial time	49	(10%)	
4.1.9	Extra-curricular activities	43	(9%)	
All responses		475	(100%)	

Average number of choices made per respondent: 3.7

4.2 Content

4.2.1 Ranked first, second or third

Available choices		Choices made	% of respondents	
4.2.1.1	World as a global community	114	(11%)	89%
4.2.1.2	Rights & responsibilities	112	(11%)	87%
4.2.1.3	Religious & ethnic identities	112	(11%)	87%
4.2.1.4	Conflict resolution	110	(11%)	86%
4.2.1.5	Work of voluntary groups	108	(11%)	84%
4.2.1.6	Voting & electoral system	108	(11%)	84%
4.2.1.7	Human rights concepts & instruments	103	(10%)	
4.2.1.8	Local government & public services	103	(10%)	
4.2.1.9	Scottish Parliament/UK matters	101	(10%)	
4.2.1.10	Media	101	(10%)	
All responses		1072	(100%)	

Average number of choices made per respondent: 8.3

4.2.2 Ranked first

Available choices		Choices made % of respondents		
4.2.2.1	Media	42	(4%)	32%
4.2.2.2	Local government & public services	38	(4%)	29%
4.2.2.3	Human rights concepts & instruments	37	(4%)	28%
4.2.2.4	Voting & electoral system	33	(3%)	
4.2.2.5	Scottish Parliament/UK matters	31	(3%)	
4.2.2.6	Conflict resolution	23	(2%)	
4.2.2.7	Work of voluntary groups	22	(2%)	
4.2.2.8	Religious & ethnic identities	19	(2%)	
4.2.2.9	Rights & responsibilities	18	(2%)	
4.2.2.10	World as a global community	15	(1%)	
All responses		1072	(100%)	

4.3 Pupil learning and genuine involvement in EfC

Available choices		Choices made% of respondents		
4.3.1	Charity fundraising	105	(17%)	82%
4.3.2	School/year/class councils	99	(16%)	77%
4.3.3	Environmental projects	91	(15%)	71%
4.3.4	Community links/activities	85	(14%)	66%
4.3.5	Mock elections, parliaments, MUNGAs	62	(10%)	
4.3.6	Part of PSHE	49	(8%)	
4.3.7	School committees	46	(7%)	
4.3.8	Voluntary work	38	(6%)	
4.3.9	International links	36	(6%)	
4.3.10	Peer education projects	35	(6%)	
All responses		610	(100%)	

Average number of choices per respondent: 4.7

5. Teaching EfC

Question 5. Teaching EfC

5.1 Staff involved

5.1.1 Staff involved in EfC curriculum development team

	Number of staff	Times selected
5.1.1.1	4-6	11
5.1.1.2	2-3	10
5.1.1.3	1	6
5.1.1.4	All	5
5.1.1.5	7-10	4
5.1.1.6	10+	4
5.1.1.7	Other	3
All responses	41	

5.1.2 Staff involved in delivering EfC

	Number of staff	Number of times selected
5.1.2.1	2-3	16
5.1.2.2	7-10	16
5.1.2.3	4-6	15
5.1.2.4	10+	15
5.1.2.5	All*	15
5.1.2.6	1	10
5.1.2.7	Other	2
5.1.2.8	All responses	89

*Included, in one case, 28 members of staff.

5.2 Time for EfC

5.2.1 Number and frequency of lessons

Available choices		Choices made	% of respondents	
5.2.1.1	Other *	54	(47%)	42%
5.2.1.2	1 lesson per week	44	(38%)	34%
5.2.1.3	1 lesson per month	11	(19%)	
5.2.1.4	1 lesson per fortnight	6	(5%)	
5.2.1.5	1 lesson per term	1	(8%)	
All responses		116	(100%)	

*Other included:

- part of whole school curriculum and ethos
- part of cross-curricular approach
- part of wider Skills for Living Together programme
- part of PSD, Circle Time, PHSE
- part of existing subjects or topics
- part of daily life of school eg. interest courses, voluntary work, Duke of Edinburgh awards
- part of pupil council time
- blocks of time per annum
- one unit of 4-5 lessons per annum
- one lesson per week in a 6 week block
- one hour per week for two terms
- ten hours per annum
- as issues arise in existing lessons
- as an integral part of learning
- termly slots
- weekly slots eg. in assemblies
- daily
- to be featured in Humanities (R.E, Environmental Studies, Modern Studies)

5.2.2 Teaching hours

Available choices		Choices made	% of respondents	
5.2.2.1	Up to 1 hour	30	(75%)	23%
5.2.2.2	Up to 2 hours	6	(15%)	
5.2.2.3	Up to 3 hours	1	(2%)	
5.2.2.4	Up to 4 hours	1	(2%)	
5.2.2.5	4+hours	2	(5%)	
All responses		40	(100%)	

5.3 Training needs

Available choices		Choices made	% of respondents	
5.3.1	The whole staff	77	(62%)	60%
5.3.2	A few individuals	23	(18%)	
5.3.3	None	12	(10%)	
5.3.4	The whole team	7	(5%)	
5.3.5	A whole department/ departments	5	(4%)	
All responses		124	(100%)	

5.4 EfC implementation constraints

Available choices		Choices made	% of respondents	
5.4.1	Pressure on school timetable	94	(27%)	73%
5.4.2	Lack of staff expertise	59	(16%)	46%
5.4.3	Lack of an agreed definition of EfC	55	(15%)	44%
5.4.4	Lack of advice & guidance	53	(14%)	41%
5.4.5	Lack of funding for resources	48	(13%)	37%
5.4.6	Lack of suitable resources	19	(5%)	
5.4.7	Lack of staff commitment/confidence	17	(4%)	
5.4.8	Other*	11	(3%)	
5.4.9	No constraints	10	(2%)	
All responses		366	(100%)	

*Other included:

- topics are rarely removed so schools' resources are often very detailed and include lesson plans for 10, 20 and even 30 one hour session
- tremendous workload
- focus on raising attainment
- no staff development time - too many priorities
- little time for team leader to monitor and evaluate developments
- lack of non-contact time for staff
- small school and staff - can only develop a few areas per annum
- constantly changing staff

6. Resources

6.1 Main areas of EFC needing resources:

Available choices		Choices made	% of respondents	
6.1.1	Other*	38	(41%)	30%
6.1.2	Children's/human rights/resps/ asylum seekers	21	(22%)	16%
6.1.3	All subjects/areas	13	(14%)	
6.1.4	Other subjects/areas	9	(10%)	
6.1.5	Global issues/sustainable development	6	(6%)	
6.1.6	Conflict resolution	5	(5%)	
6.1.7	Humanities subjects/areas	4	(4%)	
All responses		93	(100%)	

*Other included:

● advice & information for staff & pupils	6
● local government/parliament	6
● community & international links	5
● religious/cultural differences in UK & world	3
● voluntary work	3
● mock elections	3
● councils & committees	2
● media in society	2
● staff training	2
● role of charities	2
● United Nations	1
● participation	1
● drama	1
● ICT	1
Total other:	38

6.2 Main age group EFC resources needed: primary

Available choices		Choices made	% of respondents	
6.2.1	Primary 6 (10-11 year olds)	52	(18%)	42%
6.2.2	Primary 5 (9-10 year olds)	48	(16%)	37%
6.2.3	Primary 4 (8-9 year olds)	44	(15%)	34%
6.2.4	Primary 7 (11-12 year olds)	43	(15%)	33%
6.2.5	Primary 3 (7-8 year olds)	37	(12%)	
6.2.6	Primary 2 (6-7 year olds)	35	(12%)	
6.2.7	Primary 1 (5-6 year olds)	35	(12%)	
All primary responses		294	(100%)	

6.3 Main age group EfC resources needed: secondary:

Available choices - secondary		Choices made	% of respondents	
6.3.1	Secondary 1 (12-13 year olds)	12	(26%)	9%
6.3.2	Secondary 2 (13-14 year olds)	11	(23%)	8%
6.3.3	Secondary 3 (14-15 year olds)	6	(13%)	
6.3.4	Secondary 4 (15-16 year olds)	6	(13%)	
6.3.5	Secondary 5 (16-17 year olds)	6	(13%)	
6.3.6	Secondary 6 (17-18 year olds)	5	(11%)	
All secondary responses		46	(100%)	

6.4 Recommended resources

6.4.1 Human/children's rights/responsibilities

Rights of the Child, UN
Rights and Responsibilities, produced by Guidance
X File, UNICEF/BBC/ITV

6.4.2 Global perspectives

Society and You, The World and You, Hodder and Stoughton
 Oxfam resources
 WWF resources

6.4.3 Participation

Circle Time, Jenny Moseley
Circle Time, LDA and Nelson
Power to the People, Imprint Publications
School Councils, Save the Children
Skills for the Primary School Child, Tacade
Time to Talk, Harper Collins Answers

6.4.4 Citizenship

Citizenship, Folens
Citizenship Series, Incentive Plus Catalogue
Citizenship Resource Pack, BBC
LCP Citizenship Resource File, Language Centre
 Publications
*Pack on Citizenship for Scottish Educational Research
 Association*, Pamela Munn
The Citizenship File

6.4.5 Other/unclear

A Guide to Positive Thinking, N F Nelson
Alive-O R E Scheme, Veritas
Health for Life
Learning Game, Mindstone
Lifetimes Books 1-2, John Foster, Collins
Modern Studies Texts, Imprint and Pulse
Raised Voices Videos and Posters
Police Box, Grampian Police
 ALPS Approach
 KCP Ltd
 MEP Video

7. CEMP news and views

Schools that elected to become part of CEMP – offered at the time of the questionnaire - were asked what aspects of Education for Citizenship they most wanted to hear about. Schools that elected to become part of CEMP received a free resource, and receive a free termly newsletter which largely responds to the requests in 8.1 – 8.5, and are contacted by the Education Officer, Scotland.

Available choices	choices made	% of respondents
7.1 How CEMP schools are tackling EfC	99 (28%)	77%
7.2 What's new with UNICEF	91 (26%)	71%
7.3 What's happening across the UK	85 (24%)	
7.4 What's new with EfC	70 (20%)	
7.5 Other*	4 (1%)	
All responses	349 (100%)	

Other

- Would like information on how to set up a school council
- Would like anything relevant – to help stimulate children's interest
- Would like ideas and reviews of material others have found helpful
- Would like information about how to obtain funding, resources, sponsorship.

8. Concluding remarks

This survey is based upon a very small sample and findings can only therefore be regarded as indicative. The low number of secondary respondents is disappointing and clearly weights the survey in favour of the primary sector. A higher number of secondary respondents might have made it productive to separate the primary from the secondary teacher data; but eighteen or so secondary teachers do not make a convincing sample. That said, the data collected points to important trends in Scottish schools and indicates what teachers perceive to be their EfC needs and interests. Furthermore, all the UNICEF baseline surveys, Scotland included, will be repeated in late 2003, enabling us to compare and contrast this data with subsequent findings.

Since EfC in Scotland is something of a curriculum 'portmanteau' into which all manner of subject matter, agendas and intentions can be thrown, this survey has tried to gain a glimpse of Scottish teachers' priorities. Though the teachers in the survey are receptive to EfC many need help with tucking citizenship's diverse components into the curriculum in a way that is coherent, meaningful and empowering to their pupils. Having entered the citizenship fray a little later than England, Wales and Northern Ireland, Scotland can learn lessons from its jurisdictional counterparts. In England and Northern Ireland Citizenship Education is to become statutory at secondary level. In Wales the jury is still out. Yet despite a certain amount of variation, all four jurisdictions have adopted a 'light touch' approach that has led teachers, and particularly EfC (and equivalent) coordinators, to experience common interpretation and implementation problems. Against such a backdrop, perhaps not surprisingly, teachers across the jurisdictions require comparable forms of training and support. It is therefore important that curriculum decision-makers in Scotland make use of what is now a growing body research into the problems associated with designing and delivering of EfC.

This report forms part of a research programme conducted by UNICEF's Citizenship Education Monitoring Project (CEMP). All the CEMP reports can be downloaded from the UNICEF UK website: www.unicef.org.uk. A key research issue for CEMP has not only been whether and in what way schools teach about the UN Convention on the Rights (CRC) within EfC, but also whether, and in what way, schools encourage pupils to exercise rights and responsibilities in the school. Generally speaking, where children's rights teaching exists at all, the formal teaching of children's rights is not as well supported by pupils' experiential rights learning as it might be. Even where schools have put democratic structures in place, through such means as circle time and class, year or school councils, there can be a world of difference between what teachers describe as pupil involvement and the way pupils' experience democracy on the ground.

A survey in 2001 conducted by the Children's Rights Alliance found that 76% of the children and young people surveyed had neither heard about their rights nor could name any such rights. Yet, in ratifying the CRC some ten years ago, the UK committed itself to ensuring that children and young people learn about children's rights. While EfC is an obvious place for such learning to start, democratic practices in schools is where such learning will be consolidated.

9. The UN Convention on the Rights of the Child

The Convention on the Rights of the Child was adopted by the United Nations General Assembly on 20 November 1989. In the UK, it has taken over 10 years for teaching about the Convention to enter curricula, despite Article 42 which lays responsibility on governments to make the principles known to adults and children alike.

The Convention spells out standards that governments are obligated to keep. It was created with four basic principles in mind:

1. The right to non-discrimination (Article 2).
2. The right to have the child's best interest considered in all actions concerning children (Article 3).
3. A child's right to life, survival and development (Article 6).
4. A child's right to be heard (Article 12).

This last principle has proven the most contentious. It recognises children as citizens who are entitled to have their own views, and to have opportunities to express these views on issues that concern them. Understanding that they will be listened to is essential if children are to grow up understanding how to fully participate in society. Why are adults so fearful of children knowing that they, too, have rights and are citizens, while constantly bemoaning young people's lack of responsibility? Wherever it has been taught, adults have been pleasantly surprised that, far from reinforcing alienation between the age groups, it has in fact improved behaviour and respect for others, of all ages.

The United Nations Convention on the Rights of the Child contains 54 Articles in three parts.

Part 1: Articles 1 to 41 lays out specific rights for all children in terms of provision and protection. These can be divided into articles that describe the rights children have for survival, development, protection and participation in society.

Part 2: Articles 42 to 45 describe how the Convention should be brought into practice and monitored by a Committee on the Rights of the Child.

Part 3: Articles 46 to 54 outlines the process by which the Convention comes into force through ratification by governments, or "State Parties" as they are termed.

The Convention in the United Kingdom

The United Kingdom government ratified the Convention on 16 December 1991. It has subsequently made two reports on the rights of children in the United Kingdom to the United Nations Committee on the Rights of the Child.

The Convention world wide

By 1991 every country in the world (except Somalia and the United States of America) had ratified the Convention, making it the most universal statement on rights achieved during the twentieth century.

The Convention on the Rights of the Child encourages governments to always act in the best interests of children and to do all they can to implement the rights contained in the Convention. The responsibility includes promoting national awareness of the Convention and the provision of overseas aid.

10. Resources available from UNICEF for Education for Citizenship & PSHE

Order from: UNICEF, Unit 1 Rignals Lane, Chelmsford, CM2 8TU or Tel: 0870 606 3377

Resources can be viewed on our website: www.unicef.org.uk/teacherzone. Your pupils can find activities and information on our youth site: www.therightssite.org.uk.

- **Wants and needs cards**

10 sets of 20 cards in five different colours. Cards are ready made copies of those used in the activity in Unit 1. The cards come with an instruction sheet and summary of the Convention on the Rights of the Child, packed in a resealable plastic wallet.

Code: 35161 £16.00

- **Talking rights; taking responsibility**

30 oral activities built around peer relationships to support the learning of rights and responsibility with secondary pupils. Activities aim to develop awareness:

- That all children have the rights in the UN Convention on the Rights of the Child;
- That rights bring responsibility;
- That self esteem and a sense of identity are important;
- That young people have things in common all over the world;
- That problems can be solved peacefully;
- That young people have some control over the future.

Code: 36019, 144 pages, 30 Activities, Price £13.00

- **Time for Rights**

Especially designed to support work for Education for Citizenship and PSD with 9 – 13 year olds in five units:

- What are children's rights?
- What do rights mean to me?
- What do rights mean in the family?
- What do rights mean in school?
- What do rights mean in the community?

Each unit contains photocopiable pupil sheets about the lives of children in Brazil, Colombia, India, Romania and the UK, and interactive sessions to help pupils think about rights and responsibilities and what this means in their lives.

Code: 36271, 124 page book, full colour poster, Price £10.00

- **India: Children's needs; children's rights**

This pan-India, cross-curricular resource is designed around the lives of six partner children in India from widely varying backgrounds and locations. A rights perspective is brought to Units looking at habitat and standard of living, water and health, who can afford a healthy diet, going to school in India, and play time. Also children's festivals, mendhi and world faiths. Usable with children 8 – 16 years.

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

Code: 35157 £10.00

- **It's Only Right**

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

Code: 36083 £3.00

- **Raised Voices - video**

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

Code: 17013 30 minutes, £6.50

- What is UNICEF? - video

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

Code: 37011 27 minutes, £6.50

Thursday's Child is both a full musical and a choral work for young people on the theme of children's rights. The story follows a group of children who make a journey to happiness on the way encountering situations which illustrate the worst aspects of life for child around the world, in a lively, often humorous way.

Teachers' Pack: video of a performance with stopping points for discussion, Teachers' Book (48 pages) and a poster:

Code: 35029 Price £17.50.

Performance Pack: everything you need to put on a performance: score, script, backing CD and poster

Code: 35019 Price £45.00

Performance CD: songs from the musical:

Code: 38019. Price £13.00

Songbook - piano version of selected songs, with narration for a cantata performance. Free CD with backing track and a sung performance.

Code: 36049. Price £16.00

- World Map

Peters Projection world map, 84cm x 60cm, produced by One Village.

Code: 31066 £4.00

- Global Topics for literacy hour

12 x A2 big colour photos depicting aspects of life in Colombia, Indonesia and Tanzania of interest to children. On the reverse of each photo are 4 x A4 photocopiable pages, each one the basis for one week's work in literacy hour. The reverse of each photo consists of :

- High Frequency word list for Reception, Years 1 & 2, Years 4 & 5;
- A wide range of activities to support Word and Text level work.

PLUS 3 topic books for cross-curricular work with photocopiable activity sheets.

PLUS a Teacher's Guide linking Literacy Hour material, the big photographs and topic work.

Code: 35939 £5.00

- Chains

Dance pack for use with secondary pupils around the theme of global citizenship. The pack contains a video of a performance of the six dances which make up Chains and six dance workshops, can be used as a teaching tool. There is also an accompanying CD of the backing music. The video of a performance of the short dance pieces, two with song lyrics, can also be used to introduce the relevant units in the accompanying Teacher's Book. The activities are designed to help meet the requirements of Education for Citizenship.

Call the UNICEF Helpdesk for price details.

- Songs, games and stories from around the world

An audio cassette of 17 songs sung in many languages with a book containing the lyrics and music notation, 15 games and 13 stories.

Code: 38010 £6.50