An evaluation of the post-16 citizenship pilot 2004/05

A report from Ofsted and the Adult Learning Inspectorate

Contents

Executive summary

The Department for Education and Skills (DfES) commissioned the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) to evaluate the achievement of young people in terms of knowledge, understanding and skills in citizenship; and the effectiveness of projects, in a variety of settings and with cohorts of different sizes, in delivering the aims of the post-16 citizenship programme. This report draws together the findings from a sample of 48 school sixth forms, general further education colleges (GFE), sixth form colleges, youth services and work-based learning providers participating in the fourth year of the post-16 citizenship pilot programme, led and managed by the Learning and Skills Development Agency (LSDA).[1] The survey was carried out between December 2004 and April 2005 and focused on providers.

For 2004/05, the Qualifications and Curriculum Authority (QCA) established a framework for citizenship learning that set out the objectives, actions and activities that should form the basis for planning pilot projects.[2] This report provides evidence of the range of programmes in each of the settings, the achievement of young people against programme objectives, the quality of teaching and training, and the effectiveness of leadership, management and project support. Specific examples of good and interesting practice from a range of providers illustrate the report.

Young people, in different settings and pursuing qualifications at different levels, were overwhelmingly positive about their citizenship projects, identifying benefits such as 'getting things done' and 'active involvement and learning by doing, organising and making decisions'. They contributed to their local communities and had opportunities to take responsibility, deriving considerable satisfaction from such participation. Their confidence improved from their contributions to group activities and they enhanced their interpersonal skills. In general, they became more involved in the life of their institutions. There was also a strong feeling from them that the voice of students, as represented by student councils and tutor group representatives, had been improved as a result of citizenship programmes. Across the range of institutions in the survey, young people's achievements were generally good, although there was some underachievement where they were not engaged with their programmes and saw them as irrelevant or a distraction.

The QCA guidance contributed valuably to project development, in particular by providing a clearer definition and targets. However, the guidance was less appropriate and useful in contexts involving part-time and entry to employment (E2E) learners. The most successful projects provided a programme with a core of learning, a representative structure and

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[1] A full list of providers involved in the programme is in Further information, below.
[2] *Play your part: post-16 citizenship*, QCA, 2004.

opportunities for practical citizenship activity. They were more successful where they had clear and attainable aims or led to qualifications. In work-based learning, programmes with direct vocational relevance, and where citizenship was integral to provision, were more successful.

All the successful projects benefited from carefully planned introduction and implementation. They were characterised by the enthusiasm and commitment of those leading them. Senior managers saw development within citizenship as central to the work and ethos of their institution or company and set a clear direction for the activities that learners would undertake. Across settings, however, quality assurance was unsatisfactory in two fifths of projects, even though they were managed well in other respects. Evaluation and monitoring of the progress of citizenship programmes against action plans were weak. Funding was not always used wisely, for example, with too little attention to longer term development and sustainability

Teaching and training were good in the majority of centres seen. The best teaching was by confident teachers who had familiarised themselves with the QCA guidelines. Tutors in large scale tutorial programmes, however, were generally not trained effectively to teach citizenship and lacked the confidence to tackle important or controversial issues.

In the best programmes, assessment was linked closely to the QCA's learning objectives for citizenship. However, most teachers and trainers made little attempt to relate work in citizenship to learners' previous experience. Even where accreditation was undertaken, too little attention was paid to building on the knowledge and skills that learners might have acquired during citizenship studies at Key Stage 4. The assessment of learners' progress was the weakest aspect of teaching and of programmes more generally.

The report makes a number of recommendations in order to build on progress and developments so far. There is a need to review the nationally provided guidance for citizenship to make sure that learners' needs are taken into account across the wide variety of contexts in which provision is made. In small scale programmes, there is a need to examine the extent to which they can be sustained; the ways in which they might have an impact on larger numbers of learners or trainees should be considered. Professional development for teachers and trainers of citizenship requires strengthening, particularly in teaching about political literacy, community involvement and controversial issues; the knowledge and skills of tutors on large scale tutorial programmes require development. Teachers and trainers should find out about the work learners have already done at Key Stage 4 in order to inform planning for citizenship post-16. Quality assurance of projects, especially self-evaluation, should be improved. Funding should be directed towards developing and sustaining citizenship programmes. National bodies should disseminate the key messages from the pilot to wider audiences in post-16 education and training.

Key findings

❒ In the centres seen, the post-16 citizenship programme has promoted much high achievement across the range of objectives defined in the QCA's framework for citizenship. Young people in different settings and pursuing qualifications at different levels were overwhelmingly positive about their citizenship projects. Underachievement occurred in the small minority of cases where young people saw the programmes as irrelevant or a distraction.

❒ The most successful projects included a core programme of learning, as well as opportunities for representation and practical citizenship activities. Clear, attainable aims and opportunities for accreditation of learning were also important features. Programmes within work-based learning were most successful where they were integrated within provision and had direct vocational relevance.

❒ Teaching and training were good in the majority of centres seen. The best teaching was by confident teachers who had familiarised themselves with the QCA guidelines. Tutors in large scale tutorial programmes, however, were generally not trained effectively to teach citizenship and they lacked the confidence to tackle important or controversial issues in citizenship.

❒ Assessment was satisfactory in the majority of schools, sixth form colleges and the general further education colleges, but unsatisfactory in the majority of work-based learning providers and youth services visited. In the best programmes, assessment was linked closely to the QCA's learning objectives for citizenship and to the activities and programme of study. The assessment of learners' progress was the weakest aspect of teaching and of programmes more generally.

❒ Most teachers and trainers made little attempt to relate work in citizenship post-16 to learners' previous experience. Even where accreditation was undertaken, too little attention was paid to recognising and building upon the knowledge and skills that learners might have acquired during citizenship studies at Key Stage 4.

❒ All the successful projects benefited from carefully planned introduction and implementation and were characterised by the enthusiasm and commitment of those leading them. Senior managers saw development within citizenship as central to the work and ethos of their institution or company and set a clear direction for the activities that learners would undertake.

❒ Across settings, quality assurance was unsatisfactory in two fifths of projects, even though they were managed well in other respects. Evaluation and monitoring of the progress of citizenship programmes against action plans were weak.

❑   A small minority of small scale projects, while successful in meeting their limited aims, had little impact on other young people in the institution or beyond, and were not transferable or sustainable.

❑   The QCA's guidance has made a valuable contribution to project development, in particular by setting and defining targets for learning in citizenship. However, in a small minority of projects, especially those involving part-time and entry to employment (E2E) learners, the guidance was often not appropriate and useful to their particular contexts.

❑   Good use of funding helped to develop and sustain projects. In around one in five providers, insufficient funding was used for training, even when this was an identified need.

Recommendations

To build on the progress and developments so far:

1.   The DfES, the QCA and the LSDA should:
   • provide additional guidance to make sure that learners' needs in citizenship are taken into account across all programme types and modes of attendance in the full range of settings
   • strengthen professional development for teachers and trainers of citizenship programmes, especially in teaching about political literacy, community involvement and controversial issues
   • seek to disseminate the key messages from the experience of the pilot to wider audiences in post-16 education.

2.   Senior managers and leaders should:
   • improve the quality assurance of projects, especially by encouraging and strengthening self-evaluation and reflection amongst citizenship teams
   • ensure that funding is used to develop and sustain citizenship programmes
   • in large scale tutorial programmes, continue to develop the knowledge and confidence of the tutors in order to improve their overall quality
   • in small scale citizenship programmes, examine the sustainability of programmes and consider ways in which they might have an impact on larger numbers of learners or trainees.

3.   Teachers and trainers should:
   • work with managers to ensure that citizenship programmes actively engage the interest of learners so that they can achieve to their full potential
   • find out what learning in citizenship has been completed at Key Stage 4 in order to inform the planning of citizenship programmes post-16.

The citizenship programmes

1. A key finding of the report by the National Foundation for Educational Research (NFER) on the earlier phases of this project was that many of the most successful projects involved small and highly motivated groups, often volunteers. The NFER found that where larger groups were involved, these were often in school and college tutorial sessions and the outcomes in terms of attitudes and learning in citizenship were less positive. The challenge for this phase of the LSDA programme was to encourage extension to larger cohorts of successful projects. Although there are common features, this section focuses on the approaches adopted in each of the five settings involved in the programme.

School sixth forms

2. In two thirds of the schools visited, good programmes have been established which meet the QCA requirements and offer young people substantial experiences of citizenship. Of the remaining third, most are satisfactory but a small number of projects do not meet project requirements in significant respects. Most of those schools where citizenship is well developed have been in the LSDA pilot for some time or have begun their work from a position of strength, using the pilot to further their development of a culture of citizenship in the school.

3. The great majority of schools in the pilot programme took up the exhortation to include all young people on particular programmes, or all of those enrolled in the sixth form. The most successful programmes were those that made citizenship a prominent part of the school's purpose and work. Typically, in such schools, the curriculum had a core programme of citizenship; there was a representative body with status and influence; and substantial extra-curricular and enrichment activities were offered and taken up by significant numbers of young people.

4. Eggbuckland School in Devon exemplifies this approach. Part of their core programme, two hours a week, is dedicated to citizenship in the form of a 'leadership challenge'. The school prospectus states:

    'We believe it is critical for young people to be given an opportunity to demonstrate Active Citizenship and to further develop vital skills for life. All students identify an area of activity in which they wish to be involved, and they are allocated a mentor to support them.'

5. The activities undertaken by students are wide ranging and worthwhile, although some did not fit the project definition of citizenship. Activities included fund-raising and voluntary work. A few students involved in a project about the law entered a national 'mock trial' competition. One student ran a fair trade shop. One has been to Auschwitz as part of a project on human rights. Some of the students harnessed their activity

to some form of accreditation, such as the Duke of Edinburgh Award. These activities are largely self-driven, and evaluation by the school suggests that they have benefits in terms of motivation and skills. In addition to this experience, students in subjects such as history, modern foreign languages and media studies find links made to current citizenship issues. For example, media students entered a competition to write a script for a film on whether there should be a European Army. The third arm of Eggbuckland's provision is its youth council, and one student has been involved in setting up a Plymouth youth cabinet. This pattern of core, representation and enrichment is found in several other pilot programmes.

6.   Tutorial programmes are used with some success to provide an entitlement to citizenship at both Range High School and at Kingsley College. At Range, the core programme is supplemented with additional time for activities and events. These include an equal opportunities conference (with Sefton consortium), youth parliament elections, a visit by a local MP working with the sixth form council, and a visit by some students to a London conference on European issues. At Kingsley, the core activity is provided through a series of discussions about citizenship issues which are timetabled within the group tutorial programme. Students are also expected to identify, research and make a presentation on a citizenship issue. This activity takes place partly in tutorial time and partly in students' own time and is intended to benefit the school community. Examples include: a newspaper written by and for other students; a day's charitable event to involve all students; and a website to publicise the project, with links to other citizenship sites and resources.

7.   In a small number of cases, citizenship is provided within the curriculum by a team of specialists. In these circumstances, citizenship might constitute one or more modules of a broader course, as at Sir Bernard Lovell School where part of a core programme is a unit on political literacy and, additionally, there is provision for a range of activities, events and themes, some of which provide opportunities for active citizenship. The political literacy unit, offered to all (about 100) Year 12 students, is a very good example of well planned, active learning. It involves self-assessment of attitudes and prior knowledge, a mock parliamentary debate which involves staff and students from Bristol University's post-graduate certificate in education (PGCE) course in citizenship, visits to the Houses of Parliament and to European Union (EU) institutions in Brussels, and a question and answer session with the local MP. It uses attractive resources and is far removed from the formal teaching of 'civics'. It enables many of the QCA's learning objectives to be addressed. However, as with some of the other schools, the definition of active citizenship ('working with others to make a difference') is loose, so that while some students engage in responsible

action on behalf of others, this is more concerned with altruism than citizenship.

8. In a minority of the schools visited, citizenship is offered with accreditation, either through the Award Scheme Development and Accreditation Network (ASDAN), General Studies AS, GCSE citizenship studies or AS citizenship. Usually this is for particular cohorts of students, although at Gosforth School, for example, the intention is that citizenship should be a significant part of the general studies course that is taken to examination level by most, if not all, students. Although some students who were interviewed during the survey valued this approach and considered it to be fitting that there should be a tangible 'reward', others, particularly students aiming for high A level grades and sought-after university courses, were aware that General Studies had limited currency and did not see the value of an additional qualification at AS level.

9. Exmouth Community College offers a combination of core and examination options. The core of citizenship is in the tutorial programme, with the Young Citizen's Passport provided as a basis for discussion in tutor groups, augmented by packs on a wide range of topics.[3] Under the auspices of the pilot programme, existing provision was developed so that students work with tutors on a short term citizenship activity: these include a 'shoe box appeal', arranging a disco for charity, and setting up a citizenship theme day. Additionally, Level 2 students take GCSE citizenship as part of their package. Level 3 students can opt for AS citizenship in Year 12 or 13; or those in the social science faculty (and others by request) can join a 'top up' course and do AS citizenship as their selected Wednesday afternoon enrichment option.

10. Two special schools, Ellesmere and Vale of Evesham, offer programmes designed well to meet the needs of their young people. At Ellesmere, all students attend a citizenship day at the beginning of the year at a local country house as part of their induction. They have a tutorial programme which works towards ASDAN FE Level 1 and which includes some elements of citizenship, although this could be sharper in maximising the potential of the award for citizenship. Students also select an option for three sessions a week and several of these have a citizenship dimension. A few of the more able students are withdrawn from lessons for community service, undertaking projects chosen by the students themselves.

11. At Vale of Evesham Special School, the pilot group, two classes of 20 students most of whom have moderate learning disabilities, learn about citizenship as a distinct component of the post-16 programme of personal, social and health education (PSHE). These components are

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[3] *The Young Citizen's Passport* (ISBN 0 340 90099 7), Hodder Headline, 2005.

defined tightly in line with the QCA objectives. They deal with the themes of rights and responsibilities, government and democracy and identities and communities. ASDAN provides accreditation. This year, the rest of the school's 16–18 cohort has been drawn into citizenship through activities to encourage responsibility for the school's environment. Many of these students have autism, severe learning disabilities or profound and multiple learning disabilities. The school has also developed a school council.

12. These examples demonstrate a range of strengths. However, both these programmes and others where citizenship development is at an earlier stage raise issues to be considered.

13. Some of the schools in the pilot give citizenship a high profile, but what they offer is not yet coherent. Not enough has been done to ascertain the needs of the students and to identify where there are gaps in provision. For example, in one school, there is a sensible core but there has been a reluctance to develop discussion in key areas of citizenship because these are considered likely to inflame parts of the student population; in another case, there is a reluctance to develop representation fully.

14. In another school in the pilot, the success of some students in the citizenship programme did not reflect the experience of the whole cohort: while a small group had a very rich experience, including planning and delivering some of the course, the others were relatively unenthusiastic about the programme, with little understanding of its relevance to their Level 2 course. The programme had an uncertain place in the curriculum and appeared unconnected to any other work in the school.

15. Finally, there is the key problem of definition, referred to in several of these examples. In one case, two of the three arms of a citizenship programme undertaken by a school did not meet the QCA objectives; there was no shared understanding on the part of the staff of what citizenship means, or how the elements of the programme fitted together. This raises a question of the training needs of the staff involved, as well as the need for effective guidance and support for young people so that they understand the place of citizenship in their curriculum.

Sixth form colleges

16. Two distinctly different approaches to citizenship are taken in the sixth form colleges in the survey. In three of the colleges, citizenship is taught to whole or part cohorts of students (usually more than 300 students and up to 1000); these colleges have set up citizenship programmes that give sufficient opportunities to meet the key QCA guidelines. A

second approach is to target much smaller, more defined groups. In two colleges, such projects were initiated by an enthusiastic individual on the staff, but were not planned effectively or organised to meet all the criteria for the citizenship programme.

17. Most courses are associated with some form of accreditation. For example, students retaking GCSEs or taking GNVQ intermediate courses are entered for GCSE citizenship to add breadth to their programmes. Others are given the opportunity to complete AS citizenship, either AS or A-level general studies or locally accredited Open College Network (OCN) units. However, even where accreditation was involved and prior attainment might be considered to be of some importance, in general too little attention was paid to building upon or recognising the knowledge and skills that students will have acquired during their citizenship studies at Key Stage 4.

18. In the large group cohorts, citizenship is usually taught through tutorial time and involves nearly all the students in the college. Teaching citizenship through tutorial programmes to entire year groups has advantages and disadvantages. A set time within the tutorial programme, usually a term or more, is used for citizenship, which mostly takes the form of enrichment activities. In the best programmes these activities are chosen from a wide menu which allows students some say in what they study with the possibility of community action. Enrichment activities stimulate students' interest and play to the strengths and enthusiasms of the teachers; they seek to get young people to discuss current issues, to research information to justify a position or point of view and to listen respectfully to the opinions of others. College aims such as breadth of curriculum and student entitlement can be addressed through tutorial sessions. In addition, timetabling is relatively simple and guest speakers and audio-visual (AVA) materials relatively easily accommodated.

19. However, not all staff teaching on these programmes have similar levels of confidence or understanding, and this leads inevitably to variation in quality. Time slots are usually quite tight and this may be one of the reasons why citizenship in most sixth form colleges rarely leads to activity in the community. This may also be a manifestation of the fact that staff who teach citizenship are busy specialists in other areas and are tutors or citizenship teachers only for a short time each week. In terms of the QCA 'essential opportunities', some of these programmes fail to address all of the criteria, in particular the first, 'to identify, investigate and think critically about citizenship problems and issues that concern them'. In addition, much of the work is based in the classroom or college, even when it deals with local or global issues.

20. Some colleges provide specific citizenship events in addition to core programmes, for example focusing on global issues such as AIDS and

Fair Trade. These are generally successful in addressing the concerns of young people. Usually on these occasions, guest speakers including MPs, the mayor or local clergy are used effectively to generate interest and provide local context and relevance. In one college, for example, a group of Muslim students drew on the local community and organised a number of cross-college discussions on the place of young Muslims in Britain.

21. Where there is active involvement, it usually takes the form of representation on youth councils or the youth parliament, and here the pilot projects make a positive impact. In individual institutions, citizenship programmes are often the vehicle for the relaunch or strengthening of student councils. Whilst these involve directly only relatively small numbers of students, they usually manage to ensure that students' opinions are better heard by managers.

General further education colleges

22. Most GFE colleges in the survey have developed citizenship programmes for distinct groups of students in any one year cohort. These groups are mainly around 200 to 250 strong. In two colleges the groups were much smaller; between 30 and 50. In view of the large size of general further education colleges, this means that citizenship has a smaller relative impact on the student body than in schools and sixth form colleges.

23. All the GFE colleges visited have established at least satisfactory citizenship programmes, and meet most, if not all, of the QCA requirements. One of the five was rated as good, meeting the QCA requirements and giving a wide variety of backgrounds a good experience of citizenship.

24. A wide-ranging experience is offered at Richmond upon Thames College.

The main focus of the programme is a group tutorial programme delivered across 19 tutor groups for 1 year and 2 year students. The majority are Level 3 students with a minority of Foundation/Level 2 groups. The programme meets the needs and interests of the learners very well. Some groups focus on college community issues whilst others focus on wider community issues. Students make decisions about their learning and record their achievements in a variety of ways – posters, photographic displays, videos, and presentations. Activities bring together groups of students from different levels. They study, for example, a 'Making a Difference' module that focuses on student elections, college politics and debates on social and political issues. Role plays, questionnaires, quizzes, and external speakers engage students who may not have become involved in college politics.

25.   In such well developed programmes, careful attention has been paid to broadening students' experiences of further education. These programmes build on well established enrichment programmes, general studies courses and community links. Some colleges have appropriate induction and team building activities at the start of their citizenship programmes.

26.   Most programmes consist of enrichment activities in tutorial time where students learn about or discuss themes and topics in citizenship which are of local or current interest. Guest speakers and debates often enliven these lessons. In these settings, young people present points of view, learn to listen to and respect other people's opinions and mature through wider study. Students not only present their findings and opinions orally or in writing but sometimes through photography or videotape. Such activities are a useful way for them to make the first steps into local communities and are also a good way of recording early progress. Community action is better developed in citizenship programmes in GFE colleges than in sixth form colleges. This is largely because the structure of most vocational courses allows more flexibility, and existing community and business links are usually reasonably well developed.

27.   Some courses provide well for particular groups of students.

      Hopwood Hall has successfully put together a citizenship programme for entry level students. An interesting schedule including arts and drama, creating an educational garden and interactive multi-cultural stories for young children were part of the students' activities.

28.   In other colleges, citizenship has been used to strengthen or to relaunch student councils. A focus on rights and responsibilities has been used to improve the effectiveness of student council meetings and their representative role to college management.

29.   Weaknesses in whole-cohort programmes were usually associated with tutors' lack of confidence when dealing with political literacy and democracy. Substantial training and development of a wide variety of staff will be necessary to extend entitlement to studying citizenship in general further education colleges further. More attention needs to be given, in planning these courses, to the knowledge and understanding young people bring from their Key Stage 4 studies. The smaller programmes, albeit successful and interesting, were associated with the initiative of a single enthusiast or small group on the staff. Whilst this usually results in high quality or imaginative outcomes for specific groups of young people, it also raises questions of long-term sustainability.

Youth organisations

30. Together with work-based learning, citizenship programmes in youth services constitute the smallest cohorts in the LSDA projects. They may be projects based in youth clubs run by the senior membership or area-wide initiatives organised by the youth service. In the main, sessions achieved a good balance between informality, fun and learning. Accreditation is not necessarily considered as a key outcome and often young people attend without the intention of gaining qualifications. However, two projects in this survey used OCN accreditation to good effect. The teaching and training needed for the level 2 and level 3 OCN units were integral to the group activities and young people could access the qualification with little extra work and preparation.

31. The term 'citizenship' is not widely used within youth work, although the principle was largely applied within the work seen. The content and approach of the youth service citizenship programmes therefore vary considerably. One programme, for instance, built on previously well developed democracy initiatives for young people and others responded to issues such as disaffection and low aspiration in local housing estates.

    In the well developed Bath and North East Somerset youth democracy project, a group meets regularly to further the participation of young people in the democratic processes. They hold club evenings where they discuss current affairs and demonstrate considerable appreciation and respect for the opinions of others. But the majority of the group's time is spent consulting other youth groups and visiting schools to encourage participation in the local Youth Council and the election of youth Members of Parliament.

32. Despite this example, young people's political literacy and involvement in local democratic processes were not well developed in youth services' citizenship programmes. Workers felt less confident in this area and often expressed the need for training.

33. In the main, much useful discussion and debate of current issues in citizenship takes place in these programmes. Young people have the opportunity to research and present their findings on a wide range of topics from anti-social behaviour orders (ASBOs) to AIDS and gender stereotypes. Youth workers are skilled in helping to create supportive atmospheres in youth work settings where young people can try out opinions, find information to support a point of view and then listen to the opinions of others with sensitivity and respect.

    In the Quarrendon Youth Project in Buckinghamshire, issues of ASBOs and binge drinking by young people were the focus of much discussion. The group was very exercised by the blanket labelling of young people

> *as 'yobs' by the local newspaper and wrote to the editor and to the town council to express their dismay.*

34.   Some programmes involve young people in interesting and informative visits and trips which deepen their understanding of key citizenship issues. They are most successful where these evolve naturally from the interests and focus of the young people themselves.

Work-based learning providers

35.   The work-based learning providers in the programme included one large national training provider undertaking separate projects at four of its branches. With the exceptions of an NHS hospital trust and a county council, all the projects were run by private training providers. Four of the 20 projects were run for large groups numbering between 150 and 300 young people, whilst the remaining 16 providers offered citizenship opportunities for around 20 individuals at any time.

36.   In most cases, learners are either modern apprentices or E2E learners, though the participating NHS health trust teaches citizenship to nursing cadets undertaking National Vocational Qualifications (NVQs) in health and social care at Levels 2 and 3. Citizenship activities are generally integrated within the rest of the learners' programmes, and there is sometimes little awareness on the learners' part that their citizenship project began as a separate element. Programmes consist either of a fixed period of citizenship activity within an induction phase to the learners' main programme or, more often, as a part of key skills or tutorial group time.

37.   The range of activities and projects varies, but most providers focus on broad citizenship themes and frequently allow learners to develop their own interests in local or vocational topics through small-scale practical activities. Guest speakers including local politicians, MPs, and business representatives have taken part in a number of projects. Debates and discussion groups are often used to develop learners' understanding of citizenship and foster communication skills and confidence. In some cases, learners make significant progress in developing listening and speaking skills and become more aware of opposing views and attitudes in society. At Fareport Training, for example, the programme develops understanding of citizenship and helps learners achieve qualifications in key skills and develop skills to enhance their employability. Most providers develop activities to meet the abilities and interests of the cohort, and support the aims or outcomes of the learners' main qualification or programme. At Protocol Skills in the south west:

> *...the teacher was developing the programme in the light of current events and the needs and interests of the learners. She was experienced in working with E2E learners and had a good and*

productive rapport with them. The teacher had a clear view of the value of citizenship to these learners – she was using citizenship to build up their knowledge of the world around them in order to increase their confidence.

38.   Trips to London and, in a significant number of projects, to European destinations are used to develop understanding of national and global citizenship issues. For many learners, particularly on E2E programmes, such trips give them their first experience of travel beyond their local area or home town.

39.   There is some integration of citizenship with the vocational elements of learners' programmes, but this is progressing more gradually. At Camden Jobtrain, vocational staff are introducing citizenship gradually into the curriculum and it is generally linked to the vocational area, whilst at Zenith Partnerships the activity is taken into the workplace:

> *Programmes are integrated well within learners' studies as a whole and, increasingly, allow citizenship learning to continue when learners are on work placements. At each site, a training coordinator oversees day to day management, and a teacher takes responsibility for teaching and supervising learning. The training coordinators visit learners on placement in their workplaces, and oversee and review citizenship learning there.*

40.   There is generally no formal accreditation for citizenship learning or achievement, but a number of providers attempt to shape programmes to make use of wider accreditation in key skills. Some accreditation strategies are inventive, for instance in the South Tees NHS Trust, which uses citizenship sessions as a way to enrich equality and diversity training:

> *Formal citizenship training takes place during the cadets' four week induction and is integrated into other areas such as key skills and equality of opportunity. Assessment of achievement is through the production of portfolios of evidence. An innovative approach to accreditation is also planned by the use of a Learndirect qualification in diversity and equality of opportunity.*

41.   Several other providers also focus on equality and diversity through citizenship. At Hull ITEC:

> *…there is a strong focus on citizenship as a complementary part of the provider's approach to equality of opportunity; debates are organised during learners' induction to cover both issues. An attractive 'equality and diversity' newsletter has been produced that highlights the citizenship agenda.*

42. Though some of the E2E learners had undertaken only brief periods of formal education, many of the most recent cohorts of learners have experience of citizenship from their schooling. However, as in colleges and youth organisations, learners' prior attainment in citizenship at Key Stage 4 is not assessed systematically by work-based learning providers nor used as a baseline for programmes.

The achievement of young people in post-16 citizenship programmes

43. This section of the report seeks to demonstrate the gains made by young people through their involvement in citizenship programmes. It draws on evidence from observation, interviews and scrutiny of completed work and offers illustrations of the range of young people's achievements. Although the objectives, actions and activities are seen individually for the purpose of the illustrative 'snapshots', it is important to recognise that the best projects approach them holistically so that young people work through the acquisition of knowledge and understanding towards action and reflection on what they have achieved.

44. The QCA framework for citizenship learning sets out the objectives, actions and activities that form the basis for planning pilot projects.[4] These are used to provide the structure for this section of the report which deals, in turn, with the QCA's 'essential opportunities' for young people's learning in citizenship:
   * to identify, investigate and think critically about citizenship issues, problems or events of concern to them
   * to decide on and take part in follow up action
   * to reflect on, recognise and review their citizenship learning.

45. Overall, the achievement of young people was good or excellent in around half the projects visited; it was unsatisfactory in around one in ten. The last part of this section describes some of the features of underachievement.

Knowledge and understanding of citizenship issues and concepts

46. In the majority of the projects visited, the knowledge and understanding of young people were already sufficient, or became sufficient as a result of their citizenship programme, to support the activities in which they were engaged.

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[4] *Play your part: post-16 citizenship*, QCA, 2004.

47. Content knowledge is an essential element of the pilot programmes using GCSE or GCE accreditation and, in these courses, knowledge and understanding were generally secure and sometimes strong, as in this example from Exmouth School:

> *Students on Level 2 vocational courses studying the GCSE were able to discuss aspects of civil and criminal law and its application in different contexts. This knowledge and understanding was applied to issues of the moment, such as the campaigning methods used by 'fathers for justice' and their consequences. They also knew about the roles and responsibilities of local government and applied this in discussion with the local council on the issue of locating a supermarket on the seafront. Students studying AS demonstrated good discussion skills across a range of issues, using their knowledge to argue for or against fox hunting and types of voting systems. In one lesson they showed a firm grasp of the concept of political ideology: on the basis of this understanding, they were able to establish the ideologies of the main parties and give examples of how these were manifested in policy.*

48. In the following example, young people in Vale of Evesham Special School were confident in their knowledge and understanding and were able to express their views on school and community improvement.

> *Good knowledge and understanding were shown by the majority of students about the work of the local council and issues such as recycling. Citizenship has increased their social and political awareness. It has made a reality of key citizenship concepts such as rights and responsibilities, government and democracy, identity and community. It has encouraged students to respond to issues and make a positive difference by their actions, developing their self-esteem and dislodging the notion that other people always do things for them.*

49. Across the pilot programmes, young people developed their knowledge and understanding in a wide range of citizenship contexts, ranging from local to global, including government, law, the media and the work of non-governmental citizenship organisations. Often, however, the work was narrowly based. In this respect, the pilot programmes are working ahead of developments in citizenship in Key Stage 4, with many schools not yet addressing the full National Curriculum programmes of study as intended. However, once stronger foundations are in place pre-16, post-16 activity in specific areas of citizenship has the potential to extend and deepen the knowledge and understanding of young people in areas of interest and relevance to them. It is also encouraging that the development of specialist subject knowledge in particular contexts was seen to have remedied some deficiencies in 'core knowledge' as young people engaged with material that they needed to understand in order to progress at a higher level.

50.   In the more successful providers where no formal citizenship qualification is available, learners have still developed a good understanding of a range of concepts in citizenship. Through their project work, many learners had been able to gain a range of debating and analytical skills and had used them to focus on small and large scale citizenship issues. At Hull ITEC, for example:

> *Learners are encouraged to develop their citizenship thinking through sequences of individual projects that are recorded in portfolios. For example, one learner surveyed local public transport and amenities and then emailed local councillors with ideas for improvements. Another learner explored the attitudes and prejudices some people might have about learners who have a strong northern accent. Other sessions focused on the then impending general election, the policies of the main parties and their likely impact on the country and the learners' community.*

Investigation and analysis

51.   Objectives for post-16 citizenship students include analysing sources of information and developing skills in identifying bias and drawing conclusions. In the programmes in this sample, achievement was satisfactory in this respect in all but a small minority and good in three fifths.

52.   In some pilot programmes, young people undertook research in their own community, as in this example from Ellesmere Special School:

> *Young people used the time available in a nine week citizenship module to identify what they liked, and didn't like, in their local community. Using a digital camera, they photographed and then presented their ideas. The photographic display produced by these young people with learning difficulties was impressive and identified several issues of concern in the local park such as graffiti, litter, damage to trees; and in the college such as a damaged door, drab railings and bars on windows. The display also showed well kept areas of the park, a new children's playground and the development of a green area and pond in the school courtyard. All the students had taken photographs and were able to explain what they had done.*

53.   In another provider, young people were asked to identify a citizenship issue of concern to them, investigate it and present their findings. Results included an impressive display board of issues surrounding domestic violence in the community and what might be done to address it, produced by a group of Level 3 students. The institution rightly claimed an inclusive ethos but an issue identified by another Level 3 group was the high degree of racial segregation apparent in the institution. They interviewed a range of students, staff and the principal

and made a film to support their work. Their findings, that the segregation was not based on racism or prejudice but more on identification of cultural identity, raised useful questions for the institution to address.

54. Achievement in investigation and analysis was highest where young people had some part in selecting the issues that they were investigating and a clear understanding of where this would lead. In these circumstances, gains in knowledge and understanding were also better. The following example is from Hind Leys Community College.

A group of about 20 Year 12 and 13 students decided to research the topic 'crime and punishment', using an established methodology and accreditation framework. The students worked with youth workers on site, and were involved in a highly successful visit to the Glen Parva young offenders' institution and a theatre trip to see a play about 'tagging' young offenders. They subsequently carried out an analysis of the treatment of youth crime and punishment in England. A visit to Stockholm was then arranged and the young people visited social services and young offenders' institutions there. These visits were of great significance to the young people, whose knowledge of the judiciary in both countries was developed considerably. It is intended that the participants will plan and teach all Year 10 classes as a peer education project to raise pupils' awareness of these issues.

55. Another good example of the involvement of the students in determining areas for investigation was at Sir Bernard Lovell School. As part of their core programme, all year 12 students attended an event on nanotechnology at a CitizenScience conference held in Bristol. This visit resulted from a process of consultation, and the programme was specifically designed to reflect students' interest and concerns.

For four hours, students quizzed experts working in the field as well as those concerned about its development. They used resources and games devised for the topic of nanotechnology. They considered moral and ethical issues arising from possible applications of the science. Finally, they made policy statements for nanotechnology research.

56. At Fareport Training, national and local citizenship issues were used well as the contexts for the development of employability skills.

Some learners have made very substantial progress in developing their social and employability skills during their involvement with the programme. All learners are encouraged to think about local and national events which concern them, and most learners are involved in investigating national and international citizenship issues, such as the European Union, or global warming. Critical thinking is carried out in relation to the learners' abilities to develop clear lines of argument and

consider wide-ranging debates. At best, learners displayed an impressive depth of analysis as well as a good grasp of the central arguments around some major topical issues – for example, gun control, 24-hour licensing for pubs and clubs, and the legalisation of cannabis.

Discussion and debate

57. Discussion and debate are central to citizenship, enabling young people to become informed, test out their understanding and affirm or modify their views. They also develop interactive skills, including the ability to understand and reconcile differing viewpoints, reach consensus, and contribute positively to decision-making. These general skills, of course, are developed in subjects across the curriculum, but contexts in citizenship such as ideological difference, race and nationality, and distribution of wealth give discussion and debate an extra sharpness.

58. The following example relates to small group and plenary discussions during a session at Leicestershire Youth Service and the shifting of views which the discussion promoted.

> *Young people discussed the means by which they could have an increased and more effective voice in local decisions; in so doing, most gained new information about democratic processes. Those who had been involved in youth council activities before shared their experiences with their peers in a mature and open manner, helping them to understand, for example, the nuances of local council protocols and the 'power role' that adults and authority in general apply. Young people adopted very different viewpoints to this: some expressed frustration at the blockages standing in the way of greater involvement in their local area; others recognised that the 'power relationship' was in part to do with adults seeking to retain the status quo.*

> *This was a useful and well informed discussion. The large minority of more able and confident young people were keen to express their views, but not at the expense of their peers. Students who were more reluctant to contribute within groups and in the large forum gradually became able to do so. The ground rules of listening and respecting other people's views were respected, which helpfully reinforced the skills and confidence needed to speak in a large public setting.*

59. At Aylward School in Enfield, an extra dimension was added to a programme of group discussions of citizenship issues: the addition of volunteer senior citizens, taking part in an 'inter-generational' project. Over the six weeks of one module, the senior citizens maintained their contact with students in a particular group, sometimes just joining in the discussion, at others taking the role of facilitator.

Most young people took up the chance to engage in debate on a range of issues, such as voting and fair trade. On voting, some were quite reticent, saying that they didn't think they were as yet sufficiently knowledgeable/ responsible to vote: in one group, nobody made the case for earlier voting. Another group discussed the banning of smoking in pubs, and this led to a wider debate on smoking. In some respects, students were more anti-smoking than the senior citizens. In preparing questions for their MP, senior citizens dominated the early part of the discussion, but once young people had become involved, they increasingly made well reasoned contributions and tried out the questions that they would like to ask the MP. In so doing they thought critically about citizenship issues, as well as engaging positively and to good effect with members of their community.

60.   The objectives of the pilot programme include the consideration of social, moral and ethical issues. At Kingsley College, the project included an entitlement programme involving discussion, investigation and reporting of citizenship issues, but also offered an enrichment programme for 20 Year 13 students. This took place partly in tutorial time and partly in the students' own time, and consisted of a 'social dilemma' game which gave them realistic experiences of citizenship and presented them with an ethical dilemma.

Students are required to make twice weekly decisions about allocating funds to finance their chosen project. They can allocate their money (in the form of credits) wholly to the general (or 'year') account, namely the agreed project, or wholly to their own account (for their personal benefit), or make a proportionate allocation to both accounts. The decision provides students with a dilemma. If fewer than seventy per cent of all the credits are not assigned to the general account, all credits for that 'turn' are void. The overall result of each count is made public. At first, students are not allowed to communicate before making their decisions. Later, they form small groups to ensure that over 70% of their contribution is credited to the general account. This activity stimulated lively discussion about leadership, fairness, tracking and sanctions. The project manager had planned to hold citizenship meetings at which leaders of each group would resolve these issues. In the event, the students decided to address these issues as a whole group. What emerged was a charter of rights and responsibilities for the group, and a form of governance which led to the appointment of students to oversee and publish results of voting and to act as financial controller.

61.   Providers of work-based learning tend to engage young people in discussion most effectively when the topics are related to the learners' areas of vocational learning. However, building on previous success, young people on a sport and recreation course at Camden Jobtrain were successfully encouraged to debate wider citizenship issues:

Learners enthusiastically participated in productive discussion on the ideal characteristics of an MP. All young people participated well and commented on the impact of their course on their confidence and self-esteem. They were able to identify and think critically about citizenship issues and reflect on their learning.

Understanding diversity and challenging prejudice

62. Discussion and debate frequently touch on controversial and sensitive issues where young people bring forward ideas acquired at home, from peers or from the media and which may have not been informed by evidence or challenged. These concern areas such as multicultural society and national identity, different religious beliefs and practices, immigration and asylum and, more generally, human rights issues and the law. There have been instances where teachers have been uncomfortable about tackling these areas, but informed discussion is at the heart of good citizenship. The following example from Oldham Sixth Form College shows general discussion and follow up activity by a group of students.

Students had gained good experience in researching, debating and presenting their contending political and social views effectively. Good use was made of Internet and Intranet resources and PowerPoint in preparing and presenting their arguments. Particularly impressive was the evidence from students of their deeper insights into issues of tolerance and social cohesion in a local context of racial tension and a time of global concern about the consequences of the war in Iraq. Teachers showed very good command of their subject, set high expectations and used an interrogative approach which made learners justify their arguments and provide reasons for the range of political, social and moral standpoints adopted.

In an enrichment course, the Salaam Society focuses on Islamic issues and acts as a safety valve for debating controversial issues in a student body with a high proportion of Muslims in the context of Oldham riots, post 9/11 and the Iraq war. The programme allows students to explore their own identity as citizens, to assess their relationships to the various communities in Oldham and provides an opportunity to reflect on their own future contribution to the town of Oldham and that of their interest groups.

63. At Gateway College, discussion of the power of prejudice and stereotyping was an important part of a course on mentoring.

Students showed a keen awareness of the power of prejudice and stereotyping. Their views indicated a respect for diversity and a broadening of interest in people different from themselves. They have

gained a mature appreciation of the role of a mentor. These students have reflected with precision and clarity about their learning and its benefits. They are now engaged in considering how to use their skills in providing a service of benefit to other students in the college.

Representation

64. Representative work takes different forms, but in many of the projects the focus was on developing more effective school, college or youth councils. Successful representative systems involve all young people in the institution with a continuing interaction between, on one hand, the representatives and those who hold them accountable and, on the other, representatives and those in authority, partners and outside agencies with whom they discuss, negotiate and plan. The following example is from Gosforth School.

As part of its involvement in the pilot programme the school had sought to enhance its student representation, which had been weak. They now have a strong elected representative body with two members from each tutor group who in turn elect union officers. The union appears to carry a good measure of authority, and represents the student body in discussions with the headteacher. They believe that they should raise any matters of concern – the worst that can happen is that they will be turned down. Students on the student union demonstrate good skills in discussion, negotiation and representation. The project aims to get students to develop their own citizenship programmes, and this is manifested in sub-committees on recycling, charities, the magazine and debating. Decisions on these were made at a 'Way Forward' conference held off-site.

65. Similar benefits were seen from developments at Hopwood Hall College.

AS/A level students involved on the student council show good political awareness and developing confidence in representing their views. They comment very positively about the strengthening of their role this year and the greater influence they now feel they have. This includes the successful impact of some direct petitions in relation to particular student grievances and the improved consultation process with college managers and course leaders.

Community action

66. While many schools, colleges, youth services and training providers have traditions of volunteering for work in the school, college or community, opportunities are often provided as extra-curricular activities and taken up by only a proportion of the cohort. This phase of the post-16 citizenship pilot programme sought to promote community action on a wider scale, including all of the students in specific programmes or all

young people on roll. Examples of active citizenship of this sort were found at different levels from local to global.

67.   In the following example, a small number of students on a Level 2 course at Thorne Grammar School, also working on a local issue, were given high levels of responsibility in planning and following through a project.

> They have considered a community issue that they wanted to address, the extent of litter near fast food shops in the town centre, and have established a methodology of evidence gathering and reporting. They have been trained as facilitators/ teachers using the LSDA training pack and have led a series of lessons with their peers. They have interviewed local people and have attended a council meeting. They are now preparing to make a presentation at an LSDA conference. In this process they have developed adequate knowledge and understanding of citizenship issues, good skills of enquiry, and very good experience in participation and responsible action. They have undoubtedly gained greatly in personal confidence and skills, both as individuals and representatives.

68.   At Hopwood Hall, a special school, young people with complex learning difficulties showed very good achievement in their entry level 'Step into Drama' programme.

> Students develop a wide range of practical citizenship and active learning experiences through the medium of drama. Well structured and stimulating tasks develop teamworking skills and opportunities for taking responsibility for specific allocated tasks. Opportunities are also given to use and be responsible for photography, video and audio equipment in a well resourced drama studio. Learners are required to collect relevant news items of cultural interest, find out about local political issues and structures and attend a workshop on local politics by a local MP. Other activities involve taking part in the planning and designing of a garden area for nursery children at the college's crèche.

69.   Young people at CSV Media were involved in a programme that looked at political issues in community contexts.

> Young people worked well to plan an enquiry, interview members of the public on political and social themes and produce a storyboard on a DVD. Volunteers who were interviewed during the survey commented that they particularly valued the vox pop interviews that they prepared and researched in their local communities, the insights it gave them into local issues and politics and the skills needed to frame and pose appropriate questions. They also felt they had developed skills in meeting deadlines within a context of producing and editing media materials. Some young people were also involved in community radio

broadcasting, presenting issues (for example in a Muslim/Asian community context) and reading out news items on regional news.

70.   At City of Bristol College, young people working on 'real issues' had gained greater interest in their community because of their involvement in the citizenship programme.

The 'new options' programme at Level 1 and 2 includes one day a week on a public services course. As part of this, individual students have produced plans to redesign the local shopping centre with the needs of young people in mind. They will present their findings to the group as well as presenting their recommendations to the council. As the council is working on proposals to redesign the shopping centre, the students have a strong sense of the relevance of their work and are able to reflect on the development of their citizenship skills.

71.   A long-standing Worcestershire Youth Service project enables trained and supported young people to provide a service to the community by staffing a helpline. Not only are those involved providing a community service, but they are also coming face to face with a wide range of genuine issues in citizenship.

Youthcomm Youthline is a free, confidential helpline for young people. Volunteers listen to callers' problems, surf the net for information and discuss issues with callers. In 2003 over 700 calls were logged; this rose to 5800 in 2004. The service is for young people and run exclusively by young volunteers. Everyone has access, regardless of where they live or whether they have any experience with technology. An OCN accredited training programme (Level 3) has been set up. The training they receive prepares them for the responsibility of the helpline. Issues such as personal bias and constructive and non-judgemental listening are important foci. The young people involved are actively involved with their community.

72.   Several of the pilot programmes had an international dimension; sometimes these involved whole cohorts but others represented the choice made by individuals about how their time would be used, as at Long Road Sixth Form College.

One student was involved in a sustained campaign to promote fair trade products. A tangible effect of this was to press the management and canteen staff for a vending machine selling fair trade products. A website was set up to promote the campaign. A spin off was a whole day event, raising money for Aids victims in Malawi, which coincided with Nelson Mandela's speech urging an end to poverty. In this work the group involved had the support of the Student Union, which helped them to petition, gaining 1000 signatures overall.

Reflection on citizenship activity

73. Effective citizenship learning is developed through reflection and review. The following example from Leiston High School demonstrates the benefits of involvement in a citizenship project.

   Students said that they had benefited from: 'helping the community, making it a better place to live'; there was a positive collective sense of wellbeing as a result of involvement in external community programmes. Additionally, they reflected on how they had developed skills associated with citizenship as well as changes in their attitudes. They recognised their greater confidence in leading projects and talking in public, in presenting speeches and having the flexibility to respond to probing questions. At a more philosophical level, students recognised and welcomed the level of trust the school had given them. Some of the projects, such as the mock trial, successfully questioned some of the preconceptions which their own families and communities have towards the law.

74. The survey provided groups of young people with a good opportunity to reflect on their learning and offer their views. Specifically, inspectors sought their views on what they liked about their citizenship programme and what they thought could be improved. Responses were almost always mature and thoughtful.

75. When asked about the positive features of their programmes, young people often focused on 'getting things done' by taking part in presentations, trips and visits, charity events and conferences. One student in a school sixth form said:
   'there is a strong emphasis on active involvement and learning by doing, organising and making decisions. This is a refreshing change from the usual teaching and a contrast with the pre-16 experience.'

76. Young people were also very positive about opportunities to contribute to the local community and to take responsibility. It was clear that, in a variety of settings, students and learners felt proud to be involved locally and derived considerable satisfaction from this participation.

77. Working in groups was also highly valued. Young people referred to their gains in confidence arising from their contributions to group activities. They were well aware of the interpersonal skills developed by involvement in group negotiation or with other agencies in order to get things done. They also recognised that such engagement and higher levels of confidence caused them to become more involved in other aspects of the life of their institutions. 'The tutor group has developed stronger bonds and they interact more with each other,' said one school student. These responses were linked with a strong feeling that their

voice, as represented by student councils and tutor group representatives, was improved as a result of citizenship programmes.

78. A major thread running through all the responses was that involvement in citizenship projects was fun, interesting and challenging. Most important of all, in this context, was the opportunity to debate, to talk about controversial issues and to appreciate the points of view of others. As one sixth form college student said, 'citizenship brings appreciation of and respect for diversity – a better understanding of students with different cultural backgrounds'. Another said, 'It raises awareness and breaks down prejudices'. But most poignantly a work-based learner said, 'I never thought I'd tolerate others' views – now I can hear other views'.

79. A key aim of citizenship is to promote greater engagement with politics, and numbers of young people expressed new interest in current affairs and politics, and had enjoyed meeting MPs and local politicians.

80. A minority of respondents in schools and colleges took a more hard-headed, but nevertheless positive, view of citizenship. They welcomed the qualifications offered and appreciated the fact that their activities would benefit their UCAS applications.

81. When asked 'What could be improved in your citizenship programme?', young people gave a range of interesting and thoughtful responses. The most frequent response overall (but not amongst school sixth formers) was the need to advertise and market citizenship programmes more effectively. Young people felt that the status of citizenship was low and that few students and staff had enough understanding of the content and benefits of citizenship programmes.

82. The most frequent area for improvement expressed by school sixth formers concerned the teacher's role. On one hand, there was a wish for more opportunities for independent learning, 'to be left on our own'; and on the other, not necessarily contradicting this, was the need they expressed for more feedback on their progress. There was also a view that some of the evidence students had to prepare for assessments was too bureaucratic and burdensome.

83. Minority views were expressed about a range of issues, sometimes in contrast to these positive opinions. One was that student councils and other representative bodies had a limited role. Those expressing this view felt that the councils were remote, did not communicate effectively and were in some ways tokenistic. Others, particularly in youth club settings, felt that there was a need to improve information and communication technology (ICT) research facilities. Some found particular topics, notably the democratic/political units, lacked interest. Sometimes, this was linked with the view that there was a need to involve young people more in deciding what they learn or get involved

with and the need to encourage more debate and discussion. A minority felt that some citizenship activities were not planned sufficiently well, so that timetable clashes meant that some students and learners were excluded from interesting activities and visits. These criticisms are, to an extent, reflected in the next section.

Characteristics of low achievement

84.   The achievement of young people was limited where they had insufficient knowledge and understanding to engage in informed discussion, and few opportunities to enquire into issues and gain different perspectives. In such circumstances, discussion of topics (for example, attitudes towards traveller communities) rose little above the exchange of prejudices. There were instances where the lack of experience in probing ideas, shifting the line of thinking, and responding to the views of others left young people in entrenched positions.

85.   Where the programmes were over-theoretical, with little chance to take forward ideas and apply them in practice, students did not see the relevance of the material. Similarly, where young people were presented with agendas for discussion or activity without exercising an element of choice, outcomes were more sterile.

86.   Some of the programmes concentrated their efforts on particular students or cohorts. In some cases this was because providers were in their first year and have an intention to roll out the programme to other groups. In some circumstances, however, the focus on a few young people in activities left others without the same motivation. In one case, for example, students on a Level 2 programme had relatively low level involvement, obtaining photographic evidence and completing a short questionnaire: they did not see the potential of what they were being asked to do and did not think through their responses. In another case, the wish of a few young people to be involved in a high profile competitive project drew resources away from other aspects and excluded other young people who did not receive a sustained programme.

87.   Representative activity was less successful where objectives were unclear, for example with young people not being familiar with or empowered by citizenship aims, and where support for young people in creating a forum for discussion and promoting accountable representation was uneven.

88.   Post-16 teachers and trainers can make few assumptions about the pre-16 citizenship education experienced by young people. The National Curriculum for citizenship has been in place for three years. It is reasonable to expect that some attempt should be made to gauge prior learning. However, throughout the survey, it was very noticeable that

teachers and trainers made little attempt to relate post-16 citizenship activities to learners' Key Stage 4 experiences. Many college and school teachers think that post-16 curricula represent a 'fresh start' for young people and intentionally develop their cross-college and enrichment programmes from scratch. In addition, there is considerable lack of understanding and appreciation of the scope and depth of Key Stage 4 citizenship in further education. Another factor is the negative attitudes that some young people reveal when asked to describe their Key Stage 4 experiences of citizenship.

Teaching, training and assessment

89. Overall, teaching and training were satisfactory or better in seven out of eight of the centres and good in the majority. There was more good teaching in school sixth forms and work-based learning than in other settings. In the best citizenship programmes, teachers and trainers have carefully thought through strategies to give students a worthwhile experience.

90. Good teachers and trainers are knowledgeable and confident in teaching about topical and controversial issues. This is double edged: it involves developing young people's skills in discussion and debate and the sensitive handling of controversial material. In youth club settings, young people benefited from an environment in which opposing views were listened to with respect, and where opinions shifted on the basis of explanation and argument.

91. Some very effective teaching involved young people in making choices about their learning, for example deciding on the issues they want to investigate, and then supporting them as they progress, as in this example from King Edward VII School, Melton Mowbray:

> A Fair Trade group in a school sixth form used a wide range of opportunities for citizenship learning. The students were fully involved in decisions about their learning; they set themselves clear aims and objectives and made very good progress.

92. At Kingston GFE college:

> Citizenship topics and classroom activities are negotiated with the group wherever possible, and targets set for each individual according to their ability and stage of development. One part of the project was to devise a postcard campaign around a citizenship theme – learners were very well supported with good quality materials that promoted very high expectations. As a consequence, the postcards produced by learners were of professional standard in most cases: very well

designed, with good consideration of audience and promotion of citizenship issues.

93. An emphasis on active learning and on students taking the initiative develops young people's good knowledge and understanding and a wide range of personal and group skills. Giving full ownership of the activities to students and then following up themes in tutorials or extended tutorial time is effective. Good links are made to the wider community, both local and wider afield.

94. A challenge for tutors and teachers of citizenship is to involve young people in meaningful citizenship activity, but within the confines of a classroom and a time slot on the curriculum. Strategies which served well to involve most or all young people in these circumstances included pair and group work on issues of the day such as fox hunting, the strategies used by Greenpeace and the role of Oxfam. In these contexts, students were taught to develop the skills of defending a position or developing a line of argument. In addition, presenting a point of view or researching findings consolidates learning for the individual and the group.

95. In some settings, teachers used engaging strategies to structure whole-group discussion to tackle issues in greater depth. These included formal debates, role play and 'games', such as this example from Bath and North East Somerset youth democracy project.

> *Much of the session involved an 'agree/disagree' game. A statement was read out and the young people congregated at an agreed spot that identified their opinion. This proved to be a very popular activity. In response to statements such as 'We were wrong to go to war with Iraq', young people took their place on the appropriate spot, and were asked to explain their choice. In the positive atmosphere of this group, young people had no difficulty in expressing their opinions. This was successful as opposing views were explicit and the ensuing debate fruitful.*

96. Often, post-16 citizenship sessions involve the teacher in a support role keeping young people on track, aiding their selection and use of resources, their design of activities or events, or their evaluation of their learning. In one school, teachers were assigned as mentors to try to match their expertise or enthusiasm with the topic or area chosen by the young person. The range can be very demanding, such as an investigation of homelessness, local policy and practice on recycling and a campaign to raise awareness about teenage pregnancy.

97. At a more formal level, preparation and support for individuals in activities such as the Duke of Edinburgh award scheme, Bar Council

mock trials, mentoring, debating societies and conferences promote successful citizenship learning in sixth form colleges and schools.

98. Some of the pilot programmes involved teachers in preparing for and supporting particular projects with active citizenship as an additional or integrated element. This requires the teacher or trainer to understand how to nurture the citizenship elements of activities that might otherwise be unrelated to the objectives of the post-16 programme.

99. In a range of settings, a feature of good teaching was the well planned use of ICT. This included providing relevant tasks supported by guided learning, for example the nomination of appropriate and useful web addresses, and suggested or mandatory activities for young people to undertake. This ensures that good use is made of the time available and that the citizenship objectives of the session, such as investigation and analysis, are met. Some ambitious teaching made very effective use of audio-visual material to engage and assist the learning of young people with learning difficulties.

100. Teachers on the project come from a wide variety of backgrounds. Much depends on their commitment to the development of subject knowledge as well as appropriate teaching styles. Teachers who are knowledgeable, confident and experienced are able to focus effectively on critically active forms of learning. The following example refers to two relatively inexperienced teachers in work-based learning.

They are highly effective and have made a significant impact on learners who really enjoy and value the citizenship sessions. They use a range of teaching methods and plan and prepare materials well. They see themselves as learning how to teach as they do the job. They are reflective, responsive and keen to improve their practice, both with regard to citizenship and general aspects of teaching, such as classroom management. They work hard to identify activities so that all learners value and appreciate the relevance of citizenship to their programme and their personal development. They make good use of external speakers and visits to stimulate involvement in citizenship. They organise events in which all learners are able to participate, for example mock elections.

101. In some of the colleges, teachers from a range of subject backgrounds were successful in integrating citizenship into their own subject courses. In one college where citizenship was taught within an AVCE art programme, inspectors described the teaching of citizenship as 'inspirational'. An outcome of the linking of art to citizenship was a display of impressive art work, exhibited throughout the college public areas, and based on environmental and citizenship topics. In another, a very well planned project on sustainable development complemented a BTEC applied science course. As an enrichment activity, young people

visited a sustainable development education centre and followed this up with visits to two local cider makers to compare and contrast action and attitudes to sustainable development. Two further sessions were planned to support young people in preparing a presentation of their findings to local council officers.

102. A feature of the project in some colleges has been the involvement of young people in the community. At Shipley College, a programme which maintained a good focus on issues of contemporary significance locally and nationally, including the general election, also involved young people in presentations and 'active citizenship' on relevant themes. Students exercised social responsibility and became more active citizens within the college and the wider community by participating in projects such as an inter-generational buddying system to encourage participants to reflect on the lives and opinions of an older/younger generation; and consultation with the anti-crime partnership in the local community to break down barriers. Some youth club projects provide accredited training for young people. The training is linked clearly to the citizenship aims of the programme and is highly thought of by the young people who receive it.

103. However, some citizenship teaching does not do enough to deal with the QCA's 'essential opportunities'. In some cases, planning is weak with insufficient clarity in defining citizenship. In these cases, typically, too much time is spent on issues of health or personal development.

104. Some of the weaker teaching is overly didactic, with teachers dominating lessons and talking for too long. This allows little or no time for discussion by students and little opportunity for them to develop their ideas. In particular, some aspects of political literacy are taught too formally and lack variety or interesting stimuli. An over-emphasis on control by teachers is also evident where they, not the students, decide what is to be investigated.

105. The role of the teacher in discussion and debate can be a demanding one. Youth workers in particular lack confidence in this area and discussions sometimes involve little more than the airing of prejudices which go unchallenged; discussion remains superficial and young people do not get the chance to deepen their understanding. Additionally, there is sometimes insufficient follow up to important discussions, especially of political or democratic issues.

106. Sometimes teachers' expectations are too low, with learners asked to complete worksheets or carry out general information searches on the Internet. Such superficial work does not provide students with opportunities to deepen their knowledge and understanding or to take appropriate action.

107. Whereas in other settings good examples were found of the use of ICT, in some youth work this aspect was a weakness. Young people do not benefit from easy access to relevant web addresses.

108. Evaluation of teaching and learning is sometimes rushed and superficial. In one session, for example, an invited guest spoke for far too long and did not allow time for (or indeed invite) questions and discussion. The youth worker did not intervene to allow discussion on important issues such as anti-social behaviour orders. The result was passive young people and very little citizenship learning.

109. More generally, it is hard to maintain good standards of teaching where tutorial systems are used. Where large numbers of tutors were involved, project managers had to deal with a very wide range of experience, commitment, and training needs. This can limit not only the quality of the sessions but also the nature of the course: in one case, for example, a programme was diluted because it was not felt that tutors could handle the question of asylum and immigration.

Assessment and accreditation

110. The assessment of learners' progress is the weakest aspect of teaching and of programmes more generally. Assessment was judged to be satisfactory overall in the schools, sixth form colleges and work-based learning providers visited, but with little that was good or outstanding. It was unsatisfactory in one in three general further education colleges and over half of youth services visited. Around a third of all projects visited, in all settings, had some feature of assessment which was unsatisfactory.

111. In the best programmes, assessment is linked closely to the QCA's learning objectives for citizenship and is planned well. The assessments link closely with the activities and programme of study and the students or learners complete assignments with clear objectives. Their progress is monitored and reviewed regularly and they are aware of what to do to improve.

> Teachers at Hind Leys Community College, collaborating closely with their affiliated youth club, have written well planned Open College Network Level 2 and 3 units to match the activities carried out by the students. The assignments and results of students' visits and researches fit easily into the assessment framework. The result is that, each year, a high proportion of the students successfully complete the units and gain certification. The young people hold this programme in high esteem.

112. Some imaginative assessment methods are used to capture the more informal progress made in citizenship programmes.

At Wolverhampton Youth Club, very good use is made of video evidence to capture young people's progress. Recordings are regularly made which document individual and group activity. These are then used to review progress and for OCN accreditation.

113. Assessment is usually satisfactory or better where there are well-established qualifications for the students to attempt. GCSE citizenship and AS programmes in schools, both general studies and citizenship, generally had effective, well planned assessment procedures.

114. In some work-based settings, trainees were set good short term targets; plans and achievements were monitored and reviewed regularly. There was also some effective peer mentoring, backed up by continuous review and reflection.

115. However, overall, insufficient attention is given to assessment and monitoring of learners' progress. Some school teachers and youth workers resist recording assessments on the grounds that the open, project nature of students' investigations does not lend itself to formal assessments. In some cases where accreditation is available, it is not taken up either by staff or young people. Where this is the case, assessment has low currency with learners. In some cases, the assessments are not planned effectively and are too narrow in scope to meet the range of work and investigations which students complete. In addition, opportunities to link assessments in citizenship to key skills are often missed altogether.

116. Assessment is a significant weakness in the youth work providers visited in this survey. Informal records are often kept, but the files on young people are not up to date and often contain a variety of generic and course or task specific information that does not enable effective evaluation or monitoring of progress. Youth workers rightly place value on achievement through participation but this is not supported sufficiently by formal assessment systems.

117. These deficiencies emphasise the need for further development in this important aspect of citizenship programmes.

The impact of leadership and management

Vision and policy

118. In over two thirds of centres, senior management policy and support for citizenship was good or very good.

Across all settings, a central feature of good project management is the commitment from senior management teams to the value of citizenship

activity for young people. In these providers, it was clear that citizenship played an important and very public part in the organisation's strategy and programme for learners. For example, at Eggbuckland School:

The student leadership programme is prominent in the prospectus, emphasising that all post-16 students will take part in active citizenship. The principal confirmed that the programme is not optional; if students don't want to take part, this college is not for them.

119. All the successful projects benefited from carefully planned introduction and implementation. Managers have set a clear direction, not only for the activities learners undertake but also for the ways that citizenship will be integrated within the rest of the organisation's activities, aims and ethos. For example, at Oldham Sixth Form College, there is a clarity of purpose in the planning and alignment of citizenship to organisational aims and ethos:

…citizenship is seen as providing an opportunity to underpin what the college is trying to do anyway. It matches the college's wider agenda and the imperative of reinforcing social and ethnic cohesion and developing stronger political awareness, understanding and tolerance.

120. In Zenith Partnerships, where leadership and management of the project were good, there was a clear link between the management teams' support for citizenship and its implementation with learners:

Senior and middle management have a strong commitment to the success of the project, and their strategic work is underpinned by sound operational management of learners' project activity.

121. At Kingsley College, there was similar close involvement from senior managers. As with other strong providers, they show interest in and support for citizenship at each stage of project implementation, including the ways that citizenship is rolled out to targeted groups within the institution:

Senior managers have provided strong and effective strategic direction. They understand the meaning of active citizenship. They have considered how best citizenship might take its place within the post-16 curriculum and how it might benefit students and the wider school community. They also made thoughtful decisions about which students should be involved in the project.

122. The project run by East Northamptonshire College is taught to all students across four local schools in a consortium as part of a shared sixth form programme. Citizenship learning occurs through taught general studies lessons, where schemes of work identify citizenship topics, and through the tutorial programme. Inspectors found that the

strengths of project leadership extended successfully across the consortium:

> *There is very effective management from a small team of dedicated staff. Headteachers are very supportive of the project and committed to delivering post-16 citizenship goals. The status and profile of citizenship are high and students' involvement in the programme benefits the wider school community. In addition to the direct project management, a steering group evaluates all aspects of the programme.*

123. Managers at Hull Youth Service set clear direction and have provided citizenship staff with a clear place in the organisational structure. During organisational change, the place of citizenship has remained strong and, indeed, is improving through the monitoring procedures which are now established.

> *The status of citizenship has been recognised within the management restructuring by the establishment of a specific citizenship curriculum area with designated staff. A structure of meetings supports and guides policy and implementation through a well established steering group and a citizenship curriculum group. There is a detailed draft organisational policy, 'Citizenship within Hull Youth Service', providing clear direction on policy, target groups, objectives, and monitoring and review procedures.*

124. In some organisations, senior managers have used the pilot phase of the project to test possible approaches to citizenship and to review ways their organisation might approach it in the long term. At Protocol Skills, a large national provider of work-based learning, where four projects were being run at different locations nationally:

> *…each of the four projects across the country is being allowed to develop independently, but will be reviewed towards the end of the project period. The provider sees this as an opportunity to develop possible models to explore the potential of citizenship for work-based learning programmes in the future.*

125. The better managed projects dealt with citizenship in ways that complemented the ethos of their organisation or made connections between learners' citizenship activity and the vocational setting of the organisation. At South Tees NHS Trust:

> *…senior managers take a close personal interest in its progress and attended the residential sessions. There is a strong focus on citizenship as part of the provider's approach to key skills, the NVQ and equality of opportunity. There is also strong focus on the citizenship programme being about the health service and led by learners.*

126. In the one in six projects which were unsatisfactory, the place of citizenship within the curriculum or organisational structure is not clear. In some weaker projects, senior managers still lack confidence in and commitment to citizenship. In such organisations, the staff involved in the projects were often unclear about the place of and strategies for citizenship, and sometimes felt isolated.

127. Managers in less successful projects fail to give due attention to the particular nature of citizenship; there is confusion about what learners should be achieving and the sorts of activities which should make up a citizenship programme. In such cases, there is an overlap between citizenship and, variously: general studies; personal, social and health education; government and politics; and wider key skills development. Staff who teach or lead tutorial programmes in such providers lack support and guidance.

The role of project managers

128. Successful projects that have developed meaningful opportunities for learners are generally managed by experienced members of staff with sufficient seniority and status to disseminate project aims amongst staff across the organisation.

129. Managers with good knowledge of citizenship curricula played a part in the strengths of a number of good projects where there were opportunities for accredited qualifications. In the sixth form at Exmouth Community College, for example, there were strengths in the knowledge and experience of the manager of the citizenship project, as well as effective staff development to share good practice and understanding of citizenship amongst less experienced colleagues:

   The course is well led by the project manager who is also a chief examiner for a citizenship AS level awarding body. Training has been planned to support tutors, and further support has been given to tutors who were the least confident, so there is now a good response from the whole tutor team.

130. Such support is crucial to the success of citizenship programmes and can involve a range of strategies, as shown at Richmond upon Thames College.

   The co-ordinator holds regular meetings with tutors and encourages a strong emphasis on skills of enquiry and communication, participation and responsible action and is working hard to develop a shared understanding and a common approach. All are involved in a staff development day in the summer term. A set of resources for tutors is being developed. A staff development pack provides an initial session on 'What is Citizenship?' and then offers a carousel of activities based

on a self-evaluation tool which assesses levels of confidence in different aspects of work in citizenship.

131. Session planning is particularly important where teachers or trainers from different backgrounds are involved. At Aylesbury Training Group, course documentation provided a very clear basis for the programme:

     The tutor has developed exemplary schemes of work and lesson plans. Learning outcomes are identified and linked to the QCA's guidance on citizenship objectives. Individual learners' needs are identified as well as resources and methods of assessment. Each learning activity is described, with differentiation highlighted, indicating how learning support assistants will be deployed. The tutor is the main trainer, and there is a good level of cooperation and joint planning with the other contributors to the course, including the basic skills tutor and tutors from the art and design, ICT, construction and beauty areas. A very strong, collaborative and supportive relationship exists between the tutor and staff at the special school and the manager of the arts centre.

132. A general weakness at the level of project management, across all settings, is uneven evaluation and monitoring of the progress of citizenship programmes against action plan outcomes. In one work-based learning provider, for example, too much time was spent on one aspect of the project whilst other trainees became disengaged from it. Managers record a welter of data from their programmes, but on the whole these data are not analysed effectively to contribute to quality assurance or annual self-evaluation.

133. In a minority of projects, insufficiently accurate diagnosis of staff development needs has meant that teachers and trainers continue to be unsure of key citizenship definitions and lack confidence in some areas of knowledge.

134. Finally, there have been some problems of timetabling and time allocation in a minority of programmes across all settings. Some middle managers, for example, have felt that they have been allocated far too little time to manage the programmes and, as a result, have been under considerable pressure. In others, programmes of study for groups of learners have not been timetabled effectively.

Quality assurance and quality improvement

135. Across all settings, quality assurance is the weakest aspect of management. It was unsatisfactory in a third of projects, some of which were managed well in other respects.

136. In many cases, and in all project settings, quality assurance was undertaken, but only as an informal activity by local project managers or

by groups of staff who sometimes devised procedures and processes to monitor the quality of their own work. In a significant number of the projects, quality assurance arrangements elsewhere in the organisation had not been extended formally to include citizenship.

137. In a number of cases, senior managers had worked successfully to set up projects and establish good quality citizenship programmes but, over time, these had been left to run without further quality assurance. The situation at one sixth form college typifies what inspectors found in many settings where quality assurance of citizenship was weak.

> *After an initial period of collaboration between senior managers and project staff, there has been more infrequent contact, patchy communication and insufficient monitoring of the project and staff to ensure quality.*

138. In around one fifth of projects, the management and quality assurance of guest speakers or other external contributors to citizenship programmes were weak, as in this example:

> *The project manager had made some attempt to identify citizenship themes for the speakers but had not planned this part of the programme to meet citizenship objectives. The member of staff did not acknowledge any need to provide guidance for speakers, to assure quality or monitor the content of their presentations and did not see this as part of the project manager's role, which was just to provide the platform for their views, whatever they are.*

The impact of central project support

139. Over half of the projects were good or very good in meeting the project specification and the QCA guidelines, although there were variations across settings. In most cases where objectives were unclear, this was usually associated with other weaknesses in project management and quality assurance.

140. Project managers and staff across all settings felt that the LSDA and QCA support for the project had been strongly beneficial to their work. Many staff spoke of the ways that LSDA meetings had clarified their understandings of citizenship. In general, regional meetings and training for staff and managers were well received.

141. In all the best projects, the LSDA materials and QCA guidelines are well used. The QCA guidance is seen as important, and staff commented on how it had provided clear approaches to programme activities and fostered greater rigour in applying citizenship themes to project outcomes and schemes of work. In the strongest providers, checks were made to ensure that lesson plans and schemes of work adhered to QCA

guidance. In some youth service settings, QCA guidelines were less well used.

142. The central programme has been concerned with promoting and celebrating achievement in citizenship post-16, as well as support for projects nationally and regionally. For some learners, involvement in LSDA events has had a very positive impact, and has given a significant boost to enthusiasm for project work. Many learners spoke of the benefits of meeting their peers at citizenship events and there were several accounts of experiences and understandings being shared across settings. For many learners, such contact represented a significant widening of horizons and a first contact with young people outside their own school, college, youth service or work-based learning environment. On occasion, however, high profile events involved only a small proportion of the cohort; preparation for these occupied significant amounts of providers' staff and project time and could be detrimental to provision as a whole so that, for example, some young people who were not involved were demotivated.

143. There is now a case for shifting the focus of the work of the central programme. On a national scale, the promotion of citizenship needs to reach far wider audiences, disseminating the key messages from the experience of the pilot. At the level of the provider, there remains a need for support in addressing the key issues of teaching and learning in citizenship where there are large cohorts, with the emphasis on training materials and programme development.

Resources

144. Overall resources for citizenship in the schools and sixth form colleges visited were good. In other providers, resources were satisfactory overall. Teaching and training staff are, in the main, well qualified and experienced and bring a good deal of knowledge to the teaching of citizenship. However, in about a quarter of citizenship projects across the sector, staff development and training were insufficient to meet the full QCA requirements for citizenship.

145. The scarcity of ICT resources was a major issue for work-based learning and youth service settings. The severe lack of equipment at this work-based provider is typical of many:

> The teacher has not been given a budget to resource the programme so has had to rely on library books and videos. Currently, the computer used by the teacher is not linked to the Internet, or an Intranet, and cannot save material onto a floppy disk.

146. In a youth service project, a similar shortage affects learners' activities:

The only computer to which the young people have access at the centre is the senior worker's PC. This is not connected to broadband so the telephone for the centre is therefore not functioning whilst the PC is used for Internet searches. In addition, there is a shortage of other IT related hardware, such as scanners and printers. The young people gave instances where this slows down their work.

147. Providers received funding from £7,500 to £15,000 depending on the size of the cohort. For most providers this was in addition to the unit funding received for students on examination or enrichment courses and was intended to pump-prime project development.

148. In schools and sixth form colleges, a significant proportion of the funding was used to provide non-contact time for project managers for planning, the development of materials and training. In some cases, project managers used it to pay for outside consultants, to visit other providers or attend conferences. A smaller proportion was used for hardware, such as video cameras, or resources such as textbooks, or website development. Although all these might be regarded as investment in sustainable approaches, some funding was used for contingent activities such as supporting active events, visits or external speakers which offered little long term gain. In some providers, little of the funding was used for training when this was clearly an identified need.

149. Colleges usually used project funding to purchase specific resources for citizenship activities, such as digital cameras, or to fund single events such as visits, transport to conferences or overseas travel. Where funding has been used for staff training and development, it has often provided only initial briefings and small-scale staff development activities: not enough of the funding allocation has been directed towards longer term or larger scale staff training and development. In one case, an inspector commented:

    The greatest allocation of funding has been for trips and for releasing staff for weekly meetings. These provide a useful forum for planning, keeping up to date and sharing ideas, but they are not meeting the need for staff development and training. The programme has expanded rapidly, but the real challenge is to engage enough suitable staff and to provide appropriate staff development to ensure sustainability.

150. Youth and work-based learning providers share many characteristics in their use of funding and application of resources. Generally, there has been expenditure on trips and visits, plus some allocation for staff training. The way South Tees NHS Trust has used its funding is typical of many youth service and work-based learning providers:

> *…the project money was spent on various activities, including citizenship training for staff. A useful residential event to London was financed. This included attendance at a European Citizenship event. Nine young people and two staff were involved. For some of the young people this was the first time they had visited London.*

151. However, in several instances where funding has subsidised trips and overseas visits, not all learners have been able to attend or take part. There are also concerns about sustaining such activity in the longer term since such visits could not have proceeded without the funding. Some resource-based activities, such as the production of a video, can also exclude numbers of young people.

Notes

The post-16 citizenship pilot programme began in 2001 at the request of the then Secretary of State for Education and Employment and in response to the report of an advisory group chaired by Professor Bernard Crick which recommended that:

- an entitlement to the development of citizenship – of which participation should be a significant component – should be established which would apply to all students and trainees in the first phase of post-compulsory education and training
- all such young adults should have effective opportunities to participate in activities relevant to the development of their citizenship skills, and to have their achievements recognised.

The Learning and Skills Development Agency was given responsibility for the dispersal of project funding, for establishing regional support networks for projects, and for evaluation of project activity. For 2004/05, the QCA established a framework for citizenship learning that set out the objectives, actions and activities that should form the basis for planning pilot projects.[5]

The programme from 2001–04 was evaluated by the NFER.[6] For the year 2004/05 the DfES commissioned Ofsted and ALI to evaluate:

- the achievement of young people in knowledge, understanding and skills in citizenship
- the effectiveness of projects in a variety of settings and with cohorts of different sizes in delivering the aims of the post-16 citizenship programme.

Between December 2004 and April 2005 Her Majesty's Inspectors (HMI), inspectors from the ALI and Additional Inspectors appointed by Ofsted made

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[5] *Play your part: post-16 citizenship*, QCA, 2004.
[6] *Taking post-16 citizenship forward*, NFER Research Report 604, 2004.

48 visits to schools, sixth form colleges, youth organisations, GFEs and work-based learning providers.

Inspectors observed teaching and learning and held discussions with managers, teachers and young people. They studied the NFER reports on the LSDA pilot citizenship programme in 2003 and 2004. In addition, the QCA post-16 citizenship guidelines and the LSDA programme criteria for participation were taken into account.

Further information

Citizenship for 16–19 year olds in education and training – report of the advisory group, DfEE, 2000.
www.fefc.ac.uk

Play your part: post-16 citizenship, QCA, 2004.
www.qca.org.uk/citizenship/post16

The Learning and Skills Development Agency:
www.LSDA.org.uk

Annex: list of participating schools, colleges and other settings

Loreto Sixth Form College
Blackburn College
Richmond Upon Thames College
Aylesbury Training Group
Worcester College of Technology
Croydon College
City & Islington College
Tameside College
Norwich City College
Plymouth College of FE
The Oldham College
St Mary's College
Ealing, Hammersmith & West London College
Hopwood Hall College
King George V College
Merton College
Broxtowe College
Newcastle College
City of Bristol College
Bournemouth & Poole College

Leicester College
Norton Radstock College
Henley College Coventry
Bradford College
Solihull College
Stoke-On-Trent College
Oldham Sixth Form College
Luton Sixth Form College
The College of West Anglia
Tamworth & Lichfield College
West Nottinghamshire College
Gateway College
Kingston College
Strode's College
City College Manchester
St Vincent College
Dewsbury College
Easton College
Warwickshire College
Regent College
Doncaster College
Coulsdon College
Shipley College
Ashton Sixth Form College
Hull College
BSix Sixth Form College Brooke House
Long Road Sixth Form College
Don Valley High Schoollb
East Northamptonshire College
Ellesmere College
Meden School
Aylward School
King Edward VII School, Melton Mowbray
Sir Bernard Lovell School
Vale of Evesham School
Mill Hill School
Aylesbury High School
Kingsley College
Heston Community School
The City of Leicester School & 6th Form Centre
Eggbuckland Community College
Lipson Community College
Forest Hill Boys School
Pent Valley Technology School
William Bradford Community College
Lampton School
Exmouth Community College
Whalley Range High School

Leiston High School
Gosforth High School
Thorne Grammar School
Ponteland Community High School
Range High School
The Park High School
Bishop's Hatfield Girls' School
Queen Katherine School
North Somerset 7 Federation
Ullswater School
Pershore High School
Caldew School
ITE Corporate Training & Recruitment
Broadland County Training Services
Protocol Skills (South West)
Training for Life (Oval)
Training for Life (Hoxton)
Fareport Training Organisation
South Tees NHS Hospital Trust
Protocol Skills (West Midlands 2)
Camden Jobtrain
Nacro Service on Merseyside
North Warwickshire & Hinkley Training
Protocol Skills (North)
HYA Training Ltd
Protocol Skills (West Midlands 1)
Sefton Enterprises Ltd
Paragon Training
Zenith Partnership
Aylesbury Training Group
Hull ITEC
Groundwork Oldham & Rochdale
Dorset County Council
B&NES Youth & Community Service
Kilburn Youth Centre/Camden Youth + Connexions
Envision
Young People Taking Action CYDS Project
Bexley Youth Service
Young Potential
Youth Action
Leicestershire County Council Youth & Community Education Service
Hind Leys Youth Project
Warwickshire Association of Youth Clubs
CSV Media
Oldham Connexions Service
Hartlepool Community Network
Wolverhampton Clubs Young People KYP Project
Wolverhampton Clubs Young People Anti-racism Project

Fareham Youth Service
Worcester Volunteer Centre
Make Some Noise Youth Music Action Zone
London Borough of Hounslow Youth Service
Hybrid Arts
Sefton Youth Service
Youthcomm
North Wiltshire District Council
Trinity Youth Association
Buckinghamshire County Council Youth & Community Service
Fitzrovia Youth in Action
Hull Youth Service