

Citizenship Education in England, France and Scotland



2008

A COMPARATIVE STUDY



department for
children, schools and families

FOREWORD

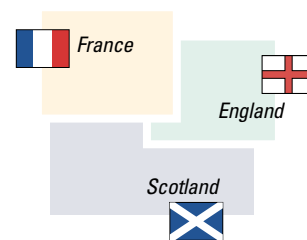
As part of the Anglo-French and Franco-Scottish education agreements, a group of experts with representatives from the three countries was appointed to share information on respective policies on citizenship education (including healthy eating).

An initial meeting of these experts took place in Edinburgh in May 2006 and was followed by a Café Education videoconference at the British Council. Experts then met in Nancy in November 2006 then in Coventry in June 2007 to see concrete examples of policy in practice. These meetings resulted in a comparative grid outlining the policies for the three countries: the concept, objectives, framework, stakeholders and evaluation.

The comparison shows that the concepts of citizenship in all three countries are relatively similar. The priority is to give young people the tools and resources to participate actively in political, economic, cultural and social life. Discussions around teacher training were particularly fruitful.

As a result of their discussions the group decided to pilot a Citizenship-Health Passport in all three countries. Pupils in France (Nancy-Metz and Amiens), England (Coventry and Birmingham) and Scotland (East Dunbartonshire) are currently working together and using the Passport as a tool for learning about citizenship, health and languages. The Scottish School Woodhill Primary in Bishopbriggs won an education award for this initiative.

This document includes a comparative summary of education for citizenship in the three countries and aims to make a modest contribution to the construction of European citizenship based on the values of democracy.



This report provides an at a glance summary of citizenship education in England, France and Scotland.

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With the support from the British Embassy in Paris, the French Embassy in London, the French Institute in Edinburgh and the British Council.



What do schools want to achieve through citizenship education?

The concept of citizenship

Education for Citizenship is set in the context of national Aims and Values as set out in the Curriculum (The National Curriculum for primary/secondary teachers QCA 1999 www.nc.uk.net).

The Curriculum and its aims and values have recently been reviewed by the QCA. They are that the curriculum should develop young people who are successful learners, confident individuals, and responsible citizens. www.qca.org.uk/curriculum

On the whole, the aim is to prepare pupils to participate in the best possible way in democratic life, to be aware of their rights and duties as citizens and also to live together in society.

Ministerial guidelines refer to citizenship education but also to teaching pupils how to behave responsibly, demonstrate judgement and awareness of individual and collective responsibilities.

Responsible behaviour education is a more recent development. Expectations are outlined more clearly and hence evaluation should be made easier. Citizenship education has evolved to include actions.



France

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It encourages pupils to play a part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy, and democratic institutions and values: encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.



England

Education for citizenship aims to develop capability for thoughtful and responsible participation in political, economic, social and cultural life.

It contributes to the aspiration, as defined in *Curriculum for Excellence*, that all young people leave school equipped to be:

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens



Scotland





What values do we want our young citizens to develop?

Pupils are taught about the legal and human rights underpinning society, aspects of the criminal justice system; the diversity of national,

This knowledge and understanding has to be taught in the context of developing skills of enquiry and communication and skills of participation and responsible action. However, following the review of the secondary curriculum in England from September 2008 schools will be required to teach the key concepts of Democracy and Justice, Rights and responsibilities, Identities and diversity: living together in the UK whilst developing the key processes of Critical thinking and enquiry, Advocacy and representation, and Taking informed and responsible action.

Pupils are taught to become :

- Self-reliant citizens that are able to understand and respect the law, to set and follow rules for themselves and behave responsibly toward:
 - themselves and others: health education, road safety, sex and relationships, solidarity and respect for difference;
 - the environment: environmental education for sustainable development. This element is a recent addition.

- A citizen able to engage and show initiative;
- A citizen aware of national and European issues through education in defence and peace;
- A citizen that becomes aware of belonging to a nation (duty of remembrance).



France

- A citizen able to form opinions about and able to debate current issues;

- Exercise of rights and responsibilities within communities at local, national and global level.
- Making informed decisions and taking thoughtful and responsible action, locally and globally.
- Participation by young people in decision making, development of authentic community links and active approaches to learning.
- Developing respect and positive attitudes towards social diversity and inclusion.



Scotland

regional, religious and ethnic identities in the UK; central and local government, key characteristics of parliamentary and other forms of government, the electoral system and the importance of voting; the work of community-based, national and voluntary groups; the importance of resolving conflict fairly, the significance of the media in society; the world as a global community.



England

Prevention and protection What areas are covered?

The training of futures citizens includes health-related issues: preventing obesity, addictive behaviour, ill-treatment, sexual violence, excessive risk-taking (on the roads, for example).

More generally, there is a focus on preventing: preventing violence, racism, sexism, homophobia, all forms of discrimination and all aspects that contribute of child protection.



France



PSHE (Personal, Social and Health Education), including personal and community safety, environmental effects on health, personal relationships and conflict resolution.

Mental, physical and social well-being.

Anti-bullying and anti-racism.

Schools in Scotland were set the target of becoming a health promoting school by 2007. This involves a whole school approach to promoting the physical, social, spiritual, mental and emotional well-being of all pupils and staff *The National Health Promoting Schools Website* has information and resources to help schools take positive steps towards better health and well-being.

Schools (*Health Promotion and Nutrition*) (Scotland) Bill, 2007 places a duty on *local authorities* to endeavour to ensure that schools are health promoting. <http://www.scottish.parliament.uk/business/bills/68-SchoolsHN/index.htm>



Scotland

A non-statutory framework for personal, social and health education helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Specifically it helps them develop confidence and responsibility and make the most of their abilities; develop healthy safer lifestyles; develop good relationships and respecting the differences between people.

From September 2008 this will be PSHE: Personal Wellbeing and will include the key concepts of Personal identities, Healthy lifestyles, Risk, Relationships, and Diversity whilst developing the key processes of Critical reflection, Decision making and managing risk, and Developing relationships

and working with others.

The National Healthy Schools Programme helps to support children and young people in developing healthy behaviours; raise pupil achievement, reduce health inequalities; promote social inclusion.

This also contributes to the achievement of the *behaviour strategy* and to the social and *Emotional Aspects to Learning (SEAL)* which has been implemented in primary schools and is currently being developed for secondary schools.



England

What frameworks, measures, institutions and bodies, contribute to achieving the objectives?

Legal framework

Many statutory texts on health and safety and other areas include references to citizenship education.

Some originate from the French Ministry of Education, e.g.:

- 1998 Circular on health education
- 5-year Strategic Plan on prevention and health education (December 2003)
- Guideline Act and Programme Law on the Future of Education (23 April, 2005)
- Executive Order of 11 July, 2006 on the common core of knowledge and skills (“key competencies”)
- Safety education, Official Bulletin No. 30, 27

July, 2006

- Combating violence, Official Bulletin No. 31, 31 August, 2006
- Teaching responsible behaviour within the school context, Official Bulletin No. 33, 14 September, 2006.

Others are Acts of Parliament, e.g.:

- Sex and relationships education (Act on abortion, 2001)
- Preventing addictive behaviours (Public Health Act, August 2004)
- First aid education (Modernisation of Emergency Response Services Act, 13 August, 2004).



Standards in Scotland Schools Act 2000

- National Priority 4: Values and Citizenship. 2000
- Race Relations Act. 2000
- Disability Discrimination Act. 1995

UN Convention on the Rights of the Child ratified in 1991 by the UK Govt.

Responsible citizens is one of the four purposes of *Curriculum for Excellence* 2004.



• National Curriculum. Citizenship Education Statutory 11-16 years (Statutory Order)

• PSHE Education non statutory programme of study 11-16 (Sex and relationships education, drugs education and careers education, statutory with in this framework) comprising of Personal Well-being and Economic Well-being and financial capability will be taught from September 2008.

• The PSHE and Citizenship non-statutory framework in 5-11 will be reviewed as part of the ongoing review of the primary curriculum in England.



Specific measures / programmes

Learning and Teaching Scotland Education for Citizenship online service, plus partnership programmes and resources.
www.ltsscotland.org.uk/citizenship



By law, every secondary school must have in place a committee for health and citizenship education (CESC). The committees set up focus groups that contribute to initiatives that form part of the school action plan.

Representatives of the wider school community (teachers, parents, pupils) work together in partnership.

These arrangements do not exist at primary school level; it is recommended that schools develop an action plan in partnership with the secondary school in their local area and set up joint CESC committees.



Qualifications and Curriculum Authority (QCA) *Schemes of Work*

Post Graduate Certificate in Education: citizenship programme to train new teachers.

Standards for the teaching of citizenship

Continuing Professional Development certificate managed through Higher Education





Pupil Councils.
 Parent Councils.
 Scottish Youth Parliament.
 LTS Young People's Advisory Group.



Scotland

Representative and consultative bodies

There are different official councils where pupils can exercise their citizenship:

- representative bodies where pupils are elected by their peers, such as class councils and school councils that exist at school, académie and national levels.
- Some of the class delegates then participate in meetings of the school governing body as pupil representatives. At class level, pupils elected as class delegates represent their class mates in meetings of class councils with parents, teachers and the headteacher.

Association of Citizenship Teaching, ACT.
www.teachingcitizenship.org.uk

The majority of primary and secondary schools have school/pupil councils.

Many local authorities also have Youth Parliaments and subscribe to Hear by Right (National Youth Agency) which sets standards for consultation with young people.

The UK Youth Parliament is now very well established as a forum for elected young people to meet from across the United Kingdom.



England

There is specific training for class delegates and pupil representatives. The success of these councils depends on local political will.



France

Arrangements during and after school



The structure of school life contributes to pupils' well-being. Pupils should have the space and freedom to express themselves and take initiative both in and out of school hours and during school holidays.

The involvement of pupils in the drafting of school rules and charters on school life are important opportunities for building and understanding school regulations and policies.

During school time and after school:

- in class: a period devoted to debating time
- after school: a study support programme is being implemented after school and during the holidays to help pupils in specific subject/course work, followed by a spectrum of activities focusing on study skills and then programmes that include physical activity as well as other activities aimed to promote social and cultural development Special-interest clubs, or sports clubs where pupils learn to take on collective responsibilities for the first time (by organising competitions or training as young referees).

- Outside school, special contracts with regional authorities, such as « local education contracts » (contrats éducatifs locaux) or schemes for educational achievement.
- During school holidays: there are family learning opportunities for both children and parents through the «Open school» initiative.

The extent to which these initiatives are implemented is often determined by external factors such as the availability of school transport but also the policy of the school.



The school curriculum is non-statutory. Each young person's entitlement to education for citizenship can be secured through combinations of learning experiences set in the daily life of the school, discrete areas of the curriculum, cross-curricular experiences and activities involving links with the local community..

Out of school hours learning and Study Support Programmes.

The main aim of the *Study Support Programme (SSP)* is to help all pupils reach higher standards of achievement and attainment, but together with other out-of-school hours learning (OSHL) activities, it also addresses social inclusion and targets pupils' health and physical activity. The range of activities that can fall within study support and OSHL has broadened and the distinction between SSP and other forms of OSHL activities has diminished. In short, SSP/ OSHL has evolved to reflect wider priorities (see section on legal framework)

rather than concentrating on academic attainment (although this still remains an important dimension).

Currently, the most commonly provided forms of SSP/ OSHL are support for specific subject/course work, followed by a spectrum of activities focusing on study skills and then programmes that include physical activity as well as other activities aimed to promote social and cultural development e.g. developing specific interests, community service, mentoring, personal development etc.

Guidance staff within schools.



Citizenship is a statutory compulsory subject between the ages of 11 and 16 years with statutory assessment at the age of 14.

There are many opportunities in school for citizenship to be developed outside of the formal curriculum, across and beyond the school.

School and Student Councils allow pupils to be represented.



Through which subjects is citizenship taught?

« Citizenship education is part of the mission of all schools. It is about learning knowledge and about important shared values, as well as about active citizenship and behaviour ».

Citizenship is taught at all levels of the curriculum.

- At infant and elementary schools.

Citizenship education is part of the curriculum. It is a major element in the learning programme, and focuses on acquiring knowledge as well as behavioural skills. «Civics and moral education» is now a mandatory part of the curriculum.

The programme is organised around key values: respect and tolerance that are the bases of universal human rights.

- At lower secondary school: civics is taught one hour a week at all levels, and is part of a progressive and coherent approach.

The principal aim is for pupils to learn « the principles and values that are the foundations of democracy and the Republic », by acquiring knowledge and practising skills.

Values are « an ideal shared by members of a community on which their judgement and their behaviour are based ». These values underpin the behaviour of the individual as well as the citizen.

Principles are what enables society overall to function; as such they concern both the citizen and the state, the latter being a stakeholder in and the guarantor of a well-functioning society through the means of laws.

- At upper secondary school, civic, legal and social education is taught two hours every fortnight for the three years of the /lycée/. This subject is approached through debating sessions where pupils are encouraged to present well-argued positions; the aim is to teach pupils to become familiar with political debate.

(In the first year of *lycée*, pupils reflect on citizenship. In the second year, the focus is on the institutions and active citizenship, while in the final year, pupils consider the impact of developments in contemporary history on the concept of citizenship.)

- The common core of knowledge and skills (key competencies) defines what each pupil should fully master before the end of statutory school: Concerning, citizenship, the goal is to organise a genuine civic education pathway for pupils, along which a set of values, elements of knowledge, practices and behaviours are laid down as milestones which are meant to foster young people's active and constructive participation in the community and the world of work, and help them exercise their freedom while respecting the rights of others, and say no to violence. This core is divided

into seven main areas, and emphasises civic and social skills and self-reliance and leadership.

Please note that generally speaking, « it is not expected that education related to health, safety, awareness of risks, etc. should come on top of the curriculum; rather, they should be approached from within the existing curriculum, as a way of building on the knowledge and skills that are inherent to the different disciplines, and develop corresponding behaviours ».

In the same way, at lower secondary school, some cross-cutting themes such as health, safety and the environment are to be approached through all disciplines and are not taught as a separate syllabus.



France

Citizenship is taught as a discrete subject or as part of a broader course which includes *PSHE*.

Opportunities exist in many subjects of the curriculum but specifically in History, Geography, Religious Education, English.

In primary schools citizenship is taught with *PSHE* and often involves 'circle' activities. It may include taking responsibility for looking after the school environment, mentoring and mediation, involvement in class and school councils, organising charitable vents, receiving visitors from people who contribute to society, taking part in activities with groups with particular needs and being able to find information in their community.



England

It is the responsibility of all teachers to provide opportunities from 3 to 18.

It underpins all subjects as a values-based approach to education.

It should permeate the whole school through the ethos of the school.

Certain subjects in Secondary schools used to be specified e.g. Religious & Moral Education, Modern Studies, Languages etc but this is no longer the approach.



Scotland

« Citizenship education is not only about acquiring knowledge, but also about putting behaviours into practice, to help pupils learn about active citizenship and living together. Young people can put citizenship to work through tangible actions. They can put responsible behaviours into practice mostly through national awareness campaigns, a number of which are included in the civic education pathway. By participating in these events throughout the school year, pupils have an opportunity of widening their horizons by getting their first experience in collective responsibility. They can achieve a better understanding of their environment, engage in remembrance activities whose purpose is educational, and even participate in active citizenship projects where they get a chance to put their knowledge into practice ». Some examples are a competition on civics and defence, or an army and youth prize.

A 2007 circular presents all actions linked to citizenship that schools can implement throughout the school (BOEN 44 July 2007).

The committee for health and citizenship education builds an education project which includes actions to be implemented at school or with external governmental or non-governmental partners. These actions are part of the wider school plan. For these actions to be efficient, they need to be implemented at primary level and continued in lower secondary school; they should also be planned throughout the pupils' school career.



To improve the quality of teaching and learning in schools the Citizenship CPD programme, organised through Higher Education, has been introduced.

There is also a Manifesto for Learning Outside of the Classroom «<http://www.teachernet.gov.uk>» which recognises the experiences and opportunities that are provided to schools by a range of statutory, voluntary, charities, and NGOs that contribute to citizenship learning. These experiences can take place in the school grounds; local nature reserves and wild places; city farms and parks; streetscapes; field study centres; farms and the countryside; remote wild and adventurous places; heritage and cultural sites; zoos and botanic gardens; places of worship; museums, theatres, galleries and music.

Youth Parliaments.



Hansard Society's 'MSPs (elected Members of the Scottish Parliament) in Schools' pack.

ECO Schools programme.

National initiatives to develop enterprise at school include *Determined to Succeed (the Enterprise in Education strategy)* and *Achievers International*, an organisation which encourages Scottish schools to form international business partnerships.

Fair-trade groups.

The Children's Parliament.

Local theatres and museums, links with local communities, volunteering etc.

Glasgow schools' *Inspiring Enquiring Minds* project.



Initiatives at national and local level



Who plays a role in citizenship education?

The implementation of this educational policy and the efficiency of the schemes mainly depend upon the level of commitment of management staff (principals and inspectors). This is taken into account in the initial and continuous training of principals as well as, very often, in their terms of reference. This is not yet generally the case for the initial and continuous development of inspectors.

How committed the various players are depends on the dynamics within each school and the level of support they enjoy.

Their contribution must be consistent with the school plan and promote active participation by students.



Citizenship is reported in the school SEF (Self-evaluation Form) as part of personal development and the opportunities the school provides for pupils to make a positive contribution.

Self-evaluation tools for citizenship (and PSHE & citizenship in primary schools) are available to support schools undertaking this process.

HMI undertake a limited number of subject inspections.

It is necessary to recognise the importance of a whole school approach.



Management (inspection and head teachers)

Her Majesty's Inspectorate of Education (HMIE) reports.

Development planning within the school.

Leadership.



Teaching staff

All teachers have discretion in respect of coverage of and emphases on ideas and activities related to citizenship in the different areas of the curriculum.

The aim being that young people leave school equipped to be successful learners, confident individuals, effective contributors and responsible citizens.



The 1997 guidelines on the missions of teaching staff clearly assert the educational role of teachers as well as their teaching and training roles, in the general context of the school plan.

For citizenship to be led and managed as a discrete subject, taught well with high expectations for learning. Provision of citizenship activities and opportunities across and beyond the curriculum



Pastoral care, librarians

School libraries should provide appropriate resources/ICT for both teachers and pupils that match needs, and also support work on inclusion, race and diversity.

Form tutors who have pastoral responsibility for their pupils may be in some cases responsible for the teaching of citizenship. Most will also have some responsibility for organising class councils.



England

Some staff have a wider role that includes pastoral care, as is the case for the conseiller principal d'éducation and the assistants d'éducation (education guidance providers and assistants).

Librarian, work closely with other members of staff to support citizenship education.



France

Librarians are responsible for sourcing and supporting schools with appropriate resources to support Education for Citizenship e.g. assisting with ICT- driven methodologies.



Scotland

There are different official councils where pupils can exercise their citizenship rights:

- representative bodies where pupils are elected by their peers, such as class and school councils at school, local, académie and national level.
- consultative bodies such as the board of governors or the class councils where the elected pupils represent their peers and other committees that may exist at school level.

Training for class and school representatives is available but the effectiveness of this training depends on local political will.



France

Pupils

Pupil participation in decision making, engagement with the curriculum and extra curricular activities through pupil councils and other less formal means. Nearly all schools in Scotland now have pupil councils or other means of consulting with pupils which reflects the impact of international agreements and

recent Scottish legislation i.e. Article 12 and Standards in Scotland's Schools Act 2000. Schools are encouraged to consult young people on all issues from accommodation issues to learning and teaching approaches.



Angletorre

Pupils need to know and understand what citizenship is about in the curriculum and to participate and engage in those opportunities provided by the school across and beyond the curriculum.

Pupils are encouraged to have a voice in the school and schools can make use of the guidance 'Working Together, Giving children and young people a voice', and to involve pupils in decision making wherever possible.



Scotland

Parents

A circular from the ministry of education reasserts the educational role and status of parents in school life (Official Bulletin No. 31, August 31, 2006).

This cultural shift towards sharing responsibility for education with parents is gradually being implemented. There are also some parental learning and support.

Parents are represented in councils such as the board of governors and class councils, they are elected by their peers.



Leaflets about citizenship are available for parents and governors.

Parents are made aware of the importance of citizenship in the school and the wider community through the school prospectus.



Partnership with parents and parental support is encouraged. Parental involvement is encouraged at all levels e.g. Determined to Succeed business partnerships with schools.



Partners

To a large extent, responsibility is shared with external partners: other government agencies, regional governments, NGOs and other community-based education groups. For this reason, it is important that roles and guiding principles are clearly defined in statutory texts.



Community links of most kinds is encouraged e.g. police, Non-Governmental Organisations (NGOs), supporting charities, community groups and local businesses.

Voluntary work in the community.



To have opportunities to contribute to citizenship across and beyond the school Opportunities for statutory and non statutory bodies to be involved e.g. police, magistrates, etc.



What mechanisms exist to motivate, support and assist citizenship education?

Legal framework

A new law provides a framework for public expenditure; this involves annual reports to parliament on the impact of policies. In particular, it requires annual reports to Parliament on the effectiveness and efficiency of actions undertaken. Within this context, targets have been defined for citizenship education; these are set out within the programme entitled « Vie de l'élève ».

Statutory ministerial texts provide guidelines for action at all levels, i.e. académie and regional, local and school level. These guidelines are then implemented by principals and inspectors as part of an académie-wide plan steered by the recteur of the académie. The Recteur represents the Minister for Education and as such is responsible for education policies from infant school to university.



France



Standards in Scotland's Schools Act 2000.

Education for Citizenship in Scotland, LTS 2002.



Scotland

Statutory subject.

School Self-evaluation (SEF).

Every Child Matters legislation.



England

Institutions

Learning and Teaching Scotland.

Tertiary education institutions
e.g. further education colleges
and universities.

Local Authorities.

Various institutions/
bodies within civil society
e.g. Churches, Unions,
Associations, Interest groups
etc.



Higher Education involvement in training teachers
and continuing professional development of
teachers.

<http://www.citized.org.uk>

The QCA have an important role to play in not
only defining the citizenship curriculum but also
providing examples of the experiences and learning
that all pupils should have access to.
<http://www.qca.org.uk/curriculum>

The Learning Skills network (LSN) provide support
for citizenship through the Post 16 Citizenship
Support Programme.

<http://www.post16citizenship.org>



Priorities in respect of citizenship education
are generally determined at académie level,
and implemented at regional, local and
school level. The importance

this area of work given is
dependent on priorities defined
in the académie-wide action
plan.

Examples:

at académie level, there
is a steering group for the
committees for health and
citizenship education, a steering
group for first aid training
and a steering group for
environmental education.

These steering groups define
the académie's policy on
citizenship education and
assess its impact. They are
increasingly working with
partners outside the ministry of
education.

There are also bodies which include
representatives from different governmental
bodies.

E.g.: a steering group in for responsible
behaviour, which has close links with
the regional representative of the state
(préfet), and includes experts in education,
citizenship, health, emergency services,
occupational health and safety; the aim is
to ensure a coherent approach for initiatives
involving schools and pupils. (Official Bulletin
No. 33, September,
14, 2006).



Working groups

Citizenship Education in England resulted from the Advisory Group on Citizenship chaired by Prof Sir Bernard Crick in 1998. A Citizenship Education Working Party provided support for the implementation of citizenship in schools. The Department for Children, Schools and Families Key Partners Group representing QCA, LSN, Teacher Development Agency, OFSTED meets regularly. QCA working groups have provided schemes of work and advised on examinations and assessment, and the recent revisions to the secondary curriculum.



Various LTS (Learning and Teaching Scotland) led groups e.g. Education for Citizenship Advisory group, Young People's Advisory group and Social Subjects Citizenship

Liaison Group. Health Promoting Schools Network for local authorities and health boards.



Working groups implement the policies defined by the steering groups. Working groups involve members from different professional backgrounds and representatives from both primary and secondary schools as well as other partners.



Training and professional development

Different training programmes are on offer at national, regional, local and school level. However, availability will depend on whether or not they are identified as a priority.

Initial training for principals, inspectors and teachers is beginning to include educational issues such as citizenship and health education.

Citizenship Education is an integral part of primary teacher training programmes.



- *Post Graduate Certificate in Education citizenship* for training new teachers
- *Certificate for the teaching of Citizenship*
- Self evaluation Tools
- Continuing Professional Development Handbook: *Making Sense of Citizenship* published by Hodder Murray



- Citizenship modules and units in Initial Teacher Education (ITE) courses, specifically Glasgow University's Education for Global Citizenship Unit, who currently offers specialist training in citizenship education for student teachers (undergraduate and postgraduate) and for experienced teachers. They have Masters level modules in citizenship education that are being prepared for online delivery. They also

supervise PhD students in the field of citizenship education.

- CPD and through the Chartered Teacher programme.



Supporting innovation

Each académie provides support to encourage innovation.

The 2005 Law on the Future of Education makes it possible for schools to develop projects at local level to meet local needs.

There is political will to encourage locally-driven initiatives and facilitate the sharing of best practice. However, project themes must be reflect the priorities set by the académie.



Continuing Professional Development certification.

Links to the Gifted and talented Programme in schools through the development of pupils as researchers, and school councils work.

Following the review of Diversity and Citizenship by Sir Keith Ajegbo there is now a School Linking project <http://www.schoolslinking.org.uk> and a Who Do We Think We Are project <http://www.wdwtwa.org.uk> that explore diversity and citizenship.



National Scottish Education Awards, which have a separate entry category for Education for Citizenship called Active Citizenship.

Awards, The Prince's Trust, ASDAM recognise achievement across the school/college curriculum, as well as in the home, the community and the world of work.

Other schemes which recognise wider achievement, including citizenship (e.g. *Duke of Edinburgh*)



Partnerships

Partnerships promote the sharing of expertise around a common aim.

These partnerships are defined in agreements at all levels (national, regional and local). A few examples are partnerships with the national rail services (SNCF), regional health authorities, the National Centre for health prevention and education (Institut national de prévention et d'éducation pour la santé, INPES), etc.



Local Authority Citizenship Coordinators Network.

Ethical Decision Making Network.

The Hansard Society.

Save the Children.



There are many partnerships and networks which are focussed through the subject Association ACT. Much collaborative work is undertaken with NGOs such as *Citizenship Foundation, Community Service Volunteers, Hansard Society, School Councils UK, The Institute for the Study of Citizenship, and the Post 16 Citizenship Programme.*





Documentary resources

- The School Self-evaluation Tool for Citizenship Education (secondary).
- The School Self-evaluation Tool for PSHE and Citizenship in Primary Schools, published by ACT www.teachingcitizenship.org.uk
- *Making Sense of Citizenship* a continuing professional development handbook.

Every Child Matters legislation 5 Learning outcomes;

- stay safe,
- be healthy,
- enjoy and achieve,
- make appositve contribution,
- economic well-being.



LTS Audit materials.

HMIE *How Good is Our School?* 'Education for Citizenship' - This guide is used by schools to self-evaluate the quality of education for citizenship in their school. It shows how they can select a cluster of quality indicators (adapted from the main *'How Good Is Our School?'* Evaluation toolkit) that focus on key features which have a significant impact on the achievement and experience of pupils. It can be accessed at: <http://www.HMIE.gov.uk/documents/publication/hgiosefc.pdf>

HMIE - a portrait of current practice in Scottish schools - <http://www.HMIE.gov.uk/documents/publication/efcpcp1.html>.



Educational resource centres at national, regional and local levels provide a wide range of material for teachers or pupils.

Each school has its own resource and information centre.

The Ministry of Education has a website on citizenship and health education: <http://eduscol.education.fr>



How is the impact of citizenship education evaluated?



What is evaluated?

There is no formal assessment of pupils, that is to say not for pupil/student certification and assessment purposes. But accountability both locally and nationally.

Provision evaluated through school self-assessment and external quality assurance visits to schools by LA and HMIE, looking in both cases at the seven areas of 'How Good Is Our School?' (HGios?) - 33 indicators under the following headings - Curriculum; Attainment; Learning & Teaching; Support for Pupils; Ethos; Resources and Management, leadership and quality assurance - see <http://www.HMIE.gov.uk/documents/publication/hgios.html> for more details.



Scotland

A new 8 level Scale for monitoring progress has been introduced along side the attainment targets for Key Stages 1-4 for use from September 2008.

Statutory assessment at end of key Stage 3 (Year 9/14 years) of pupils learning. Assessment for learning. To improve pupil attainment and achievement.

Raise standards generally.

Citizenship evaluated as part of SEF.

Citizenship inspected by *OfSTED*.

Impact of Citizenship Education being undertaken as a longitudinal study by the National Foundation for Educational Research (David Kerr) www.nfer.ac.uk

Assessment for learning. To improve pupil attainment and achievement.

Raise standards generally.



England



France

Pupil evaluation: knowledge, skills and behaviour. This is becoming increasingly important as there is an requirement to verify whether pupils have acquired the expected key competencies such as citizen- related skills citizenship-related skills by the end of the compulsory schooling. A personal record book to record achievement and monitor progress from primary to secondary school is currently being piloted. There are three categories: achieved, in the process of being achieved and not achieved.

Evaluation of the school environment : an improved school environment is a reflection of the effectiveness of citizenship and health education initiatives. Schools themselves need to evaluate the impact.

Evaluation of resources to deliver citizenship education: subsidies, initiatives, training programmes... With the new funding law (LOLF), evaluation is now outcome-based rather than input-based. Programmes are assessed against national objectives and indicators which are set out in an annual performance plan.

Who are the results for?

HMIE reports are available for parents and the wider community.

The school will use audits and self evaluation to plan future developments.



Scotland

For the pupils, evaluation to increase self-awareness and to receive formal recognition of their achievement.

For the school, evaluation contributes to defining the key objectives of the educational project, or to improve the way policies are implemented.

For other governmental bodies (Ministry of the Interior), evaluation provides data on violence or truancy.

For Parliament, national indicators are set out in the national annual performance plan relating to pupil life (*Vie de l'élève*). The academies must report on outcomes.



France

Assessment reported to parents.

OfSTED reports in public domain, reported to parents, governors, community and noted by *Local Authorities* and *Department for Children Schools and Families*.

Annual reports from *National Foundation for Educational Research* to *Department for Children Schools and Families*.



England

Pupils' evaluation: civic and social skills can only be evaluated in broad or complex situations.

Some certificates exist such as the certificate for first-aid education or road safety. But evaluation should also include what is taught in the various disciplines. A working group is currently addressing this issue in relation to cross-curricular themes.

Evaluation of the school action plan: secondary schools have scorecards.

National indicators (SIVIS) are used to measure the level of violence in a sample of schools. Some districts (départements) and académies have also introduced indicators to measure truancy.

A school environment scorecard can measure the well-being of pupils and their engagement in the life of the school, the dynamism of the school and the impact of their actions.



France

Approach

Short course *GCSE* Citizenship Studies examination available from 3 exam boards.

Over 75,000 pupils passed in July 2007. Will be a full *GCSE* from 2009, new *A level* Citizenship Studies awarding bodies developing for first teaching in September 2008.



England

On-going self evaluation throughout the school.



Scotland



When?

Pupils receive accreditation for their contribution to «school life» (note de vie scolaire). (Official Bulletin No. 22, June 1, 2006). This counts for the diplôme national du Brevet (the qualification at the end of lower secondary school).

Pupils' engagement in the life of their school, attendance, respect for school rules and other certificates are taken into account.



France

Annual reporting to parents in July. Governors meetings throughout year. Parents meetings to discuss pupils' progress at least once a year



England

On-going, embedded systematically in teaching and learning methodologies and Assessment is for Learning approaches.



Scotland