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To study parliamentary education and student government as well as innovative strategies to integrate civics and citizenship into the secondary school's curriculum. United Kingdom.

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Signed:

Dated:

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INTRODUCTION

Civics and Citizenship education is essential in promoting informed, active citizenship in all schools. It must be taught to all students, right across the curriculum and relate to what they are learning.

Civics and citizenship education has become an important focus in many western nations in recent years, especially in the United Kingdom and Australia. National leaders are concerned with the lack of knowledge on representative government and political history (“Civics deficit”) as well as the level of apathy and distrust shown by the public to the political process. In the United Kingdom, with its system of non-compulsory voting this trend has been highlighted by voting levels as low as 30 - 40% in some electoral districts. (May 1 2003 Wales) Australia may boast of voting levels as high as 96%, but does compulsory voting make citizens informed voters?

Many students are active citizens and many schools have been teaching about government and student’s rights and responsibilities for decades. The teaching of Citizenship in the United Kingdom has become part of the national curriculum in 2002/03 to ensure all schools are proactive in developing active and informed citizens for the future. The implementation of Citizenship Education has been undertaken in slightly different ways in England and Wales.

This study details the curriculum initiatives in the United Kingdom, especially England and Wales in Citizenship Education at Key Stages 3 – 4, as well as researching some of the main government and non-government agencies which provide support and interesting strategies to assist teachers in their coverage of the required knowledge, skills and understanding.

During the research study I was also involved with schools at Key Stages 1 – 2, and this was essential to my understanding of Citizenship teaching at secondary level. I also worked with the University of Glamorgan on several projects for students and teachers in senior schools (post 16 years of age), which included university links.

Acknowledgements:

My visit to the UK and the invaluable professional development I gained would not have been possible without:

- the financial assistance given to me by the Churchill Memorial Trust and the high regard of the Trust and the excellent work of previous fellows which ensured my acceptance in the UK political and educational communities.
- the support of my referees Peter Andren, M.P., Carole McDiarmid and Mike Tom and my employer the Department of Education and Training and Kelso High School.
- my colleagues at the University of Glamorgan, especially Professor Chris James and Charline Evans
- the staff and teachers at Bridgend, RCT, Carmarthen and Caerphilly Local Education Authorities, especially Graham Avery (Bridgend), Gareth Rees (RCT), Tim Day (Carmarthen) and Sandy Evans (Caerphilly).
- the support of education consultants and officials at government and non-government agencies and their willingness to provide documentation and discuss current citizenship curriculum initiatives. Special thanks to John Lloyd, David Mason and Liz Craft (England) and Anne Whipp, Kim Morgan and Catherine Hester (Wales).
- Sir Patrick Cormack M.P. and his offer to shadow him for two days in the House of Commons. Special thanks also to Richard Willmet, his personal secretary.
- my wife Janine and children Jennifer and Steven for their love, support and encouragement through the fellowship period.

EXECUTIVE SUMMARY

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Project description: To study parliamentary education and student government as well as innovative strategies to integrate civics and citizenship into the secondary school's curriculum. U.K.

Fellowship highlights:

- Interviewing education officers from the Department for Education and Skills and Qualifications and Curriculum Authority (QCA) in London on the new statutory citizenship curriculum for England.
- Interviewing education officers from the Welsh Department of Education and Qualifications, Curriculum & Assessment Authority (A.C.C.A.C.) on the incorporation of citizenship into the PSE curriculum.
- Attendance at the Wales Primary Schools' Principals' spring conference on the "school of the Future", and meeting the Welsh Education Minister, Jane Davidson.
- Tours of the House of Commons and the Welsh National Assembly and visits to their education units.
- Attendance at the Citizenship Foundation "First Friday" workshop in London, where citizenship consultants present, demonstrate and discuss curriculum support initiatives.
- Discussions with citizenship consultants on strategies to promote "active citizenship" in schools.
- Interactive whiteboard training at the University of Glamorgan. The use of this ICT in citizen education was also discussed and demonstrated. This included a video conference with Delhi, India.
- Working with the staff at the University of Glamorgan on ICT and citizenship education.
- Primary and secondary school visits.
- Two days in the House of Commons shadowing Sir Patrick Cormack M.P. and expanding my knowledge of Westminster as a working legislature.

Conclusions:

- Civics and Citizenship education is essential in promoting informed, active citizenship in all schools. It must be taught to all students, right across the curriculum and relate to what they are learning. There is still a real need however, to teach the key concepts of democracy, and the rights and responsibilities of the individual and the state, in a coordinated way.
- UK national curriculums are prescriptive, but they do offer a wide range of supplementary guidance, teacher support material and interesting strategies to assist in implementation and assessment.
- More needs to be done to promote and assess "active citizenship".
- Many primary schools exhibit "best practice" in citizenship education and secondary schools must familiarise themselves with activities and build on the interest and participation that has been fostered.

Dissemination:

- I will be available to discuss my research with Federal and State Parliamentary Education offices, the Board of Studies, the Law Society and any other citizenship agency. I have also been asked to work with my local council to promote youth awareness and involvement in the local community.
- I was involved in Discovering Democracy Conference on "best practice" in civics and citizenship education in 2002 and will be available to present my research at future conferences. This facilitates the dissemination of information to all schools in NSW.
- I am a member of the Australian College of Educators and I am willing to present a report at my district meeting which may be reported in college publications.
- I have also published a project on the DET website and will work with them in providing information for teachers on civics and citizenship education.
- My report can be viewed at <http://churchillfellowship.eduwales.bambooning.com/index.html>

PROGRAM

17 - 21 February: University of Glamorgan – Pontypridd, Wales / Caerphilly Local Education Authority

- Meetings with Charline Evans, Educational Consultant, International Project Management, ICT Research and Development, ICT Training www.eduwales.net and Steve Morgan, Director of Community University Schools Program at the Centre for Life Long Learning, University of Glamorgan www.glam.ac.uk
- Participation in a video conference at The University of Glamorgan with British Council www.britishcouncil.org.uk delegates in Delhi, where the interactive whiteboard was used as a communication tool.
- Meeting with Tony Deyes: Director of British Council, Wales.
- Phone interview with Maxine Bailey, Dept for Education and Skills.
- Meetings with Sandy Evans, senior geography and citizenship teacher, St Cenydd comprehensive school.

24 - 28 February: Bridgend Local Education Authority (LEA)/ University of Glamorgan – Pontypridd

- Meeting with Graham Avery, Assistant Director (Management Support Services) Bridgend Local Education Authority and local principals.
- Interactive whiteboard training with Charline Evans, University of Glamorgan.
- Organisation of meetings in Cardiff and London.
- School visits: Bridgend LEA.

3 – 7 March: University of Glamorgan – Pontypridd / Local Education Authorities.

- Meeting with Danny Saunders: Head of the Centre for Lifelong Learning, University of Glamorgan.
- Teleconference with Chris James, Professor of Educational Management, Head of the Educational Leadership and Management Research Unit, School of Humanities and Social Sciences, University of Glamorgan.
- Interactive whiteboard training with Charline Evans, University of Glamorgan.
- School visits: Bridgend/Carmarthen LEAs.

10 – 14 March: Local Education Authorities / Cardiff.

- School visits. Bridgend LEA.
- Department of Education staff, Cardiff: Discussion of the Personal and Social Education syllabus.

17 – 21 March: University of Glamorgan – Pontypridd /Local Education Authorities /Cardiff.

- Welsh Baccalaureate Qualification WBQ-CBC, Kim Morgan Project Manager.
- Meeting with Chris James. University of Glamorgan.
- Rhondda Cynon Taff (RCT) LEA, Gareth Rees, Secondary School Improvement Officer.
- School visits. RCT.
- Curriculum & Assessment Authority Qualifications, (A.C.C.A.C), Anne Whipp Curriculum & Teacher Assessment Manager.
- Tour of National Assembly building and Assembly at the Pier Head Education Centre, Cardiff Bay.
- Welsh Assembly Government, Mike Ware External Relations Manager (Events & Regional Links).

24 – 28 March:

- Meeting with Catherine Farrell, Lecturer in Education, University of Glamorgan to discuss a citizenship module for teachers.
- Rhondda Cynon Taff LEA, Meeting with principals and Gareth Rees, Secondary School Improvement Officer on citizenship projects in Welsh medium (Welsh speaking) schools.
- School visits. RCT, LEA.
- Wales Primary Schools' Principals' spring conference on the "school of the Future".

31 March – 4 April: London, England.

- British Council: David Mason (Global Education and Training, -Montage co-ordinator), Sally Gear (Education & Training Group).
- Dept for Education and Skills: John Lloyd, Citizenship Consultant, Jan Newton – Adviser to the Education Minister.
- Birmingham City Council - Citizenship projects.
- Qualifications and Curriculum Authority, Liz Craft, Principal Subject Officer, Citizenship and PSE.
- Citizenship Foundation, Kathleen Bennett, Consultant, Don Rowe, Curriculum & Resource Director, Graham Morris, Training & Consultancy Manager, Amy Bush, Youth Parliament Project Officer Ted Huddleston, Project Manager.
- Hansard Society, Raji Hunjan.
- House of Commons, Sir Patrick Cormack M.P., Richard Willmet (Private Secretary).
- Parliamentary Education Unit, House of Commons, Mary Walsh, Pamela Carpenter.

6 – 11 April: Local Education Authorities / University of Glamorgan – Pontypridd

- School visit: Atlantic College, St Donats, Bridgend.
- School visits: Bridgend LEA.
- Professor Chris James, University of Glamorgan.

14 – 18 April: Local Education Authorities / University of Glamorgan – Pontypridd

- School visit: Bridgend LEA.
- Charline Evans, University of Glamorgan.
- Catherine Hester, Oxfam, International Citizenship projects.
- School visits: Bridgend LEA.
- Meeting with Catherine Farrell, Lecturer in Education, University of Glamorgan and secondary school teachers to discuss the university citizenship module for teachers.

MAIN BODY

The focus of this report will be citizenship education in secondary schools in England and Wales and government and non-government agencies to support teachers. It will also highlight citizenship education initiatives pre-K – 12 and beyond and links between secondary schools and tertiary institutions in Wales.

In the United Kingdom schools can be structured in a number of ways with the basic divisions being:

Pre-school:

England has private preschools as does Wales, with Wales also having nursery from 3 to 5 years incorporated into primary schools. There are also some community schools with learning crèches for young mothers.

Primary (Years 1 to 6)

Reception: 5 years of age

Key stage 1: ages 5 to 7

Key stage 2: ages 7 to 11

Secondary (Years 7 to 13)

Key stage 3: ages 11 to 14

Key stage 4: ages 14 to 16 General Certificate of Secondary Education (GCSE)

Post 16:(Years 12 to 13) General National Vocational Qualification (GNVQ), Advance Supplementary, A levels

The term civics is not used in the UK as it had negative historical connotations, but studies of government and democracy are included in citizenship education. There is also a focus on community as well as global citizenship and sustainable development.

England

Citizenship became a statutory part of secondary education from September 2002 at key stages 3 and 4. There will be flexibility in delivery between schools and may be included in Personal, Social and Health Education (PSHE), taught as a separate subject or delivered in a cross curricula approach eg. through history and geography.

Citizenship is non-statutory in stage 1 and 2, but is a priority in schools and there are framework documents from the Department for Education and Skills (DfES) and the Qualifications and Curriculum Authority (QCA) provides guidance on assessment, recording and reporting. Citizenship at post 16, (NSW calls this Stage 5 & 6) is not compulsory, but PSHE is taught and schools are encouraged to promote active citizenship via community based (development projects). Links between school, college and workplace are also encouraged.

A major objective of the new citizenship curriculum is to cover current issues of interest to young people and the flexibility of the subject allows this. The recent war in Iraq has been an important catalyst in creating meaningful debate among students of all ages and hopefully has created more informed citizens. An interesting development during the war was no UK government directives to schools as there was after September 11. Perhaps this indicates the government's growing confidence in the ability of citizenship teachers.

Department for Education and Skills (DfES)

The DfES is the government department responsible for the National Curriculum for England. It publishes curriculum documents jointly with the QCA and provides funding for curriculum delivery and teacher training. In the area of citizenship the DfES has appointed advisers and consultants to assist in the implementation of citizenship and set up a working party to oversee the implementation process. It also provided £1500 per school to help with the introduction of the new subject.

The DfES also set up a website, www.dfes.gov.uk/citizenship targeted at teachers, students, parents, community, LEAs, local councils and citizenship organisations. It has also appointed 200 Advanced Skills Teachers (ASTs) in citizenship to support the statutory stage 3/4 curriculum. These teachers will teach 80% of the time and be

available 20% of the time for outreach activities in their LEA. The DfES will fund one AST/citizenship per LEA with some large LEAs receiving two.

The DfES will also appoint “beacon” schools which exhibit best practice and will fund outreach projects. The DfES has appointed 150 new citizenship teachers so far with 200 to be appointed in 2003 and 250 in 2004. It will also insist that all new teachers have PHSE and citizenship in their teacher training courses. The DfES also provides a £2500 bursary for teachers to increase their teaching skills. The DfES would also like to see student involvement with the National Healthy Schools Standard and more emphasis on promoting student leadership in schools .

Qualifications and Curriculum Authority (QCA)

The QCA is a guardian of standards in education and training. They work with others to maintain and develop the school curriculum and associated assessments, and to accredit and monitor qualifications in schools, colleges and at work. It is a non-departmental public body accountable to the Secretary of State for Education and skills. Its main work relates to the education and training system in England, but it is also responsible for accrediting national vocational qualifications for Wales and Northern Ireland. The present QCA Chief Executive is Ken Boston, past Director General of the N.S.W. Department of Education and Training.

The QCA has spent the last two years supporting schools to develop their programs and plans in citizenship and for the first time has produced curriculum material, in the form of schemes of work to support a new subject before it became statutory. It has also published guidance on planning, implementing and assessing citizenship, with practical examples of teaching and learning activities. A recent QCA survey of over 2500 schools indicated that 75% of respondents were already using or intending to use the QCA schemes of work. The QCA has also assisted teacher training in citizenship during the non-statutory period, but not all schools took advantage of the allocated funding or training.

The QCA is also keen to promote active citizenship among students at post 16 level, including school conferences and guest speakers and wants to develop a logbook for students so they can record their involvement in citizenship activities. Liz Craft, Principal Subject Officer, Citizenship and PSE says “volunteering and the Duke of Edinburgh Awards are excellent community activities but they are not citizenship. Logbooks need to detail enquiry, thought and reflection and citizenship needs to be effective, active, informed and critical.”

Office for Standards in Education (OFSTED)

This organisation is involved in school inspections and ensures schools are adequately teaching the statutory educational requirements. Inspections on the new citizenship course will not commence until 2004. Many inspectors do not have a citizenship base, but a self study pack has been prepared for inspectors.

DFES, QCA, OFSTED and the teacher training authority (TTA) are all working together and meet every 6 weeks to ensure a coordinated approach to citizenship implementation in schools. There is an ongoing debate over compulsion versus flexibility in delivery, but those schools using an integrated approach must ensure they cover the key skills, knowledge and values. Members of the national curriculum committee also meet with Local Education Authority (LEA) citizenship coordinators twice a year to discuss what is happening in schools. The vital issue is assessment and the focus is assessment for learning, not assessment of learning.

Association for Citizenship Teaching (ACT)

This is the professional association for those engaged in promoting citizenship education in England. They actively support practitioners in schools, youth work, colleges and universities and produce a termly journal called “Teaching Citizenship”. They also arrange conferences and operate a general website.

www.teachingcitizenship.org.uk.

Wales

Welsh Assembly Government

Department of Education and Life Long Learning and External Relations (Events & Regional Links)

When the Welsh National Assembly was launched on May 1st 1999 it gave Wales greater autonomy and more power to allocate UK and European funding to county boroughs and local projects. There was a real hope for increased interest in democratic government by the Welsh people and a commitment from assembly members to promote political awareness of young people in the hope of reducing apathy and increasing numbers at the ballot boxes. The final report of the Advisory Group on Citizenship had been published by the QCA the year before and citizenship education was a high priority.

The Welsh government also has made teaching of the Welsh language compulsory for all students and the number of schools who teach all subjects in the medium of Welsh has constantly grown. This compulsion to teach Welsh, Religious Education and PSE as well as the other UK national curriculum subjects in secondary schools has meant the curriculum has become very crowded. There is also the constant pressure of external testing (SATs) and inspections which tend to win out over co-curricula activities which may foster active citizenship. Face to face teaching of citizenship education also loses out in many schools due to these pressures as citizenship is not assessed or reported on.

The Welsh government has a statutory duty to promote sustainable development and it is also committed to fostering a more outward looking and internationalist Wales. It is therefore keen for the focus of citizenship to be sustainable development and global citizenship. ACCAC has produced a guidance booklet on best practice in teaching sustainable development and global citizenship, but most of the schools featured are primary schools. This could be due to the added pressures on secondary schools, but primary school teachers would counter this by saying that they have SATs to complete as well.

The Welsh government is also promoting international links between schools and is providing funds for teachers to travel to other countries to improve their knowledge of other cultures and education systems. They have also made a huge investment in ICT with each primary school receiving one interactive whiteboard and individual high schools receiving three. Teacher training in ICT has also received a large funding boost and video conferencing can take place from schools and not outside providers.

Qualifications, Curriculum & Assessment Authority for Wales (A.C.C.A.C)

ACCAC is responsible for publication of curriculum framework documents and supplementary guidance. The Personal and Social Education (PSE) framework at key stages 1 – 4 is to become statutory from September 2003. Citizenship is included in the framework under aspects of community and it can also be covered in the moral and environmental aspects. Citizenship is not a separate subject as it is in England and will not be assessed. PSE may get 1 period per week but it can be embedded in other subjects and this can lead to the non attainment of desired outcomes.

The knowledge and understanding outcomes cover democratic processes but they are general and perhaps a little more prescription is necessary. The supplementary guidance suggests activities which promote active citizenship but there are only two examples for key stage 3 and 4.

Active citizenship is a priority of government but more needs to be done to promote school councils and other initiatives such as student forums, conventions and debates. Before and during the Iraq war many schools allocated time for open discussion by students and these schools avoided student strikes and protests as they gave young people a forum (e.g Circle Time) to express their views. Many schools have forums built into the school day and these take the place of extended roll call or silent reading which are popular in NSW schools.

Assembly at the Pier Head Education Centre, Cardiff Bay.

This agency promotes citizenship education and coordinates National Assembly visits and provides educational material for both primary (Key stage 2) and secondary schools. It also arranges mock assembly debates on site and teacher training days.

The educational material teaches students about the role of the assembly and the assembly members and relates to the PSE key skills, knowledge. The packs include a teachers' guide, lesson plans and interesting activities for students.

Welsh Baccalaureate Qualification

The Welsh government believes there is an overspecialisation in the curriculum at post 16 and a lack of parity between vocational and academic qualifications. The Welsh baccalaureate is backed by Welsh Joint Education Committee (WJEC) which administers exams in Wales and the Department of Education and Lifelong Learning as it provides candidates with a broad and balanced range of experiences that will equip them for the modern world. The initiative is important to citizenship as it promotes active learning and active participation in the community and citizenship issues are covered in the key skills component of the course and the sections on Wales, Europe and the World and Personal and Social Development.

The baccalaureate covers existing qualifications and promotes extra-curricula activities. The initiative will be trialed in 18 schools from September, 2003 with an additional 6 schools joining the program in 2004. The trials will be fully funded.

Non-government agencies which promote Citizenship in the UK

Citizenship Foundation

The Citizenship Foundation is an educational charity, independent of government, which promotes and supports citizenship education. Since 1989 it has been working nationally and internationally to develop teaching programmes and resources, devise and run national schools' competitions, run training courses and disseminate good practice. It receives little DfES funding but is now receiving grants from many government agencies to produce curriculum material for the new citizenship course. The teaching material is continuous and progressive and is available to schools and teachers at a subsidised price.

The foundation is very keen to promote "active citizenship" among young people, even those who have left school. It has produced a youth work curriculum to assist youth workers, which promotes social action projects and a book entitled, Changing Places- Young people and Community Action for the National Youth Agency.

The foundation is also keen to promote teaching of the new statutory citizenship curriculum and believes that although knowledge is seamless, there is still a need to teach citizenship separately. A fully integrated approach they believe may skim over important issues and not allow students the time to follow up points and will make reporting difficult.

Another wonderful innovation by the foundation is a seminar of interested people engaged in citizenship education called "First Friday" which takes place on the first Friday of each month at the Ironmongers Hall, Shaftsbury Place, Aldersgate St, London.

National competitions which the foundation has devised and coordinates include:

- The Magistrates' Court Mock Trial Competition for students in Stage 3. This competition is open to all state funded secondary schools in the UK with each school submitting 12 students, plus reserves to take on the roles of lawyers, court staff, witnesses, the defendant and court reporter. Each team takes part in two trials, defending and prosecuting a specially written case. There are local heats, regional finals and a national final.

- The Bar National Mock Trial Competition for students aged 15 -18. This competition is open to all students from secondary schools and FE colleges in the UK with each school submitting a team of 13 students. It is similar to the first competition but has students also making up the jury as the cases are from Crown Court. Schools prepare for the competition which is held on a Saturday and compete in 3 mock trials with a further mock trial for the two finalists of the day. There is then a national final for all regional winners. Both competitions have a 100 pound entry, with 75 pound being refunded after the initial competition to avoid school withdrawals which adversely affect the competition.
- A legal reporting competition is also held in conjunction with the Bar National Mock Trial Competition with each school providing one press officer who informs the local press of the event and collates reports from school and local press during the preparations. On the day of the competition they watch the first case and write a newspaper report, to be handed in by 1pm. A local journalist judges the entries with the winners moving on to the National Legal Reporting prize.
- The National Youth Parliament involves a team of students aged between 12 and 18 researching and gathering information about the House of Commons and making a 20 minute video of a mock parliament session. It is aimed at engaging students in debating current issues, considering others opinions and learning about parliament and democracy in a fun and involving way. Entries are judged by MP's and political correspondents.

Hansard Society

The Hansard Society promotes knowledge of parliamentary democracy, resources, mock elections and conferences. It is also very keen to link MP's with students in their electorates and to improve the status of MP's in the community. Several initiatives in this area include asking MP's to set up individual websites and promoting school visits by MP's and parliament visits by schools. The society also provides step by step guidelines for schools to assist MP's when they visit and to publish questions to be asked in advance. Another initiative which the society is investigating is MP's online, where the MP is available for questions from students at a set time. This can achieve access to more students than via school or parliament visits.

The society is also trialing a website, www.headsup.org.uk aimed at giving young people a voice. It allows young people to come online to discuss current parliamentary issues and gives feedback to parliament. It is an interactive site but is moderated to censor some material and to generate discussion. Students are also registered by their teachers to stop lobby groups trying to access the site to influence political thinking.

The British Council

The British Council is the UK's international organisation for education and cultural relations. It has a close link to NSW and was fundamental in linking Wales and NSW in 1998 as part of the "Common Good" project. This project developed after a Memorandum of understanding was signed by Mr John Aqualina, NSW Minister for Education and Training and Mr Peter Hain, Minister for Wales. The project was launched in October, 1998 at State Parliament House in Sydney and nine Bathurst District schools linked with schools in Wales.

Since 1999 there have been two NSW delegations of teachers to Wales and five Welsh teacher delegations to NSW and these are continuing. The first NSW delegation in 1999 was based on citizenship as Wales was keen to promote a NSW-Wales link to celebrate the introduction of the first Welsh National Assembly.

Three major projects developed from this first delegation:

- A video conferencing project between Kelso High School, Bathurst and St Cenydd's High School, Caerphilly, Wales. This involved three video conferences with a Civics and Citizenship focus and the initial video conference allowed the 30 students involved to get to know each other better and to learn more about each other's family, interests and culture. The students had already exchanged personal details via email and had used the internet to become more familiar with each other's schools and countries. The second video conference was based on the United Nations 'Agenda 21' initiatives.

The students discussed international issues such as global warming and ozone depletion as well as more local issues like endangered species in Australia and nuclear fall out in Wales. The outcome of this conference was a joint declaration of student hopes and beliefs for the new millennium which was published on the ABC "Common Good" website. The final Video conference between the two schools was part of the British Council's presentation during the Betts International Education Conference, Cardiff on technology in classroom learning.

- The Mosaic Project between Maesgwyn Special School, Wales and Meadow Flat Primary, NSW which involved students at Meadow Flat drawing pictures representing Australia and then emailing them to Maesgwyn. The students at Maesgwyn then broke ceramic tiles into small pieces and produced a Mosaic of the pictures including a map of Australia which was then placed in the forecourt of the Millennium Stadium, Cardiff. This was reciprocated in 2001 when Maesgwyn sent pictures of Wales to Meadow Flat, Zig Zag and Hampton Primary schools, NSW and the completed mosaic is on the foyer wall in the members area of Stadium Australia, Sydney.
- The "i shine" digital video project between Bathurst & Orange districts, NSW and Wales involved over 50 primary and high schools, with participants producing a 3 minute video on the theme of Nelson Mandela's speech. All videos produced were shown at local cinemas throughout September 11, 2002 and over 300 people were present at the evening video conference between Bathurst, Orange and Wales when the 30 finalists from the two countries were shown. The 2003 "i shine" digital video project is to be expanded to include schools from the USA.

The British Council also worked with the ABC and the NSW Department of Education (DET) to set up a "Montage website" which included many projects for both primary and high schools. The citizenship projects were included on the DET site- One world, many democracies: Citizens of the world. These projects were initiated to use existing and emerging information technologies to link schools around the world. David Mason is the current British Council Montage co-ordinator.

The British Council also facilitates the Socrates European Union (EU) education program supporting EU co-operation on a range of educational projects, initiatives and professional development, providing opportunities for life long learning.

Another project is the Comenius education program which targets school education from nursery schools through to year 12 and further education. It is named in honour of Joan Amos Comenius (1592-1670) who was born in what is today the Czech Republic. He was an educator who worked for peace and unity between nations and was convinced that education was the only way to achieve full human potential.

Comenius provides the opportunity for schools and colleges to introduce or strengthen the European dimension in their curriculum and to provide a range of school partnerships which enable pupils, students and staff from across Europe to work together on joint projects

The British Council has produced a series of articles on Citizenship education and human rights education and is also very active in promoting education in Africa and other underdeveloped parts of the world. Sally Gear (Education & training Group) is currently working on several international citizenship projects in the UK to increase student awareness of their role as a global citizen.

Development Education Association

This is the UK national body supporting and promoting raising awareness and understanding of global and development issues. It has excellent resource material on its website at www.dea.org.uk. The guidance and resources for teaching the war on Iraq were excellent and were published on the website's noticeboard.

Parliamentary Education Unit, House of Commons

The unit provides an educational service on behalf of both Houses of Parliament. It provides resources and support for students and teachers to increase their knowledge and understanding of the role, work and history of Parliament and its relevance to them. It also works closely with the Hansard Society and Citizenship Foundation and advises and supports MPs and Peers in their work with young people. The unit also coordinates visits to parliament and mock parliaments, teacher seminar days and operates a curriculum based website at www.explore.parliament.uk.

School Councils UK

This agency provides training and support for staff and students in the area of school/class councils. They have just launched a newsletter called "Voicebox" which details the work of the school councils' network. It also includes the dates for training days, interesting websites and several feature articles. The website www.schoolcouncils.org also has case studies of good practice, document templates and curriculum guidance.

Oxfam and Development Education

Oxfam offers information, resources and support to UK schools to help them increase young people's understanding of poverty and its causes, and to encourage their development as global citizens. Oxfam has a catalogue of resources for global citizenship for schools and provides teachers with charts which link global citizenship issues to knowledge and understanding, skills and values and attitudes outcomes in the curriculum at all key stages.

Oxfam has just completed a research project "Get Global" which focused on how to facilitate and assess global citizenship in classrooms across England and Wales in exciting and meaningful ways. The toolkit on Global Citizenship for teachers which developed from the research study will be released in 2003.

Oxfam's website www.oxfam.org.uk/coolplanet has a wide range of lively educational pages on global themes for all school years and links to Oxfam's main website.

Case studies.

Centre for Lifelong Learning, University of Glamorgan. (CELL)

The centre provides community education courses and links to schools across Wales via the Community University Schools Program. (CUSP) The aim is to make university more accessible for those adults and students from disadvantaged communities. CELL also provides teacher training, especially in ICT. Interactive whiteboard training has become almost mandatory and ICT use by all teachers is a major educational focus. I completed the interactive whiteboard training and it has tremendous possibilities for citizenship education.

CUSP has set up pilot programs in two disadvantaged school communities in RCT at Hawthorne secondary and Trefforest primary. These are targeting the increased use of ICT in all subjects as part of the Schools of the Future initiative of the Welsh Assembly Government. The Compact program is also targeting secondary school students from disadvantaged valley communities and brings 14 year old students to the university to do projects which hopefully will increase the possibility of them going to university. The university is also working with several "failing" inner-city Cardiff schools to improve school culture.

The School of Humanities and Social Sciences has also published a proposal to introduce a Module in Citizenship at post 16 to be delivered by schools in partnership with the university. Students enrolled would be registered as associate students of the University of Glamorgan and gain credit towards a Foundation level degree. This is seen as important because PSE at post 16 usually concentrates on drug and sexual awareness education and is often staffed by teachers with a few spare periods. As well as this lessons are often used to update progress files and portfolios and citizenship is seldom mentioned.

The module has been well received by teachers, but most believe they would have difficulty attracting students studying AS and A level courses due to their full workload, and there may be occasions where staff and parents may resent students attending the university during school time. This would leave GMVQ students as an option for a pilot of the module but would not exclude other interested students.

Birmingham Citizenship projects

Birmingham has been recognised nationally for the quality of its citizenship projects which include:

- The First Citizen project for primary schools and the role of the Lord Mayor which commenced in the early 1990's. This involves learning about local government and attending a debate at the local council on what local charity to support and the best way to raise funds. The students then raise the money and return to council to present the cheque to the Lord Mayor.
- Following on from the success of First Citizen the council set up a Young People's Parliament for secondary students. This is a permanent facility in the Millennium Point Building and the auditorium is also used for corporate functions and is funded privately and by schools. The parliamentary building is available for use by schools to debate local issues and some schools use it for student council debates. Debates are not party affiliated and are based on the premise of the 3 R's. "Rigorous, rational and responsible". John Lloyd. Birmingham City Council Education Services.
- Students are encouraged to attend actual ward council meetings to discuss youth issues they have researched.
- A student parliament in 1998 prior to the national elections which was party political where the vote taken at the end of the day mirrored the result of the election.
- The Young People's Parliament also has video conferencing facilities and schools link with other schools in the European Union to discuss issues such as the UK taking up the Euro. There is also a "peace one day conference" planned for this year. The video conferencing is sponsored by British Telecom.
- A student G8 summit to correspond with the 1998 G8 summit held in Birmingham. Students from participating countries debated world issues and published a communiqué.

Atlantic College, St. Donats Castle, Llantwit Major Vale of Glamorgan.

This school is situated in a 1000 year old Norman castle right on the Welsh coast in the Borough of Bridgend. It is a private senior college for students 16-18 years of age. The school was founded in 1964 and is the first of the 10 United World Colleges. Other United World Colleges are found in Canada, Norway, Hong Kong, India, Swaziland, New Mexico (There are none in Australia/New Zealand!)

The school aims at promoting international understanding and pupils live and study together for 2 years and take the International Baccalaureate qualification. Dormitories must be multi-national and students are encouraged to become involved in local community activities with a citizenship focus.

The Critical Skills Program.

This program is coordinated by Network Educational Press Ltd and was introduced to the UK in February 2000. It is aimed at raising standards of attainment and levels of teacher and student motivation. The program is delivered to teachers over 6 days of intensive active workshops divided into two parts of 3 days with 2-3 months of classroom practice in between. I was involved in a one hour workshop on effective group work, which is a cornerstone of the program and this had tremendous citizenship applications as it taught students how to undertake specific group roles in a randomly selected group, behave in a conversation and also developed leadership skills.

Pen Pych Community School.

Pen Pych is a community school in more than just name only and has introduced a wide range of innovations to encourage members of the community to visit the school on a regular basis. This serves the dual purpose of providing services to community members as well as a real world environment for the students at the school. There is a real commitment to intergenerational and life long learning.

Programs that have been set up include:

- The SHARE project is a family learning scheme where parents are provided with the opportunity to work with their child at school whilst being guided by their teacher.
- The 'Super dads' program involves fathers, uncles and grandfathers who are invited to go to the school on Tuesdays where they run different activities for the children. Teachers say it has improved the social skills of their pupils by encouraging more interaction with the men in their lives.
The scheme which has been running for about a year has more than 20 men involved. Among the activities that are being run in the scheme are sports clubs, camping trips, cooking with the children and teaching skills such as woodwork and sewing. The principal has been invited to national and international educational conferences to share the school's experiences in this exciting initiative.
- The school is also the first school in Wales to have a credit union working out of the school. It is run by volunteers each Tuesday from 12 – 2pm.
- The school has a Community Policeman based at the school who works with both the students and parents. This is also a first for a school in Wales.
- There is a crèche at the school and staff provide training for new Mums which assists in providing better nurturing skills which gives the young mothers greater confidence and provides a more supportive environment for the child at home.

Pen Pych has an enviable reputation for excellence in community programs in the UK, but the school is proud of its reputation in the local area. There are now a wide range of community members working in the school to support student learning and several of these people have no direct link to any students. They just want to be part of a team that is making a real difference to the learning opportunities provided by the school. This really is citizenship education.

Eco schools project

Eco schools <http://www.eco-schools.org.uk/> gets the whole school community working together to improve the environment, encourage citizenship and promote healthy lifestyles.

Its main aim is to make sustainable development a part of everyone's life and it is designed to fit into the curriculum.

CONCLUSIONS

Citizenship has been taught by teachers in both primary and secondary schools for years and has been incorporated into many subjects. Those teachers with a knowledge and interest in citizenship have equipped their students with important life skills and have often made learning exciting and active by involving them in a wide range of interesting lessons and co-curricula activities.

- My research indicates that NSW is at a similar point in the introduction of citizenship education and lies between England and Wales in its focus. NSW has embedded citizenship into stage 3 and 4 History and Geography and is assessing it externally in the school certificate, but there is a lot more to be done to make delivery in schools more effective.
- Wales has not followed England and made the teaching of citizenship statutory although it is included in the compulsory PSE framework documents. Welsh teachers believe in the importance of citizenship but the curriculum is crowded and work pressures are great and citizenship is not statutory, nor assessed. School leaders must ensure, therefore that citizenship is covered because it is important and active citizens in the school can have a dramatic impact on school culture.
- Citizenship in the UK and Australia targets stage 3 and 4, but more needs to be done to promote citizenship at post 16 level. This is why qualifications such as the Welsh Baccaalaureate are becoming popular with parents and employers in that they promote active involvement in the community and the workforce. Others may say it takes students away from important study and may affect their HSC, UAI or A levels.
- Primary schools are actively involved in many worthwhile citizenship activities and the predominance of their projects in departmental best practice publications highlights this. Secondary teachers may say that there are less external pressures on primary teachers, but primary teachers have SATs to complete as well. It may well be the structures in high schools and the over importance placed on the timetable that do not allow for citizenship projects to be undertaken. In high schools where students are shared among teachers missed lessons in one class due to another class activity may be blamed for poor results.
- UK national curriculums are prescriptive, but they do offer a wide range of supplementary guidance, teacher support material and interesting strategies to assist in implementation and assessment.
- The citizenship support material provided by the QCA for the new citizenship curriculum in England, is very detailed but there is not a compulsion to follow them verbatim, however there are a variety of delivery options to assist teachers.
- Links between schools and local government should be stronger and this would give citizenship a more local focus with more opportunity for guest speakers, school visits or local citizenship projects.
- Statewide co-curricula activities that target students in stage 3 and 4 are necessary.
- Post 16 citizenship courses are being investigated with the hope of implementation in schools and there is a concerted effort being made in England to promote active citizenship which can be recorded in a student logbook or portfolio and used as evidence in assessment.
- There is a greater need to have a school wide approach to citizenship with more student involvement in school issues and a greater discussion of citizenship issues across the curriculum.
- Citizenship in England will be statutory and will be assessed and school programs will be inspected, but will this lead to effective teaching of citizenship? If citizenship is not taught in an active, interesting way, where student participation is encouraged, then it may end up being treated the same way as civics was in the past.
- Non-government citizenship support agencies provide a wide range of activities and link them to curriculum outcomes. They also try to coordinate their activities to avoid duplication.
- Schools Council UK is an excellent resource for teachers wishing to develop student government in their school and it also provides a network for student councils.
- Funding of teacher training in citizenship and the provision of skilled facilitators of citizenship education is an effective way of publicising best practice and providing in school professional development.

RECOMMENDATIONS

Citizenship education initiatives which may benefit NSW are:

The excellent Discovering Democracy material which has been produced by the Curriculum Corporation with a national focus should be incorporated into the NSW curriculum. This could be achieved by producing support material for teachers which links activities with the desired outcomes in the syllabus. This could be done by individual teachers but they are already over burdened and under pressure. Citizenship issues could also be incorporated into other syllabuses to enable an interdisciplinary approach. I would like to discuss this with the Board of Studies in the hope that these support documents could be produced.

I would also like to work with both the state and federal parliamentary education offices and the Law Society of NSW to introduce co-curricula activities that target students in stage 3 and 4. Schools in parliament and the Mock Trial competition target students in year 11 and with growing pressures on senior students and citizenship being incorporated into stage 3 and 4 there is a need for co-curricula activities at this level. There is also a need to target more students in these programs and not just the capable students who are probably involved in a wide range of activities in a wide range of subjects.

The government realises the importance of Citizenship Education and has made it compulsory, but many of the teachers who have been given the task of delivery have little experience in teaching the subject matter. More funding is necessary to provide professional development and an increase in support material which links citizenship activities to the curriculum.

The recent initiative of the Discovering Democracy Civics and Citizenship Conference at Parliament House in Sydney in October 2002 as part of Democracy Week is to be commended. This conference allowed teachers from primary and secondary schools to present examples of best practice in citizenship education. These examples of best practice have just been published and can be viewed at:

<http://www.curriculumsupport.nsw.edu.au/hsie/index.cfm?u=2&i=9>.

NSW is an innovator in school government, but a coordinating body such as School Councils, UK, supported by the government would be a wonderful catalyst for improving student leadership and communication among students across the state. It could also co-ordinate student input into future directions in education.

Local government also needs to become more active in providing opportunities for students in the areas of citizenship. Local youth councils have been set up in some local government areas, but the Birmingham model shows just how far councils can go. Student input into local affairs is essential to increase youth interest in civics and citizenship. My local council has already asked me to work with them on my return to investigate avenues to increase youth interest in local government and this needs to involve all schools in the community.

I am also keen to promote international links using ICT in my school and district and I will be continuing my links with schools in Wales and hopefully other countries in the global community.

Citizenship education is essential to promote active, informed citizens in the future. It is more than just providing knowledge about government, democracy or institutions and must give students the chance to debate issues, question their society and feel a part of the political process. They also need to understand they are citizens at a local, national and international level.