

UNITED KINGDOM [2] - 2012

NATIONAL CURRICULUM CITIZENSHIP

A. BASIC INFORMATION

Country:	UK – England
Title of initiative:	National Curriculum Citizenship
Coordinator/ Organization:	Association for Citizenship Teaching (ACT) Liz Moorse
Key competences addressed:	Social and civic competences
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	National Curriculum reform introduced through legislation and supported by policy on assessment by teachers, development of ISCED Level 2 and 3 public qualifications (General Certificate of Secondary Education – GCSE and A level, respectively), initial teacher education qualification and the development of a ‘subject community’ to support the teaching of Citizenship in schools.
Partners:	The UK government’s Department for Education (in England), teacher training providers, local education authorities, schools
Scope: (student/teacher/school level; local/regional/national)	School, teacher, student National
Learning context: (formal or non-formal)	Statutory (compulsory) curriculum in secondary education Non-statutory (non-compulsory) curriculum in primary education
School education level/s: (primary, lower secondary, upper secondary)	Secondary (age 11-16) Primary (age 5-11)
Target groups:	Teachers, teacher educators, local education advisors, qualification developers, students
Time frame: (start and end date)	2000 – on-going
Relevant links:	<ul style="list-style-type: none"> · National Curriculum Citizenship – Primary (http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198824/citizenship) and Secondary (http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship) · Association for Citizenship Teaching (http://www.teachingcitizenship.org.uk/) · Citizenship Studies subject criteria for the development of GCSE and A level qualifications

B. SUMMARY

Citizenship education in schools in England has gradually developed from a concern regarding young people's political engagement and social values via roots in NGOs in the 1970s, the introduction of a National Curriculum in the 1980s and the creation of the Citizenship subject in the late 1990s.

Following a change of government that saw the emergence of strong ministerial backing for the subject and cross-party support, Citizenship was introduced into the National Curriculum for primary and secondary schools in 2001. This provided an important lead time before the subject became compulsory at lower secondary level in 2004. The implementation of the subject then involved the creation of initial teacher education programmes that incorporated the subject, notably though specialisation in the subject at secondary level.

The revision of Ofsted's school inspection framework led to the incorporation of Citizenship in individual school inspection reports and national subject-specific reports. The Qualifications and Curriculum Authority (QCA), which had published the new curriculum, led the development of national qualifications in the subject at lower and upper secondary level (subsequently regulated by the national examinations regulator). The QCA also developed guidance on teaching and assessing the subject in schools, notably through the exemplification of national standards informing teachers' summative assessments but also through their formative assessments.

A government-commissioned longitudinal study by the National Foundation for Educational Research informed policy makers about the impact of the Citizenship subject. This source and other sources indicate that the implementation has made progress but that it will be a long-term process requiring protected space in the primary and secondary curriculum, and continued investment in teacher education. A more recent change in government led to a review of the National Curriculum which potentially threatens the status of the subject but the final implications of the review are expected in 2012-13.

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

Interest in ‘political education’ gathered momentum in the 1970s, fuelled by a decline in membership of political parties amongst young people and the lowering of the voting age to 18. With funding from the Nuffield Foundation, the Hansard Society and Politics Association launched the “Programme for Political Education”. This initiative involved curriculum work with schools aimed at developing young people’s political literacy through the specific teaching of political education. The programme was based on the work of Crick and Porter (1978), which emphasised that students should ‘develop a critical awareness of political phenomena, rather than an uncritical acceptance of the status quo’. In the late 1980s, education policy began to shift towards greater specification at a national level of what should be taught in schools, ultimately leading to the Education Reform Act (1998) establishing, for the first time, a National Curriculum in England (and Wales).

The Act did not provide a place for statutory citizenship education. However, the Act did place a responsibility on schools to provide a broad and balanced curriculum, promoting the spiritual, moral, cultural, mental and physical development of pupils and to prepare pupils for the opportunities and experiences of adult life. ‘Education for citizenship’ was, however, included as a cross-curricular theme, along with other themes on health education, economic and industrial understanding, careers education and guidance and environmental understanding. None of these themes were statutory and they were intended to help schools deal with important matters that were not seen as being part of any one subject. Schools were expected to take responsibility for introducing these themes into their curriculum and teachers would address them through their subject teaching. However, cross-curricular themes did not work in practice and many teachers were too busy teaching their subject according to the requirements of the National Curriculum to have time to think about them. The theme ‘Education for citizenship’ was criticised for leading to fragmented and incoherent learning, dry civics teaching, and for being marginalised from the rest of the curriculum.

In 1993, Ofsted (the Office for Standards in Education, responsible for school inspection) developed a ‘Framework for the Inspection of Schools’ that recognised the role of citizenship education. The framework stated:

‘[Inspection] Judgements should be based on the extent to which the school encourages pupils to: relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship; and teaches pupils to understand their own cultural traditions and the richness and diversity of other cultures’.

By the mid-1990s, public concern had developed about the values of young people in society and a democratic deficit and political apathy coincided with a major review of the National Curriculum. This review was particularly concerned with whether National Curriculum requirements were leading to the development of well-educated, well-rounded individuals who could contribute to economic and public life.

Citizenship in the National Curriculum

In 1997, the first change in the governing party since 1979 had a major impact on citizenship education. Although citizenship education was not a ‘flagship policy’, it did fit with broader government objectives relating to political change and democratisation through political reform, devolution and transparency through freedom of information, and enhancing social capital.

An advisory group was announced with a remit to look at citizenship education. Professor Bernard Crick, the new Minister of Education's former teacher and mentor, accepted the role as chair of the group. The group was managed by the body with responsibility for the National Curriculum, the School Curriculum and Assessment Authority (SCAA, later the Qualifications and Curriculum Authority or QCA), and reported directly to the Minister of Education. Attempts were made from the start to ensure the work had cross-party political support, if not formal endorsement. The group comprised a mix of 'the great and good' including the minister who had introduced the first National Curriculum, the former chief inspector of Prisons, teachers from a range of schools, religious representatives and observers from national education bodies, Ofsted, the Teacher Training Agency (TTA) and QCA. The Speaker of the UK Parliament's House of Commons was patron of the group. The group's terms of reference were:

'to provide advice on effective education for citizenship in schools - to include the nature and practices of participation in democracy; the duties, responsibilities and rights of individual citizens; and the value to individuals and society of community activity' (QCA, 1998 p4).

The Advisory group worked together for a year and during that time had dialogue with hundreds of organisations and individuals. A series of national consultation conferences were organised across the country for school governing bodies, parents, teachers and teacher associations, local authorities, youth, community and voluntary bodies and employer and employee associations. The group also sought to learn from existing National Curriculum subjects and drew lessons from best practice in other countries following an international seminar in London. The group reported in 1998 and set out their view of 'Education for Citizenship and the Teaching of Democracy in Schools' (QCA, 1998) which became known as the Crick report. The report recommended:

'that citizenship and the teaching of democracy... is so important both for schools and the life of the nation that there must be a statutory requirement on schools to ensure that it is part of the entitlement for all pupils. It can no longer sensibly be left as uncoordinated local initiatives which vary greatly in number, content and method. This is an inadequate basis for animating the idea of a common citizenship with democratic values.' (QCA, 1998 p7).

Three essential strands of citizenship education were put forward: social and moral responsibility, political literacy and community involvement. These three strands, along with a framework of key concepts, skills, attitudes and values, became the basis of the first National Curriculum programme study published in 1999. The report was accepted in full by the government.

In 1999, the UK Parliament passed a statutory order introducing Citizenship as a National Curriculum subject. The National Curriculum provided 'strong bare bones' (Crick 2002 p498) rather than detailed or prescriptive teaching requirements and set out the aim of the subject as being to develop 'knowledge and skills necessary for effective and democratic participation' (Department for Children, Schools and Families - DCSF/QCA, 2007). First teaching was scheduled to begin in 2002, giving schools two years to prepare for the new subject. National qualifications at GCSE and later at A level were developed to publicly recognise pupil achievement. Programmes of study - a description of teaching requirements comprising knowledge, understanding and skills - set out what must be addressed by schools in their teaching at key stage 3 [11-14 year olds] and key stage 4 [14-16 year olds]. Following a review of the National Curriculum in 2007, and shortly after the select committee inquiry, a second version of the National Curriculum programme of study for citizenship was published. The subject remained true to the principles of the Crick report but also took into account the work of Sir Keith Ajegbo, who was asked by ministers in 2006 to review how the curriculum

addressed diversity and citizenship. The revised National Curriculum gave greater prominence to teaching about identities and diversity in citizenship and teaching citizenship in other curriculum subjects (Department for Education and Skills - DfES, 2007).

Citizenship education has been subject to vigorous political and academic debate. Kisby (2006) argues that the central motivation for citizenship education was to address declining social capital and community participation. Mycock and Tonge (2011) identify ambitions for the subject shifting over time, which has been described by those who oppose it as 'irrelevant at best, harmful at worst'. Advocates maintain that citizenship is unique within the National Curriculum in being the only subject that teaches about the operation of political, legal and economic systems and responsible and active citizenship (Democratic Life, 2010).

Objectives:

The government's White Paper 'Excellence in Schools' (1997) set out its education priorities and stated that schools should:

'help to ensure that young people feel they have a stake in society and the community in which they live by teaching them the nature of democracy and the duties, responsibilities and rights of citizens' (para. 6.42, p63).

The Crick report set out ambitions for Citizenship education in the following terms:

'We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting' (QCA, 1998 p7).

The report also defined three essential principles for Citizenship education as to develop: social and moral responsibility; political literacy; and community involvement.

The current National Curriculum programme of study for secondary schools sets out the importance of Citizenship:

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship equips pupils with the knowledge and skills needed for effective and democratic par-

icipation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

Democratic Life (www.democraticlife.org.uk) a coalition of 40 organisations and 800 individuals working together to champion stronger citizenship in England has expressed the purpose of Citizenship education in the following way:

Citizenship involves people acting together to address issues of common concern to safeguard our democratic culture and to improve society.

Citizenship teaches pupils knowledge and understanding about politics, the law and economy and equips them to participate actively and effectively in public life and democracy.

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

- The aims of education and the moral purpose of schools
- The National Curriculum – what must be taught
- The assessment of pupil progress and attainment: standards expected of pupils
- The recognition of attainment through national qualifications (GCSE, A level Citizenship Studies) and aspects of Citizenship within other types of qualifications (e.g. ASDAN CoPE Award, BTEC public services)
- Initial Teacher Education – training of specialist Citizenship teachers
- External evaluation by the schools inspectorate and through research, and internal evaluation by teachers

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

Following pressure from groups, teachers, politicians and academics and the work of the Advisory Group for the Teaching of Citizenship and Democracy in schools, national policy for Citizenship was driven by the new Labour government in 1997 and in particular the Education Minister. Strong support from ministers resulted in civil servants being tasked with establishing a national implementation programme for Citizenship. Other national education bodies including the Qualifications and Curriculum Authority (QCA), Ofsted and the Teacher Training Agency (TTA) appointed staff to lead work on Citizenship. For example: in 2000 QCA were allocated a budget to develop the curriculum, assessment and qualifications for Citizenship and produce national guidelines for schools; in 2001 the TTA established initial teacher education programmes for Citizenship to train specialist Citizenship teachers; 20 Higher Education providers established new teacher training courses providing a total of 200 trainee places a year; and Ofsted established the inspection of Citizenship as a subject in schools. The Department for Education (DFE) also established a 9-year longitudinal research project to identify and evaluate the impact of Citizenship education. The National Foundation for Educational Research (NFER) was commissioned to lead this research.

In addition, cross-departmental government support was developed to establish initiatives that linked their own objectives with Citizenship education e.g. the development of materials to support Human Rights Education by the Home Office (later the Ministry of Justice); support for teaching about Europe and the Commonwealth by the Foreign and Commonwealth

Office; support for teaching the international dimension and sustainable development by the Department for International Development.

An infrastructure of support for the subject was resourced and developed in the form of:

- a subject community with a membership association for Citizenship teachers (ACT) to join and other charities and NGOs establishing programmes to support the teaching of Citizenship. Many of these organisations support local or grassroots developments. There has also been support from the Museums and libraries sectors e.g. the British Library, who provide special exhibitions and education programmes to support Citizenship.
- Commercial resources developed by publishers to sell to schools to support teaching and to provide textbooks for public qualifications
- Professional practice networks of those involved in Citizenship Initial Teacher Education.

Detailed explanation of the key competence/s concerned:

The Citizenship curriculum at key stages 3 and 4 is presented as Programmes of Study comprising:

- Curriculum aims are the aims for the whole curriculum (not just citizenship)
- The importance of the subject sets out the unique contribution citizenship makes to the whole curriculum
- Concepts are the key areas of knowledge and understand that underpin the study of citizenship
- Processes are the essential skills and qualities pupils should develop to make progress in citizenship
- Range and content is the breadth of subject identifying the content that must be taught
- Curriculum opportunities are the integral opportunities that students should have during their learning and engagement with the subject.

In summary Citizenship is organised by the key concepts of:

- Democracy and justice
- Rights and responsibilities
- Identities and diversity

And the key processes of:

- Critical thinking and enquiry
- Advocacy and representation
- Taking informed and responsible action

Students will study:

- Political, legal and human rights and freedoms
- Role and operation of civil and criminal law and the justice system
- How laws are made and shaped by people and parliament
- Democratic and electoral processes
- Operation of parliamentary democracy in the UK and other forms of government beyond the UK

- Development of and struggle for rights and freedoms
- Role of media and information in public debate
- The work of the voluntary sector
- Policies and practice of sustainable development
- How the economy functions in relation to public spending and taxation
- Rights and responsibilities of consumers, employers and employees
- Diversity and change in UK society
- The UK's role in Europe, the Commonwealth and the wider world
- Challenges facing the global community including inequality, international conflict, and use of world's resources.

Specific subjects concerned or cross-curricular approach:

Citizenship is the main focus for the development of social and civic competences. Other subjects across the curriculum also contribute to aspects of these competences, notably Personal and Social Health Education (PSHE). Schools have the curriculum flexibility to choose how they teach Citizenship. Many schools have chosen to teach Citizenship through PSHE but an increasing number have taught Citizenship as a separate subject (Keating et al, 2009).

How the initiative/reform is being implemented (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

When the National Curriculum for citizenship was first introduced a Departmental Working Party, chaired by the Minister for Schools, was set up to oversee the implementation of the new subject. Schools had been given two years to introduce the subject into their curriculum and freedom about how to do this. Some believe there was an overestimation of the capacity of teachers to understand the requirements of the subject and simply pick this up and run with it. Crick had been realistic: 'Schools can only do so much... we must not ask too little of teachers, but equally we must not ask too much' (QCA, 1998 p9). Initially there were no plans to train specialist citizenship teachers but this policy changed and teacher training courses were developed in 2001. However, with only 200 places available each year it was estimated that it could take some twenty or more years before every secondary school in England had a trained citizenship teacher (Hayward and Jerome, 2009).

Present stage/phase of implementation:

Citizenship was established as a National Curriculum subject in 1999. The first National Curriculum programme of study for secondary schools became statutory in 2002 and in the early years there was central government support and funding for Citizenship and its development. In 2006, the National Curriculum in secondary education was reviewed but Citizenship retained its status as a statutory subject. At this point the first national standards with an 8 level scale for the subject were developed. A new requirement for teachers to make judgements about pupil performance against these national standards for 14 year olds was introduced. Since its introduction more than half a million students have achieved a lower secondary GCSE qualification in Citizenship Studies. Smaller numbers study the subject at A level [upper secondary] , with about 8,000 candidates each year.

Ten years on the subject has become established but remains patchy across the nation in terms of the type, extent of and quality of curriculum provision. Assessment practice remains underdeveloped in many schools and this means the quality of information teachers gather about pupil progress and attainment tends to be unsystematic.

In 2010 the change in government resulted in the withdrawal of central funding for the subject, as it did for most subjects in the curriculum. The current government is reviewing the National Curriculum and this has led to uncertainty about the future of Citizenship. In addition, initiatives to diversify the types of schools in England, which began under the Labour government, have continued under the present government. This means there are now several categories of schools (academies and free schools) that are state schools but are not required to follow the National Curriculum. To date however, many choose to use the National Curriculum as a framework for developing their school's curriculum. The uncertainty regarding the present government's commitment to Citizenship has undermined work in some schools. Until the government position is clear, this uncertainty is likely to damage the progress that has been made in establishing the subject in England.

Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

Citizenship teaching requires teachers to be:

- confident in their subject knowledge
- flexible and adept at responding to topical issues of concern to students and handling controversial and sensitive issues
- effective in supporting active citizenship and organising opportunities for learning beyond the classroom in the wider community
- skilled in developing students' ability to think critically, research, analyse and evaluate issues and evidence, work together on active citizenship, debate and discuss and make use of technology to support learning
- able to see the bigger picture and help pupils make connections between learning in Citizenship and other subjects in the curriculum.

Although secondary school teacher trainees can specialise in Citizenship education, as many as 50% of teachers involved in Citizenship have not received any training in teaching Citizenship (Keating et al, 2009). Ofsted identifies subject-content knowledge, especially in politics, as an on-going weakness in teaching and, consequently, learning. This clearly has implications for initial and in-service teacher education.

What works well (to identify enablers):

Overall, Citizenship has worked well in schools where the subject has:

- Support from the senior leadership team and head teacher
- Trained Citizenship teachers who are confident in subject knowledge and use appropriate pedagogies
- Regular periods of time in the curriculum to teach the subject over a number of years
- A budget for resources for the subject.

In terms of national policy, one success has been the development of national qualifications to recognise student attainment in Citizenship. Qualifications in Citizenship Studies are available at GCSE [lower secondary level] and GCE A level [upper secondary level]. To date more than half a million students have achieved the GCSE and about 100,000 have achieved the A level. The qualifications comprise examinations and active citizenship projects. However, the high stakes at A level mean that the active citizenship project does not comprise part of a student's grade. The three main qualification awarding organisations offer the GCSE and one offers the A level. Their specifications can be found online on the AQA (<http://web.aqa.org.uk/>), Edexcel (<http://www.edexcel.com/Pages/Home.aspx>) and OCR (<http://www.ocr.org.uk/>) websites.

A further success has been the development of Initial Teacher Education in Citizenship, meaning teachers can specialise as secondary Citizenship teachers. The initial teacher education courses, which are teaching qualifications, were created in 2001. Initially 250 funded places were available each year. In recent years this number has been reduced and currently about 140 places are available per year. However, recent changes in higher education funding in England mean that potential trainees have to find £9000 (over €11,000) in fees as well as living costs, and this has become a barrier. Course handbooks are available from University providers; a particularly good example of a course handbook is provided by London Metropolitan University.

Challenges and how these are being addressed (to identify obstacles and solutions):

Curriculum provision, assessment practice and teaching quality all remain challenges. The withdrawal of central government funding and programmes to support Citizenship and the removal of many local authority roles means that subject specific support is now only available through NGOs and commercial training providers.

In relation to the curriculum, the NFER longitudinal study found that by 2009:

While most schools cover the National Curriculum for CE [Citizenship Education], some struggle to cover all topic areas in equal depth. Reasons for this include: lack of curriculum time; lack of teacher confidence and expertise; and difficulty in engaging (some) students with topics around government, politics and voting (the political literacy strand), as well as those concerning diversity, identity and global issues. The data also raised concerns that there is a drop off in education about citizenship (and especially political literacy) once students' progress beyond Key Stage 4 [end of lower secondary education]' (Keating et al, 2009).

In the past, Ofsted found that teachers' assessment practices were underdeveloped. In 2005, QCA therefore began providing schools with guidance about assessing citizenship to support teachers in developing approaches to determine what pupils knew, understood and could do in the subject. As the National Curriculum was revised in 2006, it was decided to bring Citizenship into line with other National Curriculum subjects and to develop a scale with 8 levels of attainment. Rather than to assess individual pieces of pupils' work, the scale sets out the standards against which teachers make holistic judgements about pupils performance over a period of time.

To provide further support, QCA then developed an exemplification of national standards. This entailed putting together collections of students' work at different standards, to demonstrate what is expected. However, the current government ended this work and is now planning a different approach to assessment. The exemplification for citizenship is still available at: [teachfind.com/qcda/exemplification-standards-assessing-citizenship-citizenship-key-stage-3-subjects-key-st?current_search=exemplification of standards citizenship](http://teachfind.com/qcda/exemplification-standards-assessing-citizenship-citizenship-key-stage-3-subjects-key-st?current_search=exemplification%20of%20standards%20citizenship)

The requirements for assessing pupils are that, at 14 years old, teachers must make a holistic judgement about their pupils' performance in Citizenship against the standards set out in the 8 level scale. The judgement must be recorded by the school and reported to parents alongside assessment results for other subjects. The 8 level scale, also known as the attainment target or level descriptions for citizenship, is published alongside the National Curriculum teaching requirements: <http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/000199157/citizenship/ks3/attainment>

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

- In schools required to follow the National Curriculum, although teachers are required to make judgements about pupil performance in Citizenship against national standards for pupils aged 14, the results are not collected locally or nationally.
- Teachers also use formative assessment methods as a regular part of teaching and learning in Citizenship.
- For students who take the GCSE in Citizenship Studies, data is published each year about the number of boys and girls who achieve the qualification and at what grade. Year on year there have been small improvements in the achievement of the top grades
- Evaluation of Citizenship in schools began in 2001, one year before the subject became statutory. Ofsted inspection and the NFER longitudinal study identified patchy planning and curriculum provision in schools. Poor quality teaching in some schools was attributed to a lack of resources, in particular of trained teachers and also a lack of leadership from head and senior teachers. What resulted was a negative effect on the implementation of the subject. However, evaluation also showed that teaching quality and learning outcomes for pupils improved in schools where the subject was properly resourced with trained citizenship teachers and regular curriculum time.
- Ofsted school inspections of Citizenship continue to provide a national picture of the health of the subject. Every 3 years Ofsted publishes a subject specific report on Citizenship. The next report is due early in 2013.
- Reporting on the findings of their longitudinal study, Keating et al (2009) stated that Ofsted inspections can have a significant impact on the teaching of Citizenship of schools but that their whole school inspections could be 'more robust and consistent' in Citizenship.

Impact (e.g. any planned impact assessment?):

The government commissioned the National Foundation for Educational Research to evaluate the short- and long-term impact of Citizenship between 2001 and 2010. This longitudinal study involved case study visits to schools and surveys of young people, teachers and school leaders. England also participates in the international civic and citizenship education study of the International Association for the Evaluation of Educational Achievement (IEA).

Communication of the initiative/dissemination of outputs and activities:

Nationally the government's Department for Education and QCA took the lead in communicating with schools about Citizenship. However, in recent years, and particularly since the government's abolition of the QCA in 2010, the key organisation communicating with teachers is the Association for Citizenship Teaching (the professional subject association) : <http://www.teachingcitizenship.org.uk/>

Next steps/follow-up:

In 2007, the Labour government published the 'Governance of Britain' Green Paper, which acknowledged the significant achievements of citizenship education but also a lack of appreciation of the democratic process. (Ministry of Justice, 2007 p55). A review was announced to consider the relationship between government and citizens including provision of citizenship education, citizenship ceremonies and the reduction of the voting age to 16.

In his report 'Citizenship: Our Common Bond' (2008), Lord Goldsmith recommended that the government consider making citizenship statutory in primary schools to encourage the engagement and participation of younger children. Part of the government's final attempt to adjust the National Curriculum following the independent review of primary education by Sir Jim Rose (DCSF, 2009), included just such proposals. However, the Children, Schools and Families Bill ran out of time before the 2010 general election and key measures including the reform of the primary curriculum were removed before the Bill became law.

The current government announced a review of the National Curriculum for primary and secondary schools in January 2011. The review timetable indicates that ministers will announce decisions about which subjects will remain in the National Curriculum at the end of 2012.

Additional information:

Timeline for the development of citizenship education in England:

1990	Cross Curricular Theme 'Education for Citizenship' introduced and set out in Curriculum Guidance 8, for schools
1997	Schools White Paper 'Excellence in Schools' announced advisory group on Education for Citizenship and the teaching of democracy
1998	Crick Advisory Group report 'Education for Citizenship and the teaching of democracy' published and recommendations accepted by Government
1999	Revised National Curriculum published, including National Curriculum Citizenship
2001	NfER Longitudinal Study for Citizenship launched, to evaluate the impact of the subject Post 16 citizenship support programme launched
2002	First teaching of National Curriculum for Citizenship in secondary schools GCSE Citizen Studies (short course) available for first teaching
2004	QCA National Guidance for Post 16 Citizenship, 'Play your part'
2005	Government announces a review of the National Curriculum in secondary schools
2005-6	Commons Select Committee inquiry into the impact of citizenship education
2006	Ofsted school inspection report 'Towards Consensus? Citizenship in secondary schools'
2007	Sir Keith Ajegbo report 'Review of Diversity and Citizenship in the curriculum'
2007	Commons Select Committee report into citizenship education
2007	Revised National Curriculum published, including revised teaching requirements for Citizenship and national standards set out as level descriptions
2008	A level Citizen Studies, available for first teaching
2009	GCSE Citizenship Studies (full course), available for first teaching
2010	Ofsted report 'Citizenship established?' published NfER Longitudinal Study for Citizenship, final report on impact of the subject published
2011	First statutory end of key stage teacher assessments using level descriptions
2011	Coalition Government launches a review of the National Curriculum for primary and secondary schools

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