

Evaluation of the Pilot Introduction of  
Education for Local and Global Citizenship  
into the revised Northern Ireland Curriculum

Final Summary Report





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<sup>1</sup> A list of the schools that participated is included in Appendix 1. The case study schools are italicised.

# EVALUATION OF THE PILOT INTRODUCTION OF EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP INTO THE REVISED NORTHERN IRELAND CURRICULUM

## 1 BACKGROUND

### 1.1 The pilot

Provision for Education for Local and Global Citizenship became a statutory component for all post-primary schools within the revised Northern Ireland Curriculum from September 2007. It is now specified, at post-primary level, as both a key element within the overall curriculum framework and as an explicit strand of learning within Learning for Life and Work.

In preparation for the introduction of this new curriculum area, the Department of Education (DE) supported a pilot initiative between 2002 and 2007, offering schools the opportunity to avail of significant in-service training for teachers on an opt-in basis.

### 1.2 The evaluation methodology

In 2003, the UNESCO Centre at the University of Ulster was commissioned by the Council for the Curriculum, Examinations and Assessment (CCEA) to undertake an evaluation of the implementation and initial impact of the pilot initiative on pupils, teachers and schools. Specifically, the evaluation sought to investigate the short to medium term impact of the local and global citizenship programme on:

- key stage 3 pupils' knowledge, attitudes, values and behaviour in relation to citizenship issues;
- teacher confidence and pedagogy in teaching citizenship;
- school ethos, management and curriculum provision in relation to citizenship education; and
- the perceptions of participants about the in-service and pre-service citizenship support programmes delivered by the Education and Library Boards' Curriculum Advisory Support Service (CASS) and within Initial Teacher Education (ITE).

The evaluation involved a mixed method of data collection and analysis, including the use of both quantitative and qualitative methodologies, drawing upon a wide variety of sources. Data was collected via: a Pupil Questionnaire; a Teacher/Senior Management Questionnaire; a School Survey; Case Studies in six schools; documentary information about school organisation and structure; through a range of interviews with key stakeholders, including teachers attending In-service training; Education and Library Board (ELB) officers delivering In-service professional development; and students and teacher tutors involved in Initial Teacher Education.

*(Further details on the quantitative and qualitative data collection and analysis is provided at Appendix 2).*

## 2 SUMMARY OF MAIN FINDINGS

### 2.1 The context

In order to set some of the findings in context, it is important to explain the approach to citizenship education that was adopted in Northern Ireland.

The concept of 'citizenship' is open to a range of definitions and interpretations, depending on historical, philosophical, political, social and economic viewpoints and nowhere more so than in Northern Ireland, where the existence of differing political loyalties and identities presents its own challenges. For these reasons, the approach to Education for Local and Global Citizenship within the Northern Ireland curriculum, is one of inquiry and values clarification. This inquiry-based approach and the active pedagogy that formed a key part of the pilot project had been developed by an earlier pilot project located at the UNESCO Centre, University of Ulster entitled 'Social, Civic and Political education' (SCPE)<sup>2</sup>.

The approach challenges pupils and teachers to actively interrogate the concept of citizenship within a divided local and a wider global society using a conceptual framework (see Appendix 3) based around the ideas of diversity and inclusion, equality and social justice, human rights and responsibility, and democracy and active participation.

Through case studies and resource materials related to local and global issues, young people are encouraged to investigate and clarify what these core concepts mean in practice. There is also an expectation that some of this work will include action projects that involve work with the local community and that such projects might form part of the assessment process.

It is important to bear in mind, however, that for a significant part of the time (until June 2004) the conceptual framework for Education for Local and Global Citizenship, on which the professional development of teachers was based, had not been fully finalized and throughout the entire period of the evaluation the initiative continued to have pilot status.

Seven days of in-service professional development was made available for up to five teachers from each post-primary school. By the end of the pilot programme a total of 1014 teachers from a wide range of curriculum backgrounds and 102 members of senior management representing 280<sup>3</sup> schools had participated. The funding for the pilot was provided by DE through CCEA to the ELBs.

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<sup>2</sup> Between 1998 and 2000 the UNESCO Centre at the University of Ulster hosted a Civic, Social and Political Education Project which developed the conceptual underpinnings and the methodology which later informed the introduction of Education for Local and Global Citizenship in Northern Ireland. The initial cohort of Education and Library Board officers responsible for training teachers in Local and Global Citizenship benefited from training in the use of active methodologies developed by the SCPE team, who also provided some initial training materials.

<sup>3</sup> This figure includes EOTAS and guidance centres. It should be noted that some senior teachers who participated were not members of the senior management team.

The findings of the evaluation represent the perceptions of those interviewed and those who completed evaluation questionnaires, and are presented as indicators of broad trends and of key issues arising from this pilot initiative. The findings are organised under three main headings: Reported Pupil Impact; Reported Teacher and School Impact; and On-going Concerns. Much greater detail on each of these and associated areas is provided in the main report which is available at [www.ulster.ac.uk/unesco](http://www.ulster.ac.uk/unesco).

## 2.2 Reported pupil impact

### 2.2.1 Reported changes in pupil knowledge and understanding

The analysis of pupil responses to the longitudinal questionnaire suggest that the introduction of Education for Local and Global Citizenship has had a positive impact, both inside and outside school, on their awareness of citizenship-related values and skills and also on their reported behaviour. Overall, the greatest increase in reported learning occurred between the beginning and end of Year 8 (the first year of Key Stage 3 in Northern Ireland). The most common areas of learning were in relation to racism, the environment, human rights and sectarianism. As one pupil stated: *It sort of ... gets you into a way of thinking about people ... you just feel differently about people than the way you would have before you had citizenship in school.*

### 2.2.2 Increase in interest and learning

Pupils' interest in Northern Ireland politics, international politics and global issues increased significantly over the duration of the evaluation. Citizenship-related learning also appeared to increase substantially, with secondary school pupils showing the biggest overall increase.

### 2.2.3 Increase in pupils' perceptions of their confidence, attitudes and behaviours

Over the four phases of the pupil questionnaire, there was a general increase in pupils' own perceptions of their confidence, attitudes and behaviours in relation to citizenship issues. There was also some corollary between pupil confidence, attitudes and behaviours and variables including age (year group), gender and school type, with females exhibiting greater overall confidence and engagement.

### 2.2.4 Increase in information-seeking behaviour and decline in trust in political institutions

Over time, there was a significant reported increase in information-seeking behaviour in relation to citizenship-type issues. There was a corresponding decrease in the amount of perceived trust pupils placed in political institutions. Religious, and to a lesser extent, political associations continued to occupy a key position in the identity of some pupils. Association with European and/or global identities increased slightly.

The decline in pupils' trust in political institutions over this period of time (2003-2007) is an interesting phenomenon about which we can only speculate. Firstly, the 'stop-start' nature of the Northern Ireland political process at the time and associated electoral apathy may have influenced pupils' perceptions negatively. Also, given the variable approaches to the implementation of Citizenship Education, pupils were potentially less likely to have explored the concept of democracy in action and the language associated with it.

## 2.2.5 More positive view of community relations

Pupil perceptions of current and future community relations between the two main traditions were more positive by the end of the evaluation than at any other time (with more positive attitudes detected amongst pupils from integrated schools and pupils who identified themselves as Catholic).

There was evidence that some pupil attitudes continued to be defined by religious/cultural background. Although there was a reported increase in cross-community friendships, nevertheless, pupil attitudes towards the other religious community were less positive than towards other ethnic groups.

## 2.3 Reported teacher and school impact

### 2.3.1 The planning and quality of in-service and pre-service programmes

The priority and funding attached by DE to the introduction of Local and Global Citizenship helped to raise its profile and made it a greater priority with schools. High levels of satisfaction with the in-service programme were reported by teachers, in particular, the emphasis on active learning methodologies and the opportunity to develop their understanding of the citizenship curriculum, expand their repertoire of skills and experiment with alternative teaching styles.

The commitment of the ELB officers towards a common programme, based on experience derived from the earlier SCPE trial by the UNESCO Centre, was a

significant strength. The programme was also adapted over time in response to feedback and evaluation. The opportunity for phased uptake by schools allowed early cohorts to pilot different approaches thereby providing insights for later cohorts into the varying ways in which schools were making provision.

Initial Teacher Education provision for citizenship education by the four teacher training institutions was provided through discrete modules. Students were involved in both mandatory and elective sessions. Some interviewees perceived that variable approaches to the delivery of citizenship existed between institutions. There was some consensus among interviewees that limited communication between institutions hindered the potential for greater co-operation and collaborative partnerships. There was common agreement on the need for strategic planning to ensure that students did not leave their respective institutions with different perspectives of Local and Global Citizenship.

### 2.3.2 Teacher Participation in INSET

Uptake by schools was generally dependent upon school size and capacity to access substitute teachers. Schools were advised, when choosing teachers for INSET, that participants should preferably be volunteers, ideally with some personal, as well as professional, commitment to education for citizenship. There was, however, evidence that some teachers had been conscripted to participate in training rather than volunteering. Also, despite explicit encouragement, uptake by senior managers represented only 10% of those who availed of INSET.

Not all schools chose to, or felt able to, avail of the full number of INSET places offered to them and not all the selected teachers chose to, or were able to, avail of the full complement of seven training days. In some cases, different members of staff were sent as substitutes so that participation was occasionally inconsistent and disjointed. The reluctance on the part of some schools to release teachers for extended professional development was attributed to the absence, in the early stages of INSET, of an explicit directive about the future status of citizenship and a preoccupation with preparation for examinations.

### 2.3.3 Profile of participating teachers

The profile of teachers and PGCE students who participated was mixed in terms of age, experience, subject background and personal motivation. A slightly higher proportion of participants had history and geography backgrounds, but there were also comparable numbers of RE, English, Art and Design and Languages teachers. Commenting on the selection of participants, one ELB officer stated: *... schools have rung me about next year and about what kind of staff they should send out ... and I've said subject is immaterial, it's the type of person in the classroom ... it has to be a confident person, a person who's not afraid to let discussion ... who will allow open-ended discussions, who's not afraid of active participation in the classroom, who's not afraid of criticisms being voiced.*

The diversity of participant backgrounds was considered a key strength of the training programme, offering the potential for collaborative and complementary links within and between a wide range of subject areas. However, many interviewees observed that the potential for professional collaboration and

networking, during and after INSET, and the capacity of participants to teach and support other staff back in school was not always sufficiently exploited. For example, some teachers who had participated in INSET later discovered that they had not been time-tabled to teach citizenship or asked to cascade training to others, while colleagues who had not participated in INSET found themselves teaching citizenship without the benefit of training.

### 2.3.4 Reported changes in classroom practice

The INSET programme was considered to have been highly successful in introducing teachers to a wider range of active learning methodologies and encouraged thinking and critical reflection about pedagogical practice and classroom management. There was a reported increase in the use of active methodologies such as group work, discussion and debate alongside the retention of more didactic approaches. Pupil responses to active learning were reported to be very positive, and teachers considered their use enhanced pupils' learning and behaviour and offered greater learning opportunities for pupils of all abilities. There was some indication that professional concerns about maintaining classroom discipline and control during the use of active methodologies had been overcome, although interestingly, some younger teachers were reported to be slightly more reticent about the use of active learning methods than their older colleagues.

Although ICT facilities were available in schools, there was limited evidence of regular use within teaching and learning. Barriers to the more frequent use of active methodologies included limited class time, the physical layout of classrooms, large class sizes, access to ICT facilities and the limited availability of computers in classrooms.

## 2.4 On-going concerns

The most recurrent concerns about implementation and sustainability related to senior management engagement; broader curriculum provision; assessment and continuing professional development.

### 2.4.1 Need for senior management engagement and a whole school approach

Many participants expressed the view that the failure to secure sufficient senior management support at the outset and, as a consequence, the failure to engage the whole school with the wider implications of the citizenship curriculum, potentially weakened the impact of INSET and the effective implementation of citizenship education in schools.

Despite its pilot status and the fact that there was no compulsion on schools to implement the proposals, the majority of schools involved in the evaluation had begun voluntarily to make provision for citizenship education, mainly through a discrete (modular) approach. Nevertheless, in order to establish the wider credibility of this new area and enable in-depth exploration of issues, there was strong support amongst ELB officers, ITE providers and teachers for more cross-curricular infusion, alongside other whole school provision and the establishment of a co-ordinated inter-departmental team. Most schools had appointed a citizenship co-coordinator, but citizenship teams had generally not been established as yet.

It was also felt that recruitment of teachers who are enthusiastic and committed to teaching citizenship was crucial to the effective implementation of the citizenship curriculum. Because citizenship is only one element of 'Learning for Life and Work' (which also includes provision for Personal Development, Home Economics and Employability) there was concern that the appointment of teachers with specific expertise or interest in Citizenship was far from guaranteed.

### 2.4.2 Need for enhanced 'pupil voice' and greater connection to other school activities

The nature of the citizenship curriculum seems to have highlighted different gender responses to learning. For example, there was some evidence that girls in co-educational schools were slightly more reticent at speaking up in citizenship lessons, whereas in boys' only schools, there was some reluctance to engage in certain discussions, possibly due to peer pressure.

Nevertheless, the evidence suggests that the experience of citizenship education had raised many pupils' expectations of democracy and their awareness of the limitations of existing practice in school. Yet, while School Councils had been set up in most schools and while many school managers and teachers acknowledged the inherent link between school ethos and the values of citizenship, there continued to be considerable disparity between teacher perceptions about school democracy and real evidence of pupils being consulted or influencing decision-making. Interviewees were often sceptical about the status of Schools Councils and their power to initiate change.

There was also limited evidence of wider connections being made between citizenship and other school activities, with the result that the potential relevance of citizenship to pupils' lives in and beyond school was not being exploited. Opportunities for civic and political engagement tended to be restricted to information seeking activities rather than active participation. Although opportunities for pupil engagement in democratic activities were reported as relatively high, actual evidence of pupil and teacher participation in citizenship-related activities (for example, in debating activities, mock elections or engagement with the local community) was limited. Issues of timetabling, resources, child protection and the limited nature of wider school partnerships were considered to be the main barriers to more active engagement with the community.

#### **2.4.3 Need for more explicit school policies**

There was a perception amongst some pupils that racist behaviour could be as much of a problem as sectarianism, and that schools needed to focus more strongly on this. Other anti-social behaviours, particularly homophobia, sexism and bullying, were also viewed as increasingly problematic. Although case study interviews suggested that school policies addressing racist behaviour existed, these tended at the time to be a feature of discipline policies rather than explicit policies in their own right.

#### **2.4.4 Need for status and appropriate assessment**

There was evidence that the status of citizenship as a bone-fide aspect of the curriculum might continue to be challenged in some schools in terms of its perceived lack of academic credibility; the perception that the content and subject matter was a task for parents; or that it was only appropriate for 'certain types' of schools. Similarly, attitudes towards the assessment of citizenship were mixed, reflecting some tension in teachers' minds between the 'behavioural' focus of learning in citizenship and the perceived need for academic credibility. Some interviewees were concerned that an over emphasis on academic rigour would inhibit open and honest classroom debate. Accordingly, many interviewees felt that school provision for Local and Global Citizenship would require ongoing monitoring and review to ensure accountability within and across each key stage of the curriculum, and within professional development.

#### **2.4.5 Need for sustained professional development**

There was common agreement about the need for sustained professional development, in particular to redress the limited duration of ITE; to provide support for newly qualified and/or non-trained teachers; and to address a perceived theoretical and contextual gap in teachers' understanding.

The greater emphasis within the INSET programme on practical methodologies, at the expense of theoretical understanding, was perceived by some to be a major gap in provision. As a consequence, teachers' interpretations of the aims and purposes of citizenship varied substantially, sometimes even between teachers in the same school. There was also a lack of appreciation of the connections within the citizenship curriculum, for example, between local and global citizenship and between citizenship and other subjects.

Teachers also expressed limited confidence in addressing controversial issues at both local and global levels. Citizenship education would appear to have widened the definition of what constitutes controversial issues. Formerly, issues that tended to be considered as controversial were generally confined to challenging local contexts, such as religious discrimination, sectarianism and the use of violence for political ends. However, due to increasingly heterogeneous classrooms (in terms of ability and ethnic and religious background), teachers tended now to consider broader issues such as racial equality, disability and human rights as controversial and sometimes personally and professionally challenging to address. Whilst pupils expressed a strong preference for local issues, there was a tendency to address the global dimension independently rather than to consider local and global issues as inter-dependent.

Although all interviewees were appreciative of the INSET provision to date they nevertheless felt, because of the particularly challenging nature of the citizenship curriculum and changing personnel within schools, that there was an ongoing need for professional development to refresh those who had participated and to support those who had not. In this respect, there was concern about the reduced capacity within support organizations to provide the type of INSET and support required to sustain this fledgling area.

### 3 COMMENTARY ON STRENGTHS AND LIMITATIONS

The challenge of implementing an intellectually complex and multifaceted innovation such as Local and Global Citizenship (with its emphasis on school ethos, democratic practices, whole school involvement, cross-curricular connections and skills, future focus and active methodology) undoubtedly means that some aspects of the initiative will have been more successful than others. The fact that almost all of the pilot schools chose to make provision for Local and Global Citizenship before it became statutory suggests a general acceptance by schools of the need for this addition to the curriculum. In some cases this commitment was made years in advance. Nevertheless, questions remain about the scale, form and quality of implementation across all schools, and whether the spirit of the initiative in terms of wider school democracy is being adequately embraced.

In order to recommend where any future focus might be placed it may be helpful to consider some of the major strengths and limitations of the intervention to date.

#### 3.1 Strengths and impact

The major strengths and impact of the pilot include:

- the sustained commitment of substantial funding towards a quality in-service programme, phased over a four year period, which encouraged all schools to participate in substantial numbers;
- the development of a common programme across ELBs, adapted over time in response to feedback and evaluation;
- the voluntary 'buy-in' by a wide variety of teachers of different ages and subject backgrounds;
- the associated opportunity to experience a range of active learning methodologies;
- increased use of active methodologies in the classroom enhanced engagement, learning and enjoyment on the part of pupils and some transference of active methodology to other subject areas;
- the extent of reported understanding by teachers and pupils alike of the core citizenship concepts (viz. diversity and inclusion, equality and social justice, human rights and responsibility, and democracy and active participation);
- associated changes in pupils' reported confidence, attitudes, values, skills and behaviours in relation to citizenship issues;
- raised expectations of democracy in schools and corresponding awareness of the limitations of existing practice; and
- raised awareness in some schools of the need to provide greater opportunities for pupil engagement in school affairs and the need to strengthen and make use of school community links.

## 3.2 Limitations

Some of the acknowledged limitations of the initiative include **oversights or failure to:**

- secure greater senior management buy-in at the outset;
- appreciate the wider aims and purposes of citizenship education and its deeper implications for school culture, relationships and democracy, as well as whole school teaching, learning and assessment;
- map the potential contribution of all subjects and to exploit the potential for professional collaboration and networking;
- use trained personnel to teach and support other staff back in school;
- provide real opportunities for active pupil engagement and to allow pupils to become stronger partners in their own education, making a positive contribution to the school environment and ethos;
- associate and link existing local and global school links with the concept of citizenship; and
- embrace more fully the idea of joint citizenship work between schools through face to face joint work or at a distance, perhaps through ICT channels.

## 4 SUMMARY OF RECOMMENDATIONS

The findings from this evaluation, taken together, suggest that the development and implementation of Local and Global Citizenship in Northern Ireland is a good example of carefully crafted, conceptually sound, evidence-based curriculum development and the effective management of change.

The development and implementation process made use of comparative international research (the Curriculum 21 conferences) and pump-priming funding (acquired by the University of Ulster from The Citizenship Foundation) to establish an initial trial project in a small number of schools. As part of the Curriculum Review process, the conceptual framework was widely consulted upon by CCEA and the small University of Ulster trial was expanded into a fully-fledged pilot project with substantial support from the Department of Education. Implementation was phased in over a four year period so that schools had an opportunity to opt-in to an effective programme of professional development, supported by the Education and Library Boards and by NGOs, who also contributed to the development of resources.

The recommendations which follow are, therefore, about sustaining and supporting this success. They seek to indicate some of the ways in which Education for Local and Global Citizenship needs to be further strengthened in order to achieve its potential impact.

The recommendations are structured to relate directly to the three policy groupings that have greatest potential to impact on the sustainability of citizenship education in Northern Ireland: (1) The

Department of Education; (2) The Teacher Training and Support Agencies; and (3) Schools. Because the majority of these recommendations also pertain to the general management of educational change, it is hoped that they may prove transferable to future planning of other similar educational initiatives and may also usefully inform broader policy decisions and adjustments and assist in prioritising further plans.

### 4.1 Recommendations to the Department of Education

Departmental support for the introduction of citizenship has been most visible in the allocation of substantial discrete funding for professional development. In light of its impact to date and its relationship to the success of broader social policies, the Department may wish to consider:

- renewing the dialogue with key political and educational stakeholders with a view to arriving at a shared understanding of the meaning of citizenship within contemporary society and the priority it should have within education;
- reviewing its own internal Departmental structures in order to clarify the alignment between Community Relations and Local and Global Citizenship, and how these will be taken forward;
- making provision for:
- school councils as a statutory requirement for all schools;

- a recognized qualification for all who aspire to teach citizenship that becomes mandatory over time;
- a school award or accreditation system to recognize and reward schools for their efforts;
- ensuring provision is made, within future priorities, for on-going and 'top-up' professional development;
- continuing to monitor commitment to, and accountability for, citizenship education through school and support agency inspection;
- monitoring the long-term impact of investment against international benchmarks<sup>4</sup>.

## 4.2 Recommendations to teacher training and support agencies

The findings clearly indicate an ongoing need for support and training for citizenship that takes account of the gaps in uptake and effectiveness and that are responsive to the evolving and progressive nature of the citizenship curriculum. The impending service rationalisation will undoubtedly impact on training capacity. Consequently, it will be important to clarify for schools as soon as possible what interim and longer term provision will be put in place. It is important, however, that any review of options should be a collaborative exercise to ensure a common purpose and

agenda, as well as to identify individual and organisational remits. In line with the ongoing rationalisation process, options for future training and support should include a commitment to:

- consolidating the expertise of ELB, ITE and NGO personnel in order to make available a balanced programme of continuing professional development (including provision for theoretical, experiential and reflective learning) for those who need it. This is likely to require some dedicated personnel with a responsibility for citizenship within each regional area;
- exploring the potential for ITE to become a stronger contributor to induction, early professional development and continuing professional development. As a pre-requisite, a commonly understood approach to education for citizenship needs to be agreed across the four initial teacher training institutions (while still allowing for institutional specialisms if necessary);
- forging greater strategic developmental partnerships with NGOs and other voluntary agencies and the teacher training institutions;

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<sup>4</sup> In its 2006-7 business plan, DE indicated its commitment to establish strong benchmarks against national and international standards. Unfortunately, Northern Ireland is not participating in the March 2009 International Civics and Citizenship Survey (ICCS), which is a 'once a decade' benchmarking exercise across more than 40 countries, to assess young people's attitudes to civic participation and the extent to which schools are preparing them for a civic role in society.

- encouraging stronger partnerships between schools and NGOs (with a proviso that the institutional autonomy of schools to plan and manage their own provision is respected);
- encouraging greater collaboration and shared expertise within and between all schools (including primary schools and special schools);
- sustaining opportunities for student teachers to experience citizenship education in schools as a key feature of their professional development.

### 4.3 Recommendations to schools

The findings clearly indicate that Education for Local and Global Citizenship has already made an impact in schools, in particular, on approaches to curriculum planning, classroom practice, and pupils' understanding, attitudes and behaviours. It is clear, however, that the current momentum needs to be sustained and increased to ensure the enduring longevity of citizenship education in schools.

In order to enhance the impact of citizenship education in the short, medium and longer term, school leaders and citizenship co-ordinators should have access to dedicated CPD to help them consider the breadth of commitment needed to engage fully with this agenda and the range of actions needed to respond to it. This should cover issues such as:

- the rationale for citizenship education as a central feature of the revised curriculum, its relationship to the ethos and practice of schools, and as a priority aspect of whole-school self-evaluation and development planning;
- the different elements of a whole-school citizenship education programme that is relevant to the needs of pupils, teachers and the wider community;
- the recruitment of teachers with specific expertise in teaching Local and Global Citizenship and informed approaches to teacher selection for both core citizenship teams and professional development;
- the identification of a core team that comprises willing teachers with a commitment to the principles of citizenship, with opportunities for participation across subject areas;
- the appointment of a co-ordinator, who is a member of, or is supported by, senior management to ensure that citizenship becomes embedded within the school;
- reviewing the nature and extent of democratic processes within the school and enhancing pupil opportunities for civic and/or political engagement;

- reviewing timetabling arrangements to allow for alternative and/or less prescriptive options that reflect the flexibility of the revised curriculum, for example, a fortnightly cycle, collapsed timetables and whole school and/or inter-class engagement;
- planning for cross-curricular infusion that facilitates creative partnerships between teachers across different subject areas;
- developing assessment strategies that evaluate achievement beyond academic success only and that accommodate the individual nature of pupil learning.

## 4.4 Conclusion

The findings from this evaluation indicate that explicit teaching and learning about citizenship can impact significantly on pupils' confidence, attitudes and behaviours in relation to citizenship issues. The indications are that, over time, if implemented with commitment in schools and supported and sustained by statutory and other support agencies, this intervention could make a tangible contribution to creating greater tolerance, equality and stability in Northern Ireland's society. As an intervention which aligns political, social and educational agendas it deserves to be robustly supported and sustained.

## Appendix 1

### List of Participating Schools

Ashfield Girls' High School	Belfast
Assumption Grammar School	Ballynahinch
Ballyclare High School	Ballyclare
Ballyclare Secondary School	Ballyclare
<i>Ballymena Academy</i>	<i>Ballymena</i>
Bangor Grammar School	Bangor
<i>Beechlawn Special School</i>	<i>Hillsborough</i>
<i>Belfast Boys' Model School</i>	<i>Belfast</i>
Belfast Model School For Girls	Belfast
Clounagh Junior High School	Craigavon
Cross & Passion College	Ballycastle
<i>Dromore High School</i>	<i>Dromore</i>
Drumragh Integrated College	Omagh
Enniskillen Collegiate	Enniskillen
Erne Integrated College	Enniskillen
Lumen Christi College	Londonderry
New-Bridge Integrated College	Banbridge
North Coast Integrated College	Coleraine
<i>Oakgrove Integrated College</i>	<i>Londonderry</i>
Our Lady & St Patrick's College	Belfast
Our Lady of Mercy Girls' School	Belfast
Portora Royal School	Enniskillen
Sacred Heart Grammar School	Newry
St Cecilia's College	Londonderry
<i>St Colman's College (now part of Holy Cross College)</i>	<i>Strabane</i>
St Colmcille's High School	Crossgar
St Columb's College	Londonderry
St Joseph's College	Enniskillen
<i>St Malachy's High School (now part of St Benedict's College, Randalstown)</i>	<i>Antrim</i>
St Malachy's College	Belfast
<i>St Mary's High School</i>	<i>Lurgan</i>
St Joseph's High School	Londonderry
Victoria College	Belfast

Case Study schools are italicised

## Appendix 2

### Further Information on Quantitative and Qualitative Data

#### Quantitative data

The quantitative aspect involved administration of pupil, teacher and senior management questionnaires, and a school survey. The pupil questionnaire was administered in a stratified sample of schools (N=33). Using the same stratified sample, a total of 27 schools completed the teacher/senior management questionnaires and 30 schools completed the short school survey. The responses from the school survey, teacher and senior management questionnaires were coded and recorded for analysis using SPSS and collated in a frequency distribution.

The total sample of schools participated in the first phase of the pupil survey. Questionnaire returns for later phases of the survey, however, were affected by unanticipated constraints attributed, variously, to the non-involvement of pupils in citizenship after Year 8, changes in the position of the citizenship co-ordinator, difficulty accessing pupils due to class re-structuring, and shifting institutional priorities. As a consequence, there were variable return rates for phase two (N=27), phase three (N=31) and phase four (N=26). A statistical technique, called repeated measures analysis of variance (ANOVA) was used to determine whether the differences among the mean scores over the four data collection periods were significant (i.e. to check that the differences were not simply the result of chance). A mixed factorial ANOVA (with between group and within group variables) was used to compare the responses of different groups (e.g. Protestant vs. Catholic; males vs. females) and any interactions between religious affiliation or gender variables and time. An example of a gender-time interaction effect would be when the scores of the girls were increasing over time but the scores of the boys were static (or decreasing). The findings reported for the pupil questionnaire mostly relate to significant differences; any reported findings that are not significant are indicated accordingly. Full details of these analyses can be found in the technical report.

#### Qualitative data

The qualitative aspect of the evaluation involved a series of interviews with a range of stakeholders, including pupils, teachers, senior managers, ELB officers, teacher tutors and student teachers. These interviews sought to explore individual and institutional experiences of, and contributions to, the development of Local and Global Citizenship. Interview schedules remained sufficiently flexible to accommodate open discussion and the exploration of key issues. Interviews were analysed thematically to identify emerging and recurrent issues.

#### Nature of the data

Although each evaluation sub-set was insufficient to be wholly representative of the discrete groups involved (pupils, teachers, student teachers, ELB officers and teacher tutors), collectively the overall cohort represented a larger data set than other studies in Northern Ireland to date. Consequently, it provided a multi-layered profile of perceptions about the introduction of Local and Global Citizenship that usefully validated and cross-referenced different viewpoints.

## Appendix 3 Statutory Requirements for Local and Global Citizenship in the Northern Ireland Curriculum

<p><b>Key concept - Diversity and Inclusion</b> Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.</p> <p><b>Pupils should have opportunities to:</b></p> <p><b>Investigate factors that influence individual and group identity, for example, age, gender, youth culture, ethnicity, community background, multiple identity, changing identities, etc.</b></p> <p><b>Investigate ways in which individuals and groups express their identity, for example, dress code, language musical and sporting traditions, religious and political opinion, beliefs, etc.</b></p> <p><b>Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.</b></p> <p><b>Investigate ways of managing conflict and promoting community relations, reconciliation.</b> Investigate the opportunities arising from diversity and multi-culturalism and possible ways of promoting inclusion, for example, <i>community relations work, shared festivals, sporting events, integrated education.</i></p>	<p><b>Key Concept - Human Rights and Social Responsibility</b> Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.</p> <p><b>Pupils should have opportunities to:</b></p> <p><b>Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.</b></p> <p><b>Investigate key human rights principles, for example, The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.</b></p> <p><b>Investigate why different rights must be limited or balanced in our society, for example, individual rights v group rights, freedom of expression, movement, mode of protest, etc.</b></p> <p><b>Investigate local and global scenarios where human rights have been seriously infringed, for example, child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged, etc.</b></p> <p>Investigate the principles of social responsibility and the role of individuals, society and government in promoting these, for example, <i>in relation to addressing the issues raised across the key concepts.</i></p>	<p><b>Key Concept - Equality and Social Justice</b> Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.</p> <p><b>Pupils should have opportunities to:</b></p> <p><b>Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity, for example, groups named in Section 75, The Northern Ireland Act 1998.</b></p> <p><b>Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts for example, absolute and relative poverty, homelessness, the experience of refugees and asylum seekers, etc.</b></p> <p><b>Explore the work of inter-governmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice, for example, the work of the United Nations, the Equality Commission for Northern Ireland, local and global development agencies etc.</b></p>	<p><b>Key Concept - Democracy and Active Participation</b> Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.</p> <p><b>Pupils should have opportunities to:</b></p> <p><b>Investigate the basic characteristics of democracy, for example, participation, the rule of law, promotion of equality and human rights, etc.</b></p> <p><b>Investigate various ways to participate in school and society, for example, school councils, peer mediation, mock elections, volunteering, community action or involvement, lobbying, and campaigning through NGOs, local councillors, MLA or MEP, etc.</b></p> <p><b>Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example, school rules, classroom charter, age related law, the young person in the criminal justice system etc.</b></p> <p><b>Investigate an issue from a range of viewpoints and suggested action that might be taken to improve or resolve the situation, for example, how to improve local youth services; enhance an existing play area; design a community garden, drop-in centre or multi-cultural mural or event; environmental activities; involvement in campaigns on global issues such as Education for All, Fair Trade, etc.</b></p>
<p><b>Learning Outcomes</b></p> <p>The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate Citizenship issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, demonstrating Using Mathematics</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	<p><b>research and manage information effectively to investigate Citizenship issues, including Using Mathematics and Using ICT where appropriate;</b></p> <p><b>show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, demonstrating Using Mathematics</b></p> <p><b>demonstrate creativity and initiative when developing ideas and following them through;</b></p> <p><b>work effectively with others;</b></p> <p><b>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</b></p> <p><b>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</b></p>	<p><b>research and manage information effectively to investigate Citizenship issues, including Using Mathematics and Using ICT where appropriate;</b></p> <p><b>show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, demonstrating Using Mathematics</b></p> <p><b>demonstrate creativity and initiative when developing ideas and following them through;</b></p> <p><b>work effectively with others;</b></p> <p><b>demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;</b></p> <p><b>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</b></p>
<p><b>NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in <b>BOLD</b> (including each of the <b>Key Concepts</b>) are met.</b></p>			





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