

Pupils' Perceptions of Citizenship Education and Good
Citizenship: An empirical case study
and critical analysis of one interpretation of citizenship
education in an 'outstanding school'.

Julie Elizabeth Heathcote

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Abstract

Citizenship education has been a statutory part of the National Curriculum in English Secondary Schools since 2002. The majority of research papers that have examined citizenship education, plus a key report from Ofsted (2010), have examined it from the perspectives of teachers, policy makers or academics. This empirical research seeks to address this imbalance by accessing the views of the pupils themselves, views that I would argue are crucial to the shaping of future educational policy pertaining to citizenship education, in the context of a case study in one particular school. This research, therefore, presents a critical analysis of one interpretation of citizenship education in an 'outstanding school'. It aims to explore young people's views on citizenship education and 'good citizenship' and, further, illustrate why their perceptions can, and indeed should, influence future debate and direction on education policy in this statutory subject.

As mentioned previously, the majority of the published work has been dominated by the voice of established academics or policy leaders. This case study, alternatively, is based on an insider-researcher approach that capitalises on the existing teacher pupil relationship and the opportunity this offers to seek out understandings from the pupils themselves. The rationale for placing pupils at the heart of the case study was to offer an insight concerning the learning, teaching and experiences of young people and to facilitate 'pupil voice.' Although 'pupil voice' is not a new concept, much of it has been limited to various satisfaction surveys which have been used by central government as a part of their benchmarking school assessment strategies. In this study 'pupil voice' allowed pupils far more detailed reflection and offered them an opportunity to comment on a specific area of the curriculum. This thesis therefore, aims to make a significant contribution to the epistemology and progression of knowledge within the discipline which will contribute to future developments in the citizenship education curriculum.

The case study employed a mixed methodology which utilised a survey, qualitative interviews and the researcher's own experience and observations. The survey achieved an almost full-population sample of 1246 and this data was complemented with in-depth interviews with thirty five pupils in small groups. Interpretive and reflexive stances were key to establishing quality and rigour of insider research and in managing the combined analysis of quantitative and qualitative data.

In brief, the research found that pupils were of the opinion that citizenship education was an important subject and that most lessons were either outstanding or good. They valued discussing social issues and current affairs that were interesting and relevant to them. Group work was the most favoured classroom activity. The pupils were able to be critical offering valuable insights. For example, where teaching was concerned some felt that a number of teachers lacked confidence,

subject knowledge and commitment. However, others found most teachers created a positive learning environment, were knowledgeable about the subject and invited pupils to get involved. The study concludes that lessons work best when interactive, purposeful and well-planned with outcomes that inspire young people to make a difference to their communities.

The study found that pupils viewed 'good citizenship' as being caring, active in the community, knowledgeable about democracy, voting in elections, being tolerant of diversity, being morally and socially responsible and law abiding. Pupils considered participation in the community, charity work and volunteering at home and abroad as an essential aspect of 'good citizenship'.

The empirical study has made three key contributions to educational policy. These are: (1) it allowed pupil's voices to be heard and also showed that pupils can be reflective, critical and give honest and open views; (2) it offers a distinctive insider perspective from a teacher practitioner working at the Water Park Academy; (3) it gives a unique context in which young people's voices cannot only be heard but considered when informing current practice and development in citizenship education and as to what makes a 'good citizen' in the 21st-century.

This thesis focused on how the Water Park Academy offered pupils a voice and how it engaged them in a targeted evolving citizenship education programme. When citizenship education was introduced into the National Curriculum it was based upon academic and theoretical rhetoric. This research found that when pupils were at the centre of a practical and evolving learning experience they were enthused, driven and learned a wide range of transferable skills. It also showed that an effective emerging citizenship education programme, which was embedded in the ethos of the school, can have an impact on the whole school community.

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Chapter 1: Citizenship Education in an 'outstanding school'

1. Introduction

Citizenship education was introduced as a statutory subject of the National Curriculum for English Secondary Schools in 2002. The majority of research papers including Judkins (2014), Kerr (2002), McGettrick (2002) and the National Foundation for Educational Research (2010) plus a report from Ofsted (2010) have examined citizenship education from the perspectives of teachers, policy makers or academics rather than pupils. This research sought to address this imbalance by accessing the views of the pupils themselves which, I would argue, must be a major element that helps to inform future educational policy pertaining to citizenship education and 'good citizenship'. Furthermore, it might be argued that there has also been a lack of research from educational practitioners with an insider-researcher position such as mine. This thesis sought to begin to redress this imbalance.

Researchers who have published work on citizenship education, such as Almond (2008), Kerr (1999), Sherrod (2008), Thompson (2008) and Tupper and Cappello (2012) validated this approach by arguing that there needed to be more practical and active research carried out by practitioners who could access the views of young people. Although studies have provided evidence about citizenship education in schools (Kerr, 2009; Maitles, 2010; Ofsted, 2010), there has been little empirical research into pupil views about and their experiences of citizenship education and what constitutes 'good citizenship.' As such, it might be argued that this research area has been dominated by academics and policy makers and thus has offered a 'top down' perspective on citizenship education. This case study was based on an insider-researcher approach that capitalised on the existing teacher-pupil relationship and the opportunity this offered to seek out understanding from the pupils themselves. This research also attempted to respond, in particular, to Kerr (2002), Lloyd (2008) and Jerome (2012), who have argued that young people's views on citizenship education has not received the degree of research attention that it deserved.

I contend that only by actively seeking the views of pupils can policy makers and other interested parties truly understand the impact that the subject is having on pupils and their development into young citizens of the 21st-century. Although the citizenship curriculum seeks to mould young people into well-rounded and well-adjusted citizens, I would argue that it cannot do so effectively if citizenship education is imposed from above. Pupils need to feel that their views are valued and acted upon if they are to engage in social and political engagement at a later date. This, I would argue, justified this empirical case-study in one 11-19 (Yrs.7-13) comprehensive school in the East Midlands. This research presents a critical analysis of one interpretation of citizenship education in

an 'outstanding school' (Ofsted, 2010). It aims to explore young people's views on citizenship education and 'good citizenship' and, further, illustrate why their perceptions can, and should, influence future debate on education policy in this statutory subject.

For the purpose of this study the notion of a 'good citizen' or 'responsible citizenship' followed the National Foundation for Educational Research (2012) definition, which suggested that,

'The values which relate to the concept of good citizenship have a knowledge about civil rights and responsibilities, democracy, respect for human rights, tolerance, solidarity and participation' (p. 1).

As the sole researcher with responsibility as subject leader for citizenship education it was important to be aware of the criticisms that might be directed at this study. As such, the notion of the researcher effect was controlled and planned for through certain methodological approaches, such as confidentiality, anonymity and security. It was also important to ensure that the research was rigorous and thorough, thus combined different approaches were used, including my own reflections and experiences and reflexivity.

This approach will be discussed fully in Chapter 3. The study was carried out between October 2013 and July 2016. Data-collection was initiated in January 2014 and this is also discussed further in Chapter 3.

1.1. Research Questions

As mentioned, the overarching purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school'. A mixed methodological approach, including a whole school survey and interviews, was employed in order to explore the following key areas:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

A total of 1,246 pupils (age range 11-19 years) responded to the survey and 35 pupils selected from across all year groups were interviewed. With regard to citizenship education, the focus was on pupil views about the quality and content of citizenship education, teaching approaches and teaching efficacy, how citizenship education had affected them and how citizenship education had changed

over the course of their secondary education. In relation to 'good citizenship', pupils were asked about their understanding and attitudes towards what constituted a good citizen, their experiences of and feelings about community involvement and their awareness of social and moral issues.

The rationale for placing pupils at the heart of the case study was to offer an insight concerning the learning, teaching and experiences of young people and to facilitate pupil 'voice.' Although 'pupil voice' is not a new concept, much of it has been limited to various satisfaction surveys which have been used by central government as a part of their benchmarking school assessment strategies. In this study, 'pupil voice' had far more depth to it and offered pupils an opportunity to comment on a specific area of the curriculum. It is important to note here that all the pupils who took part in the study were given pseudonyms in order to protect their identity. A comprehensive discussion of the methodology will be explained in Chapter 3 and topic guides and survey questions are presented in the Appendices A and B.

1.2. Structure

Chapter 1 gives a contextual background to the case study. It focuses on the significance, aims and structure of the research and its findings and contribution to future curriculum development. A description of the Water Park Academy (which is a pseudonym of the study school) will also be made in relation to how citizenship education was delivered and the outcomes of the HMI Ofsted Inspection (2010) on the provision of Citizenship Education at the Academy. Furthermore, subject development within the National Curriculum is discussed. Finally, an exploration of the issues surrounding research with young people will be made and the role of young people's voice in influencing future curriculum development will be evaluated.

Chapter 2 discusses several issues: firstly, the growing emphasis on 'pupil voice' in educational policy and curriculum development; secondly, the rationale behind the introduction of citizenship education into secondary schools in England in 2002; and, thirdly, the chapter addresses the main theoretical traditions of liberalism, civic republicanism and communitarianism that have underpinned the notion of 'good citizenship' as implemented in schools. The chapter also explores the empirical literature which seeks to offer views about the notion of 'good citizenship.'

Chapter 3 describes the research framework used in this mixed methods case study as well as the philosophical constructs, participant information, data collection methods, analysis, the researcher perspective and limitations. More specifically, the notion of a case study is examined along with its strengths and weaknesses. The case study was a suitable approach given that the insider-researcher already had access to the school and the pupils. Often the younger the respondents are the more

difficult it is to negotiate access to a group. As this obstacle was absent, it certainly encouraged a case study approach and the opportunity to access valid responses from those where a positive rapport with the insider- researcher had already been established over a period of years, rather than in the few minutes where an outsider-researcher was concerned. Interpretive and reflexive stances were key concepts which helped to justify the use of both quantitative and qualitative methods and enhanced the validity of the research.

Chapter 4 presents the key research findings regarding pupil perceptions of citizenship education. It focuses on the emerging themes that came from the whole school survey and interviews. These findings have been categorised into four themes and will be presented in this chapter. The themes are: pupil views on the quality and content of the citizenship education programme; pupils' insights into how citizenship education is taught; how citizenship education has affected pupils; and how citizenship education has changed.

Chapter 5 discusses pupil perceptions of citizenship education. As previously mentioned, areas for discussion will include the emerging themes that came from the whole school survey and interviews. Although pupils clearly felt positively about citizenship as a worthwhile subject, it appeared not to have had the same status of other more established subjects. Furthermore, it was my experience that the subject was not treated as a valid subject by some senior management, who viewed it as a mere accessory and gave it very limited space on the timetable. The limited time given to citizenship education also made it difficult to offer a depth of understanding and some pupils noticed this shortfall. Teachers with little knowledge or commitment were not well regarded by pupils and those teachers who purely delivered or were didactic and expected lots of writing were also not highly regarded. However, pupils appeared to be far less aware of or critical of the content itself. A range of issues such as anti-bullying, drugs, careers, safeguarding, peer mentoring and self-harm were all valued as useful aspects of citizenship education.

Chapter 6 presents the findings and a discussion of pupil perceptions of a 'good citizen'. This chapter analyses the emerging themes that arose from the whole school survey and interviews where pupils were asked to '*describe a good citizen in the 21st Century*'. These findings have been categorised into five main themes. More specifically, pupils described a 'good citizen' as someone who would: '*care about the community and participate in community activities*'; '*care about people in both the local and wider society*'; '*be knowledgeable about politics and democracy*'; '*be socially and morally responsible and law-abiding*'; and '*have sound personal qualities*'. Finally, this chapter reports on pupils' responses to the interview question, '*Would you describe yourself as a good citizen? Why?*'

Chapter 7 draws mainly on the researcher's insider knowledge of the school and provides case studies and a discussion on how the Water Park Academy gave pupils opportunities to participate in the citizenship education programme. The findings focus on the emerging themes that came from the interviews, whole school survey and my own observations. More specifically, this chapter focuses on how the Water Park Academy gave pupils a voice and how it enthused and involved pupils in an evolving citizenship education programme. One important emerging theme from the findings was that pupils really valued being involved in the whole school Uganda Charity Project. An interesting aspect of this was that the pupils felt this to be a positive way of gaining knowledge and understanding about global issues. I would argue that this practical approach to citizenship education, which is not based on any theoretical or academic model, can help to inspire, motivate and engage pupils in a unique learning frame which not only empowers them but teaches them lifelong knowledge and transferable skills.

Chapter 8 presents a conclusion to the thesis, the implications of this study's findings, limitations and recommendations for curriculum development and educational policy. This case study, I contend, has contributed to the body of knowledge in that responses gathered through the 'pupil voice' have helped to shape the citizenship education programme at the Academy. For example, pupils at the school have raised thousands of pounds each year since 2008 through their own fund-raising activities and developed their knowledge and skills to build a school and accommodation for orphans in Uganda. This model of a targeted and effective citizenship education has also inspired and empowered individuals to work in teams and to develop skills such as problem solving, decision-making, co-operation, commitment and hard work.

This thesis aims to help teacher practitioners who are working in educational contexts to deepen their knowledge and understanding about complex learning environments. More specifically, it aims to provide teachers with an in-depth exploration of citizenship education in schools and pupil perceptions of the 'good citizen'. Teachers need to examine how they can reflect on their own individual practice and how to provide pupils with more active discussion based learning opportunities where they can learn about relevant issues. An example of a targeted citizenship education programme where young people are utilised effectively as a resource can be found in Appendix F.

The role of insider-researcher was viewed as a success which certainly led to better informed classroom management and more active learning. This case study and the citizenship programme not only gave pupils a voice, it gave them an opportunity to develop knowledge, skills and attitudes that contribute towards 'good citizenship.' It enabled pupils to 'make a difference' and to actively

contribute to a whole school citizenship education project which helped to increase confidence and efficacy and made pupils feel valued and respected. This study has illustrated how citizenship education can be an effective vehicle for developing 'good citizenship' within the framework of an evolving targeted model of citizenship education.

1.3. Citizenship Education in Schools

As noted, Chapter 2 will provide a comprehensive literature review on the introduction of citizenship education into secondary schools in England. However, it is useful to briefly consider here why citizenship education was introduced into schools. Citizenship education was introduced into all English secondary schools in 2002 as part of the National Curriculum for pupils between the ages of 11 and 16. It was based on a model developed by Professor Sir Bernard Crick (1998), who said that,

'Citizenship education is more than a subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out' (p. 5.).

There has been much academic and theoretical debate about the value of citizenship education and what the curriculum should include. Kerr (2002) highlighted one of the most powerful arguments by suggesting that citizenship education was introduced into schools as a solution to decreasing levels of participation in public life by young people. To offer a greater degree of balance to the argument, the contributions of the following authors will be examined: Arnot, 2002; Crick, 1998; Davies, 2001; Enslin, 2000; Etzioni, 1995; Giddens, 1994; Lister, 1997; Lynch, 1992; and Osler, 2002. These writers all sought to offer their own views about the rationale behind the introduction of citizenship education.

The implementation of citizenship education followed the recommendations and report from the Citizenship Advisory Group (CAG), which was established in 1997 with the support of all political parties and chaired by Professor Sir Bernard Crick. The CAG was largely constituted because of a decline in voting amongst young people but equally the decline in Party membership across the board might also have caused alarm. A citizenship education programme was cited as being one measure to tackle this decline in traditional political practices. The recommendations from the CAG, along with a new national curriculum framework, attempted to improve the issues referred to. One distinctive aspect of the new curriculum for citizenship education was the inclusion of a political literacy strand. The other two strands were 'community involvement' and 'social and moral responsibility'. Since its introduction, the citizenship education programme has evolved to include

identity, diversity and community cohesion. Also, there has been a focus on encouraging young people to take part in both school and community activities. Perhaps a sense of engagement and humanity deflected attention away from government responsibilities and the notion of social rights. That said, as a result of renewed interest in the citizenship agenda (QCA, 2007a; Ofsted, 2010), the National Curriculum for Citizenship Education was revised in 2008 and 2014.

Citizenship in 21st Century Britain

Citizenship education is not afforded the same status or curricula importance by many teachers, parents and pupils that English, Maths and Science enjoy. This may be due to some of the factors that will become apparent in this thesis, such as lack of academic rigour, lack of training for staff, disinterest in the subject by certain staff and the emphasis placed upon citizenship education compared to other subjects deemed 'more important' by some teachers, the leadership team and parents. However, I would argue that its relevance to young people's lives and its importance for social stability should not be underestimated. Citizenship education crosses a number of subject or curricula boundaries and it makes a valuable contribution to equipping young people for their emotional lives and their place as active members of society in a global age of diversity. Topics such as Sex and Relationship Education (SRE) and the Prevent Strategy and the Values Agenda (2011) all make a contribution to these objectives. However, this is not to say that each of these aspects that are linked to citizenship education are performed well or are without problems or contradictions.

Citizenship Education and SRE

State schools are regularly inspected by the Office for Standards in Education (Ofsted), which has expressed concerns regarding the quality and breadth of Sex and Relationship Education (SRE). SRE was said to need improvement in over one third of schools inspected by Ofsted (2012). The experiences of puberty and children's emotional changes were not something that schools addressed comprehensively or adequately (Ofsted, 2012, p.4). Children growing up and forming adult relationships were said to be wholly unprepared and it was likely that they would have to rely on *ad hoc* and often inaccurate information from friends and family. Ofsted made reference to the Lucy Faithful Foundation when it stated that children who missed out on age appropriate SRE became vulnerable to exploitation and unwanted or risky sexual behaviours. The approach to SRE sought by Ofsted would help to ensure that young people had the understanding and confidence to articulate their views about unwanted behaviour and to understand what constitutes sexual exploitation. SRE which was of a sufficient standard would ensure that young people became empowered and also aware of moral boundaries which would keep them physically and emotionally safe. The ability of young people to negotiate risky situations was not always satisfactory and

although many were aware of the dangers of alcohol, this was often understood as a long term health issue rather than a personal safety or sexual risk issue (Ofsted, 2012, p.4). According to Ofsted the weaknesses of provision in primary and secondary schools were different. In primary schools the SRE provided was emotional and friendship based with little in the way of physical awareness and preparedness for change, whilst in secondary schools the education was largely focussed on the basic mechanics of reproduction (Ofsted, 2012, p.6). This sort of regulatory criticism illustrated a lack organisational leadership and a lack of training for teachers charged with responsibility for SRE .

Whilst Ofsted needed to be mindful about the political connotations of their reports, a National Conference held by the National Union of Students (NUS) in 2015 made more explicit criticism of the government's approach to SRE. The NUS viewed SRE as a legal entitlement and sought for it to be included within a broader framework of equality and diversity. The NUS argued that, by allowing Free Schools and Academies to opt out of SRE, young people were being failed by government (NUS, 2015, p.2). However, upon careful reading of their document, one might argue that the NUS may be perceived as somewhat too radical in that they seek to radicalise sexuality. For example, advocating SRE at Key Stage 2 and seeking to provide SRE within a framework of 'liberation' may well be something the government and the majority of the public would not want to see. Various groups including 'Sexpression' have been campaigning to advance better quality, more confident and open minded SRE through workshops and through lobbying Members of Parliament (Sexpression.org).

SRE is something which clearly needs greater professionalism, leadership and funding but it is also something which needs to be understood as part of the citizenship education agenda. For example, at Key Stage 3 the curriculum dictates that children are to be educated about managing risk (teachingcitizenshipeducation.org). I would argue strongly that sexual encounters which affect their mental health, exploitative sexting, unwanted sexual objectification and the spread of sexually transmitted infections (STI's) are all forms of risk. In addition, understanding the nature of a caring or loving relationship, or one based on unequal power, emotional manipulation and the giving of inducements, are all part of risk. At Key Stage 4 the SRE element seems more opaque in that the citizenship education curriculum talks about mutual respect and understanding. Further, it may be argued that mutual respect means respecting the boundaries of others, notions of privacy and respecting the gender or sexual identity of others.

In conclusion, SRE appears to be located within the broader Personal Social Health Education remit but citizenship education crosses this boundary. If SRE is delivered less effectively it might be viewed with less status. If citizenship education teachers can make a contribution to ameliorating risk,

empowering pupils and preparing young people for adulthood, then perhaps citizenship education might be able to fill the current vacuum in quality SRE. The notion of pupil voice, which will be discussed in detail later in the thesis, is particularly important in that young people are in a position to describe the sorts of pressures and behaviours that they experience in life as well as electronically. Supportive and confidential discussion, where both genders can develop empathy, is something which would benefit children and young people.

Citizenship and the Prevent Strategy

The Prevent Strategy and Values Agenda (2011) is the UK government's ideological weapon against radicalism and the terror that it creates. The government stated that those at risk of extremist terrorism reject a multi-faith society where tolerance prevailed and also reject Parliamentary democracy (Prevent, 2011, p.12). Although the Prevent Strategy was motivated by the need to combat Islamic extremism and groups like the so called 'ISIS', it is problematic in identifying only one community as at risk. The 2011 government policy paper recognised that the Prevent Strategy was viewed by some as a pretext for spying on minority communities and something which restricted the British value of free speech.

Citizenship and the British Values Agenda was criticised by Dr. Salman Butt, the Chief Editor of Islam21c.com. This website seeks to promote a form of Islam which supports a 'comprehensive world view' and a 'divine system of law' (hurryupharry.org/2016/08/11/who-is-dr-salman-butt/). This sort of world view is certainly a meta-narrative and one which denies individuals equal treatment under the law and also asserts that Sharia law ought to be superior to UK domestic law. It is however, extremely difficult to understand how such values are compatible with tolerance, integration and mutual understanding. Yet Dr. Butt is launching a High Court action against Prevent and the government because he argues that the policy infringes free speech. At the same time the Prevent Strategy was designed to ensure that values such as equality, the rule of law, democracy and free speech were not suffocated by preachers of hate. The Prevent document set out that support for extremist groups like Al Qa'ida or ISIS was very small in the UK but that those who do support such ideologies tended to be young and from the lower socio-economic status groups (Prevent, 2011, p.22). It also noted that where there was a contradiction or tension between Britishness and ancestral antecedence, support for violent extremism was more likely (Prevent, 2016, p.24). Yet the document also made interesting reading about the causes of radicalisation. Discrimination, religious harassment and biased policing all have their place in the aetiology of violent extremism (Prevent, 2011, p 24). UK foreign policy, Islamophobia, Stop and Search and a perception of poor treatment of Muslims were viewed as factors necessitating the desire to defend

Islam (Prevent, 2011, p.24). Right Wing extremists received a mention in the document but much of the text referred to young people being radicalised by those from abroad. Perhaps because of political sensitivity, the document did not say a great deal about unacceptable practices against women, sexual minorities and ideological critique directed against those who failed to adhere to ultra conservative Islamic structures. It might also be argued that the Prevent funding was something highly controversial. For example, a local council with a Muslim population of 5% automatically qualified for Prevent funding to combat religious hatred and the terror (publicspirit.org). This would seem somewhat self-defeating in many ways because one religion and its population density then appeared to be something synonymous with terrorism. In other words, the government appears to seek to promote liberal individualism, inclusivity and tolerance, whilst at the same time allocate terror funding based on the religious profile of a particular community.

The Prevent Strategy is perhaps more clearly linked to citizenship education than SRE. At Key Stage 3 pupils develop an understanding of the political system, Parliament and the Monarchy. Although Prince Charles seeks to be Defender of Faith instead of Defender of the Faith, it might be challenging to see how Monarchy can be 'sold' to minority communities who feel excluded. Liberties, political parties, community involvement and voluntarism are all part of the curriculum at Key Stage 3. At Key Stage 4, citizenship education seeks to provide a far wider passage of learning about the electoral system, the rule of law, being able to hold those who exercise power to account, human rights and the legal system (teachingcitizenship.org). Furthermore, young people are taught about diverse ethnic, racial and religious communities in the UK and the clear duty to offer tolerance and mutual respect. However, it might be argued that, whilst the citizenship curriculum has great potential to address extremism, the Prevent Strategy is something undeniably connected to counter terrorism and the Muslim community.

I would suggest that a funding mechanism that releases the purse strings to local authorities and others because Muslims live in the area, might not be the most appropriate way of fostering a positive self-identity where young Muslims feel equally valued. Later in the policy document it conceded that groups advocating an extremist ideology had been awarded funding as part of the Prevent remit. The rationale appeared to be rather a weak one in that it was thought that extremist groups might be better placed to prevent those at risk of committing terror offences than those more modest inclusive Islamic organisations (Prevent, 2011, p.39). Clearly, the internal logic and consistency appears to be highly questionable here.

Citizenship and British Values

The United States of America has a number of very clear values which are supported by the vast majority of Americans. To reject these is considered to be un-American. They believe in freedom, democracy, individualism, patriotism and God (Weaver, 1999, pp.1-8). In Britain such universal values have been less clear. However, multi-culturalism, migration, segregated communities and the need for social stability necessitates that clear British values are not only identified but promoted through the education system. The Prevent Policy document identified British values as a belief in democracy, the rule of law, equality of opportunity, freedom of speech and the right of both sexes to be free from persecution of any kind (Prevent, 2011, p.39). The document also talked about liberty and tolerance towards different faiths or beliefs. It might be argued that the British values agenda has a two dimensional remit in that it helps to promote social stability in general but that it also makes some contribution to anti-terrorism. O'Toole (2015) referred to this in a pejorative way as securitising community cohesion (p.1). Having said that, British values which are manifest and recognised by government provide a benchmark with which to judge extremist content however it is articulated. For example, the Prevent document noted that some Madrassahs teach homophobic and anti-Semitic content or teach factually incorrect information about other religious beliefs (Prevent, 2011, p.71). If there are such obscure British values then speech which is intolerant and predicated on hate is more difficult to challenge, especially as Britain has a long tradition of free speech.

Through the passage of legislation the government has become more 'muscular' in its approach to combating ideologies which undermine British values. For example, the 2015 Extremism Bill sought to use banning orders against organisations, disruption orders against individuals and will legitimise the practice where members of the public inform on the non-violent political activities of others (Travis, 2015, p.1). O'Toole (2015) also maintained that the Government wanted to use the legislation to implement closure orders which could lead to the closure of Mosques (p.1). Whilst the politics of identifying one group for state control is not the focus of this discussion, the government is clearly in a difficult position. Since the murder of Lee Rigby particularly, the electorate have become more concerned about extremism and the preaching of values which run contrary to British traditions. Yet they also recognise that we live in a multicultural and highly diverse globalised world which needs to treat all its members equally. We might now move towards application and direct our attention to the specific relationship between citizenship education and its association with the promotion of values which dovetail into the Values Agenda.

At Key Stage 3 pupils are taught about being citizens with rights and responsibilities. This clearly imparts the value that we are not prisoners of structure like our gender but individuals with equal rights. Pupils are also taught that the way in which conflicts are resolved and tax payers' money allocated is through the functioning of Parliament. Although Britain is nominally a Christian nation, religion is not something that dictates the formation of public policy. Pupils learn about the Monarchy and understand that it gives continuity and a historical connection with the past, which most people value. The Monarch as Head of State also denies the opportunity for transient politicians to assume the role and so reinforces a degree of deference even for the most powerful politician in the land. It may be argued that the Monarchy reinforces the idea politicians are not only responsible to the Commons, the Lords and the electorate but also to the Monarch. British values such as constitutionalism, the rule of law, an accountable executive and addressing issues according to historical convention are all part of British values. Pupils also learn about voting in elections and, because of our Political Party system, meaningful choice is offered to the electorate. The smooth transference of power from one set of representatives to another is certainly a British value. Freedom or liberties are also part of citizenship education at Key Stage 3 and these invite a range of interesting discussions through pupil voice. Liberties might include freedom of speech but also include the freedom to embrace your own gender identity or sexuality, which might differ from the majority. Freedom also relates to economic freedom and freedom to accumulate property and to participate in the market. Liberals have viewed this as being the best one can be or realising one's full potential. Citizenship also teaches more than just the rule of law but also about a plethora of secular laws and a court system that treats all equally. At Key Stage 4, many of these British values are discussed and developed in more detail and pupils also learn about human rights and international law. This principle is located within the British value system in that even powerful states with an advanced military at their disposal need to respect the international legal system. However, it is probably unlikely that this endeavour will help to ameliorate the deep hurt and sense of injustice felt by Muslims in this country about British foreign policy and the wider Western approach towards Muslims in places like Gaza, the West Bank and many other places in the Middle East. British values are weaved throughout the citizenship education curriculum at Key Stage 3 and 4 and they certainly help to foster stability and cohesion but also, I would suggest, help to equip young people of all faiths and backgrounds to participate in society more effectively.

In conclusion, it is clear that SRE needs improving, especially where Key Stage 4 is concerned. Teacher Continuing Professional Development needs greater focus and teachers need to have the confidence and the ability to provide meaningful SRE if pupils are to avoid risk and emotional harm. By offering provision which focuses on the mechanics of reproduction does little for a young

person's SRE understanding. Difficult issues such as being pressured into sexual relations or avoiding risky or illegal behaviours including sexting require sensitive and skilled professional practice. Just as Grant Maintained Schools were allowed to opt out of the National Curriculum in the 1980's, so Free Schools and Academies appear to be able to opt out of SRE which precludes a large number of pupils access to quality SRE. The devolved and laissez-faire educational model might be an ideological preference for Conservatives but it leaves many young people lacking the necessary support and guidance to avoid risk. The Prevent Strategy that seeks to tackle radicalisation is something necessary but at the same time alienating as it is explicitly directed towards Muslims. If that occurs then the rationale behind Prevent becomes a self-defeating one. That said the first responsibility of the State before anything else is the protection of its citizens. When terrorists take the lives of innocent members of the public in Britain, America or France the State has failed. Perhaps Prevent would be even more successful in achieving its goals if a rebalancing of policy was considered. For example, if those from Muslim communities were supported to engage more successfully in the labour market, improve educational attainment and participate in a meaningful way in the political system then the broader goals of Prevent might be made easier and less divisive. It might be argued that citizenship education can play its part in this endeavour by ensuring all young people understand the opportunities that are available for community involvement and self-determination. Finally, in the past British values were rarely talked about and young people simply grew up with these which were taken for granted. Today, if society is to be a cohesive and peaceful one, then British values need not only to be explicitly identified but they must be promoted across all communities, not just some. Again, citizenship education does engage young people in discussion of British values but this is often achieved through showing how institutions function and how the individual can play their own part in the social, economic and political aspects of society.

Central to citizenship education is the promotion of 'good citizenship' among young people (Crick, 1998) and, although research has contributed to a definition of a 'good citizen' (Almond, 2008; Hine, 2004; Maitles, 2010), it may be argued that it is the young people themselves who can actively contribute ideas about this issue. Such a view is based on the notion of empowerment and 'pupil voice'. This study offered pupils an opportunity to present a meaningful voice and one that may potentially contribute towards policy development, for example, in the form of a targeted citizenship education programme. Additionally, this research enabled pupils an opportunity to speak openly about their relationships with teachers and, more specifically, the personal qualities of a 'good teacher'. This empirical case study related to the work of Cook - Sather (2006), Fielding (2007), Flutter and Rudduck (2004), MacBeath *et al* (2003) and Rudduck and McIntyre (2007), all of whom

have supported the contributions of 'pupil voice'. It also enabled pupils to comment about the sort of provision and teaching that they disliked.

This thesis, as mentioned, outlines young people's views on citizenship education and 'good citizenship' and, further, illustrates why their perceptions can and should influence future debate and direction on education policy. This research aims to make a significant contribution to the epistemology and progression of knowledge within the discipline.

1.4. The Water Park Academy

An introduction to the Water Park Academy and how citizenship education was introduced there will now be presented. At this point it is also worth reiterating that the programme for citizenship education offered at the school was not overtly based on any one theoretical model. The Water Park Academy is a large comprehensive secondary school for pupils aged 11-19 and, at the time of writing, there were 1,678 pupils on roll, 830 of whom were male and 848 female. There was a wide social and ethnic mix and very varied family backgrounds. In each year there were pupils with special needs. In March 2010 an HMI Inspection deemed citizenship education to be 'Outstanding'. It is also important to acknowledge that only 4% of pupils were from minority ethnic backgrounds. However, as the research was a case study, the findings are not presented as representative. Future research may be able to address this limitation and correct this disparity.

1.5. Citizenship education at the Water Park Academy

The new citizenship education curriculum was introduced into the school in 2003 and followed the three main strands to 'good citizenship' outlined in the '*Citizenship: the National Curriculum for England Guidance*' (2002) namely: social and moral responsibility, community involvement and political literacy. The citizenship education programme also specified that pupils needed to develop knowledge and understanding about becoming an informed citizen, skills of enquiry and communication, and skills of participation.

With regard to the rationale for citizenship education citizenship at the Water Park Academy it aimed to give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It also aspired to help them to become informed, thoughtful and responsible citizens who were aware of their duties and rights. Further, it was designed to promote their spiritual, moral, social and cultural development by enabling them to be more self-confident and responsible both in and beyond the classroom. The Water Park Academy encouraged pupils to play a positive part in the life of their school, neighbourhood, communities and the wider

world. It also endeavoured to teach them about the economy and democratic institutions and values whilst encouraging respect for different national, religious and ethnic identities. In addition, it sought to help develop pupil's ability to reflect on issues and take part in discussions.

With regard to the citizenship education provision at the Water Park Academy, citizenship education was delivered within a whole school approach which included a combination of a discrete citizenship provision with separate curriculum time, teaching citizenship within and through other subjects, curriculum areas and courses (English, Religious Education, History) citizenship events, activities and assemblies. The citizenship education curriculum was delivered as a discrete timetabled subject at the beginning of the school day from 08.30 am to 08.55 alongside Personal, Social, Health Education (PSHE), which included sex and relationship education and drug and alcohol education. Citizenship was taught twice a week during these 25 minute sessions.

The notion of '*active citizenship*' (Crick, 1998) was promoted throughout the school by involving pupils in activities such as enrichment, careers, work experience, sports academy, extended schools, young apprenticeships, sports leaders and the Duke of Edinburgh Award. Furthermore, all-school assemblies regularly focused on citizenship themes including safeguarding, cyber-bullying, world poverty, drug use and misuse, lesbian, gay, bisexual and transgender (LGBT), domestic violence, political elections and voting. This research showed that pupils thought the citizenship education lessons gave them opportunities to participate in relevant and purposeful activities which helped them to develop their personal, social and organisational skills.

In addition, the Water Park Academy had a pupil school council since 2002. The purpose of the council was to support the aims of the school through inviting pupils to take part in communicating their ideas and suggestions about a wide variety of issues which faced them. Pupils were encouraged to develop skills to help them communicate, to think about important issues, to express and justify opinions and to contribute to discussions and debates. Pupils were also taught how to consider the experiences, opinions and cultures of others. I would argue that the school council made a positive contribution to every aspect of the school community in that it helped to improve academic performance, reduce bullying and vandalism and improve teacher-pupil relations. Each tutor group had a school council representative who was democratically elected through their own peers. Meetings were held throughout the year and minutes of the meetings were circulated to all tutor groups and fed back via school assemblies after each meeting. This study illustrated that, when

pupils were given a 'voice', they could articulate experiences, reflect, be critical and offer their own unique insights into their knowledge and experiences of citizenship education.

1.6. Undertaking research with young people

Although studies have provided evidence about citizenship education in schools (Kerr, 2009; Maitles, 2010; Ofsted, 2010), as noted previously there has been little empirical research into pupils' perceptions of citizenship education and 'good citizenship'. As mentioned, this thesis attempted to redress the balance by focusing upon pupil perspectives and, in doing so, contribute to the gap referred to by Kerr (2002), Lloyd (2008) and Jerome (2012). Citizenship has been offered by policy makers and academics as a solution for a range of social problems but little has been said about what pupils think about citizenship education and what a 'good citizen' is from their perspective. This more representative research approach would help to assess the effect of citizenship education on the individual pupil, obtain their views about the citizenship education curriculum and the pupil experience and also deal with the more obscure issue of what a 'good citizen' actually was. Furthermore, according to Jerome (2012), empirical studies of citizenship education tended to be conducted by sociologists and historians or political scientists keen to actually explore the models of citizenship that have developed in practice. Although Jerome (2012) used pupils as co-researchers, this thesis offered an even more innovative approach in the form of a teacher-practitioner also acting as the insider-researcher.

This approach capitalised on the existing teacher pupil relationship and the opportunity this offered to seek out understanding from the pupils themselves. It posed the following main research questions: to ascertain pupils' perceptions of citizenship education and how pupils described a 'good citizen' in the 21st Century and why pupils' perceptions can and should influence future debate on education policy.

The thesis used a mixed methodological approach in the form of a case study utilising a whole school survey and interviews. Quantitative data was collected and analysed between January and April 2014 utilising the 'Bristol on-line survey' and the 'IBM SPSS' programme. In total, 1,246 pupils aged 11-19 years old completed the survey (Appendix A and D). Qualitative data conducted between May and July 2014 included interviews with 35 pupils selected from across the whole school cohort. Although the interview data analysis was inspired by the qualitative text data NVivo10 software, this thesis adapted a manual '*open coding*' approach which showed the main themes and subsidiary

themes accordingly. This approach was considered more humanistic than using NVivo10. This will be discussed further in Chapter 3.

1.7. Central findings of the research

Chapter 2

As mentioned, the notion of 'pupil voice' had its origins in the measuring indicators of customer satisfaction but it has evolved into something more substantive. The *Every Child Matters* (2003) agenda was certainly something that raised the profile of the concept of pupil voice and meant that pupils had a far greater degree of entitlement to be heard. It may be argued that 'pupil voice' was now also connected to consultation and empowerment and that professionals and policy makers needed to make greater efforts to ask the views of young people about the issues that matter to them and, of course, their views of citizenship and what a 'good citizen' actually was.

The reason for the introduction of citizenship education was multi-faceted but a decline in social cohesion, a new relationship with the government, a democratic shortfall and distant political institutions without relevance to young people have all been offered. It was also found that the stress on responsibilities rather than rights was something widely found in the data and the literature.

Chapter 4

The research found that according to pupils, being a 'good citizen' was about being socially aware and sensitive to others and was not about exercising a person's rights but more about duties and responsibilities. Pupils enjoyed the Uganda Project, discussed more in Chapter 7, but did not appear critical about why such needs arose nor about the role of powerful nations in the causation of international problems and human suffering. Pupils viewed citizenship education as something which helped them prepare for the future world of employment and aided them in making the right career choices. They also thought that citizenship education was about avoiding risk-taking behaviour such as experimentation and misuse of drugs. Pupils seemed to equate politics with the school council, current affairs and voting which was quite a narrow view. Pupils felt that citizenship education was about empowerment and 'voice' but the latter often seemed to be about personal issues such as child protection, self-harm and bullying. Pupils were positive about citizenship education itself, although there were concerns about some of their teachers being out of their depth and lacking subject knowledge along with very limited time afforded by senior managers for the lessons to take place. In terms of the teaching and learning, they expressed a preference for discussion and group work, although this was not really something which was very unique when

compared to other subjects. Pupils embraced the idea that citizenship education gave them some useful skills and, in terms of the overall thesis, this was something in keeping with the targeted agenda.

Chapter 5

Although pupils clearly felt positively about citizenship as a worthwhile subject, it appeared to lack the status of other more established subjects. Teachers with little knowledge or commitment were not well regarded by pupils and those teachers who 'delivered', or were didactic and expected lots of writing, were also not highly valued. Pupils enjoyed discussing current affairs but many did not really understand the issues. A range of issues such as anti-bullying, safeguarding, peer mentoring and self-harm were all valued as useful aspects of citizenship education. Yet perhaps the individual life skills taught helped pupils to become more well-rounded and capable young people who would then be able to take on the responsibilities of citizenship far better in the future. Pupils needed to be encouraged to be more socially, politically and economically aware if they were to be critically aware in a positive sense. For the voice to be really meaningful it must first engage with the issues, participate in open and frank discussion and then there needs to be a reflective process. With positive political and individual skills, pupils can become empowered to have an impact on the society in which they live and citizenship education can certainly assist in that objective.

Chapter 6

It was clear that pupil views about 'good citizenship' were a product of the times. Pupils offered a humanistic vision. For example, caring for others, being morally responsible and volunteering were all qualities which were considered by the pupils as important in the 'good citizen.' Many expressed the idea of a connection to the community, to which the 'good citizen' must contribute to and belong. Certain values and the positive aspects of self-reliance were set within the citizenship education programme but pupils regularly expressed the view that charitable deeds at home and abroad were something inherent in 'good citizenship.' Pupils seemed quite at ease with the responsibility to work, pay taxes and obey the law and at the same time, be unselfish, active in the community and wider community. The 'good citizen' was someone who had knowledge of politics and government although pupils largely viewed this as something to do with voting. Both Crick (1998) and the pupils themselves often referred to democracy and again, this was really another word for voting. Again, it appeared that pupils had been successfully encouraged to appreciate civic duties but much less so where rights were concerned. Where issues of morality were concerned, this was something which the pupil may be coached on through the citizenship programme rather than

through the family. It might be argued that, as families become ever more diverse in their structure and values, the education system seeks to take on a greater role in the development of citizenship morality. Finally, pupils were clearly committed to many very positive aspects of citizenship and they projected a great sense of optimism and commitment to their communities and their friends.

Chapter 7

This chapter focused on how the Water Park Academy offered pupils a voice and how it engaged them in an evolving citizenship education programme. As noted previously, when citizenship education was introduced into the National Curriculum it was based upon academic and theoretical rhetoric. This research found that when pupils were at the centre of a practical and evolving learning experience they were enthused, driven and learned a wide range of transferable skills. It also showed that an effective emerging citizenship education programme, which was embedded in the ethos of the school, could have an impact on the whole school community.

Pupils said that they welcomed being actively involved in the Uganda Project, where they raised money to build accommodation at school for orphans. They clearly embraced the idea of empowerment. It is evident that the Water Park Academy helped to enable pupils to participate in whole school activities meaning that they felt empowered and positive about their potential to make a difference.

At the Water Park Academy many pupils said that they had become more knowledgeable about poverty in Uganda, lack of education, saving the rainforest in Mexico and global warming. They also asserted that they knew more about fair trade issues and that they looked for fair trade items in their local supermarket. As such, pupils had become more globally aware and more participatory where their communities were concerned.

1.8. Contributions to future curriculum development

This study made three key contributions to the development of future educational policy. They are: (1) it is distinctive as the research has been carried out by a teacher practitioner; (2) it facilitated 'pupil voice' and empowerment and also showed that pupils can be reflective, critical and give honest and open views; (3) it offered a unique context in which to study the impact of the citizenship curriculum and what constituted a 'good citizen.'

This case study not only gave pupils a voice, it gave pupils an opportunity to develop knowledge, skills and attitudes contributing to a particular view of 'good citizenship.' Furthermore, the study

illustrated how citizenship education could be an effective vehicle for developing 'good citizenship' in keeping with Crick's (1998) framework. This piece of empirical research attempted to contribute to future curriculum development as discussed further in Chapter 7.

The research evidence illustrated that 'pupil voice' can have much to offer the school ethos and act as a powerful vehicle for pupil empowerment. Pupils in this case study reflected that the subject and related activities had real status when organised and taught effectively. Pupil contributions were useful and relevant and aided the successful completion of the research. The research found that the benefits of involving pupils in decision making were significant. It inspired and motivated them to become actively involved in school and the wider community. By valuing their input in school councils and other Youth Forums, it encouraged their involvement and support for democratic institutions and processes. Pupils need to access the opportunities to develop skills such as cooperation and communication and encourage them to take responsibility. I would argue that listening to pupils helped to contribute towards their all-round progress and achievement by genuinely valuing and respecting their insights. Although, historically, interventions targeting young people have typically not taken their views into consideration, this thesis found that the participation of young people in matters affecting them was indeed a vital element for developing the curriculum in the future. Pupils could express themselves, reflect, consider and offer a critique on many citizenship related issues.

It might be argued that one of the main roles of any democratic society must be the socialisation of its people, especially young people. This process, clearly, begins in the home within families but schools are increasingly important because some families may be dysfunctional or may promote values which are neither progressive nor tolerant. This case study showed that young people want to be involved in an active learning process that engages them fully in this process even if they view it as learning skills or qualities.

Many pupils in this case study felt that a 'good citizen' was somebody who also 'cared about the community' and 'participated in community activities.' Several pupils felt that a 'good citizen' would engage in charity work, such as fund-raising. 'Helping out' and 'making a difference' were themes which were frequently offered by pupils when it came to the idea of 'good citizenship'.

This research found that pupils described a 'good citizen' as someone who would be filled with positive characteristics associated with helping others, caring, leadership, tolerance and understanding, being approachable, responsible and being a good listener. A 'good citizen' would

obey the law and would have a sense of moral and social responsibility. Yet these humanistic behaviours might be viewed as having limited associations with the traditional definition of citizenship as a civic relationship with the nation state.

Summary

This chapter offered a contextual background to the case study. It focussed on the significance, aims and structure of the research and its findings and the contribution to future curriculum development. This empirical case study set out to explore pupil knowledge, skills and attitudes towards citizenship education and 'good citizenship'. It specifically examined the following main research questions: perceptions of citizenship education and how pupils describe a 'good citizen' in the 21st-century and why their perceptions can and should influence future debate on education policy.

Although the introduction of citizenship education was motivated by economic and social concerns, contrary to what many previous studies found this case study demonstrated that pupils were inspired, motivated and acquired a whole range of transferable skills. It also demonstrated that when embedded in the ethos of the school, the citizenship education programme can have a positive impact on the whole school community.

I would argue that young people need to help shape the citizenship programme and their views about what constitutes a 'good citizen' need to be given credence with policy makers in order to ensure the programme remains relevant and up to date. Knowledge and skills that ensure pupils are well prepared for their future place in society should be central to the programme and they should be encouraged to contribute to local, national and global issues.

This chapter noted that the majority of research papers, including Judkins (2014), Kerr (2009), McGettrick (2002), the National Foundation for Educational Research (2010) plus the report by Ofsted (2010), have examined citizenship education from perspectives such as teachers, policy makers and academics. However, this research sought to correct this imbalance by accessing the views of pupils in order to inform future policy making. I would argue strongly that young people must be included in the policy debate and their views must be validated by those in authority if they are to develop the behaviours of participation. The political leaders cannot seek to improve the democratic shortfall if they ignore the views of young people. This study illustrated that, when pupils

were given a 'voice', they could articulate experiences, reflect and offer their own insights into their knowledge and experiences of citizenship education.

The next chapter will provide a comprehensive literature review on citizenship education and 'good citizenship', focusing on the secondary education sector. Firstly, it discusses the growing emphasis on including young people's voices in educational policy and curriculum development. Secondly, it highlights why citizenship education was introduced into schools in 2002, the theoretical arguments that helped to inform citizenship education and the three strands to the citizenship education programme. Thirdly, it addresses the main theoretical traditions of liberalism, civic republicanism and communitarianism that have underpinned the notion of 'good citizenship'. Finally, it focuses on the empirical literature, relating to the concept of 'good citizenship'.

Chapter 2: Literature Review

2. Introduction

The central purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010) so that decision makers may learn from pupils how to shape citizenship education in the future. The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

This chapter discusses several issues: firstly, the growing emphasis on 'pupil voice' in educational policy and curriculum development; secondly, why citizenship education was introduced into secondary schools in England in 2002; and thirdly, the main theoretical traditions of liberalism, civic republicanism and communitarianism that have underpinned the notion of the citizenship education curriculum. Finally, the chapter explores the empirical literature which sought to offer views about the notion of 'good citizenship' as implemented through the citizenship education curriculum.

2.1. *Young people's voice: rationale*

According to the report '*Listening to and involving children and young people*' (The Department for Education, 2014) the term 'pupil voice' referred to ways of '*listening to the views of pupils and/or involving them in decision-making*'(p. 2). It suggested that effective leadership should engage pupils as active participants in their education and enable them to make '*a positive contribution to their school and local community*' (DfE, 2014, p.2). In addition, the report highlighted that the government was committed to the promotion and protection of children's rights in line with the United Nations Convention on the Rights of the Child (UNCRC). For example, the DfE (2014) stated that, '*Young people should have opportunities to express their opinion in matters that affect their lives*' (p.2). More specifically, the report suggested further that the benefits of involving young people in decision making was that it encouraged pupils to become active participants in a democratic society and that this contributed to their achievement and attainment. Over recent years the teacher-pupil relationship has somewhat shifted in terms of ultimate control. It may be argued that the pupil now enjoyed less teacher authority in the classroom. Here then, instead of the teacher's voice fully dominating the lessons, the pupil now has a voice not only as a citizen but also as a consumer. 'Pupil voice' recognises that pupils can inform, evaluate articulate ideas and contribute to citizenship related issues.

The term 'pupil voice' developed as a phrase to include a wide range of initiatives that identified the role of young people in research and educational change. 'Pupil voice' inhabited all school organisations, their ethos and culture. Such a concept was not only driven by governments of differing political persuasions but was brought to life through teachers, managers and school governors. Cook-Sather (2006) described 'pupil voice' as having a worthy perspective, presence and useful role and suggested that it called for, *'...a cultural shift that opens up spaces and minds not only to the sound but also to the presence and power of pupils'* (p.364). Prior to the 1988 Education Reform Act, where the notion of consumer was introduced, 'pupils' may have been referred to as a data base. It may be argued that the principle of 'pupil voice', and much of the rationale behind it, had been to hold teachers, schools, colleges and universities to account. Government had employed 'pupil voice' as quantifiable data to either criticise or praise educational institutions through various satisfaction surveys rather than accessing the voice of young people about more important social, economic or political issues.

'Pupil voice' developed greater currency with the introduction of the United Kingdom (UK) government's White Paper *'Every Child Matters'* (ECM) in 2003. ECM was a UK government initiative for England and Wales which was motivated, at least in part, by the death of Victoria Climbié (who was a young girl murdered by her great-aunt, Marie-Therese Kouao, and Carl John Manning). In April 2001, Lord Laming was asked to chair an Independent Statutory Inquiry following the death of Victoria Climbié and to make recommendations as to how such an event may, as far as possible, be avoided in the future. The 'Victoria Climbié Inquiry' was presented to Parliament in 2003 and highlighted the following:

'This once happy, smiling, enthusiastic little girl – brought to this country by a relative for 'a better life' – ended her days the victim of almost unimaginable cruelty. The horror of what happened to her during her last months was captured by Counsel to the Inquiry, Neil Garnham QC, who told the Inquiry:

The food would be cold and would be given to her on a piece of plastic while she was tied up in the bath. She would eat it like a dog, pushing her face to the plate. Except, of course that a dog is not usually tied up in a plastic bag full of its excrement. To say that Kouao and Manning treated Victoria like a dog would be wholly unfair; she was treated worse than a dog.

On 12 January 2001, Victoria's great-aunt, Marie-Therese Kouao, and Carl John Manning were convicted of her murder' (p.1).

The 'Victoria Climbié Inquiry'(2003) made numerous recommendations relating to child protection in England and, as mentioned previously, Victoria's death was largely responsible for the creation of the ECM initiative. Further, ECM informed much of the children and families agenda including the introduction of the 'Children Act' (2004) and the implementation of the National Service Framework for Children, Young People and Maternity Services Standards (2004). Along with the revised Ofsted Inspection Framework (2012) and the updated Citizenship Education Curriculum (2014) these legislative milestones have all helped to legitimise and raise the status of 'pupil voice'. For example, the notion of the child's voice was the foundation of the ECM programme and this acknowledged the rights of children and young people through a charter of five aspirational outcomes. They were: to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being (ECM, 2003).

Under Section 176 of the Education Act 2002 local authorities and schools were required to have regard to any guidance given by the Secretary of State, or the National Assembly for Wales, about consultation with pupils in connection with decisions that affected them. This legislation was underpinned by the general principles of the United Nations Convention on the Rights of the Child (UNCRC) Articles 2, 3, 6 and, in particular, Article 12 which stated the following:

'1. Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall, in particular, be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law' (Listening to and involving children and young people; (2009, p.3)

The British Youth Council (2016), another influential organisation, aimed to,

'... empower young people with skills, knowledge and confidence to advance their rights and views to take part in decision-making' (p.4).

Similarly, the National Youth Agency (2016) promoted the importance of 'voice' by stating,

'If your organisation provides services for young people it is vital that you make sure that they take part in the decision-making process and their voice is heard' (p. 2).

These important pieces of legislation and policies required schools and other educational institutions to acknowledge the voice and rights of its pupils. Rather than adults controlling the direction, service and decision making processes, in future children and young people must be consulted and listened to. This led teachers and health and social care professionals to place the voice of the child at the heart of their practice in order to increase positive outcomes for these stakeholders.

The rationale for seeking to listen to the 'pupil voice' with regard to citizenship education was that 'voice' had been seen by some as a form of mere customer satisfaction. For example, it was Le Grand (2012) who first referred to '*quasi markets*' in public provision that resembled certain aspects of market behaviour (p. 2). Government funded education is different to a real market in that pupils who attend state school do not pay the provider directly but funding follows the pupil or consumer when they select what they view as the best provider. Thus, competition is created amongst providers and this is said by liberals to raise educational standards. Although the introduction of '*quasi markets*' was something introduced to public services such as health and education by the Conservatives in the late 1980's and early 1990's, the approach has become a permanent part of the public sector landscape. Le Grand (2012) argued that the idea was to '*retain public funding but replace state monopoly with a plurality of independent providers to compete for business*' (p. 2). The debate concerning whether such market mechanisms actually improved standards of education is something which has often been debated but there appears to be a 'common sense' assumption that it does raise standards.

The North Yorkshire Country Council (2014) used pupil surveys as an improvement tool at the Graham School, where pupils were asked to rate teaching, learning, progress, marking and feedback (p. 2). Many surveys often relate to how safe they feel, bullying and food services. It may be argued that 'pupil voice' had little part to play over the substantive content of the citizenship education curriculum and what a 'good citizen' was. Pupils might indicate that something was being well delivered, marked well and done in a timely manner but they were not asked if they viewed the learning provided as relevant. As such, 'pupil voice' became little more than data used in the often strained relations between the teaching profession and the government who supplied the funding. I would strongly argue that the current notion of 'pupil voice' needs to cease and that an Ofsted model must be introduced whereby informing, consulting, involving, collaborating and empowering should be the norm, not mere customer satisfaction (Graham School, 2014 ; p. 1). I contend that this more expansive and more ambitious model of listening to young people would be something progressive and would improve the quality of education, its relevance and its usefulness in the long term development of the individual. Firstly, the content of the curriculum would become more

relevant and, secondly, the level of commitment and participation by young people would be learner driven and more dynamic. Yet following on from that decision the 'pupil voice' would become something prone to manipulation if it also became something employed to judge organisational performance. All regulated professions and sectors soon learn how to maximise their performance data when any new criteria are added to their benchmarks. Despite this behavioural tendency, if the voice of pupils could become something more meaningful, the citizenship education programme might be a worthy place to start. By actively listening to children and young people, a fresh view about what actually constitutes 'good citizenship' may start to develop.

Summary

As mentioned, the overarching purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school'. This case study is based on an insider-researcher approach that capitalises on the existing teacher pupil relationship and the opportunity this offers to seek out understanding from the pupils themselves. The rationale for placing pupils at the heart of the case study was to offer an invaluable insight concerning the learning, teaching and experiences of young people and to facilitate 'pupil voice.'

2.2. Placing young people at the heart of the research process

Although there is a clear interest in citizenship education in groups where policy is discussed and designed (Brown *et al*, 2005; Davies *et al*, 2014; Freedon, 2013; Giddens, 2013; Kerr, 1999), there has not been much research into pupil perceptions of citizenship education nor their views about what constitutes a 'good citizen' in the 21st Century. In a national case study commissioned by the National Foundation for Educational Research, David Kerr (1999) pointed to the '*huge gaps that currently exist in the knowledge and research base which underpins this area in England*' (p. 9). It has been suggested that most research has been driven by individuals from a political background rather than an educational one (Citizenship Education Longitudinal Study, 2010; Print and Lange, 2012). Much of the research has also concentrated on the theoretical aspects of citizenship education (Whitty, 2007; Kearney, 2011; Arthur, 2002). Furthermore Jerome (2012), whose article compared the English tradition of active citizenship education with the United States (US) tradition of service learning, suggested that empirical studies of citizenship education tended to be conducted by sociologists, historians and political scientists. I would argue that a greater variety of individuals ought to be involved in the design of a targeted citizenship education programme. This current case study has attempted to contribute to the overriding lack of input from teaching practitioners and, as such, has placed 'pupil voice' at the centre of the research process. As discussed, 'pupil voice' has been recognised in a series of legislative changes and yet pupil views about central issues which

affect their lives are largely unknown (Cheminais, 2008; Kerr, 2009; Lord, 2004; Lundy, 2007; Morgan, 2011). In 2006 the Centre for British Teachers (CfBT) (now the Education Development Trust) commissioned the National Foundation Educational Research (NFER) to undertake a review of the literature on the impact of the voice of young people on policy and practice and on young people themselves. In their report, the NFER (2004) acknowledged that,

'The pupil perspective is missing from the current evidence base on the ongoing activity by policymakers, practitioners, researchers and commentators in the area of citizenship education' (p. 53).

As a teacher researcher I was able to solicit a depth of understanding about pupils views concerning citizenship education and good citizenship which other professionals and policy makers might not have been able to achieve. From one perspective, pupil participation and the notion of 'voice' can make a positive contribution to raising standards, attainment and meaningfulness of the learning (Flecknoe, 2002; Hannam, 2003a; Trafford, 2003). Satisfaction surveys are simply not platforms where pupils can exercise their 'voice' and inform teaching and learning on the citizenship education programme. If pupils are shown by their educational institutions that their ideas, desires and values are recognised by the school, they feel more empowered and will become socialised to engage in a more productive way both socially and politically in the future.

This case study has shown that this sort of sense of empowerment helped pupils to develop a number of personal, social and organisational skills. For example, pupils said that they developed more confidence in their ability to communicate and that their decision making and problem solving skills also improved. They said that they enjoyed working as member of a team, learning to respect others' points of view and working with others on various citizenship education activities. Additionally, pupils felt that they had built up a good relationship with their teachers as they felt listened to and their relationship with their peers also improved.

Summary

This section addressed the need for educational professionals and policy makers to actively seek out 'pupil voice' in order to foster a solid base for the teaching of citizenship education. This cannot be a process of mere satisfaction surveys and must involve qualitative research about substantive personal, social and political issues. 'Pupil voice' must be a reality in practice and must inform a targeted citizenship education curriculum in order for it to be effective and meaningful.

This next section will focus on why citizenship education was introduced into schools and will discuss the contrasting theoretical debates that influenced the citizenship education agenda.

2.3. Why citizenship education was introduced into schools?

The first part of this section deals with the motivations which underpinned the introduction of citizenship education in England (2002) and the latter section offers an insight concerning the various contrasting theoretical debates that sought to inform the citizenship curriculum.

Schools as institutional sites of power relations

In order to set the notion of citizenship education in context, it is necessary to examine how schools operate as institutions of policy implementation. As schools in the public sector are institutions funded by the tax payer, they operate through the influences and dictate from government. As education is something offered by an institution and passed on to young people it might be argued that passive ontology is the shared experience. This is further reinforced through the fact that even these powerful institutions have limited autonomy because the educational agenda and the curriculum are determined by the Department for Education. Therefore, not only are the recipients of citizenship education infused with knowledge and values from the government but the disseminating institutions are also equally passive in their 'modus operandi'. In short, schools must reflect the ideological agenda of their political masters. Schools and Head Teachers in particular, have freedom over issues including the selection and appointment of staff, pay, contracts, promotions, management information systems and budgetary priorities but the curriculum itself is something to be followed through pedagogy and passed down by government, not created.

According to Ball *et al* (2012), policy is merely taken for granted and is fostered in order to 'solve a problem' (p.9). Citizenship education is sometimes viewed as a panacea for a range of social, behavioural, attitudinal and economic ills. Where citizenship education is concerned the problem to be solved, or at least improved, comes about from a lack of employment or the skills to be employed, a fractious lack of social cement and a plurality of cultural attitudes born out of globalisation, immigration and multi-culturalism. This process takes on a directive identity and one which all stakeholders are expected to embrace. Ball *et al* (2012) argued that teachers become 'ciphers' who implement the policy and pupils accept the policy offered from above (p.9). However, although this sort of critical analysis is accurate, the policy in this case seems to be generated from the social needs of the 21st century. Critics like Jennifer Ozga (2000) argued that, although different points of view might be offered, once policy was formulated schools must implement it without reference to such plural discourses. Yet policy is seen as something which is a product of only one moment in time. To offer a critique is viewed as politically incorrect or irrelevant and thus pupils should not think of or offer any credence to such views. Thus the school has the power to create the dominant ideology, such as where to be critical of immigration is to be racist or to be critical of

homosexuality is to be intolerant and discriminatory. The framework whereby citizenship education is thus offered then becomes one-dimensional and lacking in critical analysis. The institution expects many learners to be lacking in progressive and inclusive attitudes but pupils are also expected to change these socially 'unhelpful' views as an outcome of the citizenship education programme. The school is also part of a power structure which seeks to prevent radicalisation and all forms of extremism. However, Murphy (2013) referred to a process of cherry-picking, where only one discourse was offered for normative acceptance. The school as an institution of economic and ideological power necessitates that it passes on values associated with liberal internationalism. Democracy, toleration, self-determination, individualism, human rights, economic activity and human rights must be internalised if the social cement is to hold society together.

It might be argued that schools are thought of as places where controversial issues can be discussed and where young people have a safe environment to develop their views. This suggests freedom, empowerment and a place where argument and differences of opinion operate. Yet schools are also institutions which have long since been charged with promoting conformity (Saldana, 2013, p.228). Although family and religion have been treated with equal respect by schools in the past, it may be argued that, with family breakdown, lone parenthood and secularisation along with its contrary force radicalisation, the education system becomes even more important in fulfilling its role as the main agent which fosters conformity, passes on culture and thus promotes social stability in an unstable world. The school becomes the factory where economic, societal, interpersonal and more general values like patriotism or national identity are developed. Saldana (2013) made the interesting observation that schools have been there as a powerful institution to promote change when it was needed and also as a body to 'put the brakes on' or act as a stabiliser when needed (p. 228). It may be argued that schools are attempting to carry out both of these functions today. Change is sought through citizenship education by way of making the individual less parochial, more social, more tolerant, more communitarian and more economically independent. Yet the forces of globalisation, immigration, multi culturalism and post-modern relativism have meant that the brakes also need to be applied. The school is a powerful institution that will tell pupils what it is to be British and what British values are. It will also tell pupils that our political system works and can work for the individual if participation is undertaken. The system is not broken and the only change that is needed is the greater participatory appetite of young people to get involved. As such, this shows that schools are centres of power and that those with political power have the confidence in these organisations to carry out guiding forms of socialisation.

In conclusion, although schools certainly are centres of power in our society and help to shape the individual and society, they are also mere instruments of their political masters who determine policy and facilitate the necessary funding to operate. The school is expected to shape young people through citizenship education so that they become tolerant, social, communitarian and economically independent and orientated to understand that they live in a diverse and interconnected world where healthy values are a necessity for individual and collective success. The power of the school to carry out this function in addition to its more traditional responsibilities has come about through globalisation. This is a confusing and ever changing process where the economic and social landscape results in a fractious form of social cement. Although young people would have identified as a particular social class in the past, today they often define themselves through peer group, language, ethnicity or regional location. When changing demographics, multi-culturalism, immigration and economic uncertainty affect the individual and the community, people's attitudes, values and behaviour become very important. The school as a focus of socialising and ideological power then becomes the terrain where citizenship education seeks to shape the individual of the future so they can function as integrated and self-regulated members of a diverse society. Antagonism, racism, homophobia, intolerance, extremism, intimidation and hate crime all work against the objectives of the school and this is why they need to be the powerful institutions they are.

As noted previously, when the Labour Government came into power in 1997 it commissioned Professor Sir Bernard Crick, an eminent Professor of Politics, to head a Citizenship Advisory Group (CAG). This was in response to widely held views that young people were increasingly apathetic about politics, as evidenced by low voter turnout in the younger age groups. For example, Phelps (2005) reported that,

'Pronounced declines in the number of young (non-) voters casting their ballots in 1997 and 2001 has raised the question: are we witnessing a generational disengagement with electoral politics?' (p. 2).

In addition, Russell, *et al* (2005) stated that,

'The 2001 general election saw voter turnout drop to its lowest level since the advent of universal adult suffrage, with just 59.4% of eligible voters choosing to exercise that right. Research by the MORI Social Research Institute at the time of the election suggested that low turnout was particularly pronounced among young people, with an estimated 39% of 18–24 year olds casting a vote' (p. 5)

Dar (2013) contributed by suggesting that,

'There are no official figures for voting by age, but a long-running academic study, the British Election Study, provides reasonably consistent survey-based data for General Elections since 1964: the decline in young people's engagement in politics has been a common theme of late. As seen above, voter turnout has been low among young people relative to older age groups, but in the context of falling overall turnout at General Elections, the decline has been sharpest amongst voters aged 18-24' (p. 4)

Political disaffection, a decline in political engagement and a lack of confidence in out-dated political institutions have been offered as reasons behind the development of citizenship education. This was often referred to as the 'democratic deficit'. A sense of apathy has seen political party membership decline since its height in the mid 1950's and the political institutions appear to have a low status amongst the masses (Houses of Parliament, 498, June 2015). Crewe (1983) undertook widespread research on elections and voting behaviour and published his results in *'Decade of Dealignment'*. This recognised the loosening of ties to both social class membership and Party identification. As society became more divided and individualised so all notions of 'political attachment' declined (Houses of Parliament, 498, June 2015).

The sorts of debate that entered the 1970's dialogue around political literacy have been criticised as being too narrow in their thinking and educational remit. Even the House of Commons Report (2007, 147) described citizenship education as *'subject plus'* and difficult to define as it was viewed in different ideological ways (p.10). The status subjects, and those of easy recognition, were clearly viewed as something different to citizenship education. This was perhaps even more significant given that education today was grounded on active views of economic benefits. Whether citizenship education provides a clear economic benefit is open to debate.

Yet for the Government being law abiding, being a good neighbour and being more amenable towards other cultural traditions and ethnicities were viewed as something which prepared every young person for citizenship in the future. So *'social and moral responsibility, community involvement and political literacy'* were offered as the guiding principles of citizenship education in *'Education for Citizenship and the Teaching of Democracy in Schools'* (1998, p.13). Whilst such moral foundations for the future generation were something clearly worthy, the notion of political awareness and political disapproval was largely absent.

Crick (1998) made it clear that citizenship education was not limited purely to the accumulation of knowledge but that certain skills and attitudes were to be promoted (p.13). Crick (1998) also made

explicit reference to Personal Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Development (SMSC), which were viewed as linked to this next phase in curriculum development (p.14). The *'Crick Report'* (1998) focused on the notion of responsibilities. The notion of mutual benefit was employed to legitimise this view, where active citizenship was based on an individual's responsibilities and behavioural customs, not so much on an individual's entitlements (p.12). Support for the, *'Rule of law, being willing and able to engage in society through peaceful political action and through volunteering'*, was also stressed by Crick (1998, p.12). As such, socialisation towards compliance, deference and being law abiding appeared to be of primary importance.

Crick (1998) noted that, in the run up to the 1992 general election, 25% of 18-24 year-olds said they would not vote (p.17). Although clearly alarming, this figure had risen to 32% by 1997 and as noted previously by Russell (2005), to 39% in 2001. This degree of voter apathy had many causes and whether an individual chooses a lack of political knowledge or a lack of faith in the system, something clearly had to be done to foster political and perhaps social engagement amongst the young. If confidence in political institutions declined to such a stage where they became redundant then the political system of democracy, inputs and outputs may cease to function.

In 2000, citizenship education became an important item on the political agenda due to a number of social and civic concerns (for example, Crick, 1998; Kerr, 1999; Davies, 2001; MORI, 2001). These influential writers and reports suggested that there were deteriorating social and cultural conditions in England and that the participation in political and civic affairs also was in decline. It was suggested that the breakdown in accepted social behaviour was especially evident among young people and presented itself through anti-social behaviour, increased truancy and exclusions from schools, high levels of teenage pregnancy and the increased alienation from the political processes of a democratic society.

More about the origins and rationale behind citizenship education was contained in the 2006-07 Second Parliamentary Report published on 21st February 2007. This report began with a brief review of the previous *'Crick Report'* (1998) but was more useful in offering obvious reasons for the development of citizenship education. It was interesting to note here that not only was disengagement an issue, but also anti-social behaviour and bullying (House of Commons, 2007, 147, p.8). Although the main philosophical idea in these documents appeared to be engagement and participation in civil and political affairs, the curriculum also sought to fill a greater degree of tolerance towards those who were different.

Kirwan (House of Commons 2007, 147, p.8) offered a list of descriptors which helped to sum up why citizenship education was introduced. These included apathy, moral crisis, low voter turnout, human rights, immigration, and finally, a renegotiation between citizen and the government. Yet if a critique was offered, individualism, civic mindedness and being a good neighbour appeared to reduce the role of the government and place the responsibility for social cohesion on the individual citizen. For those growing up in the 1960's and 1970's there was a definite sense of an authoritarian and controlling government, yet this became somewhat out of fashion as the government sought to place the responsibility for stability and social cohesion on the individual citizen, a shift evidenced by these policies.

Summary

The motivation for the introduction of citizenship education in 2002, therefore, was an attempt to rebalance previous models of citizenship, which stressed rights and to offer far greater emphasis on responsibilities (Crick, 1998). These might be to engage in worthy social or community projects, to vote, to obey the law and to be economically active and thus independent. As mentioned, a 'democratic deficit' was also offered as a reason for the introduction of citizenship education. Concerns about social and economic disorganisation and instability were also clearly present in the citizenship education debate. It was felt that perhaps if citizenship education fostered a reinvigoration amongst young people in their political behaviour then such concerns might decrease.

The next section focusses on the theoretical arguments and debates that helped inform the policy on citizenship education.

2.4. The theoretical arguments and debates that helped inform the policy on citizenship education

Theoretical contributions have been offered in the curriculum debate about citizenship education. These have included political radicalism, communitarianism, public and private morality, feminist perspectives, inclusivity, the promotion of democracy, equality, identity and diversity, cultural diversity, community involvement and even a global aspect of citizenship. Each of these approaches will be discussed in turn.

One important debate which helped to inform the policy on citizenship was presented by Giddens (1994) who was instrumental in the formation of a new ideology referred to as the '*Third Way*'. It was, in essence, the outcome of an analysis of global changes and the failure of the government and the free market to manage increasing diversity, loss of economic sovereignty and the management of citizen expectations. The political right, with its laissez-faire solutions and individualism, was seen

as either uncaring or prone to societal instability because the excesses of capitalism always left many behind. The traditional left, with its commitment to public ownership, the welfare state and punishing taxation rates, was persistently rejected at the polls. As such, Giddens (1994) offered a form of political radicalism which was entitled 'beyond left and right.' The '*Third Way*' was a modernising movement that justified moving the political left towards the centre, especially where economics were concerned. Regarding the relevance of all this dialogue for citizenship education, the curriculum has much to do with fostering human capital where the individual develops flexibility, skills, independence and a commitment to becoming economically active and free from the stigma of welfare dependency.

One other important academic debate which also informed the citizenship education agenda was the notion of 'communitarianism'. Etzioni (1995) offered a view of the '*community action model*'. He was the founder of a movement called 'communitarianism' and his followers were united in the belief that the 'West' must balance its passion for individualism with a new sense of social responsibility. The communitarianism movement called for a re-awakening of civic pride and a new awareness of the values and institutions which helped sustain people through the uncertainties of the modern world, namely marriage, schools, the family, neighbourhoods and religious groups. Furthermore, voluntary associations and clubs were also viewed as socially desirable and society needed to express what institutions and which values were deemed to be good ones (Etzioni, 1995, p. 224-225). What was interesting here was that the notion of the government seemed to be absent and that order and social integration were entities which were created from the grassroots and needed to be renewed on a daily basis. Etzioni argued that order did not come from the apparatus of the government, the forces of the education system or the media but came from the small communities to which all belong.

A further debate which enlightened the citizenship education agenda was concerned with public and private morality. Beck (1998) suggested that the role of schools was paramount in educating people about values, morality and citizenship. He specifically focused on curricular issues such as the values of enterprise culture, citizenship and the complex notion of the term 'spiritual'. Similarly, in his article '*Values and Visibility: The Implementation and Assessment of Citizenship Education in Schools*' Pike (2007) argued that, while the more obvious and visible forms of citizenship education were being promoted as an official discourse, less visible facets such as values were receiving insufficient attention. Pike (2007) also suggested that, if children were to see beyond the boundaries of their own lives, it was vital to ensure that citizenship education was viewed as something far more than a subject. Pike argued that, '*The visibility of citizenship must be ethical and even spiritual, if it is to cope*

with the complex moral matter of helping children to live in the liberal democracy' (p. 215). This might be summarised by saying that individuals do not live English, Maths or Physics but what people like Pike (2007) seem to be arguing was that individuals need to 'live' citizenship. In this way it does become more than a mere subject in that it needed to become deeply internalised into structured ways of thinking and behaving. I would argue that this is where there is a need for more research into 'pupil voice' and through this there may be an opportunity to learn more about what a 'good citizen' is from a pupil perspective in order to inform a more targeted and relevant citizenship curriculum.

Further, it is interesting to draw attention to the work of Lister (1997) and the feminist perspective in general. Lister (1997) referred to the importance of inclusivity and the feminist perspective when she stated that,

'Citizenship is an intrinsically universalistic concept. Yet its gender blindness has served to conceal a deep gender bias. Its potential as a tool of social and political exclusion, inequality and xenophobia cannot be underestimated' (p. 226).

In a later edition, Lister (2003) took into account the theoretical and political developments in citizenship and argued that citizenship education should adopt a more internationalist approach (Lister, 1997, p. 28). Yet this was clearly idealistic unless an agenda of global citizenship is prevalent. However, in doing so, the country may well lose the notion of British values and unique human capital of its population. The citizenship programme was certainly underpinned by many liberal values and these stressed individualism, not gender difference nor gender discrimination.

Arnot (1997) wrote about '*Gendered Citizenry*,' where new feminist perspectives on education and citizenship were offered. Arnot (1997) used examples of feminist research and attempted to show the importance of critically analysing the concept of citizenship in relation to education. Arnot (1997) stated that,

'The challenge for education researchers is to reflect critically and imaginatively on the role which the category of 'citizenship' has played and is now being asked to play in structuring educational provision and sets of social relations, such as in this case gender relations. The key question remains what would an 'inclusive' education for citizenship entail?' (p. 292).

Another important theoretical discussion which informed the debate was around the concept of inclusivity. In a later book, Arnot (1997) brought together, for the first time, important research on the contribution of the educational system to the formation of male and female citizens. It

highlighted how gender relations operated behind supposedly neutral theories of liberal democratic citizenship and citizenship education and suggested ways in which the educational system could help develop a more inclusive, democratic society in which men and women participated in a more equal way. It is important to note here that this thesis has not specifically addressed gender in its research but acknowledges that this is a most important issue.

Democracy was also something often thought to inform the citizenship agenda. This was written about in *'Education and Democratic Citizenship'* by Enslin (2000), who suggested that citizenship should comprise five related features. First, that citizenship bestowed on an individual the status of membership of a territorially defined political unit in which reciprocal rights and responsibilities were exercised on equal terms with fellow citizens. Second, that citizenship conferred identity on an individual and an awareness of self as a member of a collective. This identity included, third, a set of values, usually interpreted as comprising a commitment to the 'common good'. Citizenship in a democracy involved, fourthly, a degree of participation in the life of the particular form of government and, fifthly, knowledge and understanding of political and legal principles. Enslin (2000) stated that these five features of citizenship had important implications for education especially in the promotion of democracy. Much of this might be said to respond to the so called 'democratic deficit' and the active participation of the people in order to legitimise government.

An additional debate centred on the issues of equality, identity and diversity. Osler (2000) called for citizenship education to integrate these principles into the curriculum. In the book, *'Citizenship and Democracy in Schools: Diversity, Identity and Equality'*, (Osler et al, 2000) made clear reference to the need for a framework for citizenship education within the context of cultural diversity. In addition, the authors conveyed how human rights principles should be used by schools to challenge organisational inequality, discrimination and exclusion. There appears to be a contradiction here in that diversity may mean that some religious or cultural traditions do not afford equality to women. In such cases it then becomes difficult to determine whether diversity or homogeneity ought to be dominant. Furthermore, it also suggested that citizenship education should be taught within a context of multiculturalism and anti-racism and attempt to promote a model of democratic education within schools. Again, this was problematic in that multi-culturalism has been widely criticised. Lynch (1992), for example, addressed the concerns about the educational implications of cultural diversity and the role of schools and other educational institutions in combating prejudice in his book entitled, *'Cultural Diversity and the Schools: Education for Cultural Diversity - Convergence and Divergence'*. He proposed a new, multi-layered approach to education for democratic citizenship within a context of cultural pluralism and growing hopes for democracy. As such, the nation is faced

with cultural diversity and the liberal values associated with 'Britishness'. This also meant that pupils may be offered contradictory messages about preferred values. Perhaps 'pupils voice' and engaging young people in discussion, will help discover a greater range of avenues to deal with this difficult issue.

In addition, community involvement was offered by Potter (2002) in his book, *'Active Citizenship in Schools: A Good Practice Guide to Developing Whole School Policy'*, where he set out the role of the Community Service Volunteers (CSV). This organisation provided guidance, support and consultancy services for schools, education authorities and the government about active citizenship and turning theory into reality. This had much to offer but critics would certainly argue that such voluntarism was a budgetary convenience for government and it also deflected attention away from rights and placed it on civic duties or responsibilities.

Later, global aspects of citizenship were also something offered in the citizenship education dialogue. For example, the Department for International Development and the Department for Education and Skills (2005) considered the need for citizenship education to have a global dimension, as did Osler (2000), Vandenberg (2006) and Dower (2003). Osler and Vincent (2002) drew on European case studies to examine the institutional support provided in educating for global citizenship. They suggested that teachers had the challenge of teaching equality, justice, and solidarity in diverse and fast-changing societies where their pupils were well aware of the existence of inequality. Additionally, they posed the important question about how schools could integrate issues of citizenship, human rights and multiculturalism. Using case studies from England, Ireland, Denmark and the Netherlands, the authors also examined the institutional support provided in education for citizenship and the many contradictions schools faced when they compared what was learned in school with the messages from politicians and the media about refugees and asylum seekers, young people's rights, environmental issues and the impact of globalisation. It might be argued that this offered more problems and challenges than it did solutions or a clear vision of the future. Clearly, their reference to multiculturalism was problematic as it suggested that the authors were either out of date or unaware of the critique ranged against multiculturalism from both the left and the right.

Global citizenship as a key dimension of current debates on citizenship

The explanation and discussion of citizenship education needs to be understood through globalised notions, not merely regional or national ones. For example, the curriculum which seeks to ameliorate racism and other forms of discrimination directed towards 'others' who might not share

commonality with 'British values and culture' is certainly predicated on globalised factors. For example, as global instability, war and dislocation of peoples take place so immigration increases. Whilst immigration is actually something that may be deemed necessary and desirable in a nation like Britain with its ageing population, it is also something which fosters reactionary sentiments. For Osler and Starkey (2003) racial, ethnic and nationalist ideologies threaten social stability in such globalist times (p.243). This premise also causes problems if taken in a literal sense because certain attitudes towards gender or religion which find their place in a globalised world also foster misogyny and hatred. Hence the desire to afford equality and tolerance to all people within the nation through pluralism can be counterproductive. Thus, the shared values that are found in the citizenship education curriculum and which are also viewed as truly British values may not be welcome in some British communities because of their ethnic, national or religious heritage. Whilst British policy makers seek to improve these divisive forces, it is unlikely that citizenship education alone can eradicate such divisive trends. Osler and Starkey (2003) referred to the transmission of core values and this is certainly something which central government would wish to propagate in the light of the globalised challenges it faces. The education system is tasked to propagate the acceptance and recognition of core British values. Tolerance, democracy, respect, individualism, economic independence and communitarianism are but a few of these central values that schools encourage pupils to embrace.

As citizenship is derived from nation and national membership many of the values that the government seeks to pass on to young people are not necessarily British but are found in liberal internationalism. Hence, liberal internationalism then becomes synonymous with British values for all intents and purposes. Human rights, the rule of law, equality and tolerance are things which might be found in Britain but so too are colonialism, xenophobia, class based discrimination and a degree of hatred towards sexual minorities or those who are transgender for example. As Osler and Starkey (2003) noted, a society characterised by cultural diversity is also one where the state and government must seek a degree of cultural homogeneity. The contradictions of mutually exclusive objectives are where citizenship education finds itself in the 21st century. Perhaps where the disagreement is most obvious is where Osler and Starkey (2003) attempted to reconceptualise citizenship education as something which only sought to respond to the needs of minorities (p. 244). It may be argued that this premise is something which fosters the antagonism and opposition found in some parts of the majority population. Yet such a thought is easily presented as racist or lacking in progressive features, or is simply politically incorrect.

Where global citizenship might enhance such concerns in a practical sense may be through the experiences that pupils enjoy during their regular tutorials. When listening to the contributions made by those who have gone through war because of ethnic differences, or those who have had to flee their homes because of religious hatred, the majority of the population would come to understand cosmopolitan differences and hopefully amend their own intolerant dispositions. For Osler and Starkey (2003) young people were considered as stakeholders, not merely economic consumers or products of 'marketised' education. The concept of multiple identities was offered by Osler and Starkey (2003) and this was certainly something preferred but idealistic. Those who supported the Osler and Starkey (2003) thesis appeared to be saying that young people ought to embrace a pluralistic identity but at the same time a uniquely British identity. Osler and Starkey (2003) appeared to accept the notion of passive ontology whereby young people and the pluralistic discourse ought to defer to the needs of the monolithic state and its desire to create social stability. Further, Osler and Starkey (2003) referred to Anderson (1991), where an imagined community must be created and one in which all are treated equally. However, if one goes back to the Social Contract Theory of Rousseau (1762) and others, to achieve equality amongst the community there must be pure equality. Rights about religion or ethnicity must be given up in order to gain the universal rights afforded by the State. If certain sections of society claim religious privilege then they cannot by virtue be afforded the privileges of the majority community. Such issues mean that the minority community must somehow accept the mainstream views of the host community and embrace a sense of community through integration. As such, the minority group is expected to accept the majority view. However, Osler and Starkey (2003) appeared to accept that young people are not mere citizens in waiting but will have their own experiences and political views (p.245). Perhaps this is where the central notion expressed by this thesis of 'pupil voice' becomes particularly relevant. However, the sorts of posters that practitioners see displayed on the school corridors telling pupils what British values are might seem somewhat anathema or patronising. It also provokes a sense of anxiety in that one is perhaps unsure about what British values are. This is where liberal internationalism comes in and its various tenets do seem to be offered as a surrogate for British values. By doing so the values appear less parochial to those who are not born in the United Kingdom and thus the hope is that these values will be more readily accepted. Osler and Starkey (2003) appeared to make reference to this issue when they say that citizenship education was designed to help immigrants, asylum seekers and the host population live together more harmoniously (p.245).

The idea of cosmopolitan democracy was offered by Osler and Starkey (2003) as something which transcended national concerns and the nation state. Seeking out common values and connections

with others across different time zones and in different continents was suggested as a way to achieve cosmopolitan citizenship. The Water Park Academy's Uganda Project might be offered as an example. However, such relationships are rarely presented as equal or even desirable. The British exit from Europe is a case in point, where foreign regulation and unwanted immigration are viewed as something which can no longer be tolerated. Furthermore, relations with the developing world are also often understood through an ideology of economic, technological and legal superiority. For example, white Westerners have the 'know-how' and resources to improve suffering and the problems of 'lesser nations' and 'lesser peoples.' With the election of Donald Trump to the Presidency of the United States greater intolerance and reactionary sentiment appears to have found its way to political office. As such, although cosmopolitan democracy and cosmopolitan citizenship are certainly interesting notions for reducing unhelpful differences between peoples and bridging differences between communities within nations, it does seem quite idealistic in its objectives and, given the political direction in the United States and Europe, including countries like France, appears to be moving in a contrary direction. Held (2001) argued that citizens find themselves members of 'overlapping communities of fate' such as local, regional, national and international. He pointed to the setting up of the International Criminal Court as a further example of internationalism and cosmopolitanism. This, it may be argued, is a poor argument because despite the many attacks on the importance of nation, most people still derive their identity from membership of the nation state. However, Osler and Starkey (2003) offered comments in their conclusion which seemed to be more limited in its objectives for cosmopolitan citizenship. They argued that cosmopolitan citizenship should be about encouraging individuals to make connections beyond their immediate conditions. However, this failed to anticipate that some might seek to make connections with those who preach religious hatred, misogyny, homophobia or racism. As these relationships are beyond the reaches of the nation, little can be done to stop such cultural influences. Osler and Starkey (2003) naively assumed that all cross border relationships and influences will be benign or positive in nature. Many can be positive and integrative and many may contribute to the very intolerance and conflict citizenship education seeks to combat.

For Linklater (1998), cosmopolitan citizenship was something desirable because it helped to ameliorate the harm done to others outside the boundaries and laws of the nation state. If greater cooperation and working together can be achieved then humanity itself benefits and the world becomes less violent and more humane. The principle here is to offer a more expansive notion of citizenship to 'distant others.' Yet the main problem with this sort of ideal is that the temporal mechanisms and the political will to bring this to a realisation are largely absent. For example, in many cases when individuals break human rights law their own nations tend to protect them from

international tribunals and when those in need of a place of safety because of war need sanctuary, many host populations have been less than enthusiastic. For Linklater (1998), planetary citizenship was something which surpassed national boundaries and which created an international space where discourse, dialogue and negotiation replaced the use of force.

In conclusion, being worldlier and more open to other cultures and other experiences must be viewed as a positive thing for young people. Yet, at the same time, these young people are being asked to embrace British values which appear to be quite opaque. As such, ideas associated with liberal internationalism such as respect for human rights, dignity of the individual, freedom and democracy become the proxy for British values. Imperialism, colonialisation, class conflict and racism have also long been part of the British cultural context but these must be forgotten or socialised away. Freedom is very much part of cosmopolitan citizenship but it cannot be the freedom to treat one's wife as a second class citizen or the freedom to impose a particular religion on others. That said, there has to be an accommodation with liberal internationalism as something which promotes stability, harmony and tolerance. In short, much of this cosmopolitan citizenship has little to do with being a good friend or being economically independent. It is something which is contextualised through cultural pluralism in a globalised world where our neighbour or colleague may not share the same values as us. Talcott Parsons (1954) suggested that education is the bridge between family and society. Education can promote openness and rich cultural experiences and opportunities to integrate with others who live in other parts of the world. Yet to say that global citizens can be created who have no responsibilities, just rights, is something idealistic. Perhaps the closest that may be achieved towards such an ideal is to promote liberal internationalist principles and to challenge intolerance and discrimination in our schools.

In their article entitled, *'Education for global citizenship in a divided society? Young people's views and experiences'*, Niens and Reilly (2012) suggested that global citizenship could be a means of overcoming the limitations of national citizenship in an increasingly globalised world. They argued that, in divided societies, global citizenship education was especially relevant as it offered the opportunity to explore identities and conflict in a wider context. The authors also explored young people's understanding of global citizenship in Northern Ireland, a divided society emerging from conflict. The authors contended that,

'Global citizenship education will fail to overcome ingrained cultural divisions locally and may perpetuate cultural stereotypes globally unless local and global controversial issues are acknowledged and issues of identity and independence critically examined on both levels' (p. 103).

In a later study, Niens and Reilly (2013) investigated understandings of and attitudes towards global citizenship and the challenges faced in its implementation. The authors stated that the teacher interviews that they conducted highlighted a lack of time and resources for critical reflection and dialogue. The authors also suggested that,

'Emotional engagement may be required for teachers to claim the space to critically reflect and share with colleagues within and beyond receptors in order to enable critical discourse amongst pupils' (p. 2).

Oxfam (2015) suggested that,

'Education for global citizenship helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. Global citizenship is not an additional subject, it is an ethos. It is best implemented through a whole-school approach, involving everyone from pupils themselves to the wider community. It can also be promoted in class through teaching the existing curriculum in a way that highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development' (p. 1.).

Summary

This section focussed on the theoretical and conceptual debates which have each played at least some part in the introduction of the citizenship education agenda implemented in 2002 and later revisions in 2008 and 2014. Some of these were found to be logical and useful while others were found wanting because of their idealism, naivety or incoherence despite them still having an influence on the curriculum. Their contributions focused on the following themes: political radicalism (Giddens, 1994), communitarianism (Etzioni, 1995), public and private morality (Beck, 1998), feminist perspective (Lister, 1997), inclusivity (Arnot, 1997), promotion of democracy (Enslin, 2000), equality, identity and diversity (Osler, 2000), cultural diversity (Lynch 1992), community involvement (Potter, 2002) and the global aspect of citizenship (Dower, 2003; Niens and Reilly, 2014; Osler and Vincent, 2002; Oxfam, 2015; and Vandenburg, 2006). Despite all the theoretical and conceptual visions, the *'Crick Report'* (1998) established the essential curriculum for citizenship education. Responsibility, morality, democracy and volunteering were particularly key issues in the curriculum.

The next section presents the literature surrounding the three integral strands integral to the citizenship education programme of study.

2.6. Citizenship Education Programme: The three strands

The 2002 citizenship education curriculum was introduced into all secondary schools in England by New Labour and followed the recommendations of the all-party Citizenship Advisory Group (CAG), which was chaired by Professor Sir Bernard Crick. Crick (1998) argued that it would encourage active citizenship amongst future generations of young people through greater understanding and engagement with processes of democracy. It would also lead, he argued, to positive changes in young people's attitudes, behaviours and outlooks with regards to their home life, school and community.

The theoretical and conceptual discussion referred to above certainly helped the CAG in their work. *'Education for citizenship and the teaching of democracy in schools'* was published by Crick (1998) and it made certain recommendations to the Secretary of State for Education and Employment, David Blunkett. The *'Crick Report'* (1998) defined citizenship as *'active citizenship'* (p.25). It proposed that citizenship education should be focused on educating young people not just to be passive individuals with rights but should also exercise responsibilities and be actively engaged in society, community and democracy. Further, as mentioned earlier, the *'Crick Report'* (1998) was predicated on three principles of citizenship education: social and moral responsibility, community involvement, and political literacy. Each of these components will be discussed in turn as they are so central to how citizenship education is taught today.

Crick (1998) stated that social and moral responsibility was encouraged by *'children learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, both towards those in authority and towards each other ... guidance on moral values and personal development are essential preconditions of citizenship'* (p. 11). This implied that children and young people should be made aware of their responsibilities to themselves and others in terms of their duties and obligations to family, friends, school, community, state and society. Morality covered values that were held about what was right or wrong, good or bad. The concept of responsibility was defined by Crick (1998) as *'(a) care for others; (b) premeditation and calculation about what effect actions are likely to have on others; and (c) understanding and care for the consequence'* (p. 13).

According to Crick (1998) even at primary school age, *'Children are already forming through learning and discussion, concepts of fairness, attitudes to law, to rules, to decision-making, to authority, to their local environment and social responsibility'* (p. 11). By far the most commonly discussed issues in relation to citizenship were rights and responsibilities: the two are inextricably linked in a reciprocal relationship. The Home Office Citizenship Survey (2001) defined rights and responsibilities as follows,

*'Rights are things you are entitled to: what 'we' can believe, say or do.
Responsibilities are actions and decisions for which 'we' are accountable: things we are obliged to do and things 'we' feel 'we' ought to do'* (p. 3).

Crick (1998) identified community involvement as the second strand to citizenship education and stated that the key attitudes and behaviours that the citizenship education curriculum was designed to encourage included, *'community involvement: learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community'* (p. 12). The proposal was that, through community involvement and especially voluntary service, young people would absorb the values of the community and society, feel included in their local environment and have a sense of belonging. This would come about through taking part in community activities and giving service back to the community, working for the common good. The Department for Education and Employment (1998) stated that voluntary service and community involvement were seen as *'necessary conditions of civil society and democracy'*, and were therefore necessary conditions of being a good and active citizen (p. 10). Much of this was absorbed into government programmes, such as the Active Community Unit (2002), in an attempt to encourage feelings of belonging, respect for others in the community and caring for others and the environment. Such a belief seems ironic in that convicted criminals are compelled by the government through programmes like 'community payback' to engage in many of the activities suggested for law abiding young people. Furthermore, pupils have their studies and many of the less well-off also have considerable part-time work responsibilities. Again, critics might argue that the government saves £132 billion per year from unpaid carers (Carers UK, 2014) and some would argue that voluntary activities might sound like another cost cutting exercise.

The third strand of the new citizenship education curriculum was defined as political literacy. Political awareness and involvement, along with knowledge of the law and justice, were established aspects of citizenship education. However, political literacy has grown to encompass much more than this. Crick (1998) defined it as,

'Pupils learning about how to make themselves effective in public life through knowledge, skills and values including discussion of the allocation of public resources and the rationale of taxation' (p. 13).

Buckingham (2000) suggested that a decline in interest in the news had resulted in a decrease in *'informed citizenship'* and that young people had become more alienated because traditional news media such as newspapers failed to engage with young people's lived experience (p. 26). An alternative view was, however, that young people were accessing political information via alternative forms such as the internet. Political issues that were of concern to citizens included those issues that were in the public domain such as laws, issues of fairness, distribution of services, equality and rights and responsibilities. It is possible to evidence here that there was some overlap with social and moral responsibility, especially in terms of the law, justice and issues of fairness. Political literacy incorporated notions of equality and empowerment. According to Osler and Starkey (2001) citizenship education, particularly in France, was concerned with opening up the opportunities to become an *'active and good citizen'* to all members of the community and society. They suggested that all should have an opportunity to offer an opinion, listen to the opinions of others, debate and follow up with decision-making and resolution. Again, there appears to be an element of idealism here as the ability to participate in the political process tended to be deeply rooted in social class membership. The higher the social class, the more interested the young person would be in politics and the opposite was also true. As such, interest and ability where political participation was concerned was unequal and was likely to remain so (Krauss, 2015, p. 2). Diversity and democratic institutions appeared to be far less relevant to working class people and this was certainly the case in countries like the UK and the US.

Summary

As noted previously, the *'Crick Report'* (1998) was predicated on three principles of citizenship education: social and moral responsibility, community involvement, and political literacy. Crick (1998) implied that children and young people should be made aware of their responsibilities to themselves and others in terms of their duties and obligations to family, friends, school, community, state and society. Crick (1998) identified community involvement as the second strand to citizenship education. He proposed that, through community involvement and especially voluntary service, young people would absorb the values of the community and society, feel included in their local environment and have a sense of belonging. The third strand of the new citizenship education curriculum was defined as political literacy. Crick (1998) suggested that political awareness and

involvement, along with knowledge of the law and justice, would be established aspects of the citizenship education curriculum.

The next section explores the main theoretical traditions of liberalism, civic republicanism and communitarianism which helped to inform the notion of what 'good citizenship' in citizenship education actually is.

2.7. The main theoretical traditions of liberalism, civic republicanism and communitarianism that have underpinned the notion of 'good citizenship'.

This next section addresses the main theoretical citizenship traditions of liberalism, civic republicanism and communitarianism that have helped to inform the notion of 'good citizenship.' The concepts of citizenship and 'good citizenship' have been contested for many years and, therefore, it is important to acknowledge the main theoretical beliefs which have informed current thinking. As one of the main aims of the new citizenship education programme was to encourage 'good citizenship' among young people, Crick (1998) considered all three theoretical traditions in his mandate to determine the concept of 'good citizenship'. The first of these theoretical traditions offered an insight concerning liberalism and its primary focus on the individual, freedom and equality of opportunity. The second approach, the civic republican tradition sought to maximise the common good through the promotion of political participation not only as something normative but also as a duty (Kartal, 2002, p. 101). The third centred its emphasis on the community and embraced the communitarian tradition of local participation and connectedness.

For many years Western political philosophers have been seeking to determine what was meant by 'good citizen'? Heater (2006) stated that,

'So many philosophers and politicians over the past two and a half millennia have commended civic virtue or 'good citizenship' and have accorded the term so many different meanings that it has become virtually impossible to know what any given advocate has in mind without knowing the context' (p. 193).

Prominent authors who have made a valuable contribution to the theoretical traditions include Heater (2006); Heller (1999); Locke (1690/1959); Kartal (2002); and Mill (1869/ 1999), all of whom offered writings on liberalism. The civic republican tradition was featured in works including Almond and Verba (1989), Brooks and Holford (2009); Dagger (1997); Marquand (2004); O' Ferrall (2001); Oldfield, (2004); Skinner (2002); and Rousseau (1762). Finally, the following authors contributed to

the communitarian tradition: Bell and Stevenson (2009); Etzioni (1995); Faulks (2000); Heater (2006); Heller (1999); Lister (2012); Marshall (1950; McIntyre (2007); and Tönnies (1855). Others, like Kartal (2002) have offered more explanatory sentiments offering a perceptive insight about the theoretical traditions of citizenship and have been less rigid about prescriptive solutions.

2.7.1. Liberalism

Heater (2006) contributed to the debate on 'good citizenship' and argued that Locke (1690) and Mill (1869/1959) had both contributed to the notion that liberalism was centred on the rights of the individual. Furthermore, both stated that the first characteristic of 'good citizenship' stemmed from a concern with respect for the rights of others, in particular the need to ensure that harm to others did not result from the pursuance of one's life goals. This was indicative of a particular view of human nature in that one was expected to pursue one's life and be the best one could be. So the freedoms, rights of the individual, equality before the law and equality of opportunity always led to economic inequality and class tensions. As such, citizenship was predicated on equality and capitalism on inequality (Kartal, 2002, p.103). Perhaps this was why the citizenship curriculum placed such credence on active participation in the labour market, human capital and economic independence from the government.

Respecting the rights of others in a pluralistic society might lead to unintended consequences, where tolerance resulted in women or a sexual minority's rights not being respected. Thus, respecting the rights of others where they deny freedoms to others might not be viewed as a positive aspect of liberal citizenship after all. Furthermore, one might say respecting the law in a pluralistic society might not be so easy when different communities respect different laws. Having the right to vote and exercising that right, was one way in which an individual might fulfil a reasonable degree of engagement in the activities of civil society. Yet in Britain, unlike countries such as Australia, it was also accepted that not voting could be a political choice and that this should be respected. It is hardly something which young people should be encouraged to follow but their right not to vote must be a respected part of liberal individualism.

Heater (2006) also suggested that liberal citizenship was much less demanding on the individual. He declared that it involved a loosely committed relationship to the government, a relationship held in place in the main by a set of civic rights honoured by the government which otherwise interfered as little as possible in the citizen's life (p. 4). Furthermore, Heater (2006) stated that,

'Liberal citizenship was the offspring of the liaison between revolutionary upheaval and contractarian natural rights theory; Great Britain playing the role of midwife. It

was the British (including crucially the American) experience over one and a half centuries prior to 1789 that laid the foundations for the transition from a monarch-subject relationship to a state-citizen relationship. The English Civil War, the political theory of John Locke and the seizing of independence by the American colonies were all absolutely vital to the evolution of the liberal mode of citizenship and citizens' rights' (p. 5).

Whilst Heater (2006) might be correct in this assessment, comparing a society like the United States with a class divided and more deferential society like Britain, with its Monarchy and inherited titles, might not be helpful. For the political right, rights to choose one's employer, to move about the country and to compete in the economic market were all rights given freely, whilst those on the left have argued that such liberal freedoms were hard fought and won through collective action, trade unionism and class conscious action. What is clear is that the association between the government and the individual has grown further apart as notions of rights and the T.H. Marshall (1950) model of evolutionary rights have given way to a liberal model of responsibilities.

Heller (1999) furthered the debate on the perception of 'good citizenship' by suggesting that men and women, as citizens of a liberal-democratic country, were either 'concerned or non-concerned' persons. She called the latter 'passive citizens' and continued by arguing that a 'good citizen' was concerned with matters of justice and injustice in the government and with participation in acts which aimed to remedy injustice (p.148). Furthermore, Heller (1999) perceived a 'good citizen' as someone who was involved in making the effort in interpreting one's rights and responsibilities. Yet such practices and qualities of behaviour were deeply entrenched in social class membership and none of the authors appeared to appreciate this fact and rather viewed all citizens as mere individuals. She added that, '*The responsibilities of citizenship have to be chosen and adopted with resolve*' (p. 148). Further, Heller (1999) stated that, '*What distinguishes a 'good citizen' is the fact that they have the courage to be involved if they face challenging difficulties and are committed to remedying injustices*' (p. 154). In this instance, a 'good citizen' was required to be a 'good listener' to different views and opinions and was, '*Never too tired to explain issues*' (p. 159). These grand ideas became problematic when they were considered for translation into the classroom.

2.7.2. Civic republican tradition

The second theoretical tradition which informed current thinking about the concept of good citizenship was civic republicanism. The fundamental feature of classical republicanism was to offer service to the country. This was defined by the Greek philosophers, including Aristotle (384-322

B.C.), as 'Arête'. 'Arête' was concentrated towards the continued existence of the government and proceedings, such as military service. Whilst continuing this theme it is important to consider the work of Rousseau in *The Social Contract* (1762), which provided an important contribution to the civic republican perspective of the 'good citizen'. He visualised a community in which citizens did not view themselves as individuals who engaged in their own self-interest but as a collective group with a responsibility to seek what was in the best interest of the community. Rousseau (1762) also acknowledged that members of a community had competing identities and contributed to the civic republican perspective of the 'good citizen' as someone who chose to prioritise their identity as a member of the community. According to O'Ferrall (2001, p.126) there is the presumption of the general good and this was different to the liberal notion of pursuing one's personal good. Here, then, the 'good citizen' does good because it was the right thing to do rather than being compelled to do so by a powerful government. A sense of belonging and an active citizen who engaged in actions which promoted the common good was deeply ingrained in civic republicanism. The good citizen devoted him or herself to actions which benefited the common good. Reliance on voluntary contributions was something clearly important for this tradition and it was found in the citizenship curriculum.

A host of qualities, such as leadership and courage, were regarded as very important to the quality of republicanism. Marquand (2004) stated that, in civic republicanism, the supreme civic virtue was to take part in the government of the city (p. 340). The revival of interest in civic republicanism in the 20th Century has generally revisited the idea of Aristotle rather than that of the Republic of Rome and stressed political rather than military coercion. In essence, political participation and a sense of responsibility became the more favoured qualities. Yet perhaps these ideas only came about with the democratic deficit, alienation and a pluralistic culture which found it hard to legitimise the decisions of government. Furthermore, civic republicanism was said to restore the idea that citizens have duties as well as rights because civic republicanism depends upon citizens who were socially responsible and willing to put the public good above private interest.

In their study *The Civic Culture*, Almond and Verba (1989) offered a picture of the 'good citizen' in relation to civic republicanism. Their analysis of the appearance of 'good citizenship' derived from a concept that identified three roles that each individual had, ranging from both public and private interactions and held simultaneously. Therefore, the provincial role was both a role as subject and a role as a citizen. Almond and Verba (1989) believed that each role had a set of virtues associated with it and each contemporaneous set of rights and responsibilities including, for example, responsibilities towards the family unit. They perceived 'good citizenship' as a corrective to the

problems faced by a democratic polity such as *'voter apathy and the evils of individualism'*. Consequently, the notion of 'good citizenship' was influenced by the professed importance of active participation in political affairs. Almond and Verba (1989) viewed citizenship as an effective channel for individuals to be involved in participating in the political process. Yet when Almond and Verba (1989) were writing they were not aware of the hyper individualism and laissez-faire ideologies sold to the populace during the 1980's and 1990's. In fact, Thatcher (1985) was reported as referring to those engaging in the political process in a critical way as *'moaning minnies'* (p.1). This illustrated the fact that those who populate that the government did not always relish the participation of the 'good citizen.' Only when the 'good citizen' legitimised the behaviour of those in power did their participation become welcome. This meant that pupils of citizenship need to be made aware that participation may not be welcome, that their ideas may be attacked and, where injustice is found, it may be legitimised. These comments might be concluded by saying that citizenship education must prepare young people in realistic notions of political participation, not idealistic ones.

In his work, *'Civic Virtues: Rights, Citizenship and Republican Liberalism'*, Dagger (1997) expressed another viewpoint about the concept of 'good citizenship'. Dagger (1997) endeavoured to reunite the traditional theories of liberalism and civic republicanism and suggested that they may be evolved into what he called *'republican liberalism'*. With this he offered the idea of 'real citizenship' and suggested the civic republican system of belief in promoting the 'common good'. It is evident that Dagger's notion of 'real citizenship' was largely influenced by the philosophical belief of Rousseau (1762) who, as previously mentioned, suggested that the individual should be active in community and public life not out of self-interest but out of concern for the 'common good.' Oldfield, as cited in Skinner (2002), claimed that civic republicanism depended principally on moral beliefs and normative ways of behaving. He argued that, in relation to 'good citizenship', civic republicanism was not exclusively limited to styles of political participation (p. 172). Additionally, Brooks and Holford (2009) discussed contemporary citizenship in terms of educational research and social sciences, emphasising that developments in citizenship education and civic scholarship information were based on, *'Knowledge transmission social and public institutions multiculturalism and social policies'* (p. 85). Once again these complex ideas became challenging when they were considered for translation into the classroom.

2.7.3. Communitarianism

The third theoretical tradition which helped to inform the debate surrounding the idea of 'good citizenship' was communitarianism. Communitarianism was also concerned with the notion of 'common good', which promoted a philosophy that emphasised the connection between the

individual and the community. While the 'community' may be a family unit, it was usually understood in the wider sense of interactions between a community of people in a geographical location, or who have a shared history or interest (McIntyre, 2008). Communitarian philosophy was derived from the assumption that individuality was a product of community relationships rather than only individual traits.

Etzioni (1995) promoted the concept that the 'good citizen' may well engage with the transitional institutions that stood between the individual and the government, such as the family, schools, trade unions, religious groups, neighbourhood and voluntary organisations. This was clearly something that was also picked up on by Crick (1998). Etzioni (1995) suggested that communitarianism stressed the importance of connectional community groups in an attempt to declare the community as an ethical base for political action. Perhaps this was something which was important when immigration and cultural diversity made the social cement even more fractious than that described by Durkheim (1895-1917). As such, the individual may well seek to be a good citizen through their participation but influence the government in such a way that was contrary to the common good. David Cameron, the former British Prime Minister, often spoke about segregated communities which failed to integrate with the rest of society. A person might be an active citizen, law abiding, economically independent and family orientated but a person's regular activities might be in contrast to others. This was where citizenship education sought to identify and propagate British values in a multi-cultural society, certainly a task difficult to achieve.

Heller (1999) also offered a communitarian aspect in her perception of 'good citizenship'. She viewed involvement in activities where justice was at stake for those who cannot voice their own grievances as an act of solidarity. In addition, the concept of long term commitment was also central to her theory of 'good citizenship'. For Heller, a 'good citizen' embraced the cause of individuals (or groups) not out of care or concern for a particular individual, or group of individuals, but out of a commitment to justice. She also highlighted and signified the liberal qualities of tolerance and equality in her perception of 'good citizenship'. Through her ideas of 'radical tolerance', Heller (1999) conveyed that 'good citizens' should not impose standards on others, rather that they should obtain co-operation between persons who participated in different ways of life and recognised all forms of life equally, as well as the needs of all human groups.

However, Heller (1999) also argued that an individual would, *'Take responsibility for what happens in the closer environment; a concerned person but not necessarily a good citizen'* (p. 153). 'Good citizenship' required much commitment of a person's time, money, energy or interests and this may

necessitate an obligation to boring meetings or action in the interest of the public. Yet this was more than that expected by Etzioni (1995), as he argued that the 'good citizen' might be called upon to serve in the military, serve on juries, vote and obey the law but should be expected to follow their own desires and wants. Etzioni appeared to be placating liberal desires about pursuing economic wants and engagement in capitalism and the labour market or business. Furthermore, Etzioni argued that the individual ought to be allowed to follow their own religion and even a sense of attachment to their country of origin. Perhaps this is where this form of communitarianism offers problems for the notion of the 'good citizen.' Etzioni said, '*If one's religion was intolerant, viewed women as of an inferior status and believed that sexual minorities have no right to respect or the protection of the law then this created bad citizenship and social instability*' (Etzioni, 1995, p.336). Furthermore, the notion of secondary loyalty was a challenging one as when the British national state was at war with another country such secondary loyalty may turn into a primary loyalty through emotions or a sense of injustice. Again, this may cause a sense of contradiction that meant the individual could not be wholly communitarian and would be difficult to implement in citizenship education.

Finally, Heller (1999) added wisdom to her perception of 'good citizenship' by including 'state pride' as another defining quality. She believed that 'good citizens' felt responsible for their own country and everything that happened in it and wanted the state to have the best of constitutions, laws and social arrangements. Communitarianism, therefore, was connected with the notion of 'the common good'.

When the new Labour government was elected in 1997 the balance between rights and responsibilities was further developed through their interest in Civic Republicanism and Communitarianism. New Labour saw active citizenship as a way of re-engaging citizens with the decision-making processes at the local level. For example, the British Parliament was too remote to be particularly useful for small communities and issues like climate change were far too big an issue to be dealt with by one nation state. If greater local participation could be fostered, decisions could be taken closer to the people they effect. This objective was to be encouraged through civic participation, volunteering, citizenship education and lifelong learning. David Blunkett, who was a Member of Parliament and a pupil of Sir Bernard Crick, was responsible for introducing citizenship education into schools. He endorsed the notion of 'civic renewal' and the 'active citizen' (Blunkett, 2003a, 2003b). Blunkett hoped the 'active citizen' would be someone who might contribute to the decision making processes shaping their lives. Blunkett saw civic renewal as a civic republican process where active citizenship included the, '*Cultivation of civic virtues and required education for citizenship*' (p.3). The *Crick Report* (1998) was initially influenced by the civic republican aspect of

civic duty and political participation. Crick was also influenced by a communitarianism that emphasised the cultural solidarity that existed between individuals. This was said to create communities and social stability and that it was this community identity that was the basis of citizenship (Etzioni, 1995). However, this issue had been criticised earlier in that a local community cannot provide the individual with recognisable and legally enforceable rights.

The next section presents a range of arguments against these more classical theories.

2.7.4. Arguments against these traditional theories

Recent endeavours to define 'good citizenship' for citizenship education may be inspired from each of the three theoretical traditions outlined above. However, such classical theories might be viewed as more of a point of departure rather than a final destination or conclusion. For example, liberalism can be criticised for promoting a 'passive' type of citizen who was far more interested with the accumulation of property and successful engagement in the labour market rather than voluntarism or political engagement. McCowan (2012) noted passivity (p.33) and argued that it created a deferential attitude where others, or so called 'experts', are relied upon to make decisions for us. Communitarianism can be criticised because of its vague notion of community and by others who argue that it fails to challenge neo liberalism successfully (Hoffman and Graham, 2009 p.206).

There is also a need to acknowledge the gender imbalance inherent in these traditional theories of citizenship. Vogel (1991) suggested that, *'The main traditions of European political thought (if we exempt feminist projects) do not offer any genuinely universal concepts of citizenship'* (p. 78). Feminist citizenship theory has given clear thought to the consideration that citizenship was much 'broader' than the traditional spotlight on political or socio-economic concerns and, as Lister (2003) suggested, *'Citizenship can also be expressed in ethical terms beyond the narrowly political or socio-economic spheres – through ethical association which is expressed as a social status'* (p. 85). One collection of qualities that may be included in a framework of 'good citizenship' evolved from the caring element of feminist empathy. As such, feminist theories argued that the gender blind or gender ignorant theories of citizenship needed to change. For example, many have said that the current austerity programme of cuts has had a far more negative impact on women than it has on men. This might be seen to undermine the status of women and their equal protection of the laws.

The notion of 'good citizenship' appears to be associated with the public domain and this is the area usually associated with males. However, the private domain also has much to offer in the formation of 'good citizenship' in the form of the *'ethic of care.'* Tronto (1995) explained three stages of an

'ethic of care' and wrote that the qualities that could be applied to 'good citizenship' might include the skill of identifying those in need of care, knowing the best course of action to take in order to remedy or help the recipient of care and being able to effectively deliver a course of action that helped that individual. What was clear was that an 'ethic of care' described an innate concern with the welfare of others. In addition, in the eagerness to help others, an *'ethic of care'* offered a moral outlook that might lead to other characteristics of 'good citizenship,' such as voluntarism in keeping with Marquand's re-interpretation of civic republicanism (2004). The *'ethic of care'* emerged through the work of Gilligan (1982), who published a work called *'In a different voice'* which suggested that the moral judgments of girls were determined by an optional moral basis to the system's view of justice and rights. The concept flourished and many feminists, including Nagel (1997), took up the notion of a *'woman's way of knowing and caring'* (p. 307). The *'ethic of care'* can be seen as an alternative approach to citizenship based on principles that arose out of relationships between individuals rather than a relationship between state and individual (Nagel,1997). An understanding of the concept of 'good citizenship' can therefore benefit from the literature on citizenship, in particular from the *'ethic of care'*.

Roseneil (2013) broadened the debate about citizenship and feminist politics in new directions by challenging us to think 'beyond citizenship' and to engage in feminist re-theorisations of the experience and politics of belonging. This author asked whether citizenship was a worthwhile object for feminist politics and scholarship and whether we should find a different language to express our desire to belong and alternative ways to seek out equality, justice and reciprocity. Roseneil (2013) offered important new analyses of citizenship in feminist perspectives that emphasised the importance of affect, subjectivity, embodiment and the collective.

Summary

This third section addressed the main theoretical citizenship traditions of liberalism, civic republicanism and communitarianism that have helped to inform the notion of 'good citizenship'. Crick (1998) has clearly taken all three of these traditions and incorporated them through the tripartite principles of moral and social understanding, community involvement and political literacy. How they were implemented in the classroom must have been problematic given the critique offered. The concepts of citizenship and 'good citizenship' have been controversial. Offering a discussion and evaluation of these key themes has helped to illustrate the genesis of the current citizenship education programme. The next section concentrates on empirical literature relating to the notion of 'good citizenship' in citizenship education.

2.8. Empirical literature informing the concept of 'good citizenship'

This thesis presents a unique empirical voice of pupils' perceptions of citizenship education and 'good citizenship'. The literature on citizenship education offers a small number of empirical studies which provide a better understanding of 'good citizenship'. Authors who have contributed to this debate include: Conover *et al* (1991/2009); Lister (2001); Tupper and Cappello (2012); Dean and Melrose (1999); the Home Office (2001); and McBeth, Lybecker and Garner (2010). These views will be discussed below.

Conover *et al* (1991/2009) examined the way in which citizens in the United States and Great Britain viewed citizenship rights, duties and civic identities. 'Good citizenship' was amongst the topics that were discussed in a series of focus group discussions held with pupils in similar communities in both countries. Conover *et al* (1991/2009) concluded that a British view of 'good citizenship' was predominantly 'conservative' and conventional in nature. Conover *et al* (1991/2009) expressed that, *'Far and away the most commonly cited British duty was obedience to the law'* (p. 813). Furthermore, the authors suggested that the substance of 'good citizenship' was shaped by characteristics such as serving on juries, voting and paying taxes. In addition, they observed that the emphasis on activism that was placed on 'good citizenship' by the civic republican and communitarian theoretical traditions had less of an impact on the British notions of 'good citizenship'. Therefore, the image held of the 'good citizen' was one that strongly included a concern with liberal, procedural characteristics such as paying taxes and formal participation in the public realm such as jury service and a conformist concern with obeying the law and upholding community customs and courtesy. Characteristics such as 'voting' and 'obeying the law' received strong support from the participants in their study, although beyond these topics there was less of a consensus and more hesitancy and differences in opinion. The authors continued by stating that, *'In contrast to the public roles, constant activity or communal participation, 'good citizenship' could be seen as 'looking after your own family, your own patch'* (p. 814). As such it was not something that only involved duties to the state but also duties to one's family. It also became apparent that arduous activities, such as 'active participation,' should not essentially be considered as every citizen's duty because this type of activity depended on an individual having adequate means and the necessary political subjective self-competence.

Dean and Melrose (1999) conducted a study with a sample size of seventy six people of differing socio-economic backgrounds that focused on an understanding of 'good citizenship'. Their research employed a series of interviews and the meaning people attached to the concept of citizenship was analysed. Their findings concluded that people perceived 'good citizens' as either 'altruistic' or

'bound to a code of obedience,' where 'good citizenship' revolved around adherence to the law and paying taxes. Yet again we find a sort of authoritarian liberalism. The authoritarian comes from obedience and the liberalism from being economically active.

Lister (2001) focused on analysing the way young people in Leicester, aged 16-21, perceived citizenship and their transitions as young citizens. An outcome of the discussion, which focused on rights and responsibilities, demonstrated that active participation in the community was viewed as important. The young people described 'good citizenship' as being a 'good neighbour' including 'helping' and 'looking out for' people. Furthermore, a notion of 'respect' indicated a concern for the physical environment and surroundings, as well as a form of interpersonal behaviour, such as being polite (p. 245). Finally, the recognisable image of the 'good citizen' that emerged from Lister's study was more in keeping with the feminist and communitarian theoretical traditions.

The qualities and outcomes of 'good citizenship' have also been researched by the Home Office (2001) as a part of a biennial Citizenship Survey. It was devised to be an integral part of the research base for the Home Office's community policy area. The investigation involved a national representative sample of 10,000 participants and a cross-section of 5,000 people who were from different ethnic groups. A prominent theme of this study was the collective way in which a 'good citizen' would view their rights and responsibilities. The study remarked that,

'The formalisation of rights in the UK has been complemented with the idea that rights are accompanied by duties and responsibilities...together, rights and responsibilities form the core elements of what it means to be a good citizen' (p. 10).

97% of respondents agreed with the statement that, *'If people treated others as they would want to be treated themselves, our society would be a better place'* (p. xiii). Again, although such sentiments might be accurate, little was said about the civil, political and social rights of the T.H. Marshall era. Perhaps it was the politically aware, educated and older generation who found the lack of appetite for rights the most puzzling.

Furthermore, McBeth *et al* (2010) explored the dimensions of 'duty based' versus 'engaged' citizenship. This study showed that, *'Engaged citizens are more participatory, global and committed to social justice than their duty based counterparts'* (p. 12). This was certainly logical as it might be suggested that activism was associated with self-interest whilst duty based approaches were essentially passive in their nature as they were directed to their responsibilities, for example, jury service.

Tupper and Cappello (2012) described a larger project exploring the ways in which citizenship was provided in the school curriculum and the ways in which pupils understood and took up the narratives of 'good' citizenship. Using an image-based approach, the authors researched pupil experiences of citizenship at two high school sites in Regina, Saskatchewan in Canada through pupils visually representing their insights of 'good citizenship'. Their perceptions were then discussed with the researchers. Focus groups were also created where pupils had the opportunity to discuss the images with the authors. The authors said that it became apparent that, '*Pupils understood good citizenship as something related to common sense*' (p. 37). Again the lack of political ideals or sense of abstract principles, such as justice or injustice was striking and showed a lack of appetite for radical change of any kind.

Summary

This chapter discussed the growing emphasis on 'pupil voice' in educational policy and curriculum development. Secondly, the rationale behind the introduction of citizenship education into secondary schools in England in 2002 was examined. Thirdly, the chapter addressed the main theoretical traditions of liberalism, civic republicanism and communitarianism that have underpinned the notion of 'good citizenship.' Finally, the paper explored the empirical literature which sought to offer views about the notion of 'good citizenship.'

As mentioned, the overarching purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school'. This case study was based on an insider-researcher approach that capitalised on the existing teacher pupil relationship and the opportunity this offered to seek out understanding from the pupils themselves. The rationale for placing pupils at the heart of the case study was to offer an insight concerning the learning, teaching and experiences of young people and to facilitate 'pupil voice'. I would argue that educational professionals and policy makers must actively seek out 'pupil voice' in order to foster a solid base for the teaching of citizenship education. If pupils are shown by their educational institutions that their ideas, desires and values are recognised by the school, they will feel more empowered and will become socialised to engage in a more productive way both socially and politically in the future.

This case study has shown that giving pupils a 'voice' has given them a sense of empowerment and helped to develop a number of personal, social and organisational skills. For example, pupils said that they developed more confidence in their ability to communicate, their decision making and problem solving skills also improved. They said that they enjoyed working as member of a team, learning to respect others' points of view and working with others on various citizenship education

activities. Additionally, pupils felt that they had built up a good relationship with their teachers as they felt listened to and their relationship with their peers also improved.

The reason for the introduction of citizenship education was multi-faceted but a decline in social cohesion, a new relationship with the state, a democratic deficit and remote political institutions without relevance to young people have all been offered. It was also found that the stress on responsibilities rather than rights was something widely found in the data and the literature. Some of the theoretical and conceptual debates which have each played some part in the introduction of the citizenship education agenda were found to be logical and useful while others were found wanting because of their idealism, naivety or incoherence despite them still having an influence on the curriculum anyway. Their contributions focused on the following themes: political radicalism; communitarianism; public and private morality; feminist perspective; inclusivity; promotion of democracy; equality, identity and cultural diversity; community involvement; and the global aspect of citizenship. Despite all the theoretical and conceptual visions, the '*Crick Report*' (1998) established the essential curriculum for citizenship education. Responsibility, morality, democracy and volunteering were particularly key issues in the new citizenship education curriculum.

Various theoretical ideas have influenced citizenship education and the notion of 'good citizenship'. Liberalism, civic republicanism and communitarianism all appear to have underpinned the citizenship agenda, offering complex and challenging notions when translating their ideals into the classroom. Crick (1998) has clearly taken all three of these traditions and incorporated them through the tripartite principles of moral and social understanding, community involvement and political literacy. The concepts of citizenship and 'good citizenship' have been controversial, but all of these theoretical and conceptual debates have helped to inform the citizenship education agenda implemented in 2002 and the later revisions in 2008 and 2014.

In terms of the direct relevance for the thesis, it is clear that rather than the government taking on more responsibilities for the care and welfare of its citizens, young people were to be socialised into such a role through volunteering and other good deeds. It was also clear that the economic freedoms and stress on economic independence was tempered socially because the 'good citizen' was also someone law abiding and respectful to authority. Whilst this may not necessarily be shared by all pupils, it was the view which was formulated by the policy makers after drawing on notions of liberalism, civic republicanism and communitarianism.

The next chapter describes the philosophical underpinnings, methodological approach and specific research methods used to achieve the objectives of this case study, which were to explore pupils' perceptions of citizenship education and their understandings of what makes a 'good citizen'.

Chapter 3: Methodology

3. Introduction

The overarching purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010). The case study was carried out in an 11 to 19 (Yrs.7-13) mixed comprehensive school called the Water Park Academy. 1246 pupils completed a whole school survey and 35 pupils were interviewed. The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

This chapter describes the philosophical underpinnings, methodological approach and specific research methods used to achieve the objectives of this case study, which were to explore pupils' perceptions of citizenship education and their understandings of what makes a 'good citizen'. A mixed methods case study approach which utilised a survey, interviews and the researchers own experience and observations was employed for the following reasons. Firstly, it allowed a large number of pupils to describe their understandings through an online survey, which helped to enhance the reliability of the study. Secondly, unstructured interviews allowed for greater depth of understanding about pupils experiences of the citizenship education programme and thus generated a high degree of empathetic understanding. These interviews complemented the descriptive data of the online surveys with more explanatory data.

The next section will consider the philosophical foundations of the study before explaining the reasons for choosing a case study approach. The rest of the chapter will cover the issue of 'pupil voice,' ethical considerations, the rationale behind data collection and the approaches to data analysis.

3.1. Philosophical foundation

This was primarily an interpretive and reflexive study which drew on the assistance of pupils but also recognised the impact of the school environment. Interpretive approaches contribute to the view that, '*All social reality is constructed, created, or modified by all the social players involved*' (Dodge 2011: p.46). It involved making sense of pupils' actions and meanings and interpreting these as well as the researcher's own role in this construction. In this study, as a teacher and researcher, I was interested in exploring pupils' views of their citizenship education classes. This interpretation would be central as a research tool but essential to this case study were the views of young people

themselves. I was in a unique position to allow pupils with an opportunity to speak about their own personal experiences.

Perhaps one of the reasons for the selection of this approach was that gaining access to a group is often difficult, yet as a teacher and a researcher this difficulty was absent. Being in this privileged position meant that the time-consuming qualitative methods could be implemented with relative ease.

Wilson (2013) defines reflexivity as,

'An interactive process which takes into consideration the relationship between the teacher, the students and the learning context, and also examines the underlying assumptions and priorities that shape interaction within a given time, place and situation' (p.579).

Creswell (2014) adds that,

'Reflexivity means that researchers reflect about how their biases, values and personal background, such as gender, history, culture and socio economic status, shape their interpretations formed during a study' (p. 247).

As a qualitative interviewer interpreting pupils' responses to the questions there needed to be a consistent and continuous reflection of the research context. When interviewing pupils their responses needed to be interpreted and the environmental context in which the process was taking place also needed equal reflection. For example, the fact that interviews took place within the confines of an educational institution might have relevance. Additionally, there needed to be a reflection on the dynamics between the researcher and the interviewee as this might affect their responses to the questions. For example, when a teacher has a degree of authority over a pupil and that pupil assumes the role of interviewee, the pupil may seek to please the teacher-researcher. Furthermore, pupils may think there was a correct answer to the question because they usually sought to offer a correct answer to a teacher in order to be rewarded. These issues were addressed partly through pilot studies, which are discussed below, and also by being attentive to various forms of verbal and non-verbal communication from pupils. These considerations helped to make it a pupil focused study rather than a professional or institutional one. The aim was to make the process of researching with the pupils themselves one of the main focal points of the enquiry.

Respondent Validation

The nature of positivist research is often thought of as not only scientific but also rigorous. Statistics are treated as social facts and thus something which have been merely discovered much in the way that natural facts were. However, a qualitative method where empathic understanding of human behaviour is sought is seldom thought of as rigorous and this means that certain procedures need to be applied to the data in order to ensure that it meets high standards of academic practice. One of these processes is respondent validation, or member checking, and this seeks to gauge the reactions to the findings and clarify the researchers own understanding of the responses provided. Whilst this is certainly something which would help to improve validity, Mays and Pope (2000) have argued that because the individual has specific concerns and the researcher more general ones this can generate false contradictions (p.51). For example, the researcher has a number of broad concerns such as pupil voice or liberal notions of citizenship whilst a respondent might only be concerned about a specific teacher's subject knowledge or competence. Thus viewpoints can certainly differ. Mays and Pope (2000) argued that respondent validation should not be thought of as nothing more than a process of error reduction (p.51-52).

Piloting

It may be argued that the piloting of the survey had elements of pupil respondent validation embedded in the process. The instructions for completion, the nature of the questions and the responses sought were something drafted by the teacher researcher. As such they were a product of the researchers first order constructs and this generated feedback from the respondents and a process of reflexivity took place. This is not to say that the researcher abandoned the prose and the rationale behind it but the understanding of the pupil respondents certainly helped to reduce redundant responses. The generation of respondent validation helped to demonstrate the level of vocabulary understood by pupils.

Testing Rigour

The Water Park Academy was viewed as 'Outstanding' by Ofsted (2012) but this was certainly not something that was taken for granted. Pupil respondent validation was sought in a number of areas and whilst the teacher researcher had high regard for the citizenship teachers, the pupils articulated their concerns about practitioners who not only lacked the necessary subject knowledge but who also chose to share such a deficit with the class. As such, third party validation and the researchers own expectations were not something that could be taken at face value after the data was analysed. It may be argued that, as the researcher was also a teacher at the Water Park Academy, it was

important that third party validation and one's own professional pride in the school should not be allowed to foster overly rosy assumptions about the standard of provision which might influence the respondents through a subliminal researcher effect. However, the setting was something which contributed the positive rapport during the research process. It may be argued that this contributed to an increased willingness to offer valid responses. In terms of respondent validation, the sort of researcher/respondent inconsistency is perhaps more likely where the researcher has a clear ideological approach. Apart from the researcher's commitment to pupil voice, the research was explanatory and pupils were encouraged to engage with the different methodologies employed as fully as possible. The process of triangulation was undertaken using multiple data sources to produce understanding. I would argue that it helped to improve rigour and reduce errors and it also contributed to respondent validation. The survey with its closed and open questions and fixed choice answers may often present data which is influenced by the imposition problem. By using the group interviews, the teacher researcher's interpretation of the quantitative data could be checked. Furthermore, the qualitative responses also helped to produce unexpected data and this in turn required interpretation and respondent validation.

The interview process was not taken for granted in that notions of peer pressure and differences in confidence and articulation all had the potential to influence the responses made. I anticipated these issues and implemented different types of interview with different mixes of interviewees. In addition to the group interviews, paired interviews were also undertaken. Rather than merely accepting the qualitative statements elicited it was important to undertake the methodology in different ways as a form of respondent validation. Furthermore, by making myself available at break times was another opportunity for respondent validation as pupils often wanted to talk about the research process and their responses. This also allowed for the clarification of meaning through a two way process. Any misunderstandings on the part of the researcher were often resolved in this informal time period during the school day. Notes were written up as soon as practicable in order to maximise validity. However, simply because great lengths were gone to in order to maximise respondent validation did not mean that the researcher always deferred to the respondent. For example, whilst it became clear through a range of methodologies that pupils disliked writing during their citizenship education classes, writing often helps to reinforce learning. As such, respondent validation should not be confused with ecological validity or views of the researcher.

In terms of respondent validation there were a number of investigatory paths that were taken in order to test the validity as well as the interpretation of the responses made by pupils. For example,

one interviewee said that citizenship education was not carried out in other form groups. This was not taken at face value and was merely an assumption by the interviewee because her peers had failed to discuss citizenship with her. Schemes of work were accessed and practitioners were asked to demonstrate their progress and to show examples of work.

Examples of Respondent Validation

A further example of respondent validation might be when a pupil inferred that some in the class had very strong political opinions and that it was 'better to keep your head down.' One might interpret this as either a class management deficit or even something which might result in conflict outside of the class. Having spoken to a large number of interviewees the principle of confidentiality and mutual respect was found to be widespread. Many pupils were found to value the debates in class about political issues and a number felt that these discussions fostered a number of transferable skills such as communication, resolving conflict successfully and developing their empathetic skills.

The thesis certainly identified that social control and being law abiding was something of a theme running throughout the citizenship curriculum but this was not really something which manifested itself in the interviews. However, having spoken to interviewees about this issue sometime after the conclusion of the formal research process it was found that young people often appeared to have a different understanding of social control. For example, not being judgemental or stereotyping people, not engaging in any form of bullying or discriminating against others because of their sexuality, gender, disability or race. As such, this was a more humanistic form of internal social control rather than the external social control which practitioners often think about.

When asked to identify the three foundations or strands which underpin citizenship education it was interesting that few pupils could offer much in the way of a relevant or accurate answer. Social and moral responsibility, community involvement and political literacy did not appear to be something found in pupil vocabulary. However, rather than merely interpret this as a practitioner or pupil deficit, the interview transcripts were analysed more carefully and further conversations took place without making the reasoning explicit to the pupils. When pupils were asked about what valuable or enjoyable citizenship education activities they had participated in or what a good citizen was, the responses offered actually provided a perceptive insight concerning the three strands of citizenship education. Issues such as treating others in a morally informed way, engaging in political activity and participating in community or charitable deeds were all widely offered by interviewees. Therefore, a

process of respondent validation took place where pupils were found to understand the three foundations of citizenship although when they were asked this in a more academic or abstract way they had difficulty. I would argue that the interviewee responses ought to be interpreted in their entirety and not compartmentalised if respondent validation is to be achieved in a rigorous way.

Recursive elements of respondent validation

In terms of the specificity of a recursive element to the respondent validation process, it was important to make pupil voice a reality by incorporating pupil responses into the thesis. This was something which was carried out in a consistent manner throughout the process whether the comments supported the writer's point of view or not. Furthermore, the use of respondent comments helped in the interpretation process and in locating these responses within certain typologies or conceptual frameworks. Respondents also participated in the write up process on many occasions. For example, when respondents indicated that they had learnt about listening, respecting others and how to empathise, this demonstrated what might be referred to as 'social life skills.' During the write up process pupils were asked how they might define or categorise the sorts of skills they learnt during their citizenship lessons. Their responses reflected the typology noted by the researcher rather than something which contradicted it. The regular inclusion of respondents or interviewees in the write up process was found to be invaluable in its contribution to respondent validation or member checking. Successive execution helped to avoid errors in the subjective interpretation of pupil's responses. This was particularly important where group interviews were concerned. Simply asking one individual from the group to participate in the write up process would not offer much in the way of rigour but time was also a factor which limited a fully inclusive and in depth approach to the process of member checking.

Noble and Smith (2016) noted that the process of showing the interview transcript to interviewees was a useful method of respondent validation (p.35). This was a process which was carried out consistently and, although pupils were not always keen on seeing or hearing their own words again because they felt self-conscious, the researcher explained how important it was to ensure the transcript was accurate and that their responses had been interpreted correctly. This process was not always as time consuming or onerous as one might think. For example, some of the responses were quite convoluted but the clarification of meaning was often something swiftly achieved. Trawling through each word in the transcript was not always necessary or helpful because pupils often could not recall their exact words anyway. As such, meaning and the accuracy of interpretation of that meaning was prioritised. However, it should also be noted that where respondent validation

as critical feedback was concerned the process certainly had some shortcomings. Firstly, pupils were not really equipped to understand all the conclusions or recommendations made or their social or economic justification. This was especially true of the younger participants in the research. Furthermore, the notion of age, patriarchy (a social system in which family systems or entire societies are organised around the idea of father-rule, where males are the primary authority figures) or the obvious inequality between teacher and pupil may play a role in the respondent validation dynamic. Pupils may agree to participate in this post interview process because they felt compelled to do so and they may have wished to offer critical feedback on interpretation but failed to do so (Willig, 2001). As pupils are rewarded in their school career for being helpful, being critical or unwilling to endorse the researcher's conclusions was not something that came naturally to the pupil participants. Finally, the expectation that participants would offer detached and unbiased comment on a researcher's findings needs careful consideration. Therefore, although being recursive is good practice where respondent validation is concerned, it is certainly no panacea for the inherent shortfalls in the process. Perhaps this is why respondent validation needs to be viewed as merely one tool amongst many that help to improve the quality and rigour of qualitative research.

3.2. Research with young people: practical considerations of a reflexive stance

Although there has been a growing interest in recent years in considering pupils' perceptions in educational research (Wilson, 2013; Kerr, 2009; Rudduck and McIntyre 2007), there has been less focus on the practical challenges facing researchers when carrying out research with young people. Punch (2009) suggested that, '*A common concern for qualitative research with adults or children is not to impose the researcher's own views and to enable the research subjects to express their perceptions freely*' (p.325). In such a study, the relationship between the teacher-researcher and the pupils was paramount. The young person needed to see that the researcher had integrity and honesty whilst respecting their views and having a clear ability to empathise with them.

The research objective was for pupils to offer valid responses and to appreciate that there were no right or wrong answers. By ensuring that the researcher did not communicate any particular views about citizenship education, and by maximising the benefits of a positive relationship with the pupils, open and honest answers were likely to be more forthcoming. Furthermore, as the research had a position of authority within the pupils' institution it was also very important to show pupils that their confidentiality and anonymity would be respected. In addition I made it very clear that the identity of the pupils would not be disclosed and that they could be open and honest with the answers they gave to the questions. This was particularly important when discussing the topic

schedule (Appendix B) with the selected pupils before the interviews began. The pupils needed to know that their views, not their friends' or their teacher's views, were central and vital to the research process.

I felt able to deal with the interview situation due to previous experience but, more specifically, I felt competent as a listener and someone who had sound social skills. Here I acknowledge Chaplin (2003), who suggested that the ability to interview young people depended very much on the personal and professional skills of the interviewer. He argued that the researcher needed to consider the effects of knowing the interviewees personally in that it should convey trust but, in contrast, it could affect the young person's responses. My aim was to ensure that my expectations and experience did not influence the interview outcomes. I endeavoured to engage interviewees through mutual respect and trust, using appropriate questions and vocabulary, using positive non-verbal body language and genuinely accepting what pupils said whilst having regard for their eagerness to please the researcher. Further I was also aware that, during the group interviews when one pupil was responding to a question, it would allow the other interviewees time to think about their responses therefore enabling them time to give a more thoughtful response. Another consideration was that I was aware of the dynamics within the group. Pupils had been selected to take part based on their age, gender, ethnicity and ability. It was pleasing that interviewees engaged purposefully with the group and articulated their own views candidly whilst responding and listening to others in the group. This was a particular strength of the interview process that was achieved through forward planning and which avoided the domination of any one group by assertive personalities.

3.3. Reflexivity in pilot studies

Before the group interviews took place a number of pilot studies were undertaken. The interview schedule (Appendix B) was piloted with ten pupils, two from each Year group (January, 2014). This confirmed that the questions used were generally appropriate and would help to achieve the research aims. When asked for feedback, most of the pupils said that they found the interview interesting and that they had enjoyed the experience. Pupils said that they felt they had enough opportunity to articulate their views and that they did not feel like the process was truncated. The only question pupils found difficult to answer in any depth was '*what are the three strands to citizenship education?*' Many pupils said they did not know. However, it was decided to keep this interview question in the schedule as it was useful in determining the level of knowledge amongst different year groups.

Piloting the questionnaire

The survey (Appendix A) was piloted using a group of ten 11-14 year olds and ten 14-19 year olds, who were asked to review the survey having completed it. As a result, these groups provided critical feedback on the introductory remarks, the instructions for completing the survey, the quality of the questions, the type of responses that were sought and the general administration of the survey. For example, some of the pupils mentioned that the survey was too long and, as a result, the expected duration and number of questions were both reduced. Furthermore, some of the 11-14 year old age group found words like 'visual' and 'auditory' and 'kinaesthetic' hard to understand and these words were made more accessible by placing the meaning of these words in brackets: visual (through seeing), auditory (through listening) and kinaesthetic (through doing) when pupils were asked to describe the way that they learned. Having responded to the feedback the survey was edited to reflect the weaknesses identified.

3.4. Researcher position

As previously noted, much of the research conducted about pupils' perceptions in the field of education has been carried out by academics rather than practitioners (Hine, 2004; Lister, 2001; Lloyd, 2008; Maitles, 2010). This thesis attempted to bridge this gap. It is my view that, as an insider-researcher, the education setting being studied offered me far more in-depth access to pupils' perceptions than an outsider-researcher. However, an alternative view would be that an outsider might be more objective and see the bigger picture about how citizenship education can underpin shared demographic values. As discussed, a mixed methods case study approach which utilised a survey, interviews and the researchers own experience and observations was employed. '*Participant observation*' required the insider-researcher to be a subjective participant in the sense that I utilised the knowledge I gained through personal involvement with the pupils to interact with and gain further access to the pupils. For instance, I presented examples of the citizenship related projects and activities offered to pupils at the Water Park Academy through case studies, which will be discussed further in Chapter 7. My aim here was to illustrate that I was in a unique position to allow pupils with an opportunity to speak about their own personal experiences. This component supplied a dimension of information that was lacking. Breen (2007) highlighted the advantages of being an insider-researcher. They included having,

'...superior understanding of the group's culture, the ability to interact naturally with the group and its members and a greater relational intimacy with the group' (p. 163).

Again, Breen (2007) was not ignorant of the disadvantages and said,

'Greater familiarity can lead to a loss of 'objectivity' particularly in terms of inadvertently making assumptions based on the researcher's prior knowledge and experience' (p. 163).

Finally, Breen (2007) noted that,

'The role of the researcher often acts as a barrier which separates the insider from those in the research setting ' (p.164).

Breen (2007) also noted that a further difficulty often experienced by insider-researchers related to ethical codes and that, although principles of privacy, confidentiality and informed consent may guide the researcher, participants may not be entirely comfortable with the close proximity to the researcher and therefore the insider-researcher's role may be compromised (p. 164). This was something which became even more influential when difference in age, power, status and authority were present.

Although there will always be various strengths and weaknesses of methods and the status of the researcher, the process of planning and preparing for the interviews was as objective as possible. The following protocol was read out to the pupils before the interviews:

'I want to thank you all for agreeing to take part in these interviews today. They are important as I want you all to give your views and opinions about citizenship education. In order to be fair to everyone I am going to ask if you stick to the following ground rules for effective interviewing. They are: listen carefully to the question and when you put forward your views and opinions bear in mind that there should be respect for what others are saying and be honest with your shared thoughts and beliefs; everyone has the right to speak and everyone has the right to be listened to; when someone is speaking do not interrupt or show a lack of respect and try to adopt good listening skills like having eye contact, leaning forward, smiling and having a relaxed and positive style whilst sitting. Is everyone happy with this? Does anyone want to add or delete anything? I am going to ask your permission to record the interviews. I would ask that you answer all the questions as honestly as possible. Are there any questions before you start? Thank you again.'

At the start of the interview, the pupils were provided with an opportunity to say something about themselves prior to the initiation of the interview. They were offered some refreshments and the short preliminary discussion helped to put the pupils at ease. Initial questions were offered such as,

'So can I start by asking you to tell me a bit about yourself: What year group are you in? How would you describe your ethnicity? Do you have any hobbies or interests?'

Responses were written down on the topic schedule and, before recording commenced, informed consent was secured and the pupils were told that they had a right to withdraw from the process at any stage. Both these ethical principles are reflected in the British Sociological Associations Code of Ethical Practice (2002) clause 16 and 17 and Loughborough University Ethics Guidance (2014).

In conclusion, I was able to complete the primary research in a context of mutual trust in a relaxed atmosphere. This was certainly something unlikely with an outsider, irrespective of their skill set. There was a clear understanding of the context and culture the pupils inhabited on a daily basis. Although some interviewees appeared a little apprehensive at first, they soon become more positive once they appreciated that genuine answers were sought and that they would be given time to elaborate in response to the open questions directed towards them. The next section discusses the chosen research design and seeks to justify the case study approach.

3.5. Research design

As discussed above, this study employed a mixed-methods approach involving a survey with 1246 school pupils and qualitative group interviews with 35 pupils in the context of a case study. According to Stake (2005), a case study is defined by the researcher having a specific 'case of interest' for reasons rather than for any desire to generalise or represent. He suggested that,

'A case study is not undertaken primarily because the case represents other cases or because it illustrates the particular trial, or problem, but instead because, in all its particularity and ordinaries, the case itself is of interest' (p. 445).

The case study was a suitable approach given that the teacher-researcher already had access to the school and the sample of interest. Often the younger the respondents were, the more difficult it was to negotiate access to the pupils with the Head Teacher. As this obstacle was absent, it certainly encouraged the opportunity to access valid responses from those where a positive rapport had already been established over a period of years, rather than a few minutes where an outsider-researcher was concerned.

Furthermore, as discussed in Chapter 1, the school had an 'outstanding' record on citizenship education yet such external validations, nor management opinions, might not be reflected through the eyes of the pupils themselves. As such, a case study would allow a whole range of citizenship

education processes, content and outputs to be explored from a pupil perspective. Furthermore, a case study could offer depth where other methods, which sought to generalise and thus use very large samples, simply could not. This case study was, therefore, exploratory and explanatory in nature and, although surveys were employed, the extensive use of semi-structured interviews facilitated the avoidance of the imposition problem. The imposition problem is where the desire to gather such large amounts of statistical data necessitates the wide scale use of closed questions with fixed choice answers, which are often not relevant. Forcing pupils to choose between fixed choice answers has its place but it cannot be a methodology that one can invest a great deal of credence in when explanatory data and valid answers are sought. As Stake (2005) suggests, '*Selecting the case is not a methodological choice, but a choice of what is to be studied*' (p. 445). In this instance, the choice had already been made due to the intrinsic interest in the school and the topic.

In addition to being attracted to an original study, I selected a case study method as it allowed a great deal of learning about one set of people, the pupils themselves. This allowed me to study the pupils in-depth over time, using my own insights and within the context and complexity of the school setting using largely qualitative methods but also adding some statistical data from the survey. This choice was informed and shaped by my own background and knowledge. According to Merriam (1998) and Stake (2005), the research can be called a case study if it investigated one person, one group, one institution or community. Other related literature suggested that a case study more accurately referred to a research tradition or an approach in which the object of enquiry was unique and in which the researcher's interest was in the '*particular*' rather than the '*general*' (Creswell, 2007). Paltridge and Phakiti (2010) added that,

'The case study is an approach which examines the single case, whether it be a single person group institution or community, either at one point in time or over a period of time. This allows for a project which produces in-depth descriptions of contexts themes and issues' (p. 350).

An advantage of a case study was that it involved the analysis of a given issue or topic in its completeness and from many angles, often using more than one method (Rawsthorne, 2008; Thomas, 2011; Wilson, 2013). Despite the mixing of methods, the focus was usually on very detailed and close study with a small group of people (Bell, 2010). The strategy of focusing on real-life situations (Simons, 2009) and the holistic approach of case studies (Yin, 2013) also enhanced data validity (Thomas, 2011; Wilson, 2013). Wilson (2013) concluded that,

'The case study is a versatile, approach to research which enables the researcher to understand a complex issue or object and brings with it a familiarity to the case that no other research approach is able to access (p.256).

A qualitative approach allowed me to explore pupil views that would have been difficult to ascertain through quantitative research methods alone. As Denzin and Lincoln (2011) suggested, qualitative research methods were the best approach when studying subjects in their natural setting. Also, Esterberg (2002) was influential through highlighting the need to use qualitative research methods when attempting to understand social processes in context. Pupils have self-determination and would offer their own views on citizenship and what constituted a 'good citizen'. In contrast, a passive ontological view would suggest that pupils were highly influenced by social structures (Giddens, 1986) such as the school and its environment. I would propose that this case study showed the former view and that has determined the chosen methodology. Much of the analysis of the data, as discussed later, involved understanding the underlying processes that led to the pupils' perceptions, attitudes and feelings as well as their involvement in school activities.

Despite the advantages of using a case study because of its depth and flexibility, they have received a number of criticisms. For example, the case study has been criticised for inadequacies in terms of reliability and leading the researcher to be more subjective than objective in their endeavours. In addition, some critics of the case study approach have suggested that prolonged exposure to the case study environment could lead to research bias. Another criticism, according to Wilson (2013), was that, *'A single case study can limit its generalisability and that they are not representative of entire populations although they do not claim to be'* (p. 259). My intention was to deal objectively with the observations made throughout the research process, ensuring that my 'closeness' to the pupils and school setting did not allow any preconceived bias to influence the study process or outcomes. This was enabled by the reflexive stance I discussed above. Further, as mentioned, I chose a mixed method approach to the enquiry, which involved collecting both quantitative and qualitative data. The core assumption of this form of enquiry was that the combination of qualitative and quantitative approaches provided a more complete understanding of a research problem than either approach alone (Creswell, J.; 2014 p.4). This approach helped to strengthen the data base to enable valid and reliable research outcomes. Understanding and analysis of the school environment, and particularly how citizenship education was taught at the Water Park Academy, were also crucial to the methodology.

3.6. Giving young people a voice in the study

This research aimed to explore young people's views on citizenship education and 'good citizenship' and, further, illustrate why their perceptions can, and should, influence future debate on education policy in this statutory subject. The rationale for placing pupils at the heart of the case study was to offer an insight concerning the learning, teaching and experiences of young people and to facilitate 'pupil voice'. As such, the explanatory part of the research process that facilitated 'pupil voice' and the accessing of their in-depth views about the programme and the notion of the 'good citizen' were successfully achieved through the interview process and participant observations. Whereas traditional approaches saw young people exclusively as objects of enquiry (National Youth Agency, 2010), now young people were seen as social architects in their own right, with a distinctive perspective and awareness of their own reality and were able to be critical (PEAR, 2010). 'Pupil voice' contributed to empowerment and this, in turn, helped to ensure that young people took greater personal responsibility over more facets of their lives (Owens, 2004). These approaches were also having their effect in research in schools and on educational topics, as I will discuss below.

Flutter and Rudduck (2004) and Wilson (2013) highlighted the importance of pupil involvement when seeking to consult the pupil body on issues relating to the 'school improvement agenda' (Wilson, 2013). In addition, Rudduck (2007) suggested that pupils should be, '*Able to contribute something to the school*' (p.2). When researching into pupils' perceptions, Wilson (2013) suggested that teachers would need to understand that,

'There is a range of interactivity and complex factors which may influence pupil learning...that pupils may have different views from the teachers and that the teacher needs to focus on collecting empirical data about pupils issues, in context' (p.63).

As a result of such developments, it has become an important part of the school ethos and culture in the Water Park Academy to actively involve pupils not only in their own learning but in expressing their views on issues relating to the whole learner journey. This was discussed in more detail in Chapter 1. Thus, pupils were regularly involved in completing surveys about their educational experiences. For example each term, and for each subject, pupils were asked to complete a very short survey which included questions including, '*Do your lessons seem well prepared? Does your teacher support you in lessons? Do you get regular feedback on your progress? Do other pupils allow you to work in lessons? Is homework regularly set? How would you improve your lessons?*' All this data was used by Subject Leaders and the Leadership Team in the school's Quality Improvement Plan. Another example was that, through the meetings of Heads of Year groups and the whole

school council meetings, pupils were often asked to comment on topics such as teaching and learning, safeguarding and behaviour. The intention of this approach was to value and encourage pupil efficacy. Teachers attempted to do this by addressing the issues raised through feeding back proposed actions during form and assembly time.

In the present study, I was able to ask pupils in my own school to take part in research using a survey and group interviews. Pupils were already familiar with such methods and, although one might have expected them to be bored or intimidated by the approach, instead I found that they were very keen to get involved. They said that they felt valued and respected as part of the process. For example, after the group interviews, pupils made comments like, *'I enjoyed taking part'... 'You made us feel welcome, especially after offering us a cup of tea and biscuit'* (Year 10 Boys).

In this case study approach, the pupils were recognised as active participants in the research process. By maintaining a central focus on considering pupils' perspectives throughout the research process it facilitated access to both quantitative and in-depth information regarding pupils' views about not only their schooling, but also their perceptions of 'good citizenship' within and beyond the school. Now it would be appropriate to proceed to a discussion about the ethical issues in more depth.

3.7. Ethical considerations

When conducting research with young people it was important to consider issues of access, informed consent, anonymity, confidentiality, protection, safety and well-being. Literature regarding these themes have been well documented (Alderson and Morro, 2011; Cocks, 2006; Dockett and Perry 2007; Heath *et al.* 2007; Hewitt, 2008 and O'Reilly, 2012); I would argue that it was important that they formed part of the moral framework for researchers working with young people. Furthermore, there was a need to consider the needs of the research itself as a socially valuable endeavour (BSA, 2002, section 5) and the protection and best interests of the pupils (BSA, 2002, section 13). There was a need to be mindful about the physical, social and psychological welfare of those who participated in the research process irrespective of the methodology (BSA, 2002, section 13). It might be argued that, although anonymity was important where the completion of the survey was concerned, the interview process offered far more ethical issues for consideration. With regard to the ethical implications of the research, anonymity of all pupils ensured that any information could not be traced back to individual pupils. Thomas (2011) suggested that there may be many reasons why participants would object to taking part in the research. He noted that,

'They may be embarrassed; they may if they are children, not want to lose respect among their peers; they may feel under pressure, just being asked' (p.69).

It was very important that the pupils being interviewed were respected and valued in terms of their personal identity and were not simply viewed as sources of data. Since the researcher already knew some of the pupils a rapport was quickly established prior the interviews taking place. They were briefed on the rationale behind the research and why they were selected to participate. This helped to facilitate informed consent rather than mere consent. Some issues, such as the theoretical or the methodological underpinning of the research, were not communicated in any detail as this was felt to be unnecessary and potentially might confuse this age group. Pupils were told that their views would be valued and, although their words would be transcribed for accuracy or validity, their identities would not be disclosed to any other third party.

As the group interviews were conducted in the study centre there were no perceived physical risks to the interviewees. Additionally, the pupils were not pressured to answer questions and, as they were group interviews, those with a desire to answer did so. The study centre office and study centre where I carried out the group interviews were a suitable social context. For example, the room was discretely positioned, the correct room temperature was ensured and the centre was comfortable to avoid any pressure to respond whilst the group interviews were taking place. This approach acknowledged the work of Nutbrown, (2010) who said that,

'Ethical governance procedures promote 'protection' of participants and researchers. But we can do better than this if we look beyond 'protection' to a culture of caring, vigilance, sensitivity and fidelity' (p. 1).

I would argue that good communication skills were essential and it was important to follow a 'protocol' which highlighted the need for good verbal and non-verbal interaction. Interviews are humanistic methods which necessitate sound communication and general interpersonal skills. The BSA Code of Ethical Practice asserted that researchers should not seek to carry out research or methods which they are not qualified or skilled to complete. As an experienced and senior educational practitioner such a deficit did not present itself. For example, the language used was accessible and this helped to convey a degree confidence about the level of language expected. Interviewees seemed to enjoy the process and were clear that they had the right not to answer questions. Finally, it was important to note here that, before the process of data collection commenced, the Ethics Committee of Loughborough University met to ensure that the nature of the research did not contravene ethical principles or the University code of ethical practice. As a result, I adhered to their guidance before obtaining permission from the Head Teacher of the Water Park

Academy to carry out the research with his pupils and fully negotiated and communicated my proposals with key personnel, including the Leadership Team, Heads of Year and Tutors.

The following section will highlight the data collection process in more detail. It will focus on the group interviews, their rationale and process. In addition, it will present the process through which it was carried out and provide details regarding the means of data analysis for both the qualitative and quantitative data.

3.8. Data Collection

Data for this study was collected between January and July 2014 in the Water Park Academy. Pupils completed an on-line survey of forty questions that utilised the 'Bristol-on-line' package. A total of 1,246 pupils in Years 7-13 completed the survey from a whole school population of 1,678. Thirty-five pupils across year 7-13 took part in group interviews, which comprised of two's, three's and fours within the Study Centre (see Appendix B and E for the interview topic guide and a chart outlining the content of the interview groups).

For the survey pupils were selected from each of the year groups. A whole population sample was used except for a few pupils who were ill or on examination study leave. However, whilst other researchers might seek to generalise to wider populations or discover universal laws of social behaviour, the generalisation here was only limited to the Water Park Academy itself. Other schools might offer a different citizenship education experience and, as such, there would be little credence in making broader claims about regional or national generalisability.

In the survey all pupils were selected with the aim of representing the whole school population. The selection process was open, transparent and objective so that the method of selection would stand up to an independent review. Participants were initially identified by the pupils' Heads of Year, as they had the in depth knowledge of the potential sample. Each pupil was asked if they would like to take part in the group interviews. They were told why they had been selected and asked to attend a meeting with myself, where we went through the interview schedule in detail. A balanced demographic that responded to age, gender and ethnicity was also made all the more representative by including high, middle and low achievers (adapted from Richie and Lewis; 2003, p.98.). An overview of the interview demographics may be seen in Appendix E.

3.9. In-depth interviews: Rationale and Process

Group interviews not only generated rich in-depth data but, as Bell (2010) noted, they offered flexibility too. A skilled interviewer could follow up important or unexpected points and take the

interview in a different direction (Burton *et al*, 2008). If the pupils misunderstood questions, clarification was sought to ensure the answers were valid. This flexibility would not be possible with more structured research processes, where reliability was of more importance. The interview questions included, for example: *'Why do you think we do citizenship education in school? Describe your best citizenship education lesson, Describe a good citizenship teacher, Describe a 'good citizen', Describe the citizenship 'activities' you have taken part in, in or out of school'*. The term 'describe' was taken as synonymous with 'explaining' where the pupils were concerned and this particular term was viewed as less intimidating than being repeatedly asked to explain something. A full set of interview questions may be seen in Appendix B.

The notion of interview bias was certainly a relevant point. It may be argued that, as a teacher of citizenship education, it would be difficult to hide the insider-researcher's commitment and positive attitude to the programme. More critical attitudes and responses about citizenship education might not be forthcoming perhaps because pupils may have anticipated the different views of the researcher, who might also be their teacher. It is important to say here that, as an insider-researcher, I wanted to be reflexive and critical and attempted to be objective throughout the interview process.

Some questions appeared challenging or irrelevant to pupils yet they all attempted to answer honestly. Interviewees were told that they could ask the interviewer to rephrase the question. Furthermore, Cohen (2011) said,

'Young people must be made aware that they are free to interrupt ask questions or criticise any line of questioning at any time. Finally, the interviewer must ask the young people's permission to record the interview, explaining carefully and sensitively the reasons behind the request' (p. 382).

As discussed, the interviews conducted allowed the pupils an opportunity to have a 'voice'. This was an important factor for this case study as it enabled the interviewees to openly share their insights into aspects of the citizenship education programme and their views on 'good citizenship'. Further, interviewing pupils in pairs or small groups produced detailed and qualitative data. There were certain disadvantages about interviewing pupils in small groups. For example, when friends or peers were familiar with each other difficulties may be created in that some less able and less articulate pupils may be reluctant to contribute to the discussion. Peer pressure was certainly a consideration when selecting the sample and judging the validity of answers. When anticipating the issue of peer pressure, the researcher explained to interviewees that, *'Everyone had the right to speak and everyone had the right to be listened to.'* Also, each interviewee was given a number and was invited

to answer in turn. This helped to facilitate discussion and ensured that the composition of the group did not preclude the participation of the quieter or less confident pupils.

In terms of the actual process, the group interviews took place during form time, between 08.30 and 08.55. This meant that the pupils did not miss any of their core subjects due to the research. Each student was given a list of instructions and a brief introduction prior to the group interview being carried out. As the interviews were to be recorded, the pupils were shown their consent record and were given an opportunity to withdraw. Interviews were recorded using the '*Audacity*' Software. The atmosphere during the group interviews was purposeful yet relaxed. Any pause or interruptions during interviews were tackled by the teacher-researcher, for example by waiting or reassuring the pupils. However, I was also mindful not to interject too soon when there were silences because children and young people often need more time than adults to process information and consider their responses. At the end of the group interviews all the interviewees were thanked and debriefed. For example, they were informed that the group interviews would remain confidential. Again, interviewees were reminded that their anonymity would be respected and that the recordings would be stored in a secure environment.

It is important to note that it became evident that the pupils wanted to feedback their views on both the survey and the group interviews. I realised this as pupils came to see me at break time and lunchtime to talk about the survey and interview process. This really helpful and positive attitude helped me to carry out meaningful conversations about their views on issues surrounding the research process itself. For example, they informed me when it would be the best time to carry out the survey and group interviews. They also told me what would be considered appropriate language so that they could understand the questions. Without doubt, the pupils allowed me to enhance the quality and quantity of data gathered. For example, the pupils spoke openly about the group interview process and this, in turn, put other pupils at ease. This was my main reason for interviewing the pupils in pairs or small groups. I would argue that, by planning this constructive involvement of the pupils in the research journey, it brought an additional perspective to the interpretation of my research findings. This study acknowledged the work of the National Citizens Bureau (2011) when they stated that young people could develop a variety of transferable skills and develop and extend their social skills (p. 5).

3.9.1. Survey: Rationale and Process

Clearly, surveys have both advantages and disadvantages. The researcher was particularly mindful about the disadvantages because so much of the subjective explanations and surveys were notoriously poor in that regard. However, Cohen (2011) commented that,

'The advantages of a survey are that they tend to be less expensive to administer, saving time and financial resources; they provide a greater degree of anonymity with no face to face interaction, which may provide more accurate responses' (p. 318).

Burton (2009) added that,

'Surveys are quick to fill in and easy to follow up; they can provide direct comparisons between respondents and the data is easily quantifiable' (p. 76).

Burton's comments would appear more compelling than Cohen's views, which seemed to be less technically useful. Additionally, Bell (2010) proposed that a survey enabled the study of a large sample, saying,

'The sample may be geographically dispersed and the responses will not be contaminated by interviewer biases' (p. 138).

I would argue that the survey was also a suitable way to get all the pupils involved by ensuring that no one would feel left out. This method of data collection was important in this case study as it allowed for a large sample and acted as a check against any potential insider-researcher bias. During the process some pupils' gave what may be considered to be *'inappropriate'* or *'humorous'* responses when completing the survey. For example, one boy described his ethnic group as *'cool guy'* another boy described himself as *'orange'*. However, there did not appear to be any evidence of bias and pupils appeared to be constructive in their responses. Clearly, consideration must be made as to the negative aspects of surveys. For example, Burton (2009) suggested that,

'Surveys may have several disadvantages but that the method of administration will have some bearing on these drawbacks. The disadvantages of a survey are as follows: the limited application of a survey, which can rule out the very old; the very young and anyone who is illiterate; the low response rate, which tends to vary between 20% and 50%; the self-selecting bias, which means that those people who respond may not be typical of the sample chosen' (p. 77).

However, Burton (2009) indicated that the survey did not allow time for reflection before responding; that there was no opportunity to clarify any issues; that the order of the questions may

affect the responses to later questions; and that the respondent could consult with others before responding (p. 78). The various criticisms directed against surveys were not dismissed out of hand but many offered were not particularly compelling in this instance. The research has sought to rely far more on the qualitative and subjective explanatory power of the interview process. However, there must also be some quantitative and structured methods in order to add greater rigour to the data collection.

Although there was a high response rate, 1246 out of 1678 pupils at the Academy, the reason that not all pupils were able to complete the survey was due to issues such as examination commitments, study leave and illness. A total of forty questions were asked and presented in a multiple-choice form, with comment boxes attached for additional responses (see Appendix A). Both open ended and structured questions were used. The survey took on average just ten minutes to complete. The method of collecting information provided comparable data, as each respondent was asked the same set of questions. This ensured reliability and a degree of empathic understanding of human behaviour due to the number of explanatory options provided for lengthy responses. It may be argued that conducting a survey is limited thus, in order to address this, carrying out the interviews acted as a qualitative in-depth method of data collection.

3.9.2. Data analysis

Quantitative data from the survey were analysed through univariate analysis utilising the '*Bristol-online*' and '*IBM SPSS Statistical Package*'. Qualitative data from the interviews was analysed by using a thematic content analysis. The analytical framework considered the interconnections occurring within the Water Park Academy; the research environment; pupils' feedback towards the survey and group interviews; whether or not pupils had been put under pressure to be involved in the research process; and whether or not pupils' were as honest and open as requested.

Regarding the analysis of data collected from the qualitative research, the intention was to interpret and draw meaning from the findings. A thematic content analysis was carried out, which identified initial codes and sub-codes. Creswell (2014) reminded us that,

'Coding is the process of organising the material into segments of text and assigning a word or phrase to the segment in order to develop a general sense of it' (p. 290).

Wilson (2013) added that,

'Coding is the process by which a text is examined thematically according to certain categories (codes) which are either predicted or emerged from the data. The

categories sense the purpose of reducing the total mass of data elicited in order to focus on what they tell us about the particular themes we are interested in' (p.163).

Thematic coding was also labelled 'pattern coding' by Miles and Huberman (1994: p.57-58), as it was a form of analytical coding which involved the pursuit of thematic patterns in the coded data. The coded data collected was thus categorised into main themes, as discussed in Chapters 4 – 6, and then significant sections of the full transcripts were organised and structured accordingly. More specifically, according to Wilson (2013), coding can help translate raw data into '*conceptual references*' (p.164). Also, she stressed that analytical coding involved the search for thematic patterns in the data, often at a higher form of abstraction than open codes (p.165).

This thesis adopted a thematic coding stance (Wilson, 2013), utilising both humanistic and computer processes. The approach involved analysing the transcripts and systematically identifying emerging themes and sub-themes. Extracts and themes were typed into a Word document but it was also useful to write some the material out by hand. Although '*NVivo10*' was software used for the processing of qualitative transcripts, it was not always quite as useful where group interviews were concerned. As such, data was extracted and organised into a visual display. The aim was to create an '*explore diagram*' (Wilson, 2013), which showed the main themes and subsidiary themes accordingly.

The themes that emerged from the interviews and survey regarding how pupils' described a good citizen were grouped under the following headings: caring about people in both the local and wider community; knowledgeable about politics and democracy; socially and morally responsible and law-abiding; and sound personal qualities. This process of analysing the group interview data by hand enabled the teacher-researcher to keep control of an overall view, ensuring that the segmented data was placed under different headings. It felt more humanistic to adopt a more labour intensive approach as I felt closer to the pupils' articulation in the interviews. This approach offered a degree of structure and the depth of analysis was high (Olson, K., Young, R., and Schultz, I.; 2001 p.101). According to Gibbs, G., and Friese, S. (2002),

'Researchers using paper based analysis felt they were closer to the words all the respondents or to the field notes'(p.103).

The unique case by themes display enabled me to analyse the data thematically and participate in an exploratory analysis of the whole data base. One of the advantages of this approach was that not only can the patterns and trends be identified but also an immersion in the meaning of the individual and humanistic data. The general themes that emerged were assessed to highlight the preliminary

conclusions. This information was then analysed to consider any re-occurring, contrasting or connecting themes in order to build important foundations for the analysis. The aim was to present meanings from the pupils' perceptions of citizenship education and 'good citizenship'. The process also involved a reflection on the secondary literature, the teacher-researcher's own views and those of the pupils. Also, I linked the findings to the observed patterns and brought it all together, understanding and making sense of what was happening within the threads of time, place, meaning and intention. The empirical element attempted to explain what was happening with the process of discovery in relation to exploring pupils' perceptions of citizenship education and 'good citizenship'.

The data from the survey was transferred to the statistical package for social scientists (IBM SPSS) and analysed using largely univariate analysis. According to Babbie (2010), univariate analysis was the simplest form of quantitative (statistical) analysis. He suggested that the analysis was carried out with the description of a single variable in terms of the applicable unit of analysis (p. 426). Harvey Russell Bernard (2000) proceeded to say that univariate analysis was commonly used in the first, descriptive stages of research (p. 549). This, according to Dodge (2011), involved describing the way in which quantitative data tended to cluster around a value (p. 61). Babbie (2010) added that, in univariate analysis, the measure of central tendency was an average of a set of measurements. The word 'average' being variously construed as mean, median, mode or another measure of location depending on the context (p. 429). Bryman (2009) noted that diagrams were amongst the most frequently used methods of displaying quantitative data. The main advantages, he suggested, were that they were relatively easy to interpret and understand. Univariate analysis was, therefore, useful for describing the in-depth data that was generated from the survey. It would have been useful to proceed to bivariate and multivariate analysis but this thesis focused on the qualitative data mainly because the data yielded was so rich.

Data analysis in mixed methods case study research was noted by Creswell and Plano Clark (2007) as,

'Data analysis in mixed methods research consists of analysing the quantitative data using quantitative methods and the qualitative data using qualitative methods' (p. 128).

Therefore, knowing the steps in both forms of analysis was necessary in mixed methods research (Creswell and Plano Clark, 2007). One important aspect of mixed analysis was the priority or emphasis given to the quantitative analysis component and the qualitative analysis component. This thesis adopted a '*qualitative dominant*' mixed analysis (Creswell and Plano Clark; 2007) and '*qualitative driven approach*' (Onwuegbuzie *et al*; 2011) in which the research study had, at its centre, a qualitative study with quantitative data added in order to enhance and improve the

qualitative study by providing an added value and deeper wider and fuller answers to research questions. Qualitative quality criteria are emphasised but high quality quantitative data was also collected and analysed. The data complemented each other. For example, the survey gave an overview whilst the interviews unpacked these results into more depth.

Research Outcomes as a Contribution to Curriculum Development

I would argue that one of the main methodological strengths of the thesis was the extent to which the research itself became a form of ongoing curriculum development. The curriculum itself involves the totality of learning and development for both the pupil and the practitioner. Such learning usually takes place in the classroom or through continuous curriculum development (CPD) but learning will also take place outside a formal setting like a school. This is perhaps even more relevant when you reflect on the focus of citizenship education because the development of the individual and their behavioural traits as well as their qualities will be practiced outside the classroom far more than inside (Bilbao, 2008). The curriculum young people are exposed to outside school may be negative and foster undesirable attitudes and behaviours such as racism, anti-social behaviour, bullying or sexual exploitation but citizenship education is certainly something which, I would argue, helps to 'compensate for society.' Curriculum development involves the progressive and systematic improvement of the education system and in this case, the citizenship education outcomes and experiences. Yet this objective is certainly not something advanced for its own sake but is an endeavour which fosters integration, participatory democracy, communitarianism and independence. Furthermore, such curriculum development has already been linked to these qualities and behaviours abroad. Oluniyi (2011) has written about the relationship between citizenship education and curriculum development as a force which has helped to ameliorate conflict and encourage the disparate ethnic groups in Nigeria to live together more peacefully (Oluniyi, 2011).

In this thesis the research findings regarding the quality and content of citizenship education reinforced the idea that the curriculum was pluralistic and involved the development of humanistic qualities as well as learning about aspects including political institutions. In terms of curriculum development it may be argued that pupils appeared not to notice the demarcation between micro personal issues such as becoming more open minded and the macro civic notions like voting, political parties and Parliament. Practitioners need to be aware that learners view the personal and the civic as things which are inextricably linked. Teachers, because of their academic and professional training, might be prone to the creation of typologies, classification systems and other barriers when it comes to the treatment of knowledge. I would argue that those charged with

facilitating citizenship education need to be mindful in their practice that listening to others, being open minded but also having normative views and wishing to participate in institutionalised politics are things which are symbiotic, not divorced from each other. This offers a clear steer for curriculum development in terms of the opportunities for pupils to learn about the macro and the micro at the same time but it also provides curriculum development direction for practitioners and other professionals when it comes to lesson preparation and the 'treatment' of the curriculum itself.

Pupils asserted that active lessons were most enjoyable. The Uganda project was used by them as an example of this. Pupils also noted that writing, being passive and more traditional forms of learning were much less enjoyable. In terms of curriculum development it would probably do pupils a disservice if the learning process abandoned all elements of traditionalism. Furthermore, although the Uganda project certainly had a positive impact on pupils, their skills, the school and those who directly or indirectly benefitted from its implementation in Uganda, curriculum development ideas need to be explored. For example, it may be argued that the Uganda project was underpinned by Western ideas, ethnocentrism and a sort of understanding about the problems involved which lacked depth or critical reflection. Curriculum development would really benefit from equipping pupils with an understanding of Colonialism, practices which encourage passivity, creditor and debtor nation relations and cultural imperialism. In doing so pupils would understand that many of the difficulties faces by African nations have a causal root in Western capitalism and global financial institutions. This is not to say that pupils need to become proficient in their understanding of all these issues but pupils did seem to be unaware of any of these extremely pertinent issues result in a view that Africans were largely helpless and must rely on the goods deeds of white Westerners to ameliorate the worst aspects of their daily lives. In short, curriculum development where these sorts of charitable or philanthropic bilateral projects are concerned needs to be more politically and culturally sensitive and perhaps more self-critical. However, finding staff that are confident and adept in the treatment of these global issues is certainly something likely to be a challenge.

Pupils were asked about their attitudes towards fund-raising for deserving causes like the Uganda project and many supported this sort of activity as something rooted in good citizenship. However, in terms of curriculum development one might argue that challenging young people to gauge the relative worthiness of different causes would be something particularly beneficial. Young people need to understand that resources are limited and that if funds are raised and spent, then other needs groups will go without. This sort of thing would afford challenging and thought provoking opportunities for discussion which would improve logical thinking, political understanding, conceptual awareness about relative and absolute poverty and many other sensitive issues.

Determining whether voluntarism, communitarianism and fund-raising for worthy causes ought to be for those in the UK or abroad would certainly stimulate discussion as well as self-reflection. Even if some elected to support the needy in the UK there would still be differences of opinion about which constituency was most deserving. Practitioners might also juxtapose the needs of the elderly versus the needs of the children, the needs of people versus the needs of animals. Many of these choices would make pupils more aware of the sort of decisions that politicians have to make on a regular basis.

In terms of the teaching and content of citizenship education the pupils were very positive and did not view the subject as merely supplementary. There were curriculum development opportunities here in that, whilst pupils appeared convinced about the importance of the subject, practitioners in other subject might still need convincing. As such, a developmental opportunity might be to identify and record the various skills pupils reported developing during their citizenship lessons. These skills could then be collated in order to demonstrate their usefulness and transferability to other more established subjects like English, Maths and Science. This process would achieve a number of worthy outcomes in that citizenship education would become equally valued across all faculties because of empirical learning outcomes and transferable skills, not because of governmental dictates or because the subject happens to be in vogue. Furthermore, as the subject takes on greater kudos and is viewed as a worthy educational endeavour by all staff so pupils will benefit from the broader support they experience in their citizenship activities.

As far as pupil voice is concerned, pupils are often asked to offer their voice in terms of satisfaction about educational provision. This is something associated with the ideology of the political right, new public management and pupils as mere consumers. This sort of approach often means that pupil voice is something intermittent and linked to the quality cycle and quality improvement plans. Citizenship education and the pupil voice were made to be something far more substantive than merely filling in fixed choice questionnaires for senior management. This meant that pupil voice as curriculum development was embedded in daily practice and rather than simply offering fixed choices, learners were able to offer their voice in a way that way important for them. Citizenship lessons saw pupil voice freed from the age patriarchy of institutional administrative practice. The interview transcripts showed that pupils valued praise, when teachers were not dismissive of their comments even if it was not necessarily linked to the curriculum, when they felt genuinely involved and when their views and opinions influenced topics and pedagogy. In short, this thesis helped to facilitate pupil voice as curriculum development. Citizenship practitioners who encouraged pupils to discuss issues that related to their own experiences of citizenship were certainly good examples of

pupil voice in action. Pupils cannot be reflexive through the completion of structured questionnaires but pupils noted that because they were given meaningful voice and latitude in class they were able to develop reflexive skills and experiences. I would argue that reflecting on one's own attitudes and dispositions towards others who may be dissimilar is an essential process towards better understanding and social integration.

Improvement opportunities were sometimes related to the deficit in teacher knowledge and skills. Those who articulated negative views to pupils, or who confided that they had not been trained to teach the subject, elicited poor questionnaire and interview responses from learners. Indeed one might argue that in such circumstances honesty may not have been the best policy. Practitioners who lacked the necessary knowledge would do better to engage in the necessary preparation before lessons, seek out advice where needed and limited the discussion of their insecurities to the staffroom, or with their mentors and managers. Teachers who lack the knowledge, who are unwilling or lacking enthusiasm for the subject can do a great deal of harm to the curriculum provision and the learner journey.

In contrast, pupils said that citizenship lessons enabled them to learn about things which were directly relevant to them, such as cyber-bullying, drugs, abortion, homelessness or self-harm. Volunteering, charitable activities and pressure group activities were also viewed as having core relevance. Perhaps curriculum development here might illustrate the missed opportunities in other curriculum areas where practitioners could make learning more relevant than they do. This is not to say that theory and abstract concepts are not important but these can often be applied more creatively in order to engage learners so that they can see that learning has personal or experiential value, not just value through credentials.

In conclusion, practitioners ought not to expect pupils to see a watershed between the personal and the social, the micro and the macro. To establish such a demarcation is both unnecessary and perhaps contributes to increasing the complexity for learners without need. Viewing formal institutions and practices and things which are inextricably linked to participatory attitudes and positive social behaviour is something which meets the benchmark of curriculum development. Those who organise their practice through establishing clear links between the political and economic system and personal behaviour would help to advance citizenship education. There is also a need to ensure the right degree of critical awareness is developed amongst pupils. Citizenship pupils should not be sold charitable or worthy social endeavours which lead them to formulate an incorrect or naive understanding of the world. If the political system is to function and to remain meaningful it must be populated and influenced by perceptive and critical individuals and not just

those satisfied with the status quo. Engaging in constructive voluntary work in places like Africa certainly benefits the vulnerable and needy but this should not lead to the assumption that black people are helpless and disorganised and only white people can provide solutions. That would be modern day colonialism. Again, in terms of curriculum development projects like the Uganda initiative ought to be grounded on a critical understanding about how international capitalism and global institutions often contribute to the difficulties faced by those living in poverty or with conflict as mentioned earlier. Pupils should also be made aware of the difficulties associated with making choices between worthy causes when resources are finite. To help those in Uganda for example means that other needy groups and causes lose out. This is not to say that pupils should be discouraged from helping those in Africa but they must also be made aware of the needs closer to home. Far too often a process of 'othering' takes place where those from different countries or different races are easily framed or defined as being in need when there are many within the UK who also need support. The voluntarism associated with food banks in the UK is a good case in point but it is something which makes uncomfortable reading for those in power. Furthermore, one might advance the status of citizenship education if a more conscious effort was made to identify and collate the transferable skills developed during the course. In doing so other practitioners will appreciate the contribution citizenship education makes to their particular subject and their own performance data. Citizenship education also offers a far more *bona fide* form of pupil voice than the types of experience associated with satisfaction surveys and other forms of neo liberal New Public Management. Pupil voice is recognised and valued by citizenship teachers and it is meaningful because it influences both the issues under discussion and the pedagogy in the classroom. This thesis found that some citizenship teachers were poorly equipped in terms of their knowledge and skills and perhaps out of misguided honesty elected to share this deficit with pupils. This had a negative effect on pupils, their learning and their own attitudes towards the subject. Finally, the research found that pupils found their learning particularly relevant to them and this improved enjoyment and valuing the learning taking place. When practitioners strive to be creative and turn the abstract, the conceptual or the political into something manifestly relevant then the curriculum is improved.

Summary

To summarise, this chapter outlined the research approach and design used to achieve the purpose of this case study, which was to explore pupils' perceptions of citizenship and 'good citizenship'. It focused on the methodology and methods for this case study and the ways in which these decisions formed the research design and the procedure for the analysis. The case study model was explained along with the rationale for utilising a mixed methodological research. Ethical principles were

adhered to in the form of University regulations and the British Sociological Association (2002) guidelines to ethical practice. Informed consent was secured, along with the principles of confidentiality and anonymity. The pupils' best interests were viewed as a primary ethical concern and the right to withdraw was given to all those pupils involved. It may also be suggested that the researcher had sound qualitative and quantitative skills and did not attempt to employ methodologies which she was neither qualified nor skilled at in the study. The notion of researcher bias was dealt with in a number of ways but one of the important approaches here was to ensure the insider-researcher kept their motives objective and distant from the personal. The notion of teacher-insider was both a blessing and an obstacle. The advantage was that a rapport was already established and gaining access to group was an accomplished fact because of the practitioner position of the researcher. However, this may have affected the validity of data because pupils may have exercised a reflexive stance and considered that being critical of citizenship education was not in their best interests. Through an analysis of the theoretical traditions in the secondary literature, the researcher's own views and the data generated by the interviews and survey meant that a rounded understanding was gained. Upon reflection, the useful approach of a mixed methodological approach not only appeared to serve the research well but it also gave the pupils two established methodologies for them to express 'pupil voice' in a variety of ways.

The next chapter presents the findings of pupils' perceptions of citizenship education.

Chapter 4: Research Findings

Pupils' perceptions of citizenship education

4. Introduction

The central purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010). The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's 'voice' in influencing future curriculum development and education policy.

This chapter focuses on the emerging themes that came from the group interviews, a whole school survey and the teacher researcher's own observations. These findings have been categorised into four main themes:

Theme 4:1 pupils' perceptions of the quality and content of the citizenship education programme

Theme 4:2 pupils' perceptions of how citizenship education is taught

Theme 4:3 pupils' perceptions of how citizenship education has affected them

Theme 4:4 pupils' perceptions of how citizenship education has changed

As discussed in Chapter 3, this research employed a mixed-methods case study approach, including an online survey consisting of forty questions that was completed by 1246 pupils, plus qualitative group interviews with 35 pupils from across the 11-19 age groups (Years 7-13). Pupils gave some positive responses and a critical perspective of their experiences of citizenship education at the Water Park Academy. One key thread running throughout the findings was that pupils had a strong 'voice' about citizenship education. This was something supported in the literature review highlighted by Cook-Sather (2006). Positive views about pupil voice having a meaningful impact were also found in the literature review as part of the Every Child Matters agenda.

4:1 Pupils' perceptions of the quality and content of the citizenship education programme

This section presents pupils' views of the quality and content of citizenship education. More specifically, it offers insights into how pupils described citizenship education, their preferred lessons and the topics that the pupils said they would like to be included in citizenship education and issues surrounding their experiences of teaching and learning.

How pupils described citizenship education

In response to the multiple choice survey questions, 'What do you think citizenship education is?' (Appendix C: Findings of the survey) the majority of pupils (63.1%) responded in a way that adhered to the premise that citizenship education was, 'Learning about moral and social issues like racism, discrimination, bullying'. This was supported in the interviews, as typified by one pupil who said,

'We learn how to think and understand different points of view. We also learn about moral and social issues e.g. right and wrong; responsibility; also listening skills and tolerance' (Year 11: Girl).

The literature review discussed the issue of public and private morality in some detail. Beck (1998) and Pike (2007) were concerned about the role schools had in fostering an ethical and moral compass for young people. The alleged break-up of the social fabric discussed in the literature review is something which has been problematic for politicians for a number of years and citizenship is certainly a facet of moral repair.

It is interesting to note that, in reply to the same survey question, 'What do you think citizenship education is?' 47.4% of pupils stated that citizenship education was about, 'Learning to be a good citizen'. To illustrate this sentiment two pupils stated during the interviews that they thought that they did citizenship education in school to,

'...prepare students, not just, like, with the education they need but, like, with how to be a good citizen in the future' (Year 13: Girl).

'...help you prepare for, like, life and how to behave well and make sure you are a good citizen' (Year 13: Boy).

Further, this case study found that a high proportion of pupils (31.4%) thought that citizenship education was, 'Learning about political parties and political systems in this country'. This was illustrated by one pupil, who said during the interview that,

'...um...I like to listen to other people's point of view on...err...really sensitive subjects ...um...including voting and the need to support our democracy' (Year 9: Girl).

Again this is an issue which is located firmly in the literature review as Crick (1998) sought to exemplify a degree of political apathy that citizenship studies was designed to address. The literature published by Kirwan (2007) also expressed concern about a participatory deficit. This and the views of pupils such as those expressed above shows that citizenship studies are not only educative but also foster an increased degree of interest in matters civic and political.

In summary, pupils said that they recognised certain aspects of the quality and content of the citizenship education curriculum. More specifically, pupils described citizenship education as *'learning about moral and social issues like racism, discrimination, bullying'*, *'learning to be a good citizen'*, and *'learning about political parties and political systems in this country'*. In their responses to both the survey and interviews pupils expressed a unique and genuine insight into the citizenship education programme.

Pupils' preferred citizenship education lessons

In response to the question, *'Which of the following citizenship areas of study are your favourite?'* the Uganda project, as discussed in Chapter 7, was deemed to be the most favoured, followed by careers education, then drug education. These lessons had some common strands such as being actively involved in the learning process, discussing relevant and important issues, developing personal and social skills and understanding to cope in a challenging society. Although pupils' views about the Uganda Project were universally positive one should not ignore the sentiment expressed in the literature review which described the encouragement of voluntarism as political convenience. As young people volunteer to support those abroad or at home, so they save on government expenditure and can be seen to divert attention away from rights and entitlements to responsibilities and duties. However, although the literature review made such criticisms it would be difficult to offer a critique about the outcome of voluntarism and the positives that it brings to alleviate human suffering and to strengthen the social fabric. As such, the Uganda Project is discussed further below.

The Uganda Project

In answer to the survey question, *'Which of the following citizenship areas of study are your favourite?'* 31.3% of pupils said that *'The Uganda Project'* was their favourite citizenship education lesson. This project will be discussed further in Chapter 7. During the interviews pupils expanded on this by saying that the Uganda Project had allowed them an opportunity to become actively involved in preparing fundraising events and discussing issues surrounding how they individually, and as a class, could support the children in Uganda.

Case study: The Uganda Project

Many pupils said how they had been moved by the assemblies about Uganda that they had seen, especially when the head of one of the orphanages came to speak to them personally. The pupils recalled how he told them that, when he was only seven, both his parents died of AIDS. Without his parents or any extended family to look after him and his two younger sisters, he decided he needed

to try and develop a skill in order to get a job. He managed to teach himself how to play the trumpet and, after playing in the streets of Kampala, he was selected to play for a local band. This band became his lifeline as he managed to raise enough money to support himself and his two sisters. Also, as they were homeless, they were given a place to stay at the Water Park Academy's orphanage. The pupils at the Water Park Academy recall how emotional he was when he talked about his personal life story. He showed them pictures of his family and how they were being cared for in the orphanage by the money that the pupils themselves were raising. With such an emotional story the pupils responded positively and wanted to make a difference to these young orphans' lives in Uganda. This project will be discussed further in Chapter 7.

This attitude was illustrated by a pupil during the interview expressing that,

'Lots of pupils and teachers are now involved in citizenship lessons, events and activities in school. The growth and support of the Uganda Project has had a massive impact on not just sixth formers but other pupils in Years 7-11. This is an amazing project which promotes active involvement from both pupils and the teachers. It has developed people's awareness of poverty, education, human rights and democracy. These lessons and activities have personally developed my confidence, communication skills, team work and talking in front of people. It has been life-changing' (Year 13: Girl).

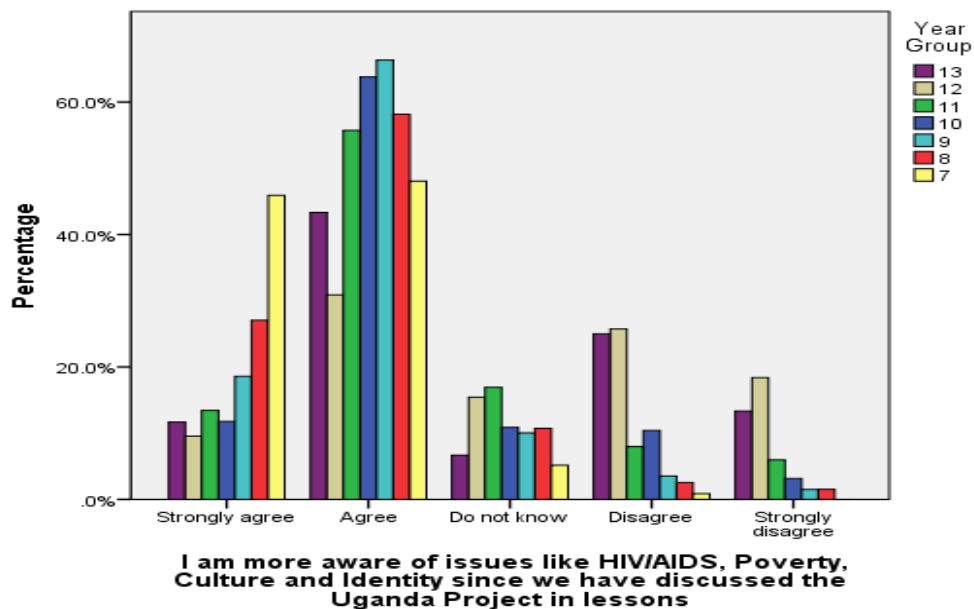


Figure 4.1: Shows how pupils responded to the statement, *'I am more aware of issues like HIV/AIDS, Poverty, Culture and Identity since we have discussed the Uganda Project in lessons'*, by year group

The majority of pupils across most of the year groups stated that they agreed or strongly agreed with this statement. In response to the statement *'I have become more aware of the issues like HIV AIDS, poverty, culture and identity since you discussed the Uganda project in lessons'*; 54.8% of the pupils agreed, 21.6 strongly disagreed, 11% didn't know, 8% disagreed and 4.6% strongly disagreed. It was noticeable that the older pupils in Years 12 and 13 were the ones that mostly 'disagreed' or 'strongly disagreed' with the statement. I would suggest that possibly this was because these pupils have 'grown up' with the Uganda Project embedded in the ethos and culture of the school and therefore, have had their awareness raised over the previous early years of the citizenship education programme at the Water Park Academy. This contention may be evidenced by the vast majority of Year 7 and 8 pupils who 'agreed' or 'strongly agreed' with the statement: they were on a learning curve.

Pupils said that they welcomed real opportunities to be involved in a project where they felt they were, *'making a difference to the lives of children in Uganda'*. This sentiment was demonstrated by one pupil's account of the experience,

'It has changed my life. What a difference we have made to the lives of the orphan children. We have made them happy, they have never been in education, they live on the streets and many of them never survive. It makes me really value education, they have to pay to be educated in Uganda' (Year 13: Boy).

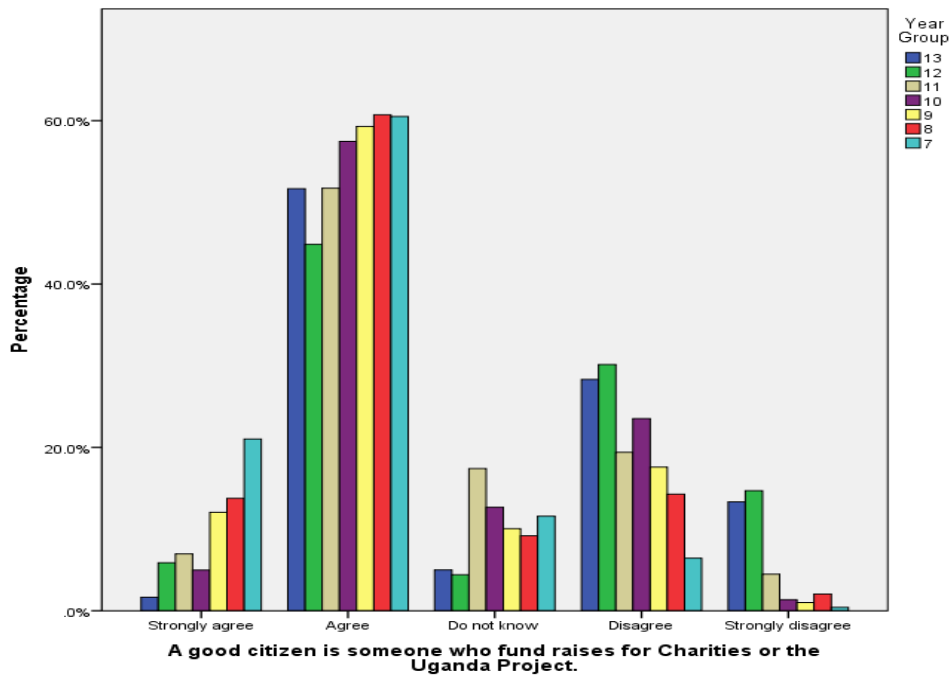


Figure 4.2: Shows how pupils responded to the statement, 'A good citizen is someone who fund raises for Charities or the Uganda Project', by year group

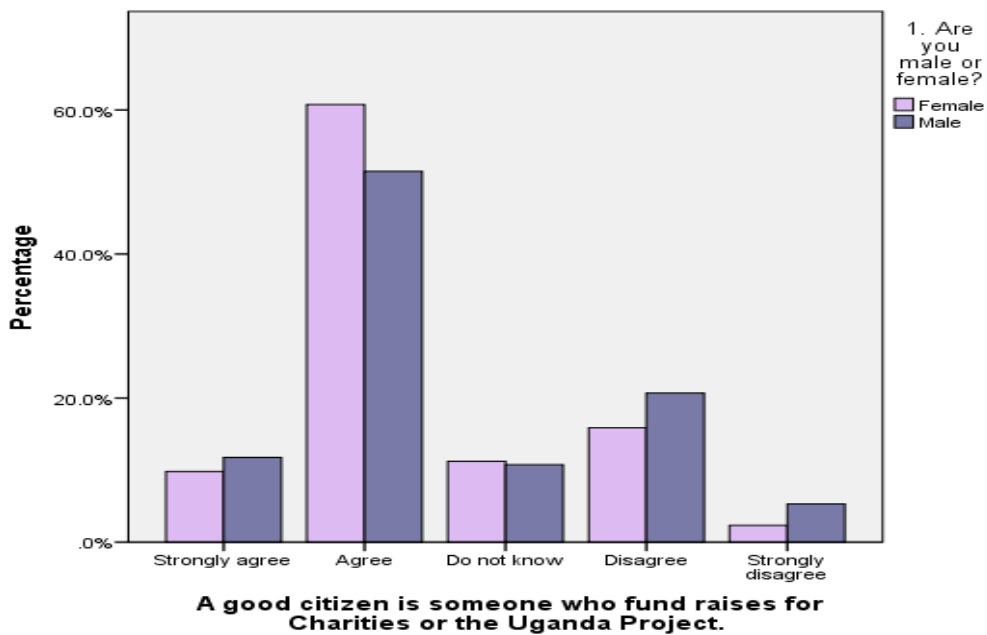


Figure 4.3: Shows how pupils responded to the statement, 'A good citizen is someone who fund raises for Charities or the Uganda Project', by gender

The majority of pupils stated that they agreed or strongly agreed with this statement. In response to the statement, 'A good citizen is someone who fundraisers for charities or the Uganda Project',

56.3% agreed, 18.2% disagree, 10.9% strongly agreed, 10.9% did not know and 3.7% strongly disagreed. Once again it is evident that the younger pupils in Year 7 were the ones that 'agreed' or 'strongly agreed' the most with this statement and who 'disagreed' or 'strongly disagreed' the least; whereas the reverse is true for the older pupils in Years 12 and 13. Perhaps this is because the younger pupils' horizons and perceptions as to what makes a 'good citizen' are limited at that age and influenced by such an emotive project. In terms of gender, there is no real outstanding difference between males and females which is an interesting finding. The importance and impact of the Uganda Project is illustrated further in the section on 'Assemblies' later in this chapter.

Careers education

Another interesting finding was that, when asked, 'Which of the following citizenship areas of study are your favourite?' 30.7% of pupils in the survey said 'careers education'. Furthermore, in the interviews, when pupils were asked, 'Describe your best citizenship education lesson', pupils said that during the careers lessons there was an opportunity for them to carry out an exercise on the computers called 'Kudos'. This computer package allowed the pupils to carry out a short questionnaire online. When they had completed the questionnaire it gave the pupils an account of their interests, their likes and their skills and suggested some career paths they may want to consider. One pupil highlighted this view by saying,

'Best lesson was on careers with our Yr. 11 Tutor. It was down to earth, useful and a pragmatic approach' (Year 13: Boy).

Another pupil added;

'Um...the main one that stands out, I remember doing one to do with careers with my year 11 tutor, and he went through all the different areas we could go into, and I just remember it being the best because it was the most down to earth, so it was the one we could relate to most. Cos...we felt yeah this is useful, this is something we can actually take something from, and um, [phone rings] yeah, um...it was basically it was very practical in its approach, we didn't feel like this is something like this theory, this isn't something we can get involved in, this is something that's gonna be important to us in a year's time when some of us leave or when we need to go into work' (Year 14: Boy).

Another example is when, during the interviews, pupils spoke about the time when they had an opportunity to interview adults who were in different jobs. The activity was called, 'What's my line' and the adults presented some interesting facts about their work and then invited the pupils to ask

some questions about their careers. Pupils said that they enjoyed this activity as it enabled them to access relevant and up to date first-hand accounts of different careers through interviewing the invited guests. This was exemplified by one female who took part who happened to have previously been a lunchtime supervisor and cleaner at the school. In her spare time she had been studying to be a nurse. She explained to the pupils that it was something she always wanted to do. After many years of training part time she told the pupils that she had started a job as a theatre nurse at one of the local hospitals. This was an outstanding example to the pupils of what may be achieved through courage and determination.

Giddens (1994) reference to the 'Third Way' in the literature review suggested that individuals are not supposed to look towards the state to solve their economic problems. Rather, individuals need to be independent, flexible and determined. By understanding what skills are and what opportunities exist is certainly something in keeping with 'Third Way' ideology. Loss of economic sovereignty, globalisation and rapid change all make careers education particularly important. Furthermore, Crick (1998) argued that what is actually going on is a rebalancing of citizenship.

In summary, the survey highlighted the desire by pupils to have access to an active and relevant careers education programme. Pupils said that they needed to feel that they were well supported and guided when making important decisions about their future careers. They also expressed that they needed to be involved in the activities provided by careers education.

Drug education

Another interesting finding was that when pupils were asked, '*Which of the following citizenship areas of study is your favourite?*' 29.5% of pupils said '*drug education*'. In the interviews many pupils remembered, in particular, the lesson where they had access to what was known as the '*drug box*'. This was a comprehensive resource that showed examples of drugs that were available in society. It allowed the pupils to witness, at first-hand, what the drugs looked like, what the potential effects of the drug may be and the consequences of taking the drugs. During the interviews pupils said,

'I liked learning about the drugs, cos...you find out like [laughs] you find out like the side effects and I think it's just really interesting' (Year 9: Girl).

'I think they should like offer help to like maybe members of family and the community and maybe not screw their lives like um...drugs or alcohol and like' (Year 9: Boy).

Many pupils told me during the interviews that they were aware of drug use amongst their friends. Although they realised that they lived with drugs in society, still they wanted knowledge about different drugs, what they looked like, the consequences of taking the drugs and their effects. Pupils were saying that they knew where drugs were being sold and that they tried to avoid those areas in their communities. Furthermore, pupils welcomed developing the personal and social skills such as decision making, problem solving, conflict resolution and communication to help them become more equipped when dealing with life challenging issues, including drug use. Through the vehicle of 'pupil voice', pupils at the Water Park Academy stated that they valued citizenship lessons on drug use and misuse,

'...in citizenship lessons we learned about police warning about gangs in the area, this was due to a local concern about the murder of an ex pupil through drug running, drugs, alcohol, voluntary work' (Year 13: Boy).

My objective in this section was to demonstrate that citizenship education was not purely about content driven lessons but rather that it was also about engaging pupils in the process of learning, developing their personal life skills and about putting their views at the heart of understanding what they were saying about the citizenship education topics in order to inform future curriculum development in citizenship education programmes.

This next section presents a personal account of a pupil's experiences with drug use in order to illustrate that, when pupils are given a 'voice', they can articulate experiences, reflect and offer their own insights into their knowledge and experiences of citizenship education.

Pupil drug use: a personal account

I asked a pupil, Jack (pseudonym), if he would agree to be interviewed as part of the citizenship education research taking place in the Water Park Academy. I explained the interview protocol which was used for the other small group interviews. Jack was happy to be interviewed and he knew that what he said would be in total confidence. He also agreed that I could record his account. The purpose was to illustrate that I was in a unique position to allow pupils with an opportunity to speak about their own personal experiences. The interview was conducted on a one-to-one basis and transcribed verbatim by the teacher-researcher.

My name is Jack and I am in Year 10. When I first came to this school I was pleased to be here. It was a huge school compared to the primary school I had come from. Lessons seemed ok and I did try my best...um...very soon I started to realise that I was struggling with some of the lessons, especially

where I had to read in English and write...I hated writing, I had never been very good at it... In class my weakness was clear to all in the class. I started to lose my confidence quickly. I did not realise it but I was starting to play up and misbehave in class so I got attention from the other pupils...um...I started to really hate lessons as the teacher began picking on me for not doing the work. I would not ask for help even though I was struggling. I could not talk to anyone...That's when it began...

Some of the older boys in school...um... started to come up to me and at first started to pick on me and then they said if you want to be cool and join us you need to do stuff. I did not know really what they meant but I was pleased to be asked to join this group. Nobody really talked about school or home it was mostly about getting money and pulling girls...It was clear ...um...where this was going...I was asked to get drink and fags. Some lads would wait for me at break time or after school and I had to make sure I had the stuff they asked for. To me it wasn't a problem...I stole off Mum at home...um...one day I took money from her purse. She did not notice at first, it all became too easy. The older boys said I was cool and seemed to sort of acknowledge and praise me for what I had done. They asked me to get more and more. Soon...I am sure you can guess Miss...they wanted money to buy cannabis...it was easy to get... many boys in my group had it. Some had...um...other stuff like transfers and glue...we would all talk to each other in class through our phones. Teachers never knew. We would discuss in code where we would meet up and who would be on look out.

After a few months I started meeting other groups of people on the park. It was great fun. Often the police would come and move us on as the residents objected to us all there. Some of the older boys had cars. They all seemed to have ... girls with them. There were rumours that a rival group from another area were going to clean us out. This was not going to be easy. They were a gang... who dealt with thieving and more serious drugs. Mum started...um...to realise that I was coming in from school and going straight out again and not coming in till late. She tried to stop me going but I climbed out of the window quite a few times. I had become really obsessed with this new life I had. I was in the gang and they looked after me (you know what I mean?). I was starting to use myself...experiment. Anything I could get my hands on. As I was in foster care at the time...um...my foster Mum took advice from the social. They came to see me. It all got...um...very uncomfortable and personal. Social workers did arrange for me to see my birth mother but it was not working out well. She had been using substances for many years and this was the reason why I was not with her. (As you know Miss), it was decided that me and the other three fostered children would be moved to another town. Although we stayed with our foster Mum as we became older we just broke away really' (Notes taken by the teacher-researcher during an interview with Jack: Year 10 Pupil. The interview ended with me thanking Jack for his honesty and insight into his accounts).

Jack's story depicts a challenging life where young people can be exposed to drug use and even progress to use drugs themselves. It does illustrate how pupils could talk freely when given the positive opportunities and also assert their views strongly when necessary. This was perhaps an extreme example of 'pupil voice' and how statements such as Jack's could inform a targeted citizenship education programme.

The literature was something which helped to make this section more salient in that it discussed the idea that citizenship education was certainly about skills and attitudes at least as much as it is about knowledge (Crick, 1998). One might 'deliver' drug education as something knowledge based but citizenship education actually encourages pupils to engage with the issue and discuss it in a supportive environment. Such an ethos is also something which is inextricably linked to the notion of pupil voice and thus the literature review (Cook-Sather, 2006).

Pupils' viewpoints of the citizenship education assemblies and classroom discussions

When pupils were asked during the interviews, 'Which of the following citizenship areas of study are your favourite?', pupils recalled that they had remembered assemblies on certain moral and social issues including the Holocaust, World AIDS Day, BBC Children in Need, Comic Relief, world poverty, racism, discrimination and bullying. This was another interesting theme that emerged from the interviews, illustrating that pupils valued discussing relevant and important issues in class that related to the citizenship education assemblies. During the interviews pupils also spoke about the influence certain assemblies had on them and the discussions that impacted on them in the citizenship education lessons that followed them. For example, pupils said,

'Citizenship is easier to enjoy than other lessons...err...it is not a set lesson, based on one thing, things like drugs, alcohol, relationships and health issues' (Year 11: Girl).

'Well, we did that Ugandan thing or something. Um...We did that as a school, that's maybe not the wider community, but it's the school coming together for Uganda, and err...we do things like harvest festival, and do things in the local community. We do things like volunteer somewhere, and got to learn new skills' (Year 11: Boy).

'Lessons follow on from assemblies we have...err...easy to relate to stuff...like the Holocaust, Uganda, bullying, Gay one, voting...also...keeping safe on line, self-harming err and depression' (Year 11 Girl).

Again, it may be argued that the responses made by the pupils resonated with a number of issues discussed in the literature review. Empathy found in lessons on the Holocaust and tolerance might

be also found in attitudes towards sexual minorities. Crick, (1998), Kerr, (1999) and Davies, (2001) all noted issues such as anti-social behaviour, declining moral standards and intolerance yet the feedback from pupils about citizenship assemblies clearly shows that these 21st century deficits can be addressed effectively through the citizenship assemblies and other similar interventions or opportunities.

In summary, this section has focused on pupils' views and opinions about citizenship lessons and assemblies. Pupils said that they really valued discussing issues in class, particularly around the whole school Uganda Project, careers education and drug education. Pupils spoke about the powerful influence certain assemblies had on them and the discussions that impacted on them in the succeeding citizenship education lessons. For example, they could see the impact of the money that they had raised for Uganda had on the orphan children that were living in the two houses and attending the school that the Water Park Academy had built. In addition, pupils found the assemblies emotionally engaging. Pupils said how they had been moved by the assemblies that they had seen and wanted to make a difference to these young orphans' lives in Uganda. In addition, careers education and drug education lessons were viewed extremely positively by pupils as these topics were viewed as relevant and interesting to pupils.

The topics pupils said they would like to be included in the citizenship education lessons

When pupils were asked during the interviews, 'What topics would you include in the citizenship education lessons?' some pupils declared that they, 'Liked to make contributions in class regarding their views on political issues'. This was another interesting theme to emerge from the interviews. For example, during the interview one boy said that he liked to discuss,

'Anything in politics, was like a good sort of topic, cause I doubt I would have had much knowledge on politics if we hadn't had, like, a couple of lessons on it' (Year 13: Boy).

Another pupil stated in the interview that she was keen to discuss,

'Politics, I thought it was like, something you don't really know about or sort of talked about' (Year 13: Girl).

Although some pupils reported that they felt that their least favourite subject was deemed to be politics, pupils did say that they enjoyed relaying their views and opinions on political issues. For example, pupils recalled the impact the school 'mock election' had on them. This was where the

pupils sat in two sections facing each other in the large main assembly hall. They had all been given a voting card and prepared questions by some of the pupils were debated 'live. Pupils were able to be involved with an experience similar to a debate in the House of Commons. Pupils mentioned that they got involved and were interested in the debates surrounding fox hunting and votes for 16 year olds.

Pupils said that they wanted to discuss current affairs and issues relating to politics and there needed to be a vehicle for providing this. This next section therefore, illustrates how the Water Park Academy gave pupils a 'voice'. For example, when pupils were asked during the interviews, '*What topics would you include in the citizenship education lessons?*' one pupil said,

'Current affairs, and definitely more on like, politics, and like, I get, I think economics as well, and um... understanding how um... like, okay, well maybe this is too hard core, like understanding how the stocks work and stuff like that, because I don't understand it, like fully, and if I don't learn something like that at school it's gonna be much harder for me to find out, like, elsewhere' (Year 10: Girl).

When asked the same question, another pupil stated,

'Current affairs, discussions, discuss elections and voting including candidates when it is on TV. Politics; how to vote; what are the processes of understanding our democracy and election process. Look at how politics affects us all. How not voting can affect us. History of democracy, elections, women's vote, different political parties, European debate, European powers, UKIP etc.' (Year 13: Boy).

Although political literacy was part of the citizenship education National Curriculum, some pupils felt this was an area of the curriculum that some teachers felt less confident about teaching. This was illustrated by one pupil who stated during the interviews that,

'Um... I don't think they take it, like, not seriously but I think if the teachers have got, obviously, lessons that they actually teach to plan for, they obviously take priority, some seem to lack confidence, especially politics. Um... but I think as long as they're informed on the issues that we're doing, I don't think they need to be, you know, planned and everything, I think it's much better to have discussions and stuff'(Year 10: Girl).

In contrast however, another pupil disclosed,

'Um... I liked learning about voting and things like that cos...it really like um...taught me quite a lot of things about like voting for like different campaigns' (Year 9:Boy).

Another interesting finding was that not all pupils wanted to vote at the age of 16 as illustrated in Figures 4.4 and 4.5.

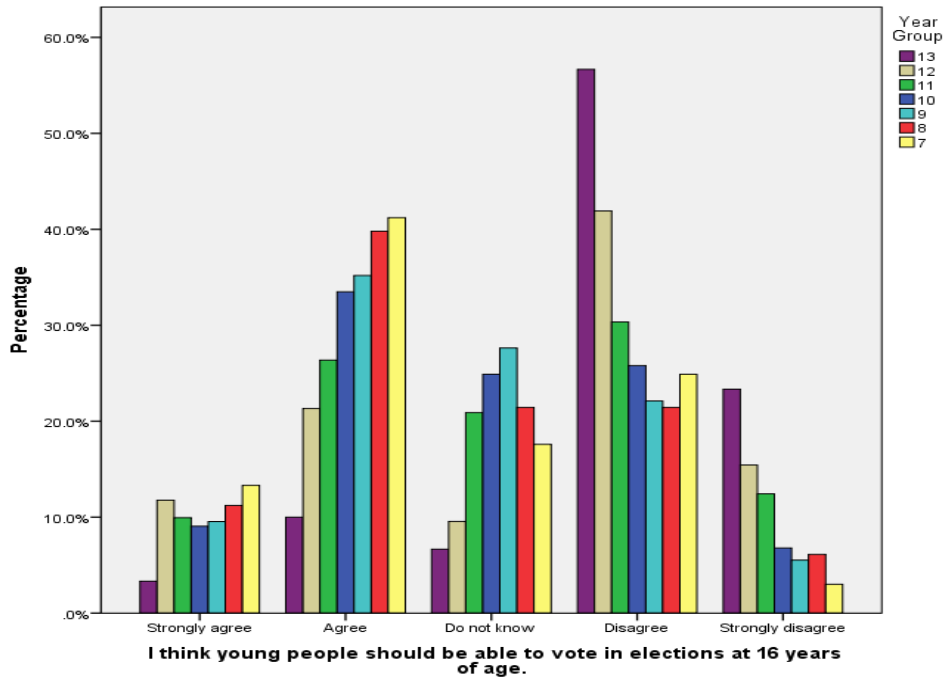


Figure 4.5: Shows how pupils responded to the statement, 'I think young people should be able to vote at 16', by year group

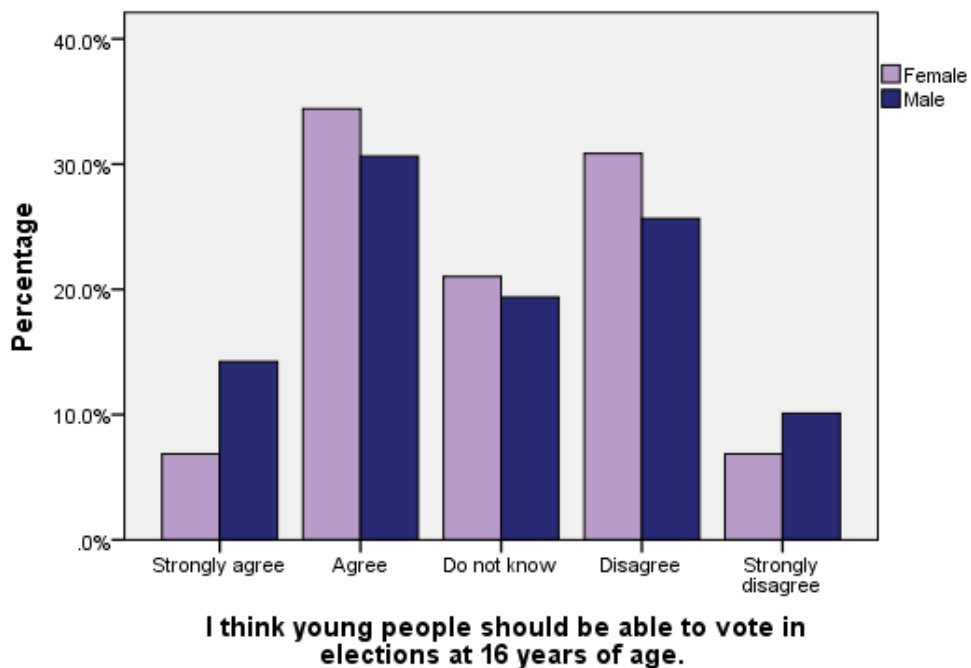


Figure 4.5: Shows how pupils responded to the statement, 'I think young people should be able to vote at 16', (by gender)

In response to the statement, '*I think young people should be able to vote in elections at 16 years of age*, 43.4% strongly agreed or agreed, 36.2% strongly disagreed or disagreed, and 20.4% did not know. What is apparent from these findings is that quite clearly, the majority of older pupils in Year groups 12 and 13 either 'disagreed' or 'strongly disagreed' with voting at 16 as opposed to the majority of younger pupils in Year groups 7 and 8 who either 'agreed' or 'strongly agreed'. Once again, perhaps the emotive aspects of this issue, even perhaps naivety and a lack of substantial knowledge about the implications of voting at 16, influenced the younger pupils whereas the older pupils were fully aware of the implications and responsibility but felt that 16 was too young to fully understand these implications. It appears that there was not much difference between males and females and those that reported 'strongly agreed or 'agreed' were similar percentages to those that reported 'disagreed' or 'strongly disagreed'. Interestingly, the 'do not know' percentage was quite a large amount, perhaps indicating the complexity of the issue to many pupils, adding substance to the fact that this is an area that requires attention in the future citizenship education curriculum.

Summary

This section focused on pupils' opinions on the political aspects of citizenship education. Pupils were saying that they wanted to gain more understanding about the British political system, know more about current affairs, how the government worked, how the elections worked and more on understanding democracy and the electoral process. In addition, pupils said that they aspired to make contributions in class regarding their views on political issues and be actively involved in the process and outcome of the mock election results. In addition, pupils said that they aspired to make contributions in class regarding their views on political issues and be actively involved in the process and outcome of the mock election results. Again the literature review made a number of negative comments about issues including disengagement, apathy and lack of political knowledge but the findings here noted the political appetite of young people once they were afforded opportunities and understanding to address such issues.

Pupils' views regarding child protection, self-harm, cyber bullying and the school council

When asked during the interviews, '*What topics would you include in the citizenship education lessons?*' pupils revealed that they wanted a 'voice' in matters that affected them either within their own school, or their wider communities. More specifically, pupils wanted to talk about issues including child protection, bullying, self-harming and cyber bullying either in class or in the school

council meetings. This study illustrates that, when pupils are given a 'voice', they can articulate experiences, reflect and offer their own insights into their knowledge and experiences of citizenship education.

Child protection

One significant issue was that pupils said that they wanted to learn more about child protection. This was illustrated by a pupil, who said that in citizenship education lessons she wanted to,

'...be able to understand issues like child abuse and bullying and other stuff. We should um...share personal experiences. (Year 7: Girl).

Pupils mentioned that the issue was complex but, when they were made aware of what child protection was, they felt they could cope with understanding what it was, where it could happen and what could be done to support children. In answer to the same question, '*What topics would you include in the citizenship lessons?*' one pupil replied,

'I would like to see adult subjects adapted to what children can understand e.g. adultery, single sex marriage, gay issues, and pornography and child protection' (Year 8 Boy).

Another pupil added that they would like more lessons on,

'Child abuse, domestic violence, bullying' (Year 7 Girl).

Pupils revealed during the interviews that they would like to see adult subjects adapted to what children could understand, for example, child protection, single sex marriage, LGBT issues and pornography. In addition, they stated that they would like more discussions on child abuse, domestic violence and bullying. With regard to child protection and bullying, pupils recalled during the interviews that the peer mentoring scheme in operation at the Water Park Academy was, '*...very useful and had helped a number of their friends*'. One pupil added,

'Err, there was a thing about bullying, it happens quite a lot so yeah, teaches you like how to deal with it, and what you can do about it. We also talked about the peer mentors who are there to help kids. That is a good idea' (Year 8: Boy).

Pupils also said during the interviews that they valued the role of the sixth form peer mentors when tackling issues that were personal to them such as bullying and child protection and welcomed their

code of conduct which was to be *'approachable'*, *'confidential'* and to *'lend a helping hand'* (Year 13: Sixth Form peer mentors code of conduct).

This next section illustrates further how the Water Park Academy not only gave pupils a 'voice' but also how it empowered them and gave them specific areas of responsibility in supporting their fellow peers. It will be presented in the form of a case study. The intention here is to show that pupils are saying that they not only value the role of peer mentoring but that they wanted to take lead in the structure and organisation of the system.

Case study: Peer mentoring

During each academic year five or six Year 13 pupils applied for, were interviewed and selected to be on the peer mentoring group. They were selected because of their desire to work and listen to younger pupils. They wanted to relate to the pupils and show them that they were important to them in terms of being able to help them. The peer mentoring scheme was publicised through the class and year group notices and the peer mentoring team presented their aims and code of conduct to the pupils during assemblies. Their code of conduct was designed by themselves and included a promise to,

'Keep whatever you tell us between you and the peer mentor (unless it affected the safety or welfare of the pupil); we will never judge you by the story you tell us; always offer a suggestion or advice; never tell you what to do, only let YOU do what YOU want to; always be available to 'lend a helping hand'; listen and give advice that you can act upon to help you deal with the situation; always present ourselves in a positive and helpful manner' (Year 13: Peer mentors code of conduct).

The peer mentors used three phrases to publicise their 'service': These were *'approachable'*, *'confidential'* and *'lending a helping hand'*. Although the peer mentoring scheme was organised in a different way each year, essentially their role involved working with other pupils who may be experiencing difficulties across a range of issues including settling in, bullying, problems making friends, struggling with homework problems or problems at home. The peer mentors were on duty every day in a discrete office away from the main corridor and they were there to listen and support pupils whilst acting in a confidential manner.

If it was an important child protection issue the peer mentors would explain to the young person that they would need to inform the named person in school responsible for safeguarding. For

example, one pupil said she was *'being bullied badly'*. Although it was difficult to pin down exactly how she was being bullied she talked about how she was being excluded and left out by her group of friends. When she went to the group of friends in the main hall at break time they would turn their backs on her. The group would not say anything to her and this made her feel rejected and unwelcome. She told the peer mentors that the assembly on the peer mentoring scheme really made her feel that she needed to come forward. The pupil said that, *'The assembly was about a boy who had been bullied at school his whole life'*. In addition, she said the assembly worried her because, *'The boy who was being bullied had kept it quiet and did not tell anybody'*. The peer mentors listened to the girl. They reassured her and said that they would be there for her to come and talk to. They also gave her some strategies to stand up to the bullying. The mentors suggested to the girl that she should stay calm and walk away when the bullying started. Also, that she should act as if she were confident because if she showed that she was not afraid they might leave her alone. She was also told by the peer mentors, *'Not to listen to what they were saying to her, to stay strong, to be confident and to rise above the bullies'*. The mentors said that, *'People who bully wanted to get a reaction out of you but try not to retaliate'*. They also suggested that, *'She could talk to other girls and boys in another set of friends'*. The mentors asked the girl to see them on a daily basis to ensure that the strategies were working. At the Water Park Academy there was also a designated area on the Internet platform for pupils to get advice and support with regard to bullying or safeguarding issues.

Pupils stated during the interviews that the peer mentoring scheme had been useful and had helped a number of their friends. As illustrated above, they stated that the sixth form mentors had shown empathy with other pupils at the school and had said that they would keep whatever the pupils told them between themselves and the peer mentor, never judge pupils by the story they told them, never told pupils what to do and listen and give advice so that pupils could deal with the situation.

Another important finding was that pupils said they wanted to discuss and understand more about both self-harming and cyber bullying. This was illustrated by one Year 11 girl who said that she would like to,

'Discuss issues like self-harming, taking alcohol, and drugs...like mental health issues. It would be good to know more about depression' (Year 11: Girl).

Pupils had said to me at interview that *'self-harming was on the increase'*. When I asked them why they thought this was happening, they said it was, *'Complex and every individual situation was different'*. Some of their friends had said that, it was the only way to make them feel better about themselves and that they harmed themselves in private because they wanted to take some sort of control back in their lives. This was illustrated by one pupil who said during the interview that,

'A lot of people at this school have issues like unhappy homes, step parents, parents who are working and too busy for their kids. Kids self-harm and binge drink to take the emotional pressure away. I would like to know how to support these people, if I can'
(Year 9: Girl).

My own observations were that pupils were using different sharp implements to harm the skin. The pupils said that they preferred to use pencil sharpener blades because they were easy to hide. It appeared that pupils said that they could conceal the pencil sharpeners without the parents, teachers or their friends knowing. Pupils rarely told anyone about their self-harming. They told me that they felt more in control without telling people. Pupils also told me that they self-harmed due to issues like stress at home, worrying about homework and exams in school, worrying about unkind words from their friends or peers or issues like their looks or sexuality.

As noted earlier, pupils relayed during the interviews, that they would like to see more lessons on cyber bullying. Cyber bullying is the name given to bullying using mobile phones and the internet. This was illustrated by one pupil, who said,

'Topics which didn't exist years ago...um...like cyber bullying are now taught. It is a needed discussion' (Year 11: Girl).

Many pupils said that they had experienced themselves, or their friends had experienced, some form of cyber bullying. When I asked them to expand on this during the interviews pupils told me that they felt that cyber bullying was on the increase. In reply to the question, *'What topics would you include in the citizenship lessons?'* one pupil said,

'We know cyber-bullying is on the increase. We would include dealing with cyber-bullying, different religions and cultures' (Year 11: Girl).

In relation to bullying another interesting finding was that pupils spoke about their use of mobile phones. In response to the survey question, *'How often do you use a mobile phone during the day?'* the majority of pupils (93.3%) replied *'all the time'*, *'most of the time'* or *'often'*. Only 6.7% of the pupils said *'no time'*. With this extensive use of mobile phones I was aware, as a teacher, that many

pupils were receiving some form of *'abusive messages'* on their phones. It may be argued that the word *'abusive'* is a strong word to use. However, some pupils did experience *'abusive messages'*. For example, in response to the survey question *'How often do you get hurtful or abusive messages from other people on the social network sites?'* although the majority of pupils said never (88.9%), 10.1% of pupils did say that they had received abusive messages. With the increase of new social media sites pupils said that they felt daily pressure to conform to communicating with not just friends but other pupils who wanted to contact them on the internet.

The above section concentrated on pupils insights into cyber bullying. The issue is addressed through the presentation of a case study. The purpose here was to illustrate that, as discussed earlier, I was in a unique position to allow pupils the opportunity to communicate their own personal experiences. Pupils can be very reflexive and critical and citizenship education has to be flexible, targeted and responsive in order to empower pupils to participate actively.

Case study: Cyber bullying

Through my own observations and experience as a teacher-researcher I knew first hand that some pupils had taken photographs of themselves and sent them to their friends who, in turn, sent them to others without their permission. The real problem I found was that some young girls were sending private revealing photographs of themselves to a close girlfriend or boyfriend who then sent them on to other people. Some pupils did not realise that, although they had meant only to send the photographs to their friends, they could be sent on very quickly to a wide network of other people. This practice caused great distress with many pupils, although awareness was raised during assemblies and in lesson time. Many pupils felt pressurised from their friends and close groups to take part in the activity. It was my experience that boys, in particular, put pressure on young girls to send photographs of them often approaching pornographic. One example is where a girl sent photographs of herself to a boy who attended another school who then sent the photograph round to his friends in his school. It was only when the deputy head teacher contacted me that we were aware that these photographs were in circulation. Another example is where young girls would send the photographs to their boyfriends and, if the girls had ever wanted to finish the friendship or relationship, the boys would threaten them with sending them on if they did not carry on going out with them.

The literature review where Pike (2007) argued that citizenship needed to be ethical and spiritual is something which resonates with the findings of this research. Cyber-bullying, where individuals and

groups seek to symbolically annihilate a pupil for their own ends or where individuals are made so unhappy that they self-harm, are both issues that citizenship education has much to contribute. Whether through enabling pupils to appreciate the impact of their own behaviour or whether through being a 'good friend' and being someone to talk to either might prevent, or ameliorate cyber-bullying or self-harm.

School council

One important finding was that the majority of pupils were engaged with the school council. In response to the survey question, 'Have you ever voted in any type of election e.g. school council?' 62.1% of respondents said 'yes' and 37.9% of respondents said 'no'. Pupils said that they appreciated having an opportunity to elect their representatives to the school council in a democratic and open way. For example, they said that they enjoyed discussing issues including community activities, environmental events, charity fundraising, Youth Forum, the UK Youth Parliament, the Healthy Schools Scheme and other related charities and events. This is demonstrated by one pupil, who explained,

'In our citizenship lessons...um...we listen to the people interested in being on the school council. Then we select a person on our own and...err...write down their names on a 'Post it-note'. We put our person's name in a hat and then the votes are counted and the class representative is chosen. In our class the representative is chosen each term' (Year 7: Boy).

Another important issue raised was that pupils said that safeguarding was one of the discussions that took place within the school council meetings. For example, during the interviews one pupil said,

'We discussed bullying because like...err...I learned loads, like, how to deal with it. Got to go through things and how people have problems' (Year 8: Boy).

The school council was a vital mode for pupils to have a 'voice' in matters that affected them at school. For example, during the school council meetings pupils expressed that there should be more Closed Circuit Television (CCTV) in school. They also explained that the corridors were too cramped and that a one-way system may be a strategy for overcoming this problem. They also made it clear to the senior teachers that a closed door near the tennis courts was making the congestion worse. In addition, pupils suggested that there should be more staff around school not just in the main hall.

Pupils were generally positive about the school council. They appreciated having an opportunity to elect their representatives and, I would argue, that these examples illustrate that an effectively run school council that involved and acted upon 'pupil voice', made the pupils feel valued and supported and will further improve the school environment.

The next section discusses issues surrounding the pupils' experiences of teaching and learning that pupils raised during the data collection process. More specifically, it focuses on whether or not pupils thought citizenship education was an important subject, which subjects pupils considered to be the most important and why pupils thought that citizenship education was a subject taught in school.

Teaching and learning

One significant theme that came through the findings was that many pupils felt that citizenship education was an important subject. This was illustrated by pupils' responses to the survey question, 'Do you think citizenship is an important subject?' 44.2% of pupils said 'yes'. In addition, some pupils in this case study appeared to regard citizenship education as important as other subjects. This was shown, by pupils who said that,

'They want us to know at a young age what's important in life...um... what we need to know, that is why citizenship education is important' (Year 10: Boy).

'I think it's important for people to learn about citizenship education' (Year 10: Girl).

Further to this, in their response to the survey question, 'Which of the following subjects do you consider to be the most important?' the majority of pupils (81.3%) said that, 'Mathematics was the most important subject'. However, it is interesting to note that pupils ranked citizenship education seventh out of eighteen subjects listed. This finding strongly suggested that pupils regarded citizenship education as an important subject.

Although not regarded as important as the core subjects of Mathematics, English and Science, citizenship education did appear to have some status in school. More specifically, as indicated earlier, it allowed pupils to develop essential personal, social and organisational life skills including, for example, team work, strong relationships, more confidence and global awareness. One Year 7 pupil said,

'In primary school we did not have as much knowledge...err...this year in year 7 we have studied more in depth information about drugs, alcohol, relationships.'

Citizenship isn't 'dumbed down' here. We have citizenship lessons more often here...err... at primary school we only had it once a week' (Year 7: Girl).

When pupils were asked at the interviews, 'Why do you think we do citizenship education in school?' One pupil replied,

'Um...I think it's to get like, a real grounding on like, what you should be, because um, with all the subjects, apart from perhaps things like sociology, which explore social issues and things like that, we don't really learn about the outside world rather, these are academic studies that are like detached from other things, and I think theoretically citizenship is there to educate you...um...to function properly in society, um with the best of your ability'(Year 11: Boy).

Another pupil said,

'Well from my point of view, I think it's mainly, well you could say nowadays in society you have a growing sense of individualism...um...so the idea that we've got increased communication, and a lot of err...consumerism, things like that, people can feel they that, don't really need to rely on the state or they don't need to get involved with the state affairs to be able to survive socially, whereas now I think maybe we need citizenship because it needs to bring people together, so that we can function in democracy, and so that you can improve social cohesion and get rid of things like social inequality and improve social mobility' (Year 14: Boy).

This research therefore found that pupils were generally positive about the value of citizenship education. As noted, the research showed that pupils appreciated citizenship education lessons and, during the group interviews, one pupil illustrated this significant point by saying,

'I really appreciate citizenship education lessons...um...as it has made us far more aware of issues like team work, strong relationships, empathy, hard work, commitment, challenge and caring for others. It has also given us ...err...more confidence, listening skills, more co-operative skills and more knowledge about global poverty' (Year 13: Girl).

Summary

This section looked at pupils' views concerning their opinions about the quality and content of citizenship education. More specifically, it presented pupils' perceptions of their citizenship education lessons, discussed pupils' favoured citizenship education lessons, conveyed their views on

classroom discussions and assemblies, relayed their insights about issues including the school council, child protection, self-harming, cyber bullying and aspects of teaching and learning. The research indicated clearly that pupils wanted a 'voice' in matters that directly and indirectly affected them. They stated that citizenship education and its linked activities were important. In addition, pupils described citizenship education as learning about '*moral and social issues*', being a '*good friend*' and learning about '*political systems*' in this country.

Pupils also said that their favourite citizenship education lessons were the Uganda Project, careers education and drug education. Further, pupils relayed that they appreciated discussing issues in class that related to the citizenship education assemblies, for example the Uganda Assembly and the 'mock election assembly'. Pupils relayed their opinions about child protection, bullying, self-harming, cyber bullying and the school council. They also valued the role of the sixth form peer mentors and welcomed their code of conduct. In addition, pupils also said they thought citizenship education was an important and valued subject. These findings indicate that citizenship education for pupils is very complex, sensitive and fast moving. It is imperative that teachers need to be well informed about what the current issue of relevance is and that 'pupil voice' is listened to when attempting to target specific elements that are relevant to young people's education. This study illustrates that, when pupils are given a 'voice', they can articulate experiences, reflect and offer their own insights into their knowledge and experiences of citizenship education.

As noted previously, pupils had a strong voice about citizenship education. This next section presents the second main theme, pupils' insights into how citizenship education was taught at the Water Park Academy. More specifically, it focusses on pupils' views of their citizenship education teachers, group work, current affairs, learning preferences and teaching styles and pupils dislikes in the lessons. It also presents pupils' thoughts on why citizenship education was graded 'outstanding' by the HMI Ofsted report in 2010.

4:2 Pupils' perceptions of how citizenship education is taught

The findings from this case study showed that pupils appeared positive about their citizenship education teachers. This is illustrated by pupils' responses to the survey question, '*How do you rate your citizenship teacher?*' 88.5% of pupils stated that their citizenship education teacher was '*excellent*', '*very good*' or '*good*', but pupils were also able to be reflexive and critical.

During the interviews when pupils were asked to '*describe a good citizenship teacher*', pupils said they thought that a good citizenship education teacher was: non-judgemental, honest, did

interactive activities in the classroom; and considered the pupils' views and opinions. This is illustrated by one pupil who, when asked at the interview to, '*Describe a good citizenship teacher*', said,

'Someone who makes the education engaging. I think um... I think, a good citizenship teacher would sort of ground it in reality and try and show that these issues do happen. I'm not entirely sure how they would but um, obviously the issues discussed in citizenship are supposed to be very important and I think the teacher shouldn't um be dismissive perhaps or just read it off a power point as if it's compulsory; rather these are real issues that do happen and um, could potentially affect people. But I think um, this goes for all sort of teaching, is just to make it engaging and perhaps... and make it realistic, um yeah' (Year 11: Boy).

Another significant finding was that 74.1% of pupils stated in the survey that teachers praised them in citizenship education lessons. Pupils commented that they liked being praised in a sensitive and non-patronising way. This sentiment is shown by one pupil who, during the interviews and in answer to the question, '*How would you describe a good citizenship teacher?*' said,

'...praise...it was something like year 8 or year 9. It was quite good because we all got quite involved, like, we thought about it. It was like a power point, but it got you, it wasn't just, she read off the power point and you just, you were there, you got involved with it as well, with what we thought was interesting and what we thought was important'(Year 11: Boy).

Pupils disclosed that they liked teachers who listened to them, understood the world in which they lived, were enthusiastic, allowed group discussions and would make lessons relevant and interesting. This is illustrated by one pupil, who said during the interviews,

'I would say that a good citizenship teacher is um...someone that puts it in to context for you rather than just sitting there, um, getting bored in lessons, someone who makes it interesting to you and applicable to your situation. So that, when you're thinking about issues you're not just listening...um...you're thinking about how that could affect your citizenship, you're thinking about what you're doing in society not just looking through it' (Year 11: Boy).

Another pupil reported that a good teacher was,

'...someone who listens to you and doesn't just talk all the time...err...like engages you so you want to, like, care about the subject. They can give you like activities so you can learn about it, in a more fun way' (Year 8: Girl).

These findings showed that pupils appeared generally positive about their citizenship education teachers. Pupils felt that an enthusiastic citizenship education teacher was non-judgemental, honest and respected them for their views and opinions. Additionally, pupils said that a good citizenship education teacher was someone who made the lessons realistic, put issues it into context and someone who made it interesting and applicable. Pupils added that an engaging teacher allowed pupils to think about issues that could affect their own *'citizenship'* and that it enabled pupils to think about what they were doing in society not just *'looking through it'*. Furthermore, pupils also stated that they, *'Liked being praised in a sensitive and non-patronising way'*. This section has illustrated further the fact that when pupils are given a *'voice'* they have the ability to reflect, comment and offer their own insights into their knowledge and experiences of citizenship education.

Group work

A further significant theme that emerged during the interviews when pupils were asked to, *'Describe a good citizenship education teacher'* they responded that in citizenship education lessons they preferred working in groups. This was explained by one pupil, who said,

'We talk about more relevant and mature issues, some very sensitive, like LGBT and also we understand about drugs, alcohol, sex and things. I like working in large groups, listening to other people's views, also how others view you' (Year 11: Girl).

The Water Park Academy clearly offered this approach to learning, as 79% of pupils said in the survey that, 'They often or sometimes work in groups in their citizenship education'. (Figure 4:6).

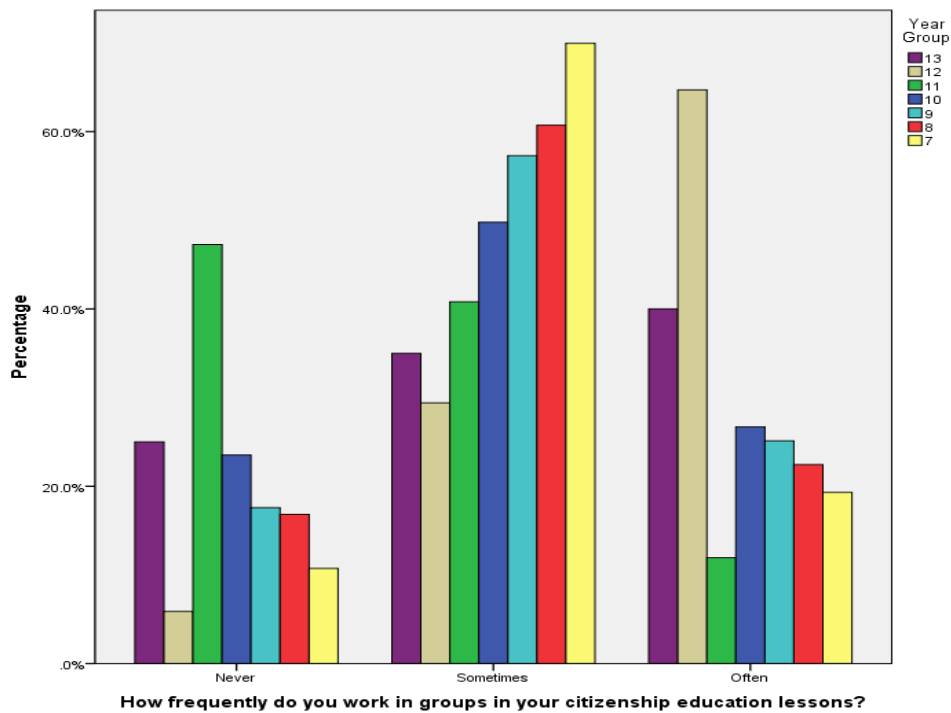


Figure 4:6: Shows how pupils responded to the statement, 'How frequently do you work in groups in your citizenship education lessons?' by year group. The graph illustrates that apart from Year 11 pupils, the majority of the other pupils across years 7, 8, 9, 10, 12, and 13 reported that they 'sometimes' or 'often' worked in groups. The majority of year 11 pupils reported that they 'never' worked in groups, which is a finding that cannot be accurately explained but which certainly needs noting.

Another interesting point surfaced when pupils were asked during the interviews to, 'Describe a good citizenship teacher', pupils said that they liked teachers who made sure that the class worked to clear rules. One pupil illustrated this by saying,

'Um...I remember doing this in Year 9 citizenship. The teacher set us ground rules for working. I think it was it was like a theoretical thing where we got stranded on a desert island, and we had to make a current society plan of the rules of what we would do, and...um...I think that, encouraged discussion between groups. You've got to work together but you've also got to learn that when you go out in the big wider world, you can't always have your way. You've got to work with people, even though you might not like them. I think it teaches you...err...to discuss that in a more professional or adult way rather than bickering, you've got to work with those people

yeah. We had a presentation and presented it to the rest of the class and it was good because it opened your mind to like different people's opinions rather than just your own opinions and you could see how other people would do it' (Year 11: Boy).

What pupils said was that they recognised key aspects of the quality and content of the citizenship education curriculum. More specifically, pupils said that they liked discussions about relevant and mature and some very sensitive issues like LGBT (Lesbian, Gay, Bisexual and Transgender). Pupils also articulated that they liked working in large groups and listening to other people's views on such issues. Pupils reported that citizenship education taught them to discuss in an adult way and that, when they presented their ideas to the rest of the class, it opened their minds to toleration, diversity and social integration.

Current affairs

Another significant finding from the interviews when pupils were asked during the interviews to, *'Describe a good citizenship education teacher'*, was that pupils reported that they enjoyed discussing current affairs in the citizenship education lessons. They said that, because they were well informed through media and social networks, they were likely to be aware of current affairs that were relevant and important to them. One pupil demonstrated this sentiment by saying,

'I like discussing current issues like abortion, and like gay rights, stuff like that' (Year 10: Girl).

Pupils expressed that citizenship education was taught the best when teachers used current affairs as a basis for lessons and related it to the citizenship education topics. This was explained by one pupil who described her *'best citizenship lesson'* was where there was an,

'Awareness of news based issues and current affairs happening in our country' (Year 11: Girl).

Similarly, in answer to the same question, another pupil declared that her best lesson was,

'Watching the news, current affairs' (Year 11: Girl).

Pupils stated that it was important to discuss current affairs as many of them said that they accessed news almost immediately through their mobile phones and that their desire to understand more of everyday events and debates was important to them. One pupil confirmed this view by saying during the interviews,

'We discuss news and current affairs, also crime and the effect on the community'

(Year 11: Girl).

In summary, pupils reported that they wanted to learn more about current affairs that directly or indirectly affected them. They also said that they were well informed of current affairs that were relevant and important to them through media and social networks. In addition, pupils stated that they preferred lessons where teachers used current affairs as a basis for lessons and related it to the citizenship education topics. The key learning point here is for citizenship education to be in touch with new technologies. The next section focuses on pupils' attitudes towards their learning preferences and teaching styles in the citizenship education lessons.

Learning preferences

Another important finding from the interviews emerged when pupils were asked to, *'Describe a good citizenship teacher'*. They said that they *'liked being actively involved in the citizenship education lessons'*. This was a strong theme running throughout the research data. More specifically, pupils disclosed that they were keen to be actively involved through classroom discussions and group work where they thought their opinions could be heard. For example, one pupil reported during the interviews that,

'There was one activity we did about politics, and we had, like, we had to physically get up, and form chairs in a line, on either side of the room and then one, one side would have questions, the other side would have to rotate round them and answer all the questions. I think it makes it more interactive and err...more interesting and people wanna do it' (Year 12: Boy).

It is clear that pupils at the Water Park Academy liked to learn through being actively involved in the lesson.

This was illustrated when, in response to the survey question, *'Which best describes the way you learn?'* 43.9% of pupils said they *'learned through doing'* (kinaesthetic) (Figure 4:7).

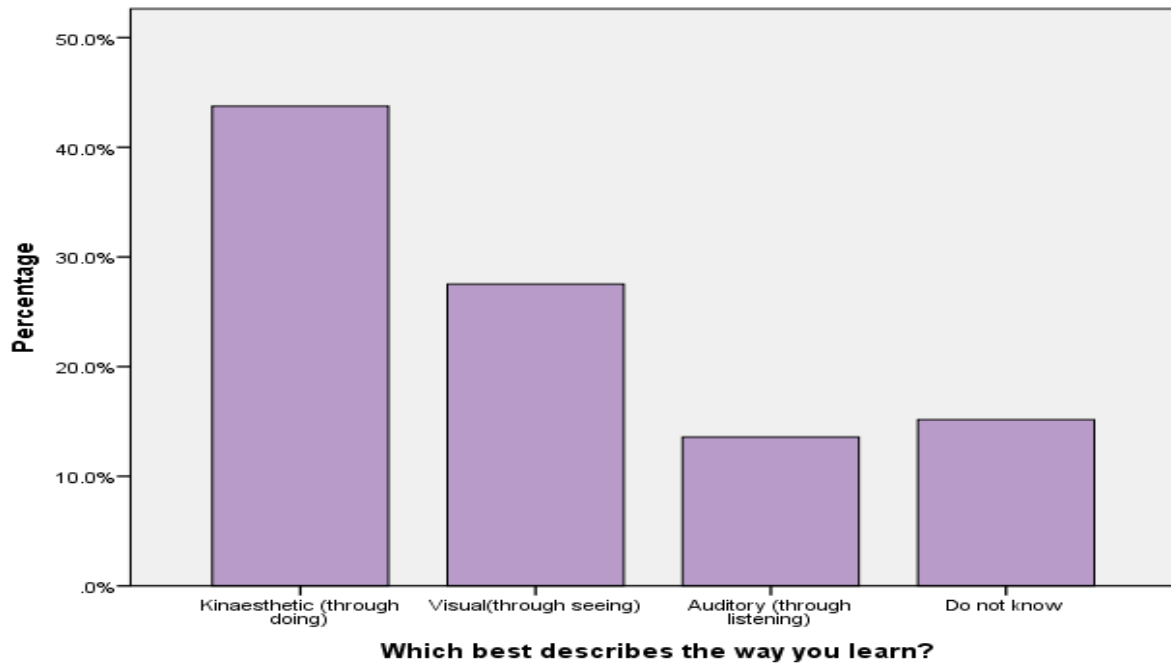


Figure 4:7: Shows how pupils responded to the statement, *'Which best describes the way you learn?'*

This is a very significant finding for the future delivery of citizenship education lessons. 'Doing' and 'seeing' are considered the optimum ways to learn by pupils, with delivery by 'listening' a distant least preferred method of effective learning.

A similar sentiment was also expressed by pupils during the interviews. When asked, *'Can you describe for me your best citizenship education lesson?'* One pupil said,

'Well, when we learnt about vegetarian foods we got to do interactive activities which we don't normally get to do, we got to see like how vegetarians live, and how it's not that different' (Year 8 Boy).

Another pupil replied,

'I lived in a different country, so we didn't do citizenship, um... but I mean from GCSE, I think the GCSE was slightly more boring, because you would just sit there and just listen to them as opposed to actually actively doing things' (Year 12 Boy).

Another significant finding was that pupils reported that many teachers who taught citizenship education at the Water Park Academy had well-presented lessons. This was illustrated by one pupil during the interviews, who said,

'Yeah...err...well my teacher, form tutor...she's a citizenship and politics teacher anyway, so that was, she did a presentation about all the political parties, and that was quite...err... in citizenship in year 8 and 9, but, that was a good lesson' (Year 11 Boy).

Another pupil disclosed,

'Well I had one this year um...she would always do the citizenship work with us, I mean I talked to my friends in other forms and they wouldn't, like, be doing any citizenship work...so I mean, I think doing it is good to start off with. But we did lots of interactive activities to learn about it instead of just kinda' writing stuff down and sat listening to her' (Year 12: Girl).

As discussed previously, this research has demonstrated that, when pupils are given a 'voice', they have the ability to be reflexive, considerate and offer their own insights into their experiences of citizenship education which must be taken into consideration in order to inform and shape future citizenship education development and education policy.

Pupil dislikes

Another important finding was that pupils stated that they did not like citizenship education lessons where: it was repetitive; there was too much writing; there was no discussion; lessons lacked structure; too little time was given for the lesson; lessons were rushed and had little depth; and where teachers would admit to the class that they had not been trained to teach the subject.

'I would say that, um, the teachers have become less enthusiastic about teaching, um throughout the years. Year 7, 8 and 9, they were more...I wouldn't say, that passionate about it but they still taught it. Well from my experience, I don't know about yours, but mine were teachers taught it more, but when we got more curriculum we just sort of had a presentation on it about what we were gonna be studying, we only had one or two lessons and then we sort of gave up, the teachers didn't seem to be as bothered about it, so uh, the teachers seemed to be less interested as we went up through the years' (Year 11: Boy).

In summary, this research found that pupils liked to be actively involved in classroom discussions and group work where they thought their views could be heard and lessons where the teacher allowed them to talk about current affairs or citizenship topics that were important and relevant to them

such as gay rights, abortion, domestic violence and homelessness. Pupils were able to think through these issues and reflect upon their experiences at the Water Park Academy.

The following section reports on pupils' views as to why they think citizenship education was graded 'outstanding' by the HMI Ofsted inspection in 2010.

Pupils' thoughts on why citizenship education was graded 'outstanding' by HMI Ofsted in 2010.

During the group interviews pupils were asked, 'Why do you think this school got outstanding in citizenship education in an Ofsted Inspection?' One pupil replied,

'I think they have, like, a good way of teaching it, like I felt it was quite... some of the topics definitely are quite relatable for us' (Year13: Girl).

Another pupil answered,

'I think the school has, does provide good citizenship lessons, when they, when the teachers are passionate about it and want to do it, they can provide good lessons. And that's maybe more applicable to lower school, but I still think there are teachers who can do it, but you don't get taught it as much in GCSE years are still able to do it, but they don't, and they could be more enthusiastic about it. I would say that this school can provide good ones but maybe it sort of drops off after year 10' (Year 11: Boy).

Similarly, another pupil stated,

'Because we do it well' (Year 10 Girl).

Pupils said that many of their teachers produced good citizenship education lessons. They also stated that some teachers were passionate about teaching the subject and that many teachers appeared to want to teach citizenship education.

Summary

In summary, this previous section reported on the second main strand, pupils' perceptions of how citizenship education was taught at the Water Park Academy. More specifically, it presented pupils' views of their citizenship education teachers, highlighted their preference for group work, examined current affairs in citizenship education lessons, portrayed pupils' learning preferences including learning and teaching styles, reported on pupils dislikes in citizenship education lessons and gave their views on why citizenship education was graded 'outstanding' by HMI Ofsted.

Pupils described their citizenship education teacher as excellent, very good or good. They felt a good citizenship education teacher would respect them for their views and opinions; would provide opportunities to carry out interactive activities in the classroom; and would have an honest and non-judgemental approach. The majority of pupils also stated that teachers praised them in citizenship education lessons and that they valued being praised in a sensitive and sincere way. The findings also showed that pupils valued teachers who were enthusiastic, listened to them, facilitated group discussions and made citizenship education lessons active, relevant and interesting. More specifically, some pupils conveyed that they appreciated teachers who insisted that pupils adopted classroom '*ground rules*' to stop the boys dominating the discussion.

As discussed earlier, pupils liked to be actively involved in classroom discussions, group work where they thought their views could be heard and lessons where the teacher allowed them to talk about citizenship topics that were important and relevant to them. Further, pupils said that they were accessing news through their mobile phones and that it was important for them to access the facts and understand issues that influenced them.

Pupils also stated that they did not like citizenship education lessons where there was too much writing; there was no discussion; lessons lacked structure and were repetitive; and lessons were rushed. In addition, pupils also commented that they did not like citizenship lessons where teachers would admit to the class that they lacked knowledge as they had not been trained to teach the subject.

Pupils gave their views on why they thought the school was graded 'outstanding' in citizenship education during an Ofsted inspection. Many relayed that the school got an outstanding grade because they thought the school had a '*good way of teaching it*' and that some of the topics related well to them. Pupils also said that they thought the school provided good citizenship lessons, where the teachers were passionate about teaching the subject.

This next section reports on the third main strand, pupils' views of how they think citizenship education has affected them and the intervening themes that emerged from both the interviews and the survey with pupils. More specifically, it presented pupils' perceptions about how they thought citizenship education had given them a 'voice', how it had helped them to develop important skills and how it gave them an opportunity to take an active part in citizenship activities.

4:3 Pupils' perceptions of how citizenship education has affected them

Empowering pupils

One prevalent theme that came through the interviews when asked 'What skills do you think you have developed in citizenship education?' was that pupils felt that they had an impact on the teaching of citizenship education throughout the school. This was because they felt they had a 'voice' in lessons and also throughout the school with various citizenship activities. Pupils also said that they had a 'voice' within the school and year councils, the local authority youth action group and, in particular, with activities that were associated with the school's Uganda Charity Project.

This was illustrated by one pupil during the interviews, who stated that,

'The growth and support of the Uganda Project has had a massive impact on not just sixth formers but other pupils in the lower school. This is an amazing project which promotes active involvement from both pupils and the teachers. It has developed people's awareness of poverty, education, human rights and democracy. I personally have developed my confidence, communication skills, team work and talking in front of people. It has been life-changing' (Year 13: Girl).

Another important finding was that pupils enjoyed taking part in citizenship activities. As I have discussed the Uganda Project earlier in this chapter, this next section reports on another example of one of the activities offered at the Water Park Academy, the Local Education Authority Action Youth Council. It will be presented in the form of a case study. My objective here is to provide another example of how the Water Park Academy gave pupils' a 'voice' through a personal account of the experience of one Asian pupil during his role as Youth Mayor of Derby.

Case study: Bilal (Youth Mayor)

One morning at the Water Park Academy I was approached by one of my school council representatives, Bilal (pseudonym). He had come to tell me his good news. He said that he had been elected to be the new Local Education Authority Youth Mayor and that he was starting his new role in the following weeks. He was delighted, of course, and so was I. Bilal had been an absolutely brilliant representative for the school council and he thoroughly deserved being elected as Youth Mayor. He was a Year 10 pupil and described himself as 'British Asian'. He told me during an interview that his role would be to,

'...attend monthly meetings; gather and understand the views of the young people that he represented; represent the views of young people at meetings; and to take part in a broad range of consultation activities' (Bilal: Year 11 Boy). (Read from his notes)

Here is his report ,

'My motivation for joining 'voices in action' stemmed from me wanting to meet other young people who were looking to make a change in the local community. 'Voices in action' proved to be one of the most effective platforms for making our opinions about issues that affect us at a city-wide level. This motivation was channelled into becoming Youth Mayor. Acting as 'voices in action' representative I was able to meet many young people who may have been affected by the issues we discussed. Being Youth Mayor allowed me to see a very real dimension of what we, as a Youth Council, are able to achieve'. (This case study will be discussed further in Chapter 7 where there will be a discussion on pupils' perceptions of the citizenship related projects and activities offered to pupils at the Water Park Academy).

In summary, citizenship education at the Water Park Academy gave pupils a 'voice' and gave them an opportunity to take an active part in citizenship activities. Pupils said constantly and consistently that they wanted a 'voice' in matters that directly and indirectly affected them, either within their own school, home or their wider communities. They were very enthusiastic when describing situations where this had happened, as with the case of Bilal above. Pupils added that citizenship education and its related activities, especially in relation to involvement in the Local Authority Youth Council, were valued and important. The passivity of past educational regimes and the market based satisfaction referred to by Le Grande (2012) in the literature review must be consigned to history. Pupil voice was found to be not only useful it certainly helped learners to participate in their own learning in ways which the UNCRC (2009) referred to in the literature review as essential for self-determination.

Pupils developed social, personal and organisational life skills

Another interesting finding that emerged from the research was that pupils felt that citizenship education had allowed them opportunities to develop certain skills. When pupils were asked during the interviews, *'What skills do you think you have developed in citizenship education?'* pupils mentioned a wide variety of skills,

'Listening, respect for others, thinking and understanding different points of view, tolerance, team work, strong relationships, empathy, caring for others, co-operative skills, working in groups, part of the community, learning how to deal with friendship issues, solving arguments and conflict, listening to other people's point of view on really sensitive subjects' (Pupils from across the year groups 7-13).

When I analysed the data all these skills appeared to fall under the category of *'social life skills'*. Similarly, during the interviews when asked, *'What skills do you think you have developed in citizenship education?'* pupils responded,

'Confidence, communication, morality, right and wrong, responsibility, hard work, commitment, voting, challenge, wider general knowledge, politics, charities' (Pupils from across the year groups).

When these skills were analysed I grouped them under the heading *'personal life skills'*. Similarly, when asked during the interviews, *'What skills do you think you have developed in citizenship education?'* pupils answered,

'... presenting independent research on 'Power Point' slides' (Pupils from across the year groups).

When this skill was analysed by the teacher-researcher I decided to categorise it under the heading of *'organisational life skills'* (Pupils from across the year groups).

As it had been challenging to separate all the skills pupils had mentioned some may overlap and show more complexity. For example, one pupil remembered a citizenship activity where he described some skills that he had learned during the lesson. When asked during the interview *'What skills do you think you have developed in citizenship education?'* he said,

'Um...I remember doing this activity in year 9 citizenship, I think it was it was like a theoretical thing where we got stranded on a desert island, and we had to make a current society plan of the rules of what we would do and I think that encouraged discussion between groups. You've gotta work together but you've also gotta learn that...um...when you go out in the world, you can't always have your way. You've gotta work with people, even though you might not like them. I think it teaches you to discuss that in a more err...professional or adult way rather than bickering, you've gotta work with those people yeah. We had a presentation and presented it to the rest of the class and it was good because it opened your mind to like different people's opinions rather than just your own opinions and you could see how other people would do it' (Year 11: Boy).

Another pupil stated during the interview that,

'Um...perhaps a skill that I felt I learnt was sort of um, critically analysing things um, and once again and when we were looking at the political parties, we were, it was

quite vague to be honest about what they were, but we were asked to sum up the good points and the bad points, of um for example what was the conservative party, what do people like about their policies um, and I think we were sort of um analysing things and reasoning to an extent, um...though, I think like if taught properly and with um... more passion, you could learn greater skills and things like that sort of analysis could be done, could be learnt a lot more' (Year 11: Boy).

Pupils appeared positive about their experiences and the personal impact on them of citizenship education. This is illustrated by one pupil, who said,

'We develop skills like listening, respect for others, presenting independent research on Power Point slides. I also think we err...develop confidence more. We learn how to think and understand different points of view...we also learn about morality; right and wrong; responsibility; also listening skills and tolerance' (Year 11: Boy).

Similarly, another pupil stated,

'I am far more aware of issues like team work, relationships, hard work, commitment, challenge and caring for others. I have developed more confidence, better listening skills and more co-operative skills' (Year 13: Boy).

Summary

In summary, this section reported on the third main strand, pupils' views of how they think citizenship education has affected them. More precisely, it presented pupils' perceptions of how they thought citizenship education gave them a 'voice', how it helped them to develop important skills and how it gave them an opportunity to take an active part in citizenship activities.

This research found that pupils really valued developing the social, personal and organisational skills that the citizenship education programme offered them. When pupils were asked during the interviews which skills they thought they had developed in citizenship education pupils disclosed that they thought citizenship education lessons helped them to develop *more confidence, better communication skills, good listening skills, respect for others points of view, skills to present ideas and carry out independent research using ICT computers*. In addition, pupils said that they developed *strong relationships* and learned how to deal with friendship issues and *solving arguments and conflict*. Also, pupils relayed that, through citizenship education, they had *acquired skills of tolerance, team work, empathy, caring for others, co-operation and working in groups*. Further, pupils felt part of the school community and valued learning and sharing the skills they had

developed when working with other young people in lessons and throughout the school. As referred to earlier, pupils had a strong 'voice' about citizenship education. This study illustrated clearly that, when pupils are given a 'voice', they can articulate experiences, reflect and offer their own insights into their knowledge and experiences of citizenship education.

This next section reports on the fourth theme, pupils' perceptions of how citizenship education had changed at the Water Park Academy, with a focus on the new teaching styles and resources. For this purpose, I decided to focus on establishing the views older pupils', as they had been taught citizenship education from the age of eleven.

4:4 Pupils' perceptions of how citizenship education has changed?

One significant finding from the interviews was that pupils suggested that citizenship education was active and engaging and that pupils were treated more maturely and allowed to give their own opinions in class. They also said there was more discussion work in class, more group work, and more use of computers, which they welcomed. 51.1% of pupils said that they often, or sometimes, used computers or the Internet in their citizenship education lessons. In addition, they reported that they used computers for research activities and information collection and that there was less writing and doing work sheets in lessons, which they also liked. One pupil illustrated this by saying,

'Citizenship lessons have got much better...in Year 7 we did a lot of writing and worksheets...now we discuss more which I like...also we use computers and we do not have a lot of writing, just key points highlighted on the Power Point Slides' (Year 10: Boy).

Pupils reported that they thought the lessons were more interesting and that they had more information about real life situations. For example, pupils stated the issues they particularly enjoyed discussing in lessons were cyber bullying, relationships, healthy lifestyles, poverty, homelessness, abortion, drug and alcohol use.

Another interesting finding was that 93.4% of pupils said that they often and sometimes watched PowerPoint slides in their citizenship education lessons . This was illustrated by one pupil, who said that,

'There has been a change in citizenship education over the years. It is more structured and has a specific focus. Teachers now use a resource using PowerPoint slides' (Year 11: Boy)

The new resource that the pupil was referring to was introduced into the citizenship education programme at the Water Park Academy in 2010. The resource package was based on *PowerPoint* slides and the interactive activities and their ready-to-use lessons entitled '*Boardworks*'. This new *PowerPoint* slide resource replaced the previous materials, which required the pupils to work from textbooks and worksheets.

It was interesting to note that, in the survey, 91.3% of pupils said that they never, or sometimes, use textbooks and worksheets during their citizenship education lessons. I would argue, therefore, that pupils learn more when they are engaged and active in lessons and are encouraged to discuss important and relevant citizenship related issues as was reflected in the previous section where pupils said that they learned more effectively by 'doing' or 'seeing'.

As previously mentioned, 'pupil voice' is a powerful tool for ensuring that effective citizenship education is targeted, valued and effective. Pupils said that, in citizenship lessons, they liked discussing global issues such as poverty in Uganda or the rainforest in Mexico, which they did not cover in other lessons. As a result they said that they were more involved with the Uganda Project, the main school charity. This was illustrated by one pupil, who said,

'We do more charity fundraising events now involving the year groups and the whole school than we used to' (Year 10: Girl).

Pupils also said that they had more knowledge now about global poverty and children's desire for an education, but that in many poorer countries children had a lack of access to education. In addition, they reported that they thought they had developed more confidence, good listening skills and that they had learned how to think and understand other people's points of view.

The feedback from pupils illustrated how citizenship education had changed at the Water Park Academy over the years by becoming more active and engaged in lessons. They also talked about feeling more mature but also talked about how citizenship education itself had changed to look at local communities as well as the global community.

Summary

In summary, pupils thought that citizenship education was about various forms of social and personal understanding and development, for example, learning to be tolerant of those who are different. This certainly supported the argument that the government was concerned about cultural diversity and social uncertainty. Yet pupils also thought that citizenship education was about anti-bullying, learning to respect their peers and certain standards of behaviour. Being a 'good citizen' was about being humane and was not about exercising a person's rights but was more about duties

and responsibilities. This was something that has been encouraged by New Labour, the Coalition and now the current Conservative government.

Pupils enjoyed the Uganda Project but did not appear critical about why such needs arose or the role of leading countries in their action. Pupils viewed citizenship education as something which helped them prepare for the future world of employment and aided them in making the right decisions for them. They also thought that citizenship education was about avoiding risk-taking behaviour such as experimentation and misuse of drugs. Pupils seemed to equate politics with the school council, current affairs and voting which was quite a narrow view about the subject and as such, less challenging to those who lead the country. Pupils agreed that citizenship education was about empowerment and 'pupil voice' but the latter often seemed to be about personal issues such as child protection, self-harm and bullying.

Pupils were positive about citizenship education itself although there were concerns about practitioners being out of their depth and lacking subject knowledge, along with very limited time given by senior managers for the sessions to take place. In terms of the teaching and learning, pupils expressed a preference for discussion and group work and for 'doing' and 'seeing' learning styles.

Pupils embraced the idea that citizenship education gave them some useful skills and, in terms of the overall thesis, this was something in keeping with a targeted agenda. Problems and solutions were largely individualised and rights were rarely mentioned in relation to the government but responsibilities certainly were. Such behavioural tendencies are something which is in keeping with a liberal agenda. The fact that pupils' equated citizenship education with behavioural controls, being law abiding and respecting authority also meant that the subject related to social control and putting another person's interests first. These findings indicate that citizenship education for pupils is very complex, sensitive and fast moving. It is imperative that teachers need to be well informed about what the current issue of relevance is and that 'pupil voice' is listened to when attempting to target specific elements that are relevant to young people's education.

The next chapter discusses the emerging themes that came from the survey and interviews. They include: pupils' views on the quality and content of the citizenship education programme; pupils' insights into how citizenship education is taught; how citizenship education has affected pupils; and how citizenship education has changed.

Chapter 5

Discussion of pupils' perceptions of citizenship education

5. Introduction

The purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010). The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

This chapter discusses material from the previous chapter. The information has been separated into two chapters because I wanted space to present the empirical detail. Areas for discussion will include pupils' perceptions of: the quality and content of the citizenship education programme; how citizenship education is taught; how citizenship education has affected them; and how citizenship education has changed.

5.1. A discussion on pupils' perceptions of the quality and content of the citizenship education programme

Whitty (1994) and Macbeath (2003) expressed concerns that pupils would fail to see the value of citizenship education, especially when compared to other more recognisable subjects like English and Mathematics. Furthermore, some academics have questioned whether citizenship education has the same academic rigour as other subjects (Rooney, 2010). Additionally, some authors have maintained that citizenship education would not be validated by parents, teachers and pupils as a 'real subject' and therefore would fail to be recognised as a status subject (MacBeath, 2003). However, this case study has demonstrated that many pupils have validated and felt positively about the value of citizenship education and that some regarded citizenship education as an educational priority. In addition, this study showed that citizenship education can develop skills and qualities as well as knowledge in pupils. Further, it was found that the subject also had an additional quality in that it supported and underpinned the school ethos and acted as a vehicle in the development of the 'pupil voice'. The literature review confirms the findings of this thesis in that the balance between teacher authority and pupil empowerment have changed and changed in a positive way at the Water Park Academy. I would argue that the citizenship education programme has contributed to this change.

It is significant to note that all the citizenship lessons that the pupils preferred, including the Uganda Project, Careers Education and Drugs Education, had a common theme running through them. They were all targeted and active lessons. Again this is something reflected in the literature review in terms of the breadth of coverage of the citizenship education programme. Lessons were not simply about knowledge but, according to Crick (1998), they were about attitudes and skills as well and one of the most effective ways of developing these was through active lessons. These lessons provided opportunities for pupils to be actively involved through accessing relevant up to date information, discussing important and topical issues and developing personal, social and organisational skills. For the purpose of this study, 'active learning' can be defined as a form of education that directs the responsibility for learning onto the pupils themselves. 'Active learning' engages pupils in two aspects: doing things and thinking about the things that they are doing (Bonwell and Ison, 1991). It implies that pupils must read, write and discuss or be engaged in problem-solving and it relates to three learning domains referred to as knowledge, skills and attitudes (KSA). This taxonomy of learning behaviours can be viewed as, *'The goals of the learning process'* (Bloom, 1956). The philosophy underpinning these activities was not explicitly offered by the teachers and was not consciously seen by pupils. It is evident that the citizenship education programme is not shaped by one theoretical model. However, as the school was following the Crick (1998) framework the three strands of *'community involvement, political literacy and moral and social awareness'* were evident in pupils responses to the interview and survey questions. 'Active learning' does have value and, as pupils are now the patrons in an educational arena, then to offer a mode of learning that they themselves prefer can only be beneficial to their learning outcomes.

In analysing why pupils said that they welcomed opportunities to be involved in the Uganda Project they felt that they were, *'Making a difference to the lives of children in Uganda'*. The sentiment and learning that came out of the Uganda assemblies in particular, and discussed in citizenship education lessons, had a lasting impact on pupils. This underlines the case for a targeted citizenship education programme, where pupils felt that they had an opportunity to become actively involved in preparing fundraising events and discussing issues surrounding how they could support the children in Uganda. Such enthusiasm helps to offer a contrasting view of the participatory deficit referred to in the literature review. Perhaps a citizenship education improvement opportunity here might be to foster greater critical awareness about the causation behind the problems in Uganda and the way the highly developed countries of the Northern Hemisphere either help to alleviate or cause such problems. For example, the Ugandan national debt was 34.7% of their GDP (tradingeconomics.com/Uganda, 2014). Commodity prices, World Bank policies, poverty, no ability

to fund capital projects and the burden on the elderly of looking after orphaned children are all worthy issues for critical discussion.

In terms of careers education, this study contradicted the conclusion of Ofsted (2013), who reported that careers education in schools was not working well enough. In its report entitled, *'Careers guidance in schools: going in the right direction?'* (2013) it stated that,

'Only one in five schools were effective in ensuring that all its students in Years 9, 10 and 11 were receiving the level of information, advice and guidance they needed to support decision-making. The highest priority was given to providing careers guidance to Year 11 students and to focusing support for vulnerable students' (p.5).

Pupils at the Water Park Academy were actively engaged in careers lessons and were provided with opportunities to carry out exercises on the computer using 'Kudos'. It is a popular and very effective and impartial career choice software programme, ideal for 13-19 year-olds but younger pupils can also use it to aid them in making informed career choices. The lessons were active, relevant and responded to the general critique made by Ofsted against schools. In addition, pupils spoke about the time when they went to three different venues in school where they embraced the opportunity to interview adults who occupied a plurality of occupations. It may be argued that this sort of quality provision was just what those advocating citizenship education, wished to see. Furthermore, the Ofsted remarks used the words *'receiving'* where IAG (Information, Advice and Guidance) was concerned, whereas in the Water Park Academy the pupils actively sought out the information for themselves. They were not passive recipients of delivered lessons so much as empowered young people working their way through computer software and actively questioning adults about their careers in a forthright and relevant way. The literature review referred to the influence of liberalism as being something which did not necessarily harm others through selfishness or self-interest. Pupils took the opportunity to shape their own careers and the influence of liberalism Heater (2006) referred to was clearly present in the citizenship curriculum.

Education about drugs was provided at the Water Park Academy and this was viewed as something extremely relevant by young people and, by placing them in forums where they had an opportunity to influence and inform policy makers, led to empowerment. Yet again, this emphasises the rationale for a targeted citizenship education programme where the lessons are active, relevant and where pupils may develop the coping skills needed to tackle issues that directly affect them. The

drug education lessons provided pupils with an opportunity to discuss an issue that was important to them. For example, many pupils remembered clearly the lesson where they had access to a comprehensive resource called the 'drug box' that showed examples of drugs and information about them. As mentioned previously, it allowed pupils to witness what the drugs may look like and to listen to the sorts of effects that the drugs might have and also to hear about the consequences of taking such drugs. In terms of an improvement opportunity it could be argued that, whilst there is a consensus about the harm drugs do, comparatively little weight is given to the harm alcohol does. For example, Professor David Nutt (the former Government Chief Drugs Advisor) said that alcohol, when assessed against all sixteen harm criteria, was judged the most individually and socially harmful (BBC News, 1 Nov, 2010). The literature review which discussed the 2002 Education Act and its premise that pupils should be consulted about the issues that affect them showed that drugs education was certainly something illustrative of this.

This case study suggested that some pupils who were disaffected at school may engage in petty criminality, delinquency and drug use. For example, in the personal account (see the case study in Chapter 4), a Year 10 boy talked about finding reading and writing a challenge. As he lost confidence in his abilities he started to experiment with drugs. I would advocate that a strong welfare and guidance system is needed in all schools, perhaps under the umbrella of citizenship education, where young people can speak to trained teachers or other pastoral staff. When there is a supportive culture in a school, pupils with difficulties can be encouraged to discuss their personal, social, or educational issues and make positive changes. However, what is interesting here is whether such education around issues like drugs ought to be value explicit or value neutral (Kerr, 1999). For example, are policy makers seeking to inform young people about drugs and empower them to make informed decisions or are policy makers all agreed that an approach should be applied with clear content to dissuade young people from experimentation, use, abuse and possible addiction. Kerr (1999) makes reference to this contentious issue by saying,

'Should citizenship education be 'values-explicit' and promote distinct values which are part of a broader nationally accepted system of public values and beliefs? Or should it be 'values-neutral' or 'values-free' and take a neutral stance to values and controversial issues, leaving the decision on values to the individual?' (p. 6).

As recreational drugs and alcohol can have such serious consequences for the individual, including voluntary risk-taking such as unprotected sex, accidents, criminality and health problems, it might be

suggested that a value-explicit approach would be appropriate. By way of some concluding remarks on this debate, when the government did not approve of the conclusions reached by Professor David Nutt on this issue he was asked to resign his position as Chief Drugs Adviser by the Home Secretary Alan Johnson (Tran, M. 2009. p.1). As such, offering factual information from the scientific community that alcohol was more damaging than drugs was not likely to be sanctioned by policy makers for political reasons. A publicly funded education system that made such comments to young people could not be tolerated in this case. Therefore, the opportunity for pupils to be empowered by seeking relevant information on issues like drugs through their citizenship education appears desirable but the content of that information seems likely to be value-explicit for the long term.

This study has shown that listening to pupils can be a powerful force to ensure that citizenship education is relevant and effective for pupils. This is in contrast to Wood (2003), who found that teachers were, *'Reluctant to accept pupils' perceptions about the curriculum and pedagogy or challenges to the dominant structures of the school'* (p. 381). I would also contend that listening to pupils helped to contribute towards their all-round progress and achievement by genuinely valuing and respecting their insights. This case study showed that pupils developed essential personal, social and organisational life skills including for example, team work, strong relationships, more confidence and global awareness by being listened to. Pupils need to feel a sense of self-worth, respect and value if they are to grow into well-rounded young citizens. However, young people have grown up in a society and political culture where their views about fairness, equality, citizenship rights have been shaped by their lifestyles. Assumptions taken for granted as *'common sense'* needs to be tested through critical discussion or, at the very least, alternative views need to be provided.

There needs to be an agenda in schools, and within policy making organisations, which takes account of pupil views in order to ensure that citizenship education is effective and relevant. In contrast to Ruddock and Flutter (2000), who claimed that, *'... pupils do not have much to say about the curriculum...'* (p.76), the pupils in this research have illustrated quite the opposite. The benefits of involving pupils in future curriculum development and educational policy are worthy objectives. At the Water Park Academy citizenship education has inspired and motivated pupils to become actively involved in school, the community, and more broadly, political engagement. By valuing pupil input in school councils and other Youth Forums, citizenship education has encouraged involvement and commitment to a democratic society. Yet critics of citizenship education argue that it does little to challenge much more fundamental but subliminal truisms which ensure the status quo remains unchallenged. Faulks (1998) argued that,

'Citizens have rights to inequality, a right to exercise their natural abilities and to rise and fall in the market place which does not discriminate on moral or personal grounds but which merely provides an avenue for natural inequalities to emerge' (p. 67).

Pupils seeking out drug or alcohol information, engaging in participatory educational or social forums and voluntary activities do not necessarily challenge the way things are. This was why the citizenship agenda had its strengths but teacher commitment to showing pupils different modes of thinking and different ideological paradigms to those they experience every day was also important.

Summary

The findings of this study showed that pupils can have a 'voice' which is valued and can also become actively engaged. There needs to be an agenda in schools, and within policy making organisations, which takes account of pupils' views in order to ensure that citizenship education is effective and relevant. This case study has highlighted the benefits of involving pupils in future curriculum development and educational policy. Citizenship education at the Water Park Academy has inspired and motivated pupils to become actively involved in the school, the community and more broadly through political engagement.

5.2. A discussion on pupils' perceptions of how citizenship education is taught

As discussed, some pupils said that they thought the school provided good and outstanding citizenship lessons especially when the teachers were knowledgeable and passionate about teaching the subject. Many were positive and forthcoming that the school had achieved an 'outstanding' Ofsted grade because they thought the school had a *'good way of teaching it'* and that some of the topics related well to the needs of the pupils. These views were supported by the schools HMI Ofsted Report (2010). Whilst the 'pupil voice' can be interpreted as a favourable one, the pupils employed terms like 'outstanding' and 'good' interchangeably and, as such, showed a lack of understanding about these benchmarks. Furthermore, by saying, *'When teachers were knowledgeable and passionate'* suggested that at least on some occasions this was not their experience. *'Being knowledgeable'* appears to mean that teachers should be expected to be aware of and to teach different views, especially where controversial issues were concerned. Furthermore, according to the 1996 Education Act (Section 406), it is illegal for teachers to offer a one-sided political view in schools (citizenshipfoundation.org). Whilst we cannot legislate for the notion of

passion, it is clearly obligatory on citizenship practitioners to equip themselves with the necessary knowledge to inform and empower pupils in a comprehensive way and it might actually be illegal for them not to do so.

Pupils welcomed being actively involved in classroom discussion in citizenship education lessons. More specifically, pupils said that they particularly enjoyed getting involved in fundraising events for different charities, being involved in electing representatives on the school council such as the mock election and actively supporting school and community events. Classroom discussion was an example of 'active learning'. This research illustrated that pupils can evaluate diverse views. Although discussions can take place within the whole classroom setting it was important to establish discussion in small groups before that happened. When established by the classroom teacher, this climate for learning can be effective and rewarding. The teacher can ensure that they give guidance as to effective speaking and listening within these groups. Pupils may wish to discuss issues that they have raised or may want feedback on an activity that they took part in. Hamann, K. (2012) suggested that having the teacher engage with the pupils allowed them to come into the class better prepared and aware of what is taking place in the classroom. It may be argued that the strengths of classroom discussion are that pupils can develop speaking and listening skills, effectively learn to respect other people's points of view and gain more confidence in articulating their views. However, a critical view may be that too much is taken for granted in terms of the learning outcomes. Whilst pupil speaking and listening was important, the discussion of controversial issues might be viewed as similarly important. In terms of an improvement opportunity, an extension of the research may focus less on processes and teaching methodologies and more on the analysis of the content. This is where the challenge presents itself for those who are involved in the citizenship curriculum. The less experienced need to ensure that they develop a skillset that promotes a balanced classroom discussion. Faulks (1997) observed that the education system has long since served the interests of capitalism and the inequality that underpins this, often in subliminal ways (p.55). Therefore, class discussion about rights, independence, inequality, power and the changing relationship between the citizen and the state requires balanced discussion.

From my own experience, this research showed that some teachers found facilitating classroom discussion and other methods of 'active learning' challenging. In addition, some practitioners found this method difficult as they had been used to teaching in a more didactic way. It may be argued that 'active learning' can be time-consuming, pupils can drift off task quickly, or that pupils can discuss issues that are not relevant to the lesson. Preparation time for such a method is often labour

intensive and some teachers had difficulty in accessing the resources necessary. The literature review referred to Crick's (1998) concern about encouraging pupil responsibility and I would argue strongly that active learning was something which helped to foster this quality.

Pupils reported that where citizenship education was taught the best was when teachers used current affairs as a basis for lessons and related it to the citizenship education topics. Pupils felt it was important to discuss current affairs as many of them said they were accessing news through their mobile phones but found the context and debates difficult to understand. If we examine the citizenship curriculum at Key Stage 4, it sets out that pupils should learn about, '*The legal system in the UK, different sources of law and how the law helps society deal with complex problems*' (teaching citizenship.org). It may be argued that this is clearly an uncritical view and supportive of the citizenship educational agenda. Perhaps what is interesting here is that such a view might be seen as contradicting section 406 and 407 of the 1996 Education Act, as noted above. I would argue that where current affairs are concerned, the citizenship education programme must aim to develop socially and critically aware young citizens. For example, forced marriage, cyber bullying, equal pay for women, honour killings and other relevant and important issues would all be interesting material for discussion. However, offering well informed and balanced views which are in keeping with the 1996 Education Act but also follow the curriculum would be a challenge for an experienced teacher, let alone a newly qualified practitioner. Again, this links with the literature review where Cook-Sather (2006) noted the importance of pupil voice. Such topical issues were likely to engage young people, offer them meaningful opportunities to express their views and combat the disengagement referred to in the literature review.

Although the teaching of politics was part of the citizenship education National Curriculum, this research showed that many teachers felt less confident in teaching it. Some teachers confided in pupils and said that it was an area that they had not been trained in and that they were not very confident in teaching some aspects of the course. The National Foundation for Educational Research (2008) found that teaching staff often lacked knowledge or confidence in teaching lessons relating to political systems and processes. When Ofsted (2010) published a report on citizenship education the press headline was, '*Citizenship education is the worst taught subject.*' However, it may be argued that citizenship education was only ever going to be an appendage or something added to a teacher's timetable. As such, management are less likely to invest in staff development for an area of delivery which was fractional on their timetable and had a lesser status for marketing and competition purposes in the form of 'league tables'. Furthermore, it may be argued that there might

be attitudinal issues at work here because teachers may not have sought to teach the subject and they may not be genuinely interested in it. A desire to become more than merely proficient by reading, preparing and seeking the support of more experienced colleagues may not always be forthcoming.

Pupils reported that poor citizenship educational practice was where there was too much writing, where discussion was limited, where lessons lacked structure, where activities were repetitive and where lessons were rushed and offered little depth. Pupils expressed the view that they were negatively affected whenever a teacher offered frank comments about their lack of knowledge and their lack of confidence with the material. Although this case study showed that pupils appeared to value citizenship education, as pupils progressed through the year groups more important subjects like their General Certificate for Secondary Education (GCSE) subjects took greater precedence. Some pupils also noted that generally teachers seemed enthusiastic about teaching their specialist subject but found it difficult to plan motivating citizenship education lessons in a consistent way.

The issue of teacher training in England was highlighted by Ofsted (2006). They concluded that generally teachers' subject knowledge was insecure, particularly where citizenship was taught through other subjects and teachers of 'core' citizenship, especially class tutors, also had insufficient training and, in a small number of the schools, insufficient commitment to do the job well. In addition they suggested that, in the majority of the schools inspected, citizenship teachers were primarily Personal, Social and Health Education specialists. They added that, where most teachers were involved in their capacity as form tutors, the quality of teaching was also influenced by the very different attitudes towards the subject held by staff, including some unhealthy scepticism (p. 20). As citizenship education was still relatively new it may be that it will take time before it gains universal respect and the potential importance that it might accumulate.

This case study showed that the pupils thought that some teachers lacked knowledge about the political agenda in particular and this has to be a consideration for the policy makers in addressing the training needs in future. Although some pupils regarded politics as 'boring' it appears from this research that pupils did feel that it was an important subject. This has to be encouraged if young people are to be engaged in the political process in more than just a cursory way through voting every five years.

The range of issues discussed here needs to be recognised by policymakers in that the quality of provision was directly influenced by the confidence, knowledge and ability of teachers to create a

classroom environment which was engaging for pupils. By offering pupils a balanced set of views they can become knowledgeable about our political and legal systems. This research showed that pupils can be engaged, active, critical and reflective. Whilst the liberal model of citizenship education appears to be one aspect of Crick's (1998) influence (see Chapter 2), teachers who are motivated have the potential to use the 1996 Education Act to ensure schools develop not just informed citizens but critically aware young people who are not content to allow societal inequities or injustices to go unnoticed. My research showed that pupils care about such issues. With this in mind an evolving citizenship education curriculum, where pupils can help shape and drive the activities, has to be welcomed. It might be argued that the liberalism mentioned in the literature (Heater, 2006) is something inextricably linked to optimism and progress. The attitudes shown by pupils in this study are certainly something indicative of this as they seek to shape their own lives and the society that they live in.

The impact of the School Council

School councils are not something recently in vogue but have been in place in different guises for over forty years. As citizenship education becomes more well-known and understood many more school councils are being established. The current government views school councils as important but they have not sought to use legislation to compel schools to introduce them. As all schools are set to become academies in the near future (Budget, 2016), it is unlikely that central government would be able to impose school councils even if they sought to do so because of the independence and autonomy principles at stake (Stone, March 15th, 2016). However, school councils are not without more valid criticisms than that made by Ofsted. Rates of participation need to be improved and those who do participate need to be more representative of the whole pupil body. Although there was evidence to indicate that well run school councils which were valued, well directed and democratic can be effective in advancing pupil well-being, this research endorsed this and showed that pupils benefited from them in a positive way at the Water Park Academy.

This was in stark contrast to the criticism made by Ofsted (2006), when they pronounced that school councils were '*just for talking*'. At the Water Park Academy discussion was viewed as something of high value and, as a result, the school council provided an empowering forum to address issues such as safeguarding, bullying, cyber bullying, academic pressure and self-harm. Pupils found these opportunities useful and a detailed account of these discussions was offered in Chapter 4. The critique that the school council is a mere '*talking shop*' suggested that discussion failed to produce action and was something which was carried out for its own sake. However, at the Water Park

Academy the concerns of pupils and their conclusions that came about from the school council were passed on to the school leadership team, highlighted in whole school assemblies and addressed in tutorial lessons. As such, without this forum, those with management responsibility for such issues would only learn about pupil concerns in an infrequent and inconsistent way. The outcomes of the discussions in the School Council, therefore, enabled a flexible and responsive citizenship education programme.

The final report of the Advisory Group on Citizenship Education (known as the *Crick Report*) which was published on the 22nd September 1998 had much to say about preparing young people for citizenship and that, *'This can be helped or hindered by the ethos and organisation of the school'* (Crick Report 1998, p. 25). Learning about democracy in action and that discussion leads to aims or objectives that have been collectively agreed on through mechanisms like the school council is clearly something worthy and completely in tune with the aims of citizenship education as viewed by Crick (1998). That such objectives are then listened to and acted upon by those in authority also carried with it a very positive message about effective democratic action. Critics often refer to the democratic deficit and how accepting young people are about their political institutions. It might seem that bodies like the school council offer a plurality of opportunities to engage in democracy within the school and to learn democratic political skills which pupils can practice in wider society as they mature into adults. Participation, empowerment, democratic education, being listened to and being supported were all aspects of involvement in the school council that pupils at the Water Park Academy valued and could learn from.

The next section illustrates how pupils influenced the safeguarding agenda in their school and how having an opportunity to participate was embraced.

Safeguarding

Pupils said that they felt safe in the school, although writers such as Gourneau (2012) have argued that, *'Bullying has proven to be a major problem in our society'* (p.117). Whilst pupils might feel safe at school they may not when outside the confines of a safe and controlled environment like school. Teachers and support staff need to be aware of places where bullying might occur, although much of the bullying that does occur was likely to be carried out through cyber bullying. All pupils are aware that they can speak to staff confidentially about issues like bullying and they are also aware of specially trained staff who were designated as safeguarding officers. The draft paper published by the Department of Education entitled, *'Keeping Children Safe in Education'*, set out that all staff must

undergo safeguarding training on an annual basis (Whittaker, 2015). However, in some schools this has been somewhat superficial in that staff were expected to complete a few multiple choice questions and then these were recorded by staff in Human Resources as proof of school compliance (Whittaker, 2015).

Cyber bullying

This case study also contributed to the work of Smith *et al* (2004), who highlighted the growing increase and concerns about cyber bullying in their research entitled, '*Cyber-bullying: Its nature and impact in secondary school pupils*'. With the increase of new social media, young people felt pressure to communicate with those that they do not know personally. At the Water Park Academy there were a number of instances where cyber bullying took place and this involved either the sending or receiving of photographs which were not intended for the recipients. Many pupils appeared quite naive where their internet and social media use was concerned. A significant number of young people experienced considerable distress and felt able to report on this openly.

When this sort of bullying took place it often involved a large number of pupils, as many young people had to be spoken to in order to remove the offending material or stop the offensive comments. This sort of behaviour was problematic partly because it took up a great deal of teacher time and, on occasions when it was particularly serious, outside agencies needed to be involved. Liaising with parents, pupils, teachers and outside agencies such as the police was very time consuming and clearly brought extra demands on the teacher's time. For example, some pupils needed to be separated in the Water Park Academy on the request of the police because of cyber-bullying and this proved to be a staffing and organisational burden.

As issues to do with race, religion, disability or sexual orientation were politically sensitive, Ofsted (2012) made particular provision where this was concerned and referred to it as prejudice-based bullying (p.44). However, much of the cyber bullying that did occur appeared not to be motivated by such issues and the remedial measures suggested by Ofsted were all directed at staff rather than pupils. For example, the Ofsted (2011) paper entitled, '*No place for Bullying*', set out that schools must acknowledge that there was a problem, the support of senior leaders needed to be secured, staff needed training and policies needed to be updated to reflect the new forms of bullying that occurred. It may be argued that this reflected an agenda that was less willing to be critically reflective about the nature of society or the pupils' themselves and where the solution as well as the deficit was firmly located within the school itself. The literature review noted how private and public

morality was merged through schools in their role as a positive influence over behaviour and morality (Beck, 1998).

Peer mentoring

A peer mentoring programme was offered at the Water Park Academy which was viewed positively by the leadership team, teachers and pupils. According to the Mentoring and Befriending Foundation (MAB, 2011), this was something that was becoming accepted as best practice in schools throughout England and beyond. Organisations like Childline and the National Society for the Prevention of Cruelty to Children (N.S.P.C.C.) have also advocated the implementation of peer mentoring opportunities in schools as an aid to combating bullying (MAB, 2011, p.3). The 2012 Ofsted agenda also supported peer mentoring as an essential part of safeguarding. The concept underpinning peer mentoring was that younger pupils may prefer to approach older peers in the school to seek advice or support on a range of issues rather than their teachers. However, on a critical note, it may be argued that it was not enough to simply have a peer mentoring programme but one of real quality. When a peer mentoring programme was working well it can potentially reduce bullying, improve confidence and self-esteem and have a positive effect on the school's organisational culture. According to the National Body for Mentoring and Befriending (2006), any effective programme needed training and management support. Some sort of assessment concerning impact was also necessary to benchmark outcomes. Any peer mentoring programme clearly sat well with the citizenship education agenda because it fostered participation and volunteering (MAB, 2011, p.4). Critics however, might argue that it would be more important to explore the causes of bullying such as poverty, racism and marginalisation, but it is certainly worthwhile for schools to establish peer mentoring in order to advance the experiences of both mentors and mentees.

Self-harming and mental health

This study also found that the incidents of self-harming were increasing at the Water Park Academy. This built on the findings of a report by Heerde *et al* published in the *Journal of Adolescent Health* (2015), which sought to examine data collected from a sample of 1,600 eleven to thirteen year-olds between 2009-2014. It found that there had been a 7% increase in girls reporting emotional problems, although data for the same issue for boys remained unchanged. These sorts of findings are in keeping with the increase in mental health problems amongst young people in Britain, which has one of the highest rates in Europe. Therefore, just as more crime is created through the redefinition of behaviour as criminal, one might argue that there was a social construct of emotional

or mental health problems. Positivists like Auguste Comte (1856) viewed numerical data as a social fact similar to facts in nature and, therefore, would support the finding made by Heerde *et al* in the *Journal of Adolescent Health* (2015). However, anti-positivists like Becker (1974) would be far more sceptical about the alarmist claims made because the statistics would be viewed as mere social constructs and were certainly not discovered in the ways that scientists discover facts in nature such as atoms, molecules or cells. As such, one might view the data as a snapshot rather than longitudinally and cognisance must be taken of the inclination to medicalise a variety of human emotions.

Primary data on self-harming at the Water Park Academy was difficult to access because of it being viewed as a taboo subject and of course, data protection, yet some pupils in this study elected to disclose during interview. They said they rarely told anyone about their self-harming but noted that their friends self-harmed because of stress at home, homework and exams, or issues like their looks or sexuality. Another issue which was not mentioned but quite likely occurred was self-harming as a result of traditional bullying or cyber-bullying. Pupils wanted to discuss mental health and understand more about it. In addition, they said that some pupils had issues like unhappy homes, problematic relationships with step-parents, parents who are working and thus too busy for their children. Furthermore, some pupils reported that, '*They self-harm and binge drink to take the emotional pressure away.*' Both activities appeared to have something of a cathartic effect but clearly young people need to be guided to find better coping mechanisms. An effective, open and honest citizenship education programme will help to foster trust and openness, where young people can talk about mental health and address issues associated with self-harm. It may be argued that citizenship education helped to nurture young people who are not only active, willing to volunteer, to be economically active but also to be well adjusted, better prepared to cope with stress and willing to support others in this regard.

Effective teacher – pupil relationships

This research showed that pupils appeared very positive about their citizenship education teachers. They commented that teachers were non-judgemental, honest and respected their views. Additionally, as discussed in chapter 4, pupils said that a good citizenship education teacher was someone who made the lessons engaging, realistic, put the topics into context and made it interesting and relevant. Furthermore, some pupils also stated that they, '*Liked being praised in a sensitive and non-patronising way.*' The teacher-pupil relationship appeared sound and many liked the continuity of having the lessons taught by their form tutor. It was clear that a positive teacher-

pupil relationship was essential if young people were to see their teachers as good role models and aspire to develop the qualities of 'good citizenship'. Teachers ought not to be viewed as the only model of positive citizenship and other equally worthy models ought to be presented. Pupils respected teachers who allowed them to discuss ideas in groups and who ensured that the class worked according to ground rules in order to ensure that no one individual or sub-group monopolised discussion. In the survey, 79% of pupils said that they often or sometimes worked in groups in their citizenship education. This case study builds on the work of Geboers *et al* (2013) who reported that,

'An open and democratic classroom climate in which discussion and dialogue takes place appears to effectively promote the development of citizenship among secondary school students' (p.158).

This study showed that effective teacher-pupil relationships had a very positive influence on pupils' enthusiasm, inspiration and involvement within the classroom and throughout the school. Young people were able to articulate clearly their views on the quality of teaching and learning taking place in the classroom. In support of Rudduck and Flutter (2000), who focused on consulting pupils and considered the potential benefits and implications of talking to pupils about teaching and learning in school, this thesis showed more specifically that pupils liked to be actively involved in classroom discussions and group work where they thought their views could be heard. Such views were clearly in keeping with senior leadership views and the citizenship agenda. Pupils may need to be led in discussion or may present views which were ill-informed and, as such, the teacher needed a degree of authority which might not reflect purely democratic values. It may be argued that teachers need not only knowledge and skills to teach citizenship education, but also time to plan and prepare the lessons in order to fully engage pupils. More importantly, teachers require training in the skills to facilitate group work and discussion techniques where 'ground rules' are negotiated and respected. As noted earlier, these working rules need to be established at the beginning of group discussion and need to be consistently applied so that pupils become used to them (see Appendix F).

By way of analysis, pupils were far more critical where the teacher was less than competent on the subject matter or other socio-political issues. Personal remarks by the teacher referring to this fact were not appreciated by pupils. Furthermore, the 1988 Education Reform Act, which injected the principles of 'marketisation' into the Secondary Education Sector, has also been responsible for changing pupil attitudes and fostering a culture of entitlement. This has been far more strongly in Higher Education, where tuition fees are significant, but school children also understand a sense of

entitlement and that they have certain rights to a quality of education. When citizenship education was not provided by practitioners who were not only motivated but knowledgeable, then the pupil-teacher relationship was poor. Molesworth *et al* (2009) have argued that the pupil had largely been transformed into the consumer (p. 227). Any notion of the consumer became accepted with the notion of entitlement. Practitioners who were 'lumbered' with citizenship education and simply either did not have the appetite for the subject or who lacked the knowledge or enthusiasm will have a poor relationship with pupils. Finally, those who merely accept the citizenship agenda without any awareness of the literature which was critical of such an approach might also foster a poor pupil-teacher relationship, as this was something which would illustrate a general lack of knowledge and critical awareness. Finally, those who merely accepted the citizenship agenda without any awareness of the literature that was critical of such an approach might also foster a poor pupil-teacher relationship, as this was something that would illustrate a general lack of knowledge and critical awareness.

Involvement within the community

Pupils said that their assemblies and citizenship education classes had helped them to, '*Think about their involvement with the community*'. This was in contrast to the research carried out by the National Foundation for Educational Research (2010) which was far more critical of this aspect of the citizenship education programme nationally. Pupils at the Water Park Academy were generally positive about their engagement in various projects within the school and local neighbourhood. Such findings build on the work of Crick (2002), who defined '*community involvement*' as involvement in the life of the school community and the wider community. He stated that,

'...teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication and participation and responsible action'(p. 7).

Through community involvement and, in particular voluntary service pupils at the Water Park Academy have acquired the values of the community, feel included in their local environment and have developed a sense of attachment. Such attachment was fostered through taking part in community fund raising, volunteering and other activities. This 'quality' supported the Department for Education (2010), which stated that voluntary service and community involvement were seen as, '*... necessary conditions of civil society and democracy*' and were therefore necessary conditions of being a good and active citizen (p. 10). As this was a feature at the Water Park Academy it was also important that local communities proactively encourage young people to get involved in local

fundraising and other useful socially valuable activities. Although the school had a wide range of outside businesses and organisations that they worked in partnership with, some places were reluctant to offer young people work experience because they felt that they were ‘*too young*’ or ‘*inexperienced*’.

The case for a more active approach to teaching citizenship education

This case study makes the point strongly that citizenship education should be based not purely on academic or theoretical assumptions but that it should have a more active approach. This research showed that, where teaching was at its best, teachers created a positive learning environment in the classroom and were knowledgeable about the subject and invited pupils to get involved in the discussion of controversial issues such as sexual identity and migration. In addition, lessons that were interactive, purposeful, well-planned with an outcome of inspiring young people to make a difference in other people's lives both in the local and wider community helped to foster positive notions of citizenship. However, as discussed in chapter 2, the humane foundations of liberal citizenship education remained something obscure when so much of it was really designed to reinforce individualism, self-reliance and economic activity.

In this research pupils articulated that they wanted a ‘voice’ in matters that affected them, even if only in an indirect way. They added that citizenship education helped them to understand how to make their views heard in a meaningful way but also that the quality of that ‘voice’ was improved through their learning about salient socio-economic issues. Pupils also said they thought citizenship education was an important and valued subject. Although they described citizenship education as a valuable subject where political, social and international issues were discussed, this research indicated that the quality of this experience was likely to be variable. Lessons were often brief and teachers may not always have the knowledge or enthusiasm that pupils deserved.

Summary

All schools need to be aware of the issues facing young people today and take responsibility for their welfare along with other stakeholders including parents, guardians and agencies. In the Water Park Academy the pastoral and welfare system had been overwhelmed by the drive to improve academic standards. Stress over assessments was certainly an issue of concern and unhappy pupils rarely learn effectively in the classroom. Staff pupil contact and assemblies where issues could be frankly discussed proved useful, as reported by the pupils in this study. The senior leadership team might provide clearer responses to pupil concerns but this was likely to be an incremental process. Haste

(2010) has argued that the pupil-teacher relationship was very much a top down relationship, *'...where passive young people were moulded by socialising agents into citizens'* (p.161). However, it was clear that such passive top down notions are no longer the accepted paradigm, rather pupils were now expected to take far more ownership in their studies and their own development into active young citizens. Having informed and skilled teachers to facilitate this process is important but must be seen as a work in progress as these practitioners need more Continuing Professional Development (CPD), time to prepare classes and carry out the necessary reading, planning and also to develop their leadership of group discussions.

5.3. A discussion on pupils' perceptions of how citizenship education and 'pupil voice' has affected them

Pupils have been encouraged to discuss topical issues in the classroom through the school council and through other whole school initiatives and projects. This thesis found that it was important for pupils to have a 'voice' in discussing issues which helped to shape the citizenship education programme and enabled pupils to have a growing impact on the teaching of citizenship education throughout the school. They not only had a 'voice' within the lessons but also within the school and year councils and, in particular, with activities that were associated with the school's major charity projects. Vetter (2008) argued that pupils ought to exercise their 'voice' in a more strategic way through their learning and discussions in citizenship education and, through these experiences, help to inform their other learning across the curriculum. Economic independence, communitarianism, being law abiding and being good role models were not particularly helpful in nurturing the type of socially aware and critical young citizens Vetter (2008) and many others wished to see. Vetter (2008) talked about 'rich talk', which referred to a degree of quality in 'pupil voice' that came about from interactions with teachers, their peers and through guest speakers. It may be argued that far too much focus had been placed on 'pupil voice' for pupil voice's sake in British education and in citizenship education in particular. 'Pupil voice' is often uncritically accepted as just another part of the neo-liberal agenda of customer feedback and empowerment whereas this research showed that pupils can make a valuable contribution through their views. This was justified by the economic political right as an example of changing power relationships from producer to consumer. As teachers and their representatives, in the form of Unions, have never been particularly popular with the Conservatives, 'pupil voice' was a useful tool as it reinforced a political landscape where the educator needed to take the opinions of the educated seriously.

Vetter (2008) referred to an example where a Canadian peacekeeper spoke to children about his nurturing of an eco-garden. This had a powerful effect on the pupils and they not only felt empowered to make changes to their own practice but also to the environment and to the world. Therefore, 'pupil voice' cannot and should not be a mere opportunity for the articulation of apolitical or uninformed opinions that make little or no contribution to progress or changing the political landscape or the natural environment (Vetter, 2008 p.88). Vetter (2008) argued that only when injustice was illustrated and explained and supported with empirical data could pupils truly find their own 'voice' even if it was one which supported the status quo rather than a more critical mind-set. Perhaps this was where the notion of 'pupil voice' has value even where it was not something that neither the teacher nor the progressive intellectual elite agree with. The point is that pupils are given the information, or are enabled to seek it out, and then formulate their own ideas and vocalise them. This must be something which contributes to citizenship education irrespective of whether it was critical, conservative or reactionary citizenship. The mere fact that pupils were being encouraged to think about their school, their community and their world was positive enough as long as they were equipped to make informed decisions rather than offer 'pupil voice' without any regard as to how this 'voice' came about. The literature often referred to communitarianism (Etzioni, 1995) and this was certainly a positive aspect of the pupil experience.

This research found that 'pupil voice' did appear to have an impact on the teaching and learning of citizenship education, despite the findings of Arnot and Reay (2007) who found that 'pupil voice' was problematic. This thesis also found that pupils were not only positive about the value of citizenship education but that they gave in depth accounts of how the subject had impacted on them. It enabled pupils to develop knowledge and understanding of current affairs. However, by way of a critique, far more insight should have been sought in terms of eliciting which issues engaged the pupils most and whether they were critical or more orthodox in their 'voice'. This thesis has responded to the concerns of Davies *et al* (2014) that schools needed to take citizenship education more seriously by offering content which was more directly relevant to their lives (p.3). Although this has been carried out to an extent it was more *ad hoc* and variable in quality because of the commitment and experience of the practitioners involved. Furthermore, it may be argued that those practitioners who were less experienced and lacking any background in the political and social sciences were more likely to offer a liberal citizenship agenda which was less demanding and less able to foster critically aware young citizens. They may be encouraged to articulate a 'voice' which was supportive of community activities, hard work, neighbourliness and financial independence but that was not a critical 'pupil voice'. It may be argued that those practitioners, who have a

background in the social sciences, and especially politics and sociology, were far more likely to develop the opportunities for a quality of 'pupil voice' that was informed, theoretical, conceptual and empirical. Despite the usual critiques from the political right that teachers are biased and seek to foster a socialist, feminist or critical 'pupil voice', there was no evidence that this was the case. The responsibility for the teacher is to provide a balanced yet accurate data set where by pupils can ask questions, discuss with their peers and formulate their own ideas prior to offering 'pupil voice'. What that 'voice' is may not support the teacher's own social or political views but, as long as the young person was developing analytical if not critical skills, they were still becoming young citizens and this thesis illustrated that pupils were absolutely capable of this.

Citizenship Activities

Pupils enjoyed taking part in citizenship activities like the '*being healthy campaign*'; '*staying safe no bullying programme*'; '*making a positive contribution to school life*'; and '*promoting young people's confidence and raising pupil achievement*'. One pupil was elected Youth Mayor, as discussed in chapter 4. However, the individual concerned did not feel particularly respected in the role commenting that, '*I felt like an additional person rather than a Mayor in my own right*' (Source: Youth Mayor's Report, Bilal, Year 11 pupil). Perhaps if the staff had reinforced the importance of the role and the fact that he was a representative of the pupil body he might have had a more positive feeling about the role. Bee and Pachi (2014) reported that,

'Shaping active citizenship, motivating civic engagement, and increasing political participation of minority groups have become some of the key political priorities in the UK since at least the end of the 1980s' (p. 100).

However, one significant issue arising from this case study was that young people, regardless of their ethnicity, needed opportunities like the Local Authority Youth Council. Bilal was an elected '*British Asian*' Youth Mayor and, according to his Youth Manager, represented the young people of his city really well. However, perhaps one ought not to focus so much on the ethnicity of the candidate and more on their abilities and aptitudes. Seeking to stress an individual's ethnicity can provoke negative connotations that suggested an ethnic agenda was in situ rather than an agenda that represented the commonality of the pupil body. Howarth (2012) argued that multiculturalism had failed in the eyes of many politicians. They spoke about people living parallel lives, a failure to integrate and a failure to assimilate. David Cameron has spoken about the introduction of a charter of duties and rights which would replace the Human Rights Act 1998 because some who enjoy the benefits of living in Britain seem to reject British values such as democracy, gender equality, economic

independence, speaking English and being supportive of, or at least having some degree of, national attachment.

As citizenship education was statutory, it should also be mandatory for all schools to be participating in a Local Youth Council but, as the current climate with the prospect of Academies becoming universal, greater autonomy looks to be the order of the day, giving Executive Principals more discretion about the running of their institutions. Perhaps such autonomy means that citizenship education becomes even more important because it provides political knowledge and skills but also an appreciation concerning mutual respect and social integration. When young people put their heads above the parapet and put themselves forward for elective office, no matter how parochial that might be, adults, teachers and managers need to recognise that that this quality or appetite is an important feature in any democratic society and, as such, needed to be encouraged and respected. This research has shown that pupils can embrace, enjoy and benefit from such roles.

Skills

It is interesting to note that many pupils felt that citizenship education had allowed them opportunities to develop certain skills. They stated that they had learned social, personal and *organisational life skills*. This research also found that citizenship education lessons had helped pupils to develop more confidence, better communication skills, good listening skills, respect for others points of view, skills to present ideas and carry out independent research using computers. In addition, pupils valued learning and sharing the skills they had developed when working with other pupils in lessons and throughout the school. These skills included looking at new material and resources, having a voice and discussing important topics and having the freedom to develop their own ideas. Crick's (2002) comment, about '*skills of enquiry and responsible action*' were hardly indicative of a model that sought to encourage challenging the status quo or questioning the basic assumptions of capitalism and the nature of inequality or injustice. However, pupils can seek to develop their own 'voice' concerning possible changes and how these might be brought about through social or political participation. Such ideas are not naive or idealistic in expecting pupils to bring about such changes at this stage in their educational pathway but the development of the understanding and skills to do so would be a more worthy endeavour than merely learning to get along with others, being well organised and knowing how to use a computer. Pupils in this study have demonstrated their aptitude for such skill learning.

Global awareness

The Uganda Project, discussed in Chapter 4, helped to enlighten pupils about world poverty, health, disease, education and democracy. The pupils were clearly inspired as they had raised money to

support orphan children in that part of the world. Some transferable skills such as decision-making, problem-solving, conflict resolution and communication were also developed during their time in Uganda. The experiences and the reflection helped to foster a more worldly view by pupils and this was something which had some impact in the classroom. However, McIntyre and Pedder (2005) argued that the usefulness of pupil consultation on complex social issues and classroom practice was 'questionable'.

During the interviews, pupils offered sincere comments about the experience and said that the project had not only taught them about citizenship but also how to become a 'better citizen'. The pupils also broadened their understanding about conflict, poverty and HIV/AIDS. Clearly, such an experience helped to foster more well-rounded individualists who were far less convinced of their own cultural superiority than they might otherwise be. However, again, the more critical issue was that pupils were inclined to compartmentalise 'worldly experiences' and thus see them as something foreign or remote. The challenge for practitioners is to establish a link between poverty in this nation and the poverty in other nations. Perhaps even more challenging is an appreciation about the actions of Western influence which contribute to poverty in the Southern Hemisphere or other less developed countries. Whilst this sort of criticism is viewed as a valid one, Vetter (2008) was more optimistic about the effect of worldly experiences like the Uganda project. Brown and Strega (2005) argued that mere exposure to worldly difficulties and poverty just created a '*sentimental charity*' where one was expected to '*put a penny in the plate mentality*.' The raising of funding back in the UK can easily take on this form and both practitioners and pupils need to appreciate power relations which are relative, productive and negotiated (Vetter, 2008, p. 91). This means that, because pupils see poverty, death, orphans and dire need for the development of infrastructure, it does not necessarily mean that the people concerned are less worthy than they are. Furthermore, pupils need to appreciate that the causes of such scenarios were often best understood through their teacher rather than merely assuming that 'African people' were somehow less responsible, more violent and less willing to look after their own children than those in the West (Vetter, 2008, p.91). This is where the experienced and politically aware practitioner is as important as they, and only they, can help to show the pupils their own humanity as well as the humanity of others (Vetter, 2008, p.91). The critically aware citizen would be appreciative of their geo political and economic location and avoid thinking that those in different geo political scenarios were somehow less able or have lesser qualities than they do. It might be argued that the sort of internationalism referred to here can be linked to the literature review through the '*Third Way*' (Giddens, 1994). The realisation and acceptance of the fact that individuals are in fact local, national and international is something that

pupils need to embrace. In doing so this helps to reinforce the social fabric and encourage tolerance and acceptance of diversity.

Awareness of 'good citizenship'

This case study has illustrated that 'good citizenship' underpinned the whole citizenship education curriculum. Pupils often had strong views as to what constituted a 'good citizen' in the 21st Century. Their knowledge and understanding has helped to shape an evolving citizenship education programme at the Water Park Academy. The programme helped to develop young people into well rounded citizens more specifically by fostering certain personal, social and organisational skills. Participatory engagement both inside school and in society generally was certainly something indicative of the liberal citizenship programme. Strong leadership from senior managers was viewed as essential if the programme was to be taken seriously and avoid the stigma of being a mere adjunct to the main curriculum. 'Pupil voice' was viewed as valuable from a policy perspective as it helped to inform teachers and policy makers about what the main issues of concern were for young people. However, there were many critical opportunities which not only refer to the liberal citizenship programme but also 'pupil voice'.

Summary

This section has discussed the significant issues surrounding how citizenship education gave pupils a 'voice,' how it has helped them to develop important skills and how it has given them an opportunity to take an active part in citizenship activities. 'Pupil voice' is not likely to be something which goes out of vogue because pupils are now viewed as customers, thus the notion of 'voice' reinforces the liberal philosophy of citizenship education. 'Pupil voice' also needs to be supported by committed teachers who are socially and politically aware and who are committed to fostering critical understanding of society and not simply paying lip service to the process because citizenship education is an accessory to their timetable. When teachers made remarks about their lack of knowledge this certainly de-motivated pupils and would have had a negative effect on pupils ability to express themselves. However, a social and political environment which was so supportive of liberalism was unlikely to foster particularly critically aware young citizens unless practitioners helped to negate its effect. With 'pupil voice', and with motivated, skilled and engaged young citizens, many of the 'taken for granted' assumptions of liberalism might be challenged.

5.4. A discussion on pupils' perceptions of how citizenship education has changed

Citizenship education was more pupil-led than teacher-led in many respects at the Water Park Academy and this does mean that it was more participatory for them. Pupils were encouraged to talk about meaningful issues such as current affairs, cyber bullying, relationships, poverty,

homelessness, abortion, drug and alcohol abuse and self-harm. Pupils enjoyed using computers and accessing news on their hand held devices, though it was apparent that they often did not really appreciate the significance of these social or political stories. Whilst it is certainly educationally fashionable for all learning to be pupil centred and active, pupils do have different learning styles and many of the political issues needed explaining in a balanced but critical way in order to aid understanding and to allow pupils to develop their own 'voice.' For example, it may be argued that liberal citizenship education teaches negative rights in that the individual has the right to be free from state interference but not helped through redistributive rights (Faulks, 1997, p. 85-86). Yet it may be argued that the way citizenship was taught today circumvents that problem or anomaly. For example, whilst pupils were not taught about the sort of social rights that T.H. Marshall (1950) talked about in his 1949 Cambridge Lectures, pupils were taught that they ought to help others and thus might, in turn, be helped themselves. Marshall (1950) referred to Maitland when he said that the civil, political and social rights were all part of the same 'amalgam' (Marshall, p. 11). Such entitlements were deemed lavish and were thus not taught in liberal citizenship education. As such, voluntarism, charity, communitarianism or the 'Big Society' somehow replaced the responsibilities of the state towards its citizens. It may be argued that the rationale behind the changing face of citizenship was now something which was orientated towards the support and reinforcement of economic and government goals.

New resources

When the resource package called '*Boardworks*' became part of the whole school citizenship education programme, teachers said it was easy to use and lessons were quick to prepare. This made it much easier for the subject leader to co-ordinate and also to ensure each pupil was receiving an appropriate level of provision. However, not all might agree as it suggested a degree of standardisation or notions where practitioner expertise and creativity was largely replaced with 'off the shelf' material. '*Boardworks*' did help to solve the problem of less experienced or less interested practitioners who might otherwise offer poorer standards of citizenship education. The content does seem in keeping with liberal ideology as it stressed issues like human rights, rather than the far more politically sensitive social rights (boardworks.co.uk). This new *PowerPoint* slide resource replaced the previous materials, which required the pupils to work from textbooks and worksheets.

This study showed that pupils learned better when they were engaged and active in lessons and when they are involved in relevant discussion. It was clear that teachers needed accessible and engaging interactive resources to help them be effective because pupil attitudes towards learning materials dictated this. However, those going onto University level education might be done a

disservice as they will be expected to read books, journal articles and other materials which appeared less fashionable in school and which were often more difficult to access.

New technology

Pupils appeared well informed and aware of local and global issues which were in the news. It also showed that constant change was necessary in response to pupil feedback and changing conditions. The evolving citizenship education programme, where pupils helped to drive its progress and outcomes, also helped pupils to develop more confidence, better listening skills and greater tolerance towards the views of others. This case study found that pupils often 'keep up to date' with current news and accessed it mostly through the internet via their mobile phones. In a rapidly changing society, and with the growing use of new technologies and the impact of the media and social networking, pupils maintained that it was important to discuss current affairs. As noted previously, many of them said they were accessing news almost immediately and their desire to understand and discuss daily events and debates was very important to them.

This finding was in contrast to Buckingham (2000), who suggested that young people seemed to be less interested in the news and that this has resulted in a decrease in 'learned citizenship'. According to an article by the 'Pew Research Centre'(2009), which conducted public opinion polling, demographic research, media content analysis and other empirical social science research, younger people (18-34) in the United States (US) were far less interested in the news than older people and this was most stark where foreign affairs were concerned. For example, very few young people in the US knew that Pakistan and Afghanistan shared a border and, as this was an area where both Americans and British had been engaged in war, some may find this both surprising and alarming (p.1). Another common critique was that young people were more concerned about what their friends were doing rather than reading about social, domestic or international affairs when using Information Communication Technology (ICT). Clearly, a liberal citizenship programme could help to address such a deficit.

Although accessing news on hand held devices was better than not accessing news and current affairs at all, one might point to the theories offered by Ritzer (1993). Ritzer (1993) argued that the modern age has seen a process of '*McDonaldisation*', where journalism becomes 'bite-sized' and written in such a way that captures the reader's attention for a few minutes (Franklin, 2005, p. 1). The reason for this concern was that, if pupils were relying on their hand held devices and internet news 'snippets', the quality and depth of their understanding of such issues would be very limited. Recent years have seen a vast increase in the amount of news coverage found online and, as

younger people access information online, their opportunities to access quality broadsheet style journalism has been lost. Franklin (2005) talked about the emergence of the 'broadloid', where even the traditional high quality journalism was 'McNuggets,' '*...where readers are force fed or 'spoon fed' news in a superficial and truncated form*' (Franklin, 2005, p. 1). Thus, the prevalence of tabloids, and a reduction in the numbers of journalists working in the profession, meant that there was a growth of what Ritzer (1996) called 'McJournalism'. Short articles, simplistic and generally standardised because they have been sourced through large agencies, ensured that online news often lacked the detailed analysis that enabled pupils to make an informed decision. As such, it is important for practitioners to be aware of this trend and seek to compensate for it through their citizenship classes. Pupils need the context of the stories, something about the history and the root causes of conflict, not the sort of journalism so prevalent on the internet.

Inspiring young people: the way forward

Although the National Foundation for Educational Research (2010) reported that teachers showed a, '*...high tendency to use traditional teaching and learning methods in the classroom*' (p. 11), this research has shown that many teachers were engaging their pupils in lessons through inspirational participatory learning activities which drove them on to learn about important issues in greater depth. Yet 'off the peg' resources must be counterbalanced or counteracted by practitioners and their knowledge and skills can provide more inspiring and informative citizenship education than might not otherwise be experienced. Again, this is why having socially and politically aware staff contributing to the citizenship education programme in all schools is so important.

It terms of a conventional point of view, citizenship education ought to have a similar status as other subjects in the National Curriculum. If this was achieved, teachers need to be supported and led through a team approach to plan and deliver practical and interactive lessons. Whilst 'pupil voice' was viewed as something important and politically significant, only when practitioners in citizenship education occupy similar recognition as those teaching English, Mathematics or Science will more status be guaranteed. Whilst critics like Faulks (1997) might offer a more ideological attack on citizenship education, this was not the main proposition here. Criticism over practice, a lack of critical awareness concerning liberal citizenship and the notion of quality 'pupil voice' are viewed as more important.

Summary

To summarise, although pupils clearly felt positively about citizenship as a worthwhile subject, it appeared not to have the same status of other more established subjects. Furthermore, it was my

experience that the subject was not treated as a valid subject by some senior management who viewed it as a mere accessory and gave it very limited space on the timetable. In terms of the philosophical content, the content was accepted by pupils, perhaps as common sense. Teachers might have some opportunity to challenge liberalism but they must clearly follow the curriculum content and Crick's (1998) three strands. Some criticisms may be offered in that much of the content and activities only had indefinite links to citizenship. For example, careers advice and drugs awareness might not be viewed as traditional notions of citizenship. Perhaps pupils were less concerned about such subject organisation and more interested in issues that they find useful and relevant to them. There was something of a contradiction within the subject in that pupil empowerment was sought as a clear objective but issues like drug awareness were not really designed with that objective in mind. The delivery was designed with an agenda where pupils were to be dissuaded from drug use and voluntary risk taking in general. Pupils enjoyed discussing current affairs but many did not really understand the issues and this was probably not helped by the bitesize extracts generally accessed through mobile phone technology.

The limited time given to citizenship education also made it difficult to offer a depth of understanding and some pupils noticed this shortfall. Teachers with little knowledge or commitment were not well regarded by pupils and those teachers who 'delivered' or were didactic and expected lots of writing were also not highly regarded. However, pupils appeared to be far less aware of or critical of the content itself. A range of issues such as anti-bullying, safeguarding, peer mentoring and self-harm were all valued as useful aspects of citizenship education. Such content may be justified because a person cannot participate in society effectively if they are being bullied. Furthermore, if self-harming was present, then a person's mental health was likely to be poor and learning, examinations and relationships will all suffer. If a pupil was being affected by the compulsive behaviours, then they are hardly likely to be able to connect with the activities that make a 'good citizen'. Yet perhaps the individual life skills taught helped pupils to become more well-rounded and capable young people who would then be able to take on the responsibilities of citizenship far better in the future. Whether the activities helping to develop the person are truly citizenship education or something more ambiguous is a matter of opinion.

For it to be really meaningful, 'pupil voice' must first engage with the issues, participate in open and frank discussion and then there must be a reflective process. Only then should the 'voice' be articulated and this should be projected beyond the limitations of the classroom to those in authority, to policy makers and other leaders. With the appropriate knowledge and individual skills,

pupils can become empowered to have an impact on the society in which they live and citizenship education can certainly aid that objective.

The Department for Education (2010) acknowledged that they would encourage pupils' active participation in the decisions that affected them about their learning more widely. The Water Park Academy had forged many links with organisations and businesses who could offer work experience to Year 10 pupils and clearly there is a need for younger pupils to participate in activities and events which relate to the world of work and the wider community. This issue is vital if young people are to work with the community. However, further research might be needed on the social class backgrounds of young people and their apparent lack of things to do. Traditionally, according to Bourdieu (1986), those from the more middle class families pass on cultural capital to their children and this might involve additional private tuition, the development of musical ability, joining clubs and societies, charity work, Youth Parliament or Duke of Edinburgh Awards (Browne, 2013, p. 375). This 'habitus', or lack of, was something which those on the political right would argue means that one should not be looking to government to spend taxpayer's money on activities for young people to do, whereas those on the political left would argue that, culture was not universal and that young people from disadvantaged backgrounds needed greater infrastructure, to help engage them in participatory activities that would benefit them and society in the long term. The literature review noted Crick's (1998) comment about a rebalancing of citizenship and this is something illustrated during this discussion. Whilst some observers might view this rebalancing with some degree of apprehension because responsibilities would appear to be weightier than rights, young people are far more pragmatic and, I would argue, open to such a policy agenda.

The next chapter analyses the themes that emerged from the group interviews and whole school survey when pupils were asked to, '*Describe a good citizen in the 21st Century*'.

Chapter 6

Findings and discussion of pupils' perceptions of a 'good citizen'

6. Introduction

The overarching purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010). The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

This chapter presents both the findings and discusses the themes that emerged from the group interviews, a whole school survey and the teacher researcher's own observations when pupils were asked to, '*Describe a good citizen in the 21st Century*'. These findings have been categorised into five main themes. Pupils described a 'good citizen' as someone who would:

Theme 6:1 '*care about the community and participate in community activities*'

Theme 6:2 '*care about people in both the local and wider society*'

Theme 6:3 '*be knowledgeable about politics and democracy*'

Theme 6:4 '*be socially and morally responsible and law-abiding*'

Theme 6:5 '*have sound personal qualities*'

Finally, this chapter reports on pupils' responses to the interview question, '*Would you describe yourself as a good citizen? Why?*'

As discussed in Chapter 3, this study employed a mixed-methods case study approach including an online survey consisting of forty questions that was completed by 1246 pupils plus qualitative group interviews with 35 pupils from across the 11-19 age groups. This study aimed to offer unique and important insights with regard to young people's views on 'good citizenship' and has argued strongly that their views should be at the heart of the decision making process with regard to issues that directly or indirectly affected them. Acquiring the perspectives of pupils was fundamental to the aims of this case study and I contend that pupils themselves are an essential resource in securing information and understanding about 'good citizenship' with a view to helping to inform future citizenship education curriculum and education policy.

If 'good citizenship' is considered to be one of the main outcomes of the citizenship education curriculum (QCA,1998) then I would maintain that it is important to explore what young people considered a 'good citizen' to be in the 21st-century. Some researchers have argued that young people were not generally able to define clearly a 'good citizen' (Hine, 2004). However, the evidence from this research showed that pupils had a very good grasp of how they would define a 'good citizen' and examples of this have been highlighted later in this chapter. I would argue that, without a clear definition of what constitutes a 'good citizen', young people will never be able to emulate these qualities. It is questionable whether young people themselves, rather than politicians or government officials, should lead the way in clarifying and defining what they perceive as a 'good citizen'. However, I would contend that through such a process young people would not only have an understanding of the notion of 'good citizenship' but also that they may gain ownership of the concept, thus enabling them to be inspired, motivated and driven towards fulfilling this role in society. However, without a clear definition of what constitutes a 'good citizen' then this unique opportunity will be lost. Such contentions sit well with the work of Cook-Sather (2006) in the literature review where he argued that pupil voice was important not only for its own sake but in order to improve the curriculum and future practice. Furthermore, whilst Crick (1998) referred to a degree of apathy amongst young people towards politics, it might be argued that citizenship is clearly something far more expansive in its remit than politics. Only through giving pupils meaningful opportunities to define citizenship can they truly articulate the sorts of voice advocated by the DFE (2014) in the literature review.

6.1: A good citizen would 'care about the community and participate in community activities'

One important finding was that, when pupils were asked during the interview to, '*Describe a good citizen*', they said that a 'good citizen' would, '*Care about the community and participate in community activities*'. This attitude was illustrated by one pupil, who said,

'I remember doing harvest festival for people who are in need like our elderly neighbours or the homeless in Derby' (Year 7: Boy).

Further, many pupils in this case study said that a 'good citizen' would do charity work, such as fundraising, and be involved in activities run by the local or wider community. For example, when pupils were asked whether, '*A good citizen is someone who participates in activities to benefit people in the community*', 77.2% of pupils strongly agreed or agreed. During the interviews this sentiment was demonstrated by a pupil who stated,

'We have taken part in charity appeals like the X factor, race night the school has talent and the battle of the bands. Also... err... cake sales, children in need and harvest boxes for the homeless. Oh...and the senior citizens party where they are entertained for two hours and given sandwiches, cake, and tea, along with a gift from each Tutor Group, presented by Father Christmas' (Year 11: Girl).

'We did fundraising for charity...the sponsored mile, red nose day, Uganda, shoe box appeal, girl guides out of school, harvest festival for people who are in need like the elderly or the homeless in Derby' (Year 7: Girl).

It was interesting to note that some pupils spoke about how they had been thanked by the people that they delivered the goods to and felt that they had made a difference to some people's lives. Some pupils also made reference to the responsibility of respecting vulnerable people in the community, especially the elderly and disabled.

This study found that pupils wanted to be part of a community where people would care for other people. When asked during the interview to *'describe a good citizen'* one pupil said,

'Someone who cares for other people and not always for themselves. Someone who does not hurt others is kind and supportive... also someone who thinks of the community and how they can get involved with helping others' (Year 11: Girl).

Significantly, pupils also said that 'good citizens' were seen to be people in the community who would look after the local community environment. Pupils appeared to value the notion of a community which was safe, where there was no graffiti and where people knew and got on with each other. This was illustrated by one pupil, who described 'a good citizen' as,

'Helping out with charity...no littering or graffiti or breaking the laws...helping and volunteering in school...working as a team. I enjoy helping people and raising money for charity' (Year 7: Boy).

Although there has been previous dialogue about the connotation of 'good citizenship' and 'good citizen' (Alazzi, 2010; Almond, 2008; McBeth *et al*, 2010; Mills, 2013; Thorson, 2012), much of their research was conducted with adults. This empirical case study was quite different in that it directly involved and provided pupils with an opportunity to give open and honest in depth descriptions of how young people perceived a 'good citizen' in the 21st Century. The analysis of the group interviews revealed that pupils wanted to be part of a caring and strong community, where people respected

and supported each other and took part in activities which helped to enhance the community that they lived in. Although, as noted above, the National Foundation for Educational Research (2010) found that young people's, '*...sense of belonging to the school community increases with age in comparison with their attachment to other communities*' (p.57), this case study, in contrast, showed that pupils appeared to be attached to the school and wider community throughout their secondary school years. I would suggest that that this was because the school involved pupils in citizenship education activities as soon as they started at the school. Pupils were exposed to a culture of promoting 'good citizenship' through the ethos of the school and, in particular, through the citizenship education curriculum.

Pupils also said that they felt a strong bond with their local community and wanted people to show respect for each other. This study considered the work of Kerr *et al* (2010), who asserted that pupils valued the concept of community and that they welcomed the sense of belonging that being part of a community could bring. Pupils explained that a 'good citizen' would participate in their communities by always helping and participating in local events. Some pupils felt that communities should try and involve young people more by advertising events in which young people could participate and meet new people within the community. Other pupils reported that young people could do '*some sort of voluntary work*' and raise money to help make their community become a better place to live. Citizenship education aimed to promote 'active participation' amongst young people (Crick, 2007) and, although there appears to be no clear agreement about the meaning of 'active citizenship' (Kennedy 2007), the pupils in this study appeared to define their own meaning of 'active citizenship' through the 'co-operative learning' that had taken place from the time they started the school. These findings certainly support the work of Etzioni (1995) as referred to in the literature review. Pupils appear to understand that the liberal model, followed so passionately in recent years, needs rebalancing. Communitarianism must engage with the individual in a way that is more than economic self-interest and recognising that there is such a thing as society. The communitarianism, voluntarism or altruism discussed by Etzioni (1995) is something that fosters integration and thus a sense of belonging. Concern about the social fabric was also discussed in the literature review. The communitarian view about what a good citizen is and how one should behave clearly supports and reinforces the social fabric. Furthermore, with age patriarchy and the often expressed negative attitudes about young people held by the mass media it might be argued that the communitarian approach helps pupils to foster a positive self-identity and changes institutional beliefs.

Summary

In summary, the findings showed that 'good citizens' were seen by pupils to be people who would care about the local community. Within this context pupils spoke about how a 'good citizen' would make sure those who engage in anti-social behaviour were prevented from *'roaming the streets'* (Year 10 Boy). Pupils also wanted to be part of a *'safe community'*, where people would *'look out for each other'* (Year 11 Girl). Although Lister *et al* (2001) reported that young women in particular aged between 16 and 21 were likely to define 'good citizenship' through reference to the community, this case study showed that boys as well as girls were very clear about their desire to be part of the school community as well as the local and wider communities. These findings showed that the pupils also viewed 'good citizens' as people who cared about the local community and participated in community activities. I strongly contend that it is vital that this must be a leading theme of 'good citizenship' in an evolving targeted citizenship education programme. The discussion here clearly links well with the literature review because public-private morality, communitarianism and notions like the social fabric are all apparent. I would further argue that communitarianism and pupil enthusiasm for engagement also means that the notion of tolerance mentioned in the literature review becomes insightful. As young people engage with those less fortunate, or those who happen to be in need, it helps them to empathise with others. It might be argued that the first stage on the road towards tolerance is empathy and the pupils are clearly gaining this quality through their engagement in the citizenship education programme.

6.2: A good citizen would 'care about people in both the local and wider society'

A significant discussion point was that the majority of pupils maintained that the citizenship education programme in the Water Park Academy had helped them to feel more informed and aware of global citizenship. When pupils were asked to, *'Describe a good citizen'* during the interviews another interesting finding was that pupils stated that a 'good citizen' would care about people in both the local and wider society. This was explained by one pupil, who said,

'A good citizen would care about people in both the local and global society' (Year 8: Girl).

This view was also expressed and supported in the literature review by Osler (2000), Vandenberg (2006) and Dower (2003) when they wrote about a more expansive and globalised notion of citizenship. These authors argued that there was a challenge involved in citizenship education in that ideas about equality, economic competition and a globalised world often meant that teachers had to help pupils make sense of the contradictions in place. For example, pupils will be taught about economic independence, a knowledge based economy and the need for dominance over the

competition but they will also learn about injustice, absolute poverty, corruption and globalised exploitation. Making sense of such themes is difficult at any age but is certainly something challenging for those pupils in compulsory education. Reconciling the liberal values of economic dominance and self-reliance along with empathy, global citizenship and voluntarism needs the support of skilled practitioners.

One significant theme that ran through their responses in relation to this aspect of caring about people was that pupils enjoyed raising money for specific charities or events. For example, at the study school there were opportunities for pupils to raise money each year for events including the BBC Children in Need, Comic Relief, Jeans for Genes Day, Breast Cancer Research, Marie Curie, Help for Heroes and the Uganda project. This was illustrated with reference to the survey when pupils were asked to respond to the statement, '*A good citizen is someone who fundraises for charities or the Uganda project*', to which 67.2% of pupils said that they strongly agreed or agreed.

During the interviews pupils said that they not only cared for their school and local communities but also global communities. They stated that citizenship education had encouraged them to think about their participation within the school and wider community. This was illustrated by one pupil, who explained,

'I remember in citizenship in Year 10 and 11 we had to do kind of a pressure group project type thing. Um, where we had to raise awareness of an issue in the local community and we had to try and lobby um, with the school to try and do things and make a plan of what we wanted, I can't remember what it was on, I think it was... it was something to do with...err... the environment or more facilities or something like that. We all did different ones...some people did healthy eating in school and things like that. Um...and outside of school, I take part in the Uganda team, so obviously that's a charity based thing that helps um...orphans in Africa and I'm also a member of the army cadets' force and so obviously we are a major part of citizenship in the local community. We do a lot of coordinating with members of the local council, churches, charities and all that kind of stuff (Year 14: Boy).

These findings were interesting as these perceptions do not appear to be regurgitating simply what pupils were taught in citizenship education lessons. Many pupils at the study school thought that the Uganda project was very valuable and one where they felt they could make a difference by getting involved in raising money and organising fund-raising events in and out of the school. This was demonstrated in the whole school survey when pupils were asked to respond to the statement, '*Learning about the Uganda Project in school has helped me become a better citizen*'. 55.4% of pupils

strongly agreed or agreed with the statement. The Uganda Project appeared to have had a significant impression on pupil development.

Pupils said that their involvement within the school and wider community had helped them to understand what was happening in other parts of the world. For example, pupils talked about how they took part in a lot of charity work and fundraising in school. This was illustrated by one pupil, who referred to an appeal to send parcels to British troops abroad,

'We discussed what could be done to change others' lives and decided to have a shoebox appeal. We also had a soldier to come in and talk to us about how difficult it is for soldiers who do not receive a present when serving in the forces. It made me feel as if I had helped someone in a big way' (Year 11: Boy).

Pupils in this case study thus offered an in-depth descriptive account of how they would actively care for and consider the needs of people not only within the local community but also global social groups. In addition, many pupils enjoyed working as a team with other members of the form, year group and the whole school towards supporting the school citizenship education charities. They said it had made a lasting impact on them. Pupils did not necessarily view their involvement as political, rather that they were taking part in voluntary fundraising to achieve a desired outcome. They felt that they were part of the school community that was helping to benefit and improve the lives of people within both the local and global community. Indeed, pupils in the case study described a 'good citizen' as someone who would, *'Care about people in both the local and global community'*. They thought that the Uganda project was very valuable, had an impact on them and was something tangible where they could *'make a difference'* by getting involved in raising money and organising fund-raising events in and out of the school. The literature review noted there was a need to rebalance citizenship (Crick, 1998), but it might be argued that this is not something limited to the correct balancing of responsibilities and entitlements but also of the boundaries of citizenship. The traditional orthodoxy in the literature has been to frame citizenship rights and responsibilities within the confines of nationality and the state but here the identity, understanding and behaviour is clearly globalised and supports the positions offered in the literature review.

In analysing pupils perceptions of a 'good citizen' this research suggested that professionals and policy makers need to provide opportunities for pupils in every school to work with the local and global community in events and projects which not only empower pupils but helped them to feel valued and appreciated. One of the significant outcomes of this research was that young people believed that they had made an impact on helping to support people within the local and wider

community, which I would argue must be one of the overriding elements of a practical, targeted and evolving citizenship education programme.

Although Thompson (2012) affirmed that his adult participants described a 'good citizen' as '*thinking of others*', pupils in this case study offered a more in-depth account of how young people would actively care for and consider the needs of people not only within the local community but also global social groups. It appeared that the citizenship education programme offered at the study school had raised awareness amongst its pupils as to how they, as individuals, could make a difference to people's lives within the local and global community. Thus, it has actively promoted pupil efficacy by encouraging pupils to take part in their own events and activities, especially within the charity fundraising role. Within this role pupils felt part of a team working together to benefit others. This case study showed that pupils were inspired, motivated and energised to show qualities of 'good citizenship' by learning from their teachers and, more relevantly, from other pupils. Many pupils regarded working as a team with other members of the form, year group and the whole school towards supporting the school citizenship education charities had made a lasting impact on them. Again, although the literature review often made reference to apathy and political disengagement it might be argued that moving from the national to the global helped pupils break out of the uncertain and narrow paradigm and move towards a broader and more inclusive one.

Tupper and Cappello (2012) stated that pupils in their research understood 'good citizenship' as being '*something relating to common sense*' (p. 37), without any great depth of explanation. In contrast, this case study showed that pupils were willing to explain how they would describe a 'good citizen'. For example, pupils felt that a 'good citizen' would be someone who would '*care for others*'. This case study acknowledged the work of Tronto (1995), who described an '*ethic of care*' as being the feeling of empathy between the person giving the care and the person in need of care. When discussing their interpretation of 'good citizenship' pupils clearly felt that this was an important quality of a 'good citizen'. Pupils referred to a 'good citizen' as '*someone you could rely on*', '*who was helpful and caring*' and '*a good listener*'. It is important to note that, although pupils felt that a 'good citizen' would be someone who cared about strong relationships with both family and friends, they also saw the '*caring role*' as something more collective. Many pupils expressed that a 'good citizen' would care for their neighbours and people within the local community.

Summary

In summary, many pupils confirmed that, through the citizenship education programme, they were made aware of global issues. In addition, pupils asserted that citizenship lessons and assemblies had also made them aware of specific issues such as poverty, lack of human rights, conflict and politics in

the world. The whole school Uganda project had a significant impact on them in school. Thus, the pupils not only showed a strong attachment to the school community but also to the local, national and global communities. It appeared that this was the case because the school had not only promoted the elements of 'good citizenship', but also encouraged all pupils to take part in the whole school charities which not only engaged pupils in local needs but also national and global needs. I would argue strongly that this needs to be another principal theme of 'good citizenship' in an evolving targeted citizenship education programme. The literature review referred to the work of Heater (2006) and his analysis of Locke and Mill (1690/1959) who identified notions of freedom, competition, equality before the law and other liberal principles. One of these platitudes mentioned in the literature review was that under liberalism and capitalism, freedoms extended could lead to their denial. Whilst this view is linked to the inequities of capitalism and the liberal ideology which underpins it, it might be argued that pupils were becoming more aware of the disparities and contradictions of globalisation and globalised citizenship. Perhaps one of the satisfying features of this research was that so many of the concerns or observations identified in the literature came to life through pupil focused primary data.

6.3: A good citizen would 'be knowledgeable about politics and democracy'

One other important finding was that, when pupils were asked during the interviews how they would, 'Describe a good citizen', they said that a 'good citizen' would be politically aware and knowledgeable about the Parliament, government, politics and democracy. This point was illustrated by pupils who said during the interviews that a 'good citizen' would,

'...be an upstanding member of the community...get involved is knowledgeable about politics and integrates into the community' (Year 13: Boy).

'...be selfless...want to help the country...be law abiding and a good democratic' (Year 13: Girl).

A further interesting aspect of the pupils' views was that they considered that a 'good citizen' was someone who thought that politics was an important topic. Pupils noted that,

'A good citizen in my opinion should also understand the basics of politics and participate in votes or elections and understand the importance of staying as a democracy' (Year 9: Boy).

'Citizens should also understand the democracy we live in and should use their vote to help better the society we live in' (Year 12: Boy).

'A good citizen would be willing to vote; to help the country in the event of a national emergency and be brave. They should be willing to undergo national service or join their country's army if it is required of them' (Year 12: Girl).

Further, pupils also stated that a 'good citizen' would have political knowledge and understanding. More specifically, they added that a 'good citizen' would know who to vote for and be knowledgeable about the government of the United Kingdom. This sentiment was demonstrated by one pupil, who suggested that,

'A good citizen is someone who's an upstanding member of the community, who has integrity and does the right thing. I'd also say that the major thing about being a good citizen is someone who gets involved, especially in local politics. So they don't try and isolate themselves from the rest of the community and someone who, makes sure they're being integrated with everything else, and that they're taking part in

During the analysis of the group interviews it was observed that pupils described a 'good citizen' as *'having knowledge about politics and democracy'*. Again this differed from the National Foundation for Educational Research (2012) survey where this aspect of 'good citizenship' came at the bottom of the suggested characteristics of a 'good citizen' (p.3). The National Foundation for Educational Research (2012) survey also showed that young people, *'...did not place voting, politics and government as being central to the meaning they give to citizenship'* (p.4). In contrast, however, this case study found that pupils viewed politics, voting and democracy to be important elements of a 'good citizen'. This research has demonstrated that giving pupils an opportunity to express their thoughts and in-depth views led to more valuable findings, as evidenced in this thesis.

Although some research (Veugelers, 2011) showed that politics in citizenship education was seen as a *'rather sensitive issue'* (p. 473), pupils in this case study appeared to value the political aspect of citizenship education. In addition, this research showed that pupils described a 'good citizen' as someone who would understand the basics of politics and participate in voting in elections. They would also show understanding and the importance of staying as a democracy. Furthermore, many pupils said that a 'good citizen' was one who wanted to take part in political activities and vote in general elections. This statement was in contrast to an observation made by the National Foundation for Educational Research (2012) who noted that,

'Descriptions of citizenship education that encompassed 'active' components, such as voting and politics, were relatively uncommon amongst pupils,' (p.13)

This case study acknowledges Crick (2007), who promoted the issue by stating that,

'Democracy is a necessary element in good government but not a sufficient one, unless subjective opinion is enshrined over knowledge through education' (p. 235).

In addition, during the interviews, the pupils seemed knowledgeable about the concept of democracy and this must be a significant theme of 'good citizenship' in an evolving targeted citizenship education programme. Although it was not absolutely clear where pupils picked up this strong sense about the value of democracy, it was a theme that they felt strongly about. This issue would lend itself to future research with young people.

During the analysis of the group interviews it was noted that pupils said that, if the government wanted feedback on how British citizens believed that the country should be governed, so people including young people needed to have a 'voice'. At the General Election in 2015 some media organisations supported the notion of 'pupil voice' by *'seeking their views'* as to whom they would vote for, such as the Sky, *'Stand up and be counted'* campaign (2014). They stated that 'good citizens' were people who were actually interested in politics, watched it on the news and other political programmes. They also thought that they would be someone who felt that the democracy was important and needed in the country. This new interest in the views of young people may have been partly as a result of the active engagement of young people in the 2014 Scottish Referendum, where they were targeted and encouraged to vote. However, once again, this contention would need to be analysed more in future research with young people.

Many pupils declared that a 'good citizen' needed to be politically aware because politics was a very important part of life today. They also articulated that the government seemed *'keen to get young people involved'*. I maintain that young people should get involved in debates and make their voices heard by participating in discussions in the local and wider community. In the research young people revealed that they needed brief descriptions about political parties, how to elect, what exactly they would be voting for and what each political party was trying to offer the public.

I would contend that young people in this research do have clear and strong views on a number of issues relating to politics and especially the democratic process. Although the National Curriculum (2000) stated that schools should pass on enduring values, develop pupils integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society, I would maintain that policy makers and practitioners need to genuinely capture the

'voice' of pupils in order to inform appropriately an evolving targeted citizenship education programme and that this is a feasible proposition given the richness of responses obtained in this research.

Pupils felt that a 'good citizen' would get involved in debates and make their voice heard by community involvement, political literacy and moral and social responsibility. I would maintain that a targeted citizenship education programme should be structured so as to facilitate the development of the skills of 'good citizenship' by all young people in order to help them make informed decisions about political issues that may affect them. I would suggest that many young people in this research had clear and strong views on a number of issues relating to politics and especially the democratic process. Greater emphasis must, in future, be placed upon raising the political awareness and involvement of young people in the political process through citizenship education.

An additional significant point was that pupils had very strong views about politics and the political system. Perhaps surprisingly this research showed that pupils described a 'good citizen' as someone who would understand the basics of politics and participate in voting and elections. The issue of lowering the voting age to 16 has become increasingly contested in the political arena and the government is coming under greater pressure to lower the voting age to 16. This pressure is evidenced from groups such as The Electoral Commission, The Electoral Reform Society, The Power Inquiry, The Votes at 16 Coalition, as well as the Liberal Democrat Party, the SNP and the Green Party. The Electoral Reform Society (2014) claimed that the exclusion of 16 and 17 year olds from elections was fueling the disengagement of 18-24 year olds. They implied that, the longer young people are denied involvement in the formal democratic process, the less chance there was of engaging them. However, they do argue that there was no evidence to suggest that, once 18, young people were likely to become more engaged. The National Foundation for Educational Research (2010) also reported that young people had differing views regarding lowering the voting age noting that, while some pupils believed it should be lowered, others argued that it should not. This case study showed that many pupils (43.4%) said that they would vote in a general election. However, it is interesting to note also that many pupils said that they did not feel knowledgeable or confident enough to vote at 16.

As discussed in Chapter 2, by introducing citizenship education the government wanted young people to engage in the political system in this country and to understand the institutions of the government and who represented the people of the country. However, I would contend that there has always been a debate over the inclusion of politics in the school curriculum. A number of programmes have materialised, as with the Hansard Society's *'Programme for Political Education'*,

which was clearly under a political flag, whereas others focus on peace or human rights as an indirect form. Their introduction was aimed at encouraging young people to engage effectively in politics and the political system and to contribute to a more just and democratic society. These programmes met strong criticism from many authors including Scruton (2001), Flew (2000) and Tooley (2000) as it was believed that they were ideological in character and their low status in an already overloaded curriculum was not welcomed. However, results from this research suggested pupils are ready for this kind of learning.

Political awareness and involvement, along with knowledge of the law and justice, are established facets of citizenship education. However, political literacy has grown to encompass much more than this. This research found that pupils said that a 'good citizen' should be well informed about political issues and how the country was governed. Within this context I would argue that this topic must be given greater emphasis in the citizenship education curriculum in order to engage more young people in the political process.

During the analysis of the group interviews one important observation was that pupils stated that a 'good citizen' would be somebody who cared about the country they lived in and somebody who understood the importance of a democracy. This finding builds on the work of Crick (2007), who declared that all young people should be engaged in not only thinking about the importance of living in a democracy but also that they should be invited to have their say. He stated that,

'...together we can ensure children and young people have their say and together we can strengthen our democracy' (p. 65).

When the government introduced the citizenship education programme in 2002 one of the clear messages was that, if young people were not given information about the democracy in this country, the country would be in danger of losing its democratic status. Crick (2007) emphasised that,

'There is strong support from a range of groups and individuals for education for citizenship and the teaching of democracy in schools as set out in the advisory group's initial report and for its inclusion in the revised National Curriculum'(p. 79).

This thesis acknowledges the work of Crick (2007), who asserted that,

'Citizenship education must give people confidence to claim their rights and challenge the status quo while, at the same time, make plain that with rights come obligations. It should foster respect for law, justice and democracy. It should nurture concern for

the common good at the same time as it encourages independence of thought' (p. 61).

Crick (2007) also wanted to ensure that the aims of the citizenship curriculum would promote the need to secure a democratic political system in this country and suggested that,

'The aim and purpose of education for citizenship and the teaching of democracy in schools required greater emphasis to ensure that everyone concerned was clear about the distinctiveness of the subject and its benefits for pupils, teachers, schools and society' (p. 72).

Another observation from the analysis of the group interviews was that pupils maintained that a 'good citizen' would listen to what people said and learn to understand the importance of living in a democracy. The analysis of findings in this research contributes to the work of the Department for Education (2010) who said that,

'So our understanding of citizenship education in a parliamentary democracy finds three heads on one body: social and moral responsibility, community involvement and political literacy'. (p. 13)

It was interesting to observe that, during the interview analysis, many of the pupils supported the notion of a democratically run society and that they would like to speak freely and say what they think about local and national politics. They asserted that a 'good citizen' would live and participate within a democracy where they would be willing to listen to a range of views from different people.

Summary

In summary, pupils said that they considered that a 'good citizen' was someone who thought that politics was an important subject. However, not all pupils wanted to vote at the age of 16. Some pupils stated that they believed they would not have the knowledge or skills to vote at 16. Pupils also asserted that a good citizen would vote in local, national and European elections. In the survey 49.4% said that they would vote in a general election when they were older. Pupils suggested that a 'good citizen' would have sound political knowledge and understanding. Furthermore, pupils verbalised that a 'good citizen' would take an interest in local politics, be aware of democracy, and learn about the country they live in.

Pupils welcomed having a real voice in decisions made, not only within their citizenship education lessons, but also in their year groups and whole school issues. 62.1% of pupils said that they had voted in certain elections, such as the school council. Many pupils mentioned that a 'good citizen'

needed to be politically aware and that politics was a very important part of life today. Another interesting observation was that pupils stated that a 'good citizen' would be somebody who cared about the country they lived in and somebody who understood the importance of a democracy. Pupils did express their concerns about what would happen if the country lost its democratic status. As mentioned previously and further in the next theme, pupils in this research felt strongly that a 'good citizen' would be a person who respected the laws and the supported the democratic political system in the country. They declared that citizenship education taught them the importance of living in a democracy. It might be argued that Crick's (1998) comments in the literature review were quite narrow. For Crick (1998) the democratic deficit had much to do with low voter turnout amongst the young and a lack of faith in outmoded institutions. Whilst this point is not something lacking in credibility it does appear to be somewhat outdated. Young people engage in politics and democracy in ways which make voting and political parties seem part of a different era. Pupils need to be afforded the opportunity to understand how pressure groups, new social movements, cyber politics, grassroots activism and direct action can also be democratic. Whether a majority of citizenship practitioners in schools can fulfil a progressive remit is open to question. It might be argued that, if pupils continue to frame democracy only through voting in first past the post elections where most votes do not actually count, then their enthusiasm for democracy is likely to wane. The literature review is generally limited to debates about democracy and the deficit. It might be argued that Crick (1998) offered a very conservative democratic model. Yet the current literature, which views politics and democracy as something synonymous with voting and Parliament, appears to be accepted by pupils today. As pupils learn and as they become aware of the limits of traditional forms of democracy, they may become even more disaffected and disengaged. I would argue that professional practice which highlights the democratic opportunities can be a tool to ensure that engagement by young people may be enhanced.

6.4: A good citizen would 'be socially and morally responsible and law-abiding'

When pupils were asked during the interviews how they would, '*Describe a good citizen*' one other interesting and significant finding was that pupils said that a 'good citizen' would be socially and morally responsible and law-abiding. This was demonstrated by pupils, who said,

'Um, someone who isn't selfish and has morals, like they're selfless and they will go out their way to do things for other people, like even strangers that they don't know, like they'll help them. Like cos if you live in this country I think you should understand like how it's run and everything. So I think that would be a good citizen' (Year 8: Boy).

'I think like maybe ones that follow morals and the rules of society and like don't kill people, and are nice to everyone I guess' (Year 8:Boy).

'I think um, a good one would be like if they were social and liked other people opinions, and that they didn't judge those opinions like on things'(Year 8:Girl).

The interviews revealed that pupils had distinct views about social responsibility and a strong capacity towards caring, respect and fairness. This is illustrated by one pupil, who explained that,

'A good citizen would be um...sociable, take part in decision making and group work and must be good at communicating and speaking or listening'(Year 9: Girl).

Another pupil expressed,

'Being responsible is when you should err...understand the difference between right and wrong. You should care for and have sympathy for those in a lower place than you. You should take asylum seekers into your world and invite all the different cultures for you to be err...moral' (Year 10: Girl).

During the interviews pupils conveyed that a 'good citizen' should have a strong sense of morality, knowing what would be right and wrong in a situation. Pupils talked freely about social and moral issues and thought that most young people took responsibility seriously, which was an integral part of the knowledge and understanding theme of citizenship education. They declared that, in order for a young person to have social and moral responsibility, they had to know the difference in whether their actions are morally right or wrong. For example, one pupil noted that,

'Someone who steals something; that is morally wrong and therefore, is not a citizen, so not taking any social or moral responsibility for their actions. They should know the difference between right and wrong and be encouraged to be good citizens' (Year 12: Boy).

Furthermore, pupils expressed that social responsibility included learning to cope and being responsible in life as they were growing up. This was illustrated by one pupil, who expressed that,

'A good citizen would show equality... how to treat people with respect and not judging people because of their race and what they believe in' (Year 11: Girl).

It was interesting to note that, when pupils were asked in the interviews to, 'Describe a good citizen', some pupils also said that a 'good citizen' would be law-abiding, not only the law of the country, but in many cases also to the law of their faith or religion. Pupils declared that a 'good citizen'

would respect the law and abide by the law. This sentiment was demonstrated by pupils, who stated during the interviews that,

'A good citizen would be someone who is caring; a person, who pays taxes, is law-abiding and votes' (Year 8: Girl).

'A good citizen would be self-sacrificing; law-abiding; follow the rules; make commitments and stick to it; make the world a better place' (Year 10: Girl).

Almond (2008) asserted that his adult participants did not consider *'obeying the law'* as the most important quality of a 'good citizen'. In contrast, 86.1% of pupils in the Water Park Academy felt strongly that a 'good citizen' should be law-abiding. This thesis complements the work of Alazzi (2010) who, when attempting to find out how Jordanian students perceived a 'good citizen', one of the five areas his students referred to was *'obeying rules and laws'*. Law and justice are established facets of citizenship education and 'good citizenship' and, although pupils' opinions varied between the different groups, there appeared to be a strong consensus amongst pupils that a 'good citizen' would uphold the law.

A further significant finding was that, in response to the survey, 86.1% of pupils strongly agreed or agreed with the statement, *'A good citizen is someone who obeys the law'*. As Figure 6:1 shows quite interestingly, there is a general agreement across the year groups in answer to this question.

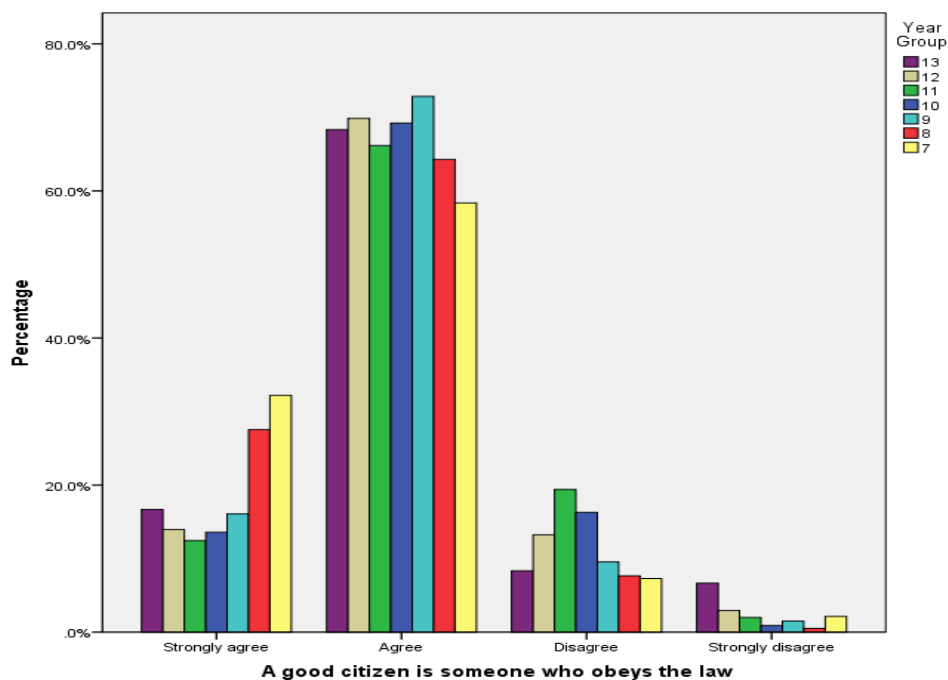


Figure 6.1: Shows how pupils responded to the statement, 'A good citizen is someone who obeys the law', by year group

This case study acknowledges the work of Crick (2007), who said that, '*An integral part of good citizenship was an individual's sense of social and moral responsibility*' (p. 65). This current research showed that pupils stated that citizenship education provided them with an opportunity to develop their understanding of social and moral responsibility. I contend that one impact of citizenship education was that it appeared to have encouraged pupils to develop a sense of what was 'right and wrong' and then helped them formulate an understanding of the decisions and choices available to them.

As mentioned previously, during the group interviews pupils said that a 'good citizen' would be socially and morally responsible and law-abiding. It was interesting to observe that the findings from the interviews showed that the theme of responsibility was prevalent, although it had many facets such as the local community, the environment, friends and family. It was also clear from analysing the interviews that pupils described the concept of responsibility in relation to an approach towards other people. Pupils talked freely about the qualities of having a positive approach towards other people. However, this research has shown that pupils spoke less about their rights than I might have expected.

One aspect of the interviews that was somewhat surprising was that some pupils in the case study made reference to a sense of '*national responsibility*', stating that a 'good citizen' would support the government in what they were trying to do by obeying the laws of the land. Pupils also had clear ideas about fairness and justice and made numerous references to this area in their interviews. This confirmed that many pupils appeared to have a clear set of values and a strong sense of moral and social responsibility. This finding was in contrast to See and Arthur (2011), who reported that pupil accounts suggested that,

'Formal education had not done much to develop their character and this is especially true of secondary pupils' (p.143).

It is also interesting to observe that pupils in this research had strong feelings when it came to discussing equality, as they appeared confident in relaying to others their views if they actually saw any unfairness. Pupils appeared to foster social and moral sensitivity when they had developed an understanding as to how people felt and could empathise with them. Pupils explained that responsibility could be described as an attitude towards their friends and other people in the local community.

The pupils conveyed that a 'good citizen' should have a sense of morality. An analysis of the group interviews revealed that pupils had clear views about social responsibility and an insight towards caring, respect and fairness. I would argue that social and moral responsibility involves understanding how pupils view other people's behaviour and how they discuss issues that are of concern to them. This finding contributes to the work of Crick (2007), who reported that that an integral part of 'good citizenship' was an individual's sense of social and moral responsibility. He added that social issues and responsibility were an integral part of the knowledge and understanding theme of citizenship education. In addition Crick (2007) said that developing this responsibility would result in young people being able to make informed decisions and to take responsibility for them. I maintain that pupils should be encouraged to develop their own understanding of the moral values which affect their own behaviour within a democratic society, with citizenship education as a particular vehicle for delivery, as pupils have shown they have the ability to develop this critical awareness. Thus, I would argue strongly that the findings from this research showed that the citizenship education curriculum has helped pupils to develop as responsible, caring and law abiding citizens capable of supporting and contributing to the development of a fair and just society. One significant reflection was that pupils felt that a 'good citizen' would be sociable, take part in decision making and group work and must be good at communicating and speaking or listening. Some pupils asserted that to be a socially and morally sound person you would have, '*... to show that you are a part of being socially active towards the community*'.

Another interesting observation was that, during their interviews, pupils talked freely about social and moral issues and felt that most young people took responsibility seriously. They declared that, in order for a young person to have social and moral responsibility, they had to know the difference as to whether their actions were morally right or wrong. In addition, pupils said that they would, '*... need to know what is wrong and what is right as this is a key strand to teach teenagers of a similar age how to understand everything in the country*'. This finding contributes to the work of Crick (2007), who referred to this issue by stating that,

'Moral development' is promoted through helping pupils to develop a critical understanding of issues such as right and wrong, justice, fairness, rights, and obligations' (p. 7).

Crick (2007) implied strongly that social issues and responsibility were an integral part of the knowledge and understanding theme of citizenship education,

'An integral part of good citizenship was an individual's sense of social and moral responsibility' (p. 65).

Pupils had very clear ideas on the moral and social aspects of being a 'good citizen'. There was a wide range of ideas offered by the pupils. The most common responses were *'to learn what is right and wrong'* and *'to learn how to be a good citizen'*. Pupils in this research made numerous references to this area in their interviews and it confirmed that many of the pupils interviewed appeared to have a strong set of morals that they followed. It could be argued that the school, through its ethos and approach to citizenship education, had an important part to play. The findings of this research complement the work of Hine (2004) who reported that,

'...young people demonstrated a strong awareness of why rules are necessary, and generally felt that most of the rules they have to comply with are good and necessary, even though they are experienced as restrictive. They appreciate that the rules are not necessarily the same for everyone, and can accept this, but are not happy to see or experience rules being applied discriminately or unfairly. (p. 19).

Another interesting aspect that emerged from the research was that pupils at the study school felt that the lessons on rights and responsibilities were useful and that it had helped them to become more aware of how to become a 'good citizen' and how to respect others. Some pupils maintained that they knew the difference between rights and responsibilities and older pupils affirmed that they respected each other well and that the school assemblies had helped to give them this clear message. Others said that they tried to treat others well and respect them as individuals.

As noted previously, one significant reflection was that pupils in the Water Park Academy appeared to have quite sophisticated views and perceptions as to what constituted a 'good citizen'. Their opinions were wide-ranging and focussed on ideas and events which had been part of their life experience. It was noticeable that, at times, the language of the younger pupils was not as well developed as the older pupils, as was to be expected, but the ideas and views expressed appeared to be well understood and not merely a reiteration of adult views. I would argue that, if young people said that they felt confident in giving in depth examples of a 'good citizen', then this huge data base must be used to determine how best to promote 'good citizenship' in schools. This case study builds on the assertions of the Department for Education (2010) who stated that,

'We aim...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' (p. 7).

I would argue strongly that the analysis from this case study indicated that the citizenship curriculum has helped pupils to be responsible and caring young people capable of contributing to the development of a future society.

Summary

In summary, the interviews revealed that pupils had distinct views about social responsibility and a strong capacity towards caring, respect and fairness. Pupils in the case study made reference to a sense of '*national responsibility*' during the interviews, stating that a 'good citizen' would support the government in what they were trying to do by obeying the laws of the land. Pupils were quick to express the view that a 'good citizen' would show that they were an active part of the community by joining in with social activities and fund raising events. Pupils at the study school felt that the lessons on rights and responsibilities were useful and that they had helped them to become more aware of how to become a 'good citizen' and how to respect others. Pupils also declared that they would respect the law and abide by the law, which was what they felt was a characteristic of a 'good citizen'. As previously noted, the pupils conveyed that a 'good citizen' should have a strong sense of morality by knowing what would be right or wrong in a given situation. This premise can be illustrated at the Water Park Academy where pupils referred a 'good citizen' as respecting and considering other pupils and others within the school and wider community. One significant reflection was that pupils described a 'good citizen' as someone who would take social and moral responsibility seriously.

6.5: A good citizen would 'have sound personal qualities'

When pupils were asked in the interviews to '*describe a good citizen*' another significant finding was that pupils replied that a 'good citizen' would show strong '*personal qualities*'. The main themes highlighted in the pupils' responses have been categorised as follows:

- *Helping others*
- *Care (consideration and respect)*
- *Leadership*
- *Tolerance and understanding*

Pupils at the Water Park Academy stated clearly that they thought a 'good citizen' would be someone who helped others. Also, they referred to a 'good citizen' as '*someone you could rely on*', '*is helpful and caring*' and '*a good listener*'. Furthermore, pupils used phrases such as '*helping others*' to explain the behaviour befitting of a 'good citizen'.

The concept of care was highlighted by pupils in the case study. The two expressions which were used repeatedly by the pupils were that a 'good citizen' was caring and considerate. Pupils considered that a 'good citizen' would be someone who cared about strong relationships with both family and friends. This was illustrated by one pupil, who said that,

'A good citizen would be someone who would care for others' (Year 10: Boy).

Pupils at the Water Park Academy felt that a 'good citizen' would be approachable and have a caring personality. Also they would be responsible, good listeners to others and care about those around them. This was explained by one pupil, who said that,

'Good citizens have many good qualities including being approachable, respecting others and having a caring personality. They would be good listeners and care about those around them' (Year 7: Boy).

However, they also saw the caring role as something more collective. Pupils said that people should care for their environment and protect the environment. Pupils expressed that a 'good citizen' would take responsibility for taking care of the environment and for making sure that people living in the community perceived a sense of belonging and security. Further, they said that it was important for people in the community to have a sense of shared responsibility and that everyone should play their part in ensuring that the place they lived in was safe and pleasant. This showed that pupils do think about these issues in great detail and that they had clear views about the sort of community that they wished to live in and how individuals could contribute towards this.

Another significant theme from the study was that pupils considered that a 'good citizen' would portray qualities and characteristics associated with good leadership. This was exemplified by pupils, who stated that,

'A good citizen would show qualities like a good leader, someone who stands up for the people and someone who was honest' (Year 11: Girl).

'I think a good citizen would have sensitivity towards other people, be approachable and show good leadership' (Year 8: Girl).

An additional interesting finding was that pupils valued how the school was led and managed and that they considered this to be an important aspect of the success of the citizenship education programme within the whole school curriculum. This was demonstrated by a sixth form pupil, who stated that,

'We got outstanding as a school because the citizenship subject was led by a person who was effective in her role but also showed good personal qualities' (Year 13: Boy).

A further significant finding was that, when pupils were asked to 'describe a good citizen', pupils felt that a 'good citizen' would be tolerant and understanding of other people, especially if they were disabled or people from an ethnic background. For example, one pupil said that,

'A good citizen would be one who would be tolerant of other people. They would understand their backgrounds and be supportive' (Year 7: Girl).

This finding contributes to the work of Glass (2012), who provided a critical analysis of founding visions of educational philosophers committed to democracy noting that teachers in schools could,

'...build classroom and school communities that promote tolerance and a shared commitment to justice' (p.11).

As illustrated by the findings of this research, I would contend that good and outstanding citizenship education lessons, along with a strong school culture which promotes positive teacher role models, can effectively support pupils' personal, social and organisational development. I maintain that this empirical research demonstrated that young people believed that citizenship education is important. Also, pupils strived to know more about the issues surrounding how they could become more aware and involved in the political process in this country. I contend that pupils already have some succinct and valuable views as to what constitutes a 'good citizen' and this needs to be the starting point for evaluating the impact citizenship education has had on young people, using their perceptions as to what constitutes a 'good citizen'.

Summary

During the analysis of the group interviews one significant point of interest was that pupils relayed that a 'good citizen' would have many positive qualities. Words used to describe a good citizen included *'caring and helping others'*, *'showing respect and consideration'* and *'showing understanding and tolerance'*. Many pupils felt that a 'good citizen' had certain skills as well as qualities. These included good *'social skills'* and the ability to *'get along'* with people. More specifically, some pupils felt that a 'good citizen' would have *'sensitivity towards people'*, *'be approachable'* and *'show strong leadership qualities'*. Some pupils used expressions like *'is helpful and caring'* and *'a good listener'*. The two expressions that were used repeatedly were that pupils perceived 'good citizenship' as being *'caring'* and *'considerate'*. Pupils considered that a 'good

citizen' would be someone who cared about relationships with both family and friends. However, they also saw the caring role as something more collective.

As noted pupils felt that a 'good citizen' would be tolerant and understanding of other people, especially if they were disabled or people from an ethnic background. This evidence can be illustrated at the Water Park Academy, where pupils referred to situations where they described a 'good citizen' as understanding other pupils and others within the school and local community.

Pupils in the research said they want to be involved and engaged in the community. I maintain that we need to facilitate this need by promoting local activities where young people are at the centre of helping to plan, organise and participate. This has to be a priority for policy makers and professionals when offering a practical evolving citizenship education programme.

This case study has illustrated that, through the vehicle of the citizenship education programme and a drive to help pupils develop social, personal and organisational skills, pupils have also developed a genuine understanding of the moral and social values that promote 'good citizenship' within a thriving democracy.

6.6: 'Do pupils describe themselves as good citizens?'

Another important aspect of the findings was that, when pupils were asked during the interviews, 'Would you describe yourself as a good citizen? Why?' many pupils appeared to have had a positive view of themselves as a 'good citizen'. For example, in the survey 62.1% of pupils strongly agreed or agreed with the statement that, 'Citizenship education lessons help me to learn about becoming a good citizen'. They described themselves as 'good citizens' because they got involved in the local and wider community, took part in activities like charity work, had a job which contributed to society, contributed to activities which helped other people, and did fundraising for charity. For example, during the interviews one pupil said that,

'I would like to be more involved in the local community when I'm older. I would say I am a good citizen. I take part in activities like err...charity work...thinking of others and I'm part of the junior committee raising money for the orphans in Uganda. On race night we raised £7000 this year. I was also in the kitchen serving food and tea for the annual senior citizens party' (Year 11: Boy).

Another pupil stated that,

'I think I'm a good citizen; I do get involved in the community' (Year 9: Girl).

Many pupils described themselves as ‘good citizens’ for getting involved in the many citizenship events and activities the school had to offer. This was illustrated by one pupil, who said that,

‘I have done fundraising for charity; Red Nose Day; a shoebox appeal; harvest festival for people who are in need like our elderly neighbours or the homeless’ (Year 10: Girl).

All this evidence shows that pupils can give actual examples to illustrate their views not just repeat comments heard by others.

In addition, some pupils saw themselves as ‘good citizens’ as they had never broken the law and that they would vote in elections when they were older. This was explained by one pupil, who said,

‘Well, I plan on voting and I’m pretty sure I’ve never broken the law so I think I’m a good citizen’ (Year 12: Boy).

I would argue that this was an extremely encouraging finding as one of the aims of citizenship education was to help pupils develop the skills of ‘good citizenship’ including political literacy. Many pupils in the case study appeared to have a positive view about this, relaying that they had enjoyed taking part in the citizenship activities offered to them at the Water Park Academy. More specifically, pupils had stated at interview that their involvement in projects like the Uganda Project had made them feel as if they were ‘making a difference’ to the lives of many young children. I would argue that young people want to be actively engaged in the community with activities such as event organising, charity or voluntary activities and this will need to be embraced if young people are going to develop a sense of belonging and feel more included in their local and global community.

The research findings showed how passionate pupils felt about their descriptions of a ‘good citizen’. I would argue strongly, that if ‘good citizenship’ and developing the ‘good citizen’ are recognised as an outcome of citizenship education, then the recipients of the subject, the pupils themselves, must be at the heart of any new curriculum development. Pupils’ views and opinions on this theme have been significant to my findings and I would contend that this was an essential core finding: pupil ‘voice’ must be placed at the centre of any debate about defining a ‘good citizen’ and ‘good citizenship’, which are arguably the main aims of citizenship education in schools.

The impression arising from this research was that most pupils had a clear vision of what to them makes a ‘good citizen’ in the 21st century. The findings of this study appeared to show that pupils portray ‘good citizens’ in relation to their own life experiences. It may be argued that much of what pupils’ said about ‘good citizenship’ was a direct result of what they had been taught in school. More

specifically the three strands to citizenship education were moral and social awareness, political literacy and community involvement. Although the school indirectly promoted these traits through the vehicle of citizenship education it appeared to be through the empowerment of pupils that schools have a unique opportunity to allow pupils to have a 'voice', inform decisions and feel that they are valued and have made a difference to other people's lives. Although the concept of 'good citizenship' has been complex and contested I would argue that it is an evolving paradigm in that the term 'good citizen' has to be influenced by young people's views and experiences.

Pupils said that the best teachers need to show qualities of 'good citizenship' themselves if they are in any way going to impart relevant and useful knowledge, attitudes and skills to young people. I would argue that these attributes are the most challenging to teachers. Teachers themselves have to plan experiences which will allow them to inspire, motivate and enthuse their pupils. If pupils are saying that a 'good citizen' would be caring about the community and participate in community activities, caring about people in both the local and wider society, knowledgeable about politics and democracy, socially and morally responsible and law-abiding, and have sound personal qualities, it may be argued that pupils have acquired these views not only through the citizenship education curriculum provided at school, but also through their families and friends. However, I contend that the school had an influential role through its learning provision, opportunities provided, the whole school ethos and the climate for learning. Thus, it appeared that an effective evolving citizenship education programme where pupils are at the centre of the learning experience, has helped shape young people's attitudes towards developing traits of 'good citizenship'.

Summary

To summarise, it was clear that pupils' views about 'good citizenship' were a product of the times. Pupils offered a humanistic vision. Caring for others, being morally responsible and volunteering were all qualities which were important in the 'good citizen.' Where the influence of the government appeared was somewhat indirect, in that a 'good citizen' was expected to obey the law and seek to be knowledgeable about government and politics. The 'good citizen' did not appear to be an individual who was aware of their citizenship rights or who sought to hold the leaders in society to account. The young people were more individualised and sought to find solutions to problems from within, rather than through making demands on the government. This was why pupils appeared to view 'good citizenship' as a set of qualities which not only help the individual to be independent but also helped others either directly or indirectly.

Certain values, and the positive aspects of independence, were embedded within the citizenship education programme but pupils regularly expressed the view that charitable deeds at home and abroad were something inherent in 'good citizenship.' Thus, where 'good citizenship' was concerned, the contradiction between individualism and community did not appear to show itself. Pupils seemed at ease with the responsibility to work, pay taxes and obey the law and, at the same time, appeared to be unselfish, active in the community or wider society. It might be argued that there needed to be some analysis regarding the way society or community was to be improved. For example, pupils in the case study reported that improvements were made through charity, volunteering and community activity. They seemed to be familiar with the former vision with regard to humanity but lacking in the way of an appreciation that rights have been fought for and improvements only reluctantly granted by the government of the day. Although it was unlikely, and perhaps even undesirable, that citizenship education should seek to offer an equally balanced curriculum, pupils would benefit from a greater awareness that solutions to social problems cannot always come about from charitable activities.

The research revealed further that pupils felt that the 'good citizen' was someone who had knowledge of politics and government, but pupils largely viewed this as something identical with voting. Both Crick (1998) and the pupils themselves often referred to democracy and again this was really another word for voting. Democracy was not really seen as the peaceful resolution of conflict, of diversity or the tensions that existed between certain beliefs. Again, it appeared that pupils had been successfully encouraged to appreciate civic duties but much less so where rights were concerned. Party membership has been in long term decline since 1950, politicians have a low status and traditional political institutions were not viewed as particularly relevant (Keen, 2015, p. 6). If voting could become something linked to 'good citizenship' then the system itself may be seen to have greater legitimacy. Furthermore, where issues of morals were concerned, this was something which the pupil may be coached on through the citizenship programme rather than through the family. It may be argued that, as families become ever more diverse in their structure and their values, the education system seeks to take on a greater role in the development of citizenship morality. Pupils were clearly committed to many very positive aspects of citizenship and they projected a great sense of optimism and commitment to their communities and their peers.

Although there has been some research into young people's insights of 'good citizenship' (Kerr, 2010), many participants were either young children (Crick, 2002; Hine 2004) or adult participants (Lister *et al*, 2001; McBeth, Lybecker and Garner, 2010; Tupper and Cappello, 2012; Thompson,

2012). When Tupper and Cappello (2012) carried out research with young people on their understanding of the 'good citizen', it became apparent that the young people understood 'good citizenship' as something related to '*common sense*' (p.37). In contrast, the findings of this research have indicated that pupils have not offered a featureless statement about how they would describe a 'good citizen' rather that they have presented a number of in-depth themes which I have attempted to categorise and report.

It is my contention that young people themselves, not politicians or government officials, should lead the way in clarifying and defining a 'good citizen' in the 21st Century. The government want all young people to follow the National Curriculum subject in citizenship education to become 'active' and 'good citizens'. However, there needs to be clarity over the definitions of 'active' and 'good citizen' before young people can aspire to these concepts. Some researchers would argue that young people are not generally able to clearly define a 'good citizen' (Hine, 2004; McBeth et al 2010). However, in contrast to other researchers, the evidence from this research was that pupils at the Water Park Academy had a very sound grasp of how they viewed a 'good citizen', although it could be argued that pupils were only relaying what they had been taught. It is with this in mind that young people did not only have an understanding of the notion of 'good citizenship' but, more importantly, they must gain ownership of the concept, thus enabling them to be inspired, motivated and driven towards fulfilling this role in society.

Chapter 7 will focus on case studies and how the study school gave pupils a voice through what appears to be an evolving targeted citizenship education programme.

Chapter 7: Case studies

Discussion on pupils' perceptions of the citizenship related projects and activities offered to pupils at the Water Park Academy.

7. Introduction

The purpose of the study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010). The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

The findings focus on the emerging themes that came from the group interviews and whole school survey. This chapter will discuss pupils' perceptions of the citizenship related projects and activities offered to pupils at the Water Park Academy. They have been presented in the form of case studies, which will be detailed in this chapter. More specifically, this chapter focuses on how the Water Park Academy gave pupils a 'voice' and how it engaged pupils in an evolving citizenship education programme.

As discussed in chapter 2, when citizenship education was introduced into the National Curriculum it was based upon academic and theoretical rhetoric. The findings of this research showed that, when pupils were at the centre of a practical and evolving learning experience programme, they were inspired, motivated and acquired a whole range of transferable skills. It also showed that an effective emerging citizenship education programme, which was embedded in the ethos of the school, does have an impact on the whole school community. Pupils enjoyed the communitarian aspects of citizenship education, such as fundraising events for different charities, being involved in electing representatives on the school council, participating in assemblies like the mock election and actively supporting school and community events.

I would argue that this practical approach to citizenship education, which was not overtly based on any one particular theoretical or academic model, can help inspire, motivate and engage pupils in a unique learning frame which not only empowers them but teaches them lifelong knowledge and transferable skills.

7.1. Case study: The Uganda Project

I feel that this was such a central issue to my findings that I would like to present a case study on the whole school Uganda Charity Project. I would like to start by ascertaining what the project was, why it was set up, who was involved and how it empowered pupils, enabling them to shape and determine the activities within the project in order to make them feel that they had made a difference to the children of Uganda. Pupils in their interviews spoke passionately about wanting to care about people not only locally and nationally but also within the global community.

One important emerging theme from the findings, as discussed in chapters 4 and 6, was that pupils really valued being involved in the whole school Uganda Charity Project. An interesting aspect of this was that the pupils felt it to be a positive way of gaining knowledge and understanding about global issues. Although extensive academic and theoretical research on the notion of global citizenship has been carried out (Davies, Evans and Reid 2005; Vandenberg 2006; Davies 2006; Jerome 2014; Maguth and Hilburn 2015), I would argue that, through this project, pupils sought a more practical environment where they could express their views and opinions and develop the required knowledge and skills to gain a deeper understanding about the issues surrounding people in other countries. Further, I would suggest that policymakers must in future consider shaping and evolving the citizenship education curriculum by placing young people's views of good citizenship at the heart of that process and that 'active citizenship', as epitomised by the Uganda Project, should be at the core of any future citizenship education curriculum.

7.1.2. Contextual Background

The Water Park Academy became involved in Uganda in 2007 when a group of sixth formers went out to begin work on a project. At the time the project was organised by a teacher at the Water Park Academy who sadly passed away before he could actually travel and view the fantastic results achieved by the volunteers. The 2007 Uganda group called themselves 'Tiggers' after the 'Winnie the Pooh' character. The first building that the 'Tiggers' worked on was named JD House in memory of the deceased teacher. As mentioned in Chapter 4, the sixth form volunteers went through a selection process which entailed them having to write to the Uganda Committee explaining the reasons why they wanted to go to Uganda, what qualities and skills they would be able to offer and why they should be selected.

Each year all the sixth form pupils and staff who were selected to be a part of the Uganda Trip met as a group after school every Thursday night. During these meetings the team were trained in preparation for their visit to Uganda. Training sessions included them having to learn how to lay bricks and how to carry out a number of building tasks, such as painting and decorating. In addition,

the pupils and staff learned about health and safety around a building site, basic hygiene when preparing food and first-aid. The team also regularly took part in keep fit classes and learned about the country in great detail, for example who they were going to meet, how the children got there and how they could support the ongoing work at the orphanage.

Although the sixth form pupils had been selected because of their well-developed communication skills, commitment to the project and their team work ethic they also needed to prepare themselves for the emotional challenges that they would face. Not only did they have some training about how to relate to the young children but also to understand that the orphans' life experiences may affect them deeply. This section focuses on how the Water Park Academy gave pupils a voice and how it engaged pupils in an evolving citizenship education programme.

7.1.3. Involving pupils and giving them a 'voice'

The pupils at the Water Park Academy stated that citizenship lessons and assemblies had made them aware of the terrible hardship and other negative life threatening issues facing young people and children in the world. As discussed, the Water Park Academy involved the whole school in raising money to build accommodation and a school for the orphans in Uganda and actively encouraged pupils from across all year groups to get involved in many of the fund raising activities and events. This whole school project has had a massive impact at the Water Park Academy as well as in Uganda and, although only sixth form pupils have visited the country, all pupils have had a real input in shaping the ever evolving citizenship curriculum as a result. The pupils' passion and efforts to support this worthy cause allowed them to engage in a global citizenship programme that firmly placed young people at the heart of its campaign. This has illustrated the impact that a pupil led citizenship education curriculum can have upon a school.

Although some academics have questioned the status of citizenship education (Jerome, 2012; MacBeath *et al*, 2004; Whitty, 1994), I would argue that an evolving long term commitment to a whole school charity project which firmly places pupils at the centre of its programme can have a lifelong positive and quite remarkable impact on the personal and social development of young people in a school. I would also argue that, although short 'out of class activities' that Maitles (2010) suggested are of some value, an evolving embedded long term whole school charity project can have a more profound impact on young people's knowledge, skills and attitudes. This research showed that this type of project can only be sustainable when there was a whole school climate for learning and that pupils not only enjoyed what they were taking part in but also felt as if they were 'making a difference to children's lives'. This, I contend is the essence of citizenship education.

7.1.4. Fund raising events to support the Uganda Project

Pupils at the Water Park Academy were very supportive of working on various fund raising projects within the school and local community. Pupils noted that they liked to get involved in charity fund raising projects. As this was quite a big feature at the school it was also important that local communities proactively encourage young people to get involved in local fund raising and other useful activities. Although the school had a wide range of outside businesses and organisations that they worked in partnership with, some places were reluctant to offer younger pupils work experience in order to raise funds because they feel they were too young. For example, pupils found it difficult to experience organisations like the Health and Social Care Services due to rulings associated with Criminal Record Bureau checks and confidentiality. A similar issue was highlighted by Hine (2004), who commented that the opportunities that young people had to work within the community was limited and that this issue needed to be addressed.

It is important to recognise that the Uganda project would not have been successful without the overwhelming support from the pupils, members of staff at the school, parents and the wider community. After the launch assembly in September of each year smaller committees were formed throughout the school. For example, the younger pupils from Year 7 to Year 11 formed a committee called the Uganda Junior Committee (UJC). Throughout the year the pupil committees planned and prepared a variety of charity events and activities within and outside the school. The main fundraising events that took place annually included a Race Night, a sponsored mile run, the Water Park Academy's Got Talent, a Battle of the Bands competition and a sponsored 10k run. It is important to recognise that pupils reported that they had satisfaction, dedication and enthusiasm in their involvement in these citizenship activities. In order to illustrate how the pupils themselves were involved, and how they were central to the success of the Uganda project, examples of the fundraising will now be discussed.

The Race Night

On March 8th 2014, the Uganda team held their annual Race Night. It was the eighth time that the event had been held and it was considered to have been the best one yet, as illustrated by the following statement,

'The 2014 'Sapphire Team' worked incredibly hard to make sure that every guest received a personal welcome and this level of detail carried on throughout the evening. When all the money had been counted, the team were overwhelmed to

realise that they had raised a record figure of £7,200, more than £900 more than any previous night'. (Source: the Water Park Academy's Uganda website)

As an introduction to the Race Night a video was shown with a very powerful message. Once again the video made a massive impact on the audience. Not only were there images of the children in Uganda, and a revisit to the previous projects, but also an original poem written by a member of the Uganda Staff team. It was called the 'Mkele Race Night Poem':

*You placed a bet expectantly,
Upon on a horse tonight
A promise made implicitly
To put the wrong things right
You watched the race with baited breath
You kept your fingers crossed
But every pound you lost tonight
Will find a child who is lost*

*Parading in your finery
You chased away your blues
The chance to look your best tonight
Has helped to buy new shoes
And glasses raised in friendly cheer
Have raised a princely sum
Releasing precious water
To cool the baking sun*

*The meals bought to your tables
Have filled you up tonight
In eating yours you've helped to feed
100 appetites*

*So as you leave the hall tonight
For a house you call your own*

*The children in Uganda know
You have helped to build their home*

*And all you have done to harness
The raw power of this night
Will help to shine a beacon
To make the darkness light*

*The laughter shared with treasured friends
Still lingers in the air
It blows towards Kampala now
For younger hearts to share*

*We pray with all our hearts to win
When all our hope seems gone
But every pledge you've made tonight
Ensures that hope lives on....*

(Written by Mr. M. Keeley, English Teacher)

Sponsored Row

A number of other fund raising events took place where pupils themselves initiated the events. For example, some younger pupils at the Water Park Academy organised a sponsored row. This was the article that was written in a local newspaper about this particular event,

Pupils to row 464 miles to help a local school's Uganda Project

'Pupils aged 12 and 13 are rowing the equivalent of the length of Uganda with six fellow year eight pupils to raise money for the school's Uganda project. The project will see twenty six sixth form pupils go out to Uganda at the end of June and they are rowing 464 miles which is the distance from the north-west tip of Uganda to the south east corner. They hope to raise about £2000 in the process to help fund the project'

(Source: Derby Evening Telegraph).

Primary Schools

Another way that the Water Park Academy raised money for Uganda was through sixth form pupils going into the feeder primary schools and informing them about the project. Many of the primary school children also wanted to help the children of Uganda and became involved in activities run by the Uganda Team. It is important to recognise, therefore, that pupils showed that they had pride, commitment and passion in their involvement in these citizenship activities. I would argue that this practical approach to citizenship education, which was not overtly based on any one particular theoretical or academic model, can help to inspire, motivate and engage pupils in a unique learning frame which not only empowered them but taught them lifelong knowledge and transferable skills. This was how one fund raising project at a Primary School was launched,

'We are pleased to be able to offer Year 3 and 4 pupils a brand new after school Board Games Club. The aim of this club is to give the children an opportunity to play traditional board games such as draughts, snakes and ladders, scrabble junior, whilst making new friends and challenging each other along the way!

The club will be run by Connor every Monday from 3.35 - 4.35 pm starting on Monday, 17th November 2014. Connor is a former pupil at this primary school and now studying in the sixth form at the Upper School. He has been selected to take part in the 2015 Uganda Project. Connor needs to raise well over £2000 and all the payments for this club (£2 per week) will go to support Connor's fund-raising for the project.

(Source: Feeder Primary School)

All sixth formers have to be involved in a community project. The project was chosen by them and may be based upon a school, local community or a national or global community project.

It is significant to note that the Uganda School Charity Project was a central issue for the majority of pupils in my research findings. Pupils in their interviews spoke passionately about wanting to care about people not only locally and nationally but also within the global community. Pupils really valued being involved in the whole school Uganda Charity Project and they stated that they felt this was an excellent way of gaining knowledge and understanding about global issues.

I would argue that, through this project, pupils were seeking a more practical environment where they could express their views and opinions and develop required knowledge and skills in order to gain a deeper understanding about the issues surrounding people in other countries. Further, I

would suggest that policymakers must in future consider shaping and evolving the citizenship education curriculum by placing young people's views of 'good citizenship' at the heart of that process as evidenced by this extremely effective learning project.

As discussed at length in Chapter 7, the Water Park Academy first became involved in Uganda in 2007 when a group of sixth formers travelled out to begin work on a project to build an orphanage for street children in Kampala. All the money given to the project over the years has been raised by the pupils, staff and parents at the Water Park Academy making this a truly inclusive school, community and global activity. To illustrate this, the Uganda team has raised a very positive school profile in the country attracting invitations to Buckingham Palace and appearances on television. The links that have been built in Uganda are immense, with the Water Park Academy affording a reputation that meets their promises and maintains their work, year upon year. The 'Mydel House' now has dormitories for both girls and boys and its own classroom facilities with a permanent teacher being funded for the new school. This has made a massive difference to all the children living at the Centre and another hundred children who attend on a daily basis to benefit from the facility.

Another significant point is that pupils at the Water Park Academy were very supportive of working on various projects within the school and local community, especially in charity fund raising events and activities. I would argue that it is also important that local communities proactively encourage young people to get involved in local fund raising and other useful activities. It is interesting to note here that the sixth form pupils that I interviewed explained that the visit to Uganda and the preparation beforehand had affected them deeply. It celebrated the work that had been done by all the pupils at the Water Park Academy. I would argue that it is an ingrained feature of the ethos of the school and should set a gold standard for 'active citizenship' in every secondary school's citizenship education curriculum.

7.2. The Mexico Project

Another large project which benefitted the pupils at the Water Park Academy was the Mexico Project. Although it was not on such a large scale as the Uganda project, it provided pupils at the Water Park Academy with an opportunity to learn about the protection of the Calakmul forests and wildlife from deforestation and hunting under the United Nations Reduction in Emissions from Deforestation and forest Degradation (UN REDD+ scheme). I would argue that the teaching of citizenship education must be an important vehicle for exposing young people to the issues facing people in other countries around the world, such as this situation in Mexico.

The Mexico project was undertaken in partnership with *Operation Wallacea*, an organisation which not only supported activities but also directly contributed towards the conservation of biodiversity in remote areas across the world. The project worked alongside scientists and the local people to conserve the forest protect coral reefs and promote sustainable forestry and fishing. This showed how citizenship education can link to other subjects.

Many of the pupils in the interviews mentioned that they enjoyed getting involved in and learned a great deal from the Mexico project. With regard to raising funds for the project one pupil said that,

'Pupils raised funds for the project through bag packing, cake stalls, collections, sponsored events, car boot sales, swap shops, fun days and themed parties. We also applied to local companies, trusts, schools and universities for funding. Groups such as the Round Table, Lions International, Rotary Club and Parish Councils were also happy to help' (Year 13: Girl).

In the summer of 2014 a group of seventeen sixth form pupils from the Water Park Academy travelled to Mexico to work with *Operation Wallacea*. During the expedition pupils were working with scientists and local people to help conserve the rainforest in Calakmul and the turtle nesting sites of Akumal. All the money related to the *Operation Wallacea* programme was used for the vital work that was required to conserve these areas of high biodiversity and natural beauty. Pupils felt that this was an important project as sustainable development is increasingly becoming a global issue. As one pupil explained,

'It is an important project as sustainable development is increasingly becoming a global issue. Humans are developing the world at such a rate that we are losing over one hundred species a day in the tropical rainforests' (Year 13: Boy).

Another pupil said,

'Community action for sixth formers is good. We get to choose our own community activities to take part in. We got to go to Mexico, which was a trip to support environmental projects in the rainforest' (Year 13: Girl).

The Mexican research project was run in the vast Mayan Jungle (Selva Maya) that covered the southern section of the Yucatan peninsula of Mexico. This dense jungle was the largest expanse of tropical forest outside the Amazon Forest. In addition to a large collection of ancient Mayan ruins, the Selva Maya was one of the largest remaining strongholds of endangered mammals such as the

Jaguar and Tapir. The *Operation Wallacea* research project was based in the Calakmul Biosphere Reserve, which was a UNESCO World Heritage Site located in Selva Maya. The data collected by pupils was used to apply for long-term funding to protect the Calakmul forests and wildlife from deforestation and hunting under the UN-REDD scheme.

The sixth form pupils who took part in the UNESCO project had an opportunity to record data on tree diversity and tree volume in order to calculate reliable estimates of the carbon biomass contained in Calakmul, which determined the extent of funding that could be obtained from the UN-REDD programme. They also assisted in the survey of mammals, reptiles, amphibians and birds completed by specialists, whom also determined the extent of funding that could be obtained from UN-REDD.

During the second week of the expedition, pupils stayed at the marine research site operated by *Operation Wallacea* in Akumal. This was a popular tourist destination due to the beautiful beaches, coral reefs and permanent presence of turtles in Akumal Bay. However, if not carefully managed, tourism will start to impact on the coral reef ecosystem causing irrevocable damage. The main research objectives at Akumal were to complete annual monitoring of the coral and reef fish communities and to measure water quality as a means of determining how water contamination and sedimentation affected the coral reef system. In addition, during their marine week, pupils participated in a PADI open water dive training course and completed a Caribbean reef ecology course, which consisted of an in-water practical either by diving or snorkelling. Furthermore, pupils undertook lion fish and sea urchin monitoring, turtle nesting site monitoring and tourist surveys in the bays and lagoon. Whilst in the Mayan jungle pupils completed the following activities:

- Introduction to the Ancient Maya
- Jungle skills training and surveys on the following:
- Mist net sampling for birds
- Large mammal transect surveys based on visual encounters (e.g. primates and deer) and tracks (e.g. jaguar and tapir)
- Mist netting for bats
- Dawn point counts for birds.

At Calakmul the pupils stayed in hammocks or tents at one of the jungle camps with field type bathroom facilities. This was real forest living as the camps received regular visits from curious animals such as monkeys and toucans. The second week was a bit more comfortable with pupils based in shared dormitories from two to eight people close to the marine research centre in Akumal.

I would argue that the teaching of citizenship education is an important vehicle for encouraging pupils to discuss the issues facing people in other countries. However, the materials produced by development, aid and relief agencies have not, in my opinion, been successful in teaching today's pupils about globalisation. One aspect of this is due to the fact that technology has been advancing so rapidly that young people are not only more aware of current and relevant global events but they want to feel as if they can have an input to the debates around these issues. I also would argue that some of the advisory documents such as, '*Citizenship education: the global dimension*' (DEA, 2001), '*Developing a global dimension in the school curriculum*' (DFES/DfID, 2005) and '*Education for global citizenship*' (Oxfam, 2006) were unproductive in their guidance to teachers on the teaching of global education. This, I would suggest, is because the documents only gave advice and did not address how pupils themselves could be at the heart of global citizenship. I would argue strongly that global citizenship must embrace an 'active citizenship' approach in order to impact fully upon the pupils.

When the new National Curriculum for citizenship education was introduced into secondary schools in 2002 many organisations including Action Aid, Development Education Centres, the Central Bureau of the British Council and Oxfam saw the opportunity to lobby for their specific interests to be included in the curriculum. Some organisations centred their lobbying on the part of the citizenship education curriculum which noted that, '*Pupils should be taught about the world as a global community*' (QCA, 1999, p.184). However, it tended to be relief and aid and development agencies that had a concern for the global aspect of the curriculum and, under the Conservative government, issue - based education such as peace education, world studies and development education was blocked from the National Curriculum. Under the New Labour Government, aid and development agencies appeared to be more optimistic as they felt there was a new opportunity to raise awareness about their issues. Smith (2004) showed that there had been an increasing involvement of National Government Development Officers (NGDO's) into education for 'global citizenship'. The National Government Officers appeared to have used the National Curriculum as a vehicle to re-introduce development or global education. Most schools seemed to welcome the way in which aid and development organisations had appeared to show support for the 'active' aspect of the citizenship curriculum, as they felt they could meet the criteria for 'participation and active citizenship' by organising fund-raising and other charitable activities in school. This was illustrated by Evans (2007) who stated that,

'Schools strongly associated the work of development agencies with the charitable impulse' (p.219).

However, some aid agencies were not keen on fundraising in schools as they felt that it created a false impression of the educational aspect of their work, which was more concerned with raising awareness of inequalities in the world. I would argue that this research showed that, if you actively involve young people not just in fundraising but also in organising events and activities, they will be provided with the opportunity to develop valuable knowledge and skills and will be empowered to feel that they are making a difference to other people's lives, surely a vital element of 'good citizenship'.

Development organisations vary in their stance towards the 'global' in citizenship curriculum pedagogy. The aid organisation Oxfam has tried through its, *'Education for global citizenship'* resource (2015) to promote an integrated whole school ethos towards developing global education. More recently academics, theorists and organisations have presented the reasons why it is now considered necessary for pupils in school to learn about globalisation (Whitty, 2012; Whitty and Power, 2008; QCA, 2007a; DfID, 2006; Hicks, 2004). Although Crick (2002) stated that, in citizenship education, *'Local should take precedence over the global'*, my research showed that pupils at the Water Park Academy not only wanted knowledge about global issues, but that it seemed to make them more active and caring regarding local issues. Pupils also wanted to develop the skills necessary to be able to be actively involved in designing, planning and implementing practical ways of helping 'global citizens'. As stated earlier in this thesis, pupils wanted the opportunity to, *'Make a difference'*. This huge project involved many pupils at the Water Park Academy and all the Mexico team delivered assemblies to all the year groups and also at the primary schools.

I would once again argue that a whole school project supported by the governors, the leadership team, teachers, parents, past pupils and the local community can be effective in helping pupils to feel as if they have made a difference to other people's lives, which pupils said was important to them. An evolving citizenship education programme in schools would utilise modern technologies and social media and allow young people in schools to help shape a citizenship education curriculum which was responsive, energetic, passionate and genuine in its attempt to address global issues in a practical way. As I have argued previously, I firmly believe that this practical approach to citizenship education, which was not overtly based on any one particular theoretical or academic model, can help inspire, motivate and engage pupils in a unique learning frame which not only empowers them but teaches them lifelong knowledge and transferable skills.

7.3. Case study: Bilal (Youth Mayor)

As discussed in chapter 4, I was approached by one of the school council representatives, Bilal. He came to tell me his good news. He said that he had been elected to be the new Local Education

Authority Youth Mayor and that he was starting his new role in the following weeks. He was a Year 10 pupil and described himself as 'British Asian'. He told me that his role would be to, 'Attend monthly meetings; gather and understand the views of the young people that he represented; represent the views of young people at meetings; and to take part in a broad range of consultation activities'. Here is his report,

'The election process was very well done. Carrying out the elections in a fashion similar to the Adult Mayor elections was fun and hence engaging for voices in action. At first the experience was overwhelming but the staff I was in contact with did a fantastic job with facilitating me and helping with my induction. The induction was very useful and many things such as key council policies were highlighted. However, I would say that not all of it was entirely relevant since my role is not one of a full-time employee and thus the Youth Mayor spends little time in the 'Council House'. I think that for future Youth Mayors, they should not be obliged to do a full employee induction but rather a shortened version that is more comprehensible for younger people.

Additionally, I believe that the Youth Mayor should have an introduction into how to use and organise 'Outlook'. Despite being a regular email-user, moving onto 'Outlook' was rather confusing and many a time I did not see emails because my inbox was unorganised. It was explained to me that you can make folders to organise emails and that was extremely useful.

I received my badge promptly but there are a few issues with it. I understand that there is a general lack of funds in the council meaning that the badge cannot look as sophisticated as the chain that the adult mayor wears, but I think there could be some improvements with the ribbon part. For example, making it thicker so that it is easier to see and so that it doesn't look like a medal of sorts.

As part of my role I had many official engagements which may be split into two categories: school engagements and public engagements. I visited many secondary schools to raise awareness about Voices in Action's topic (mental health). This was certainly my biggest achievement. It was fantastic being able to talk to young people

about a subject that may be generally be considered to be a taboo. I knew what to do in assemblies as my youth manager and I had created a good dynamic and structure in which to deliver the talks. I would however say that it is essential to keep the assemblies short. In one of my assemblies I was required to condense my presentation into ten minutes as opposed to spending half an hour. I found that keeping the presentation succinct works much more effectively than a long presentation. Also the presentations may benefit from the usage of 'PowerPoint'.

When travelling with the adult mayor to public engagements I felt welcomed and looked after. Both the Mayor and the chauffeur were helpful and generally kind. However, I do feel that the mayor could have put more effort into introducing me and my role. Many a time I was trailing behind the mayor and felt like an additional person as opposed to a Mayor in my own right. Of course I made my own efforts to introduce myself but I feel that if the Mayor had done so then the events would have been better. Other than this I have no qualms. The Mayor's Officer was also very helpful and told me all that I needed to know ensuring that I was prepared and knew what to expect.

My term in office was challenging but rewarding. I have found the experience invaluable as it has helped my confidence and general social skills. I have progressively found it easier to talk in public because of my mayoral engagements. I believe that the role will evolve with time and people will come to understand what the role of the Youth Mayor truly entails. Naturally there will be improvements with each new Youth Mayor. I must stress to them that organisation is key. It is possible to underestimate the worth of simple things such as using the folders and calendar functions of 'Outlook'. Communication between the Youth Mayor and the Council staff is also imperative to ensure things run smoothly.

In conclusion, I am honoured to be the first Youth Mayor of this City. It is a fantastic role and there is a lot of potential to improve. I hope that all future Youth Mayors enjoy their role and are able to gain as much as I have. Furthermore, I hope they are able to improve and build upon what has been accomplished this year'

(Source: Youth Mayor's Report, Bilal: 2015).

Summary

This chapter focused on how the Water Park Academy engaged pupils in an evolving citizenship education programme. As noted previously, when citizenship education was introduced into the National Curriculum it was based upon academic and theoretical rhetoric. This research found that, when pupils were placed at the centre of a practical and evolving learning experience programme, they were enthused, driven and learn a wide range of transferable skills as well as academic content. It also showed that an effective emerging citizenship education programme, which was embedded in the ethos of the school, can have an impact on the whole school community. To reinforce my message again, I would argue that this practical approach to citizenship education, which is not overtly based on any one particular theoretical or academic model, can help to inspire, motivate and engage pupils in a unique learning frame which not only empowers them but teaches them lifelong knowledge and transferable skills.

Pupils said that they welcomed being actively involved in the Uganda Project, where they raised money to build accommodation and a school for orphans in Uganda. More specifically, they said that they liked being involved in the many fund raising activities and events at the school where they felt that they had worked as a team and developed personal and social skills. Further, pupils said that the whole school project had a massive impact in school and many sixth form pupils had visited the country as a result. Pupils also enjoyed being involved in fund raising for the Mexico project and that this additional project involved many other pupils in school. In addition, it was useful to illustrate how the Water Park Academy gave pupils a 'voice' through a personal account of the experience of one Asian pupil during his role as Youth Mayor of Derby.

This study has argued that pupils are saying that they need a 'voice' and that, as practitioners and policy makers, we need to give pupils that 'voice'. It is evident that the Water Park Academy gave pupils a real 'voice' and opportunities to take part in whole school activities and events that enabled them to 'feel empowered' and feel that they had 'made a difference'. Although some academics have questioned the status of citizenship education (Whitty, 1994; Mac Beath *et al*, 2003), I would argue that an evolving long term commitment to a whole school charity project which places pupils at the centre of its programme can have a lifelong and remarkable impact on the personal and social development of young people in a school. I would also maintain that, although short 'out of class activities' that Maitles (2010) suggested are of some value, an evolving embedded long term whole school charity project can have a more profound impact on young people's knowledge, skills and attitudes. This case study showed that this type of project can only be sustainable when there was a

whole school climate for learning and that pupils not only enjoyed taking part but also felt as if they were *'making a difference to children's lives'*.

At the Water Park Academy many pupils affirmed that, as a result of participating in the variety of school projects, they knew a lot more about poverty in Uganda, the lack of education, saving the rainforest in Mexico, global warming and what it was going to do to the planet amongst many other global issues. In addition, pupils asserted that they knew about fair trade issues and that they looked for fair trade items in their local supermarket. Citizenship lessons and assemblies had also made them aware of poverty in the world. The Water Park Academy has been involved with raising money to build accommodation and a school for orphans in Uganda and this involved the pupils in many fund raising activities and events. The whole school project has had a massive impact in school and many sixth form pupils have visited the country as a result.

As discussed in chapter 4, pupils said that they learned best when they were actively involved in the lessons through kinaesthetic learning. These case studies have illustrated that pupils learn a wide range of skills when they participated in citizenship education activities. I would argue that pupils learn more effectively when they are at the heart of an evolving citizenship education programme which not only listens to pupils it encourages them to discuss, plan and organise practical activities such as fund raising. Pupils also said that they acquire important knowledge and understanding when they actually experienced participating in the various projects, events and trips offered through an engaging citizenship education programme.

This next chapter discusses the implications of this study's findings and recommendations for future research. More specifically, it will discuss pupils' perceptions of good citizenship and proposes a citizenship education programme which is based on a targeted approach using young people as a resource. It focuses on how schools can give pupils a voice and how it can engage pupils in an evolving citizenship education programme.

Chapter 8: Conclusion

8. Introduction

The central purpose of the case study was to present a critical analysis of one interpretation of citizenship education in an 'outstanding school' (Ofsted, 2010). The mixed methods case study was carried out in an 11 to 19 (Yrs.7-13) mixed comprehensive school called the Water Park Academy. 1,246 pupils completed a whole school survey and 35 pupils were interviewed. The main research questions were:

- To explore pupils' perceptions of citizenship education
- To discuss how pupils described 'good citizenship' in the 21st Century
- To reflect on the role of young people's voice in influencing future curriculum development and education policy.

In terms of the style of the thesis, it was distinctive in that the research was carried out by a teacher-practitioner employed at the Academy. Few practitioners have had the opportunity to carry out such a substantive piece of research because the subject area has been dominated by traditional University based academics and policy leaders in various positions in the country.

This chapter will synthesise the empirical findings to answer the study's main research questions, offer concluding comments, discuss the limitations of the study and present the contributions made to the body of academic knowledge.

Although there has been some research into young people's insights of good citizenship such as Kerr *et al* (2010), many participants were either young children (Crick, 2002 and Hine, 2004) or adults (Lister *et al*, 2001; McBeth, Lybecker and Garner, 2010; Tupper and Cappello, 2012; and Thompson, 2012). This research sought to address this imbalance by accessing the views of the pupils themselves which, I would argue, must be a major element that helps to inform future educational policy pertaining to citizenship education and 'good citizenship'. Furthermore, it might be argued that there has also been a lack of research from educational practitioners with an insider-researcher position such as mine.

When exploring pupils' perceptions about citizenship education and the notion of the 'good citizen' it was clear that pupils relished the opportunity to have a 'voice.' Such a 'voice', I would argue, can help the development of an evolving targeted citizenship education programme which would contribute towards the development of 'well rounded young citizens', surely the main aim of citizenship education. Such a view is clearly in keeping with democratic ideas and liberal economic

philosophy. Furthermore, it might be argued that taking the 'pupil voice' seriously is something to be applauded as it challenges unhelpful stereotypes about young people.

This study supported the work of Rudduck (2003) and Halsey *et al* (2006), which highlighted the importance of 'pupil voice' in citizenship education. The development of citizenship from a pupil perspective rather than from a policy viewpoint is, I would argue, of primary importance. 'Pupil voice' must be central in promoting a targeted and effective citizenship education programme which engages young people. I would argue that only through accessing and utilising pupil views about citizenship can policy makers ensure that an evolving targeted citizenship education curriculum is achieved.

As mentioned, whereas much of the previous research on citizenship education was based on academic and theoretical studies, for example Crick, (2013); Geboers, *et al* (2013); Mills, (2013); Ofsted (2013); and Reilly *et al* (2014), this study's research approach, where pupils were asked directly what they thought, was something quite innovative. The outcomes of this study provide important pointers that will help to inform schools about how to ensure that the citizenship education provided is targeted and relevant. This study discovered that pupils wanted a 'voice' and were able to provide a relevant one. As previously discussed, professionals must give pupils a 'voice' about how they experience citizenship education. Facilitating this 'voice' is not only more democratic than a teacher-led model of education, but also it offers an insight about the pupil view of teaching and learning which, as I have argued, will provide pupils with a targeted and evolving citizenship education programme. Additionally, this research enabled pupils to speak openly about their relationships with teachers and, more specifically, the personal qualities and style of a 'good teacher'. This study was in keeping with the work of Cook-Sather (2006); Fielding (2007); Flutter and Rudduck (2004); MacBeath *et al* (2003); and Rudduck and McIntyre (2007), who have all valued the contributions made through accessing 'pupil voice'. This research was in contrast to the work of Grace (1985), who viewed young people as '*vulnerable, incompetent and immature.*' It might be argued that young people cannot learn about meaningful and responsible participation in society if their views are to be ignored by those in authority. Enabling pupils to offer a 'voice' provides valuable information for teachers and policy makers. It can also provide an opportunity for pupils to develop qualities of participation and engagement.

Chapter 5 discussed perceptions of citizenship education and, specifically, investigated pupil views on the quality and content of the citizenship education. This involved an explanation of how it was taught, how it influenced pupils and how the subject had changed. This research agreed with the work of Kearney (2011) in demonstrating that young people were able to express with clarity their

views on the quality of teaching and learning taking place. Pupils were of the opinion that citizenship education was an important subject and that most lessons were either outstanding or good. They valued discussing social issues and current affairs that were interesting and relevant to them. Group work was clearly the most favoured classroom activity, where clear ground rules were set for discussion and pupil views were treated seriously by the classroom teacher. Where the teaching was concerned, some pupils felt that a number of teachers lacked confidence, subject knowledge and commitment when in the classroom. This was something found to be more likely when citizenship education was viewed as a mere adjunct on a teacher's timetable. Pupils also commented that some teachers were open about their lack of knowledge and interest in the subject and this was something not welcomed by the pupils. However, where good or outstanding citizenship education lessons were experienced they were viewed very positively by pupils. When teachers created a positive learning environment, were knowledgeable about the subject and invited pupils to get involved, citizenship education was at its best. In terms of the science of teaching, the lessons needed to be interactive, purposeful and well-planned with outcomes that inspired young people to make a difference to their communities.

The sort of best practice referred to above can only be achieved where teachers are knowledgeable, are afforded time to prepare lessons and have had the necessary subject specialist training. Poor management practices, where citizenship education is given to non-specialists, should not occur. Furthermore, when such poor practice was experienced by pupils it sent a message that citizenship education was not important and the pupils were also not important. Computers must be made available during citizenship education classes so that pupils can undertake research independently. Resources must be allocated for the subject as it will clearly grow in importance as policy makers seek to promote participation, economic independence and tolerance. Suitable staffing, resources and team planning are all important if citizenship education is to become a recognised subject with a similar status to the established Humanities and Social Sciences. The research showed that the teacher-pupil relationships at the Academy were strong and many pupils valued having the lessons taught by their form tutor. The relationship between tutor and their pupils appeared to be a closer one to that of the teacher and pupil because the tutor also had a pastoral role. Therefore, when a personal tutor provided citizenship education, pupils were likely to be more confident about contributing to debate and more confident talking about sensitive issues.

When Crick (1998) introduced citizenship to the National Curriculum, one of the three strands of the subject was 'political literacy'. This research supported the work of Ireland *et al* (2006) as it found that this was an area that some teachers still find challenging. How politics was introduced and then

taught as an issue, requires greater consideration because practitioners can lead pupils to develop negative attitudes towards the subject otherwise. As discussed in Chapter 4, although some pupils expressed that they felt that politics was their least favourite subject, many pupils did say that they enjoyed relaying their views and opinions on political issues. Politics is a fundamental part of citizenship education and, although most felt it was an important subject, many said that the provision was not as strong as other aspects of the course. Ireland *et al* (2006) also found that the 'active' components of the course that related to voting and politics were relatively uncommon. This suggested that teachers in other institutions might also find teaching politics difficult and may avoid teaching it. Therefore, policy makers and senior managers in the sector must examine how knowledge and skills associated with politics can be provided in a confident, accessible and participatory way.

Pupils valued the lessons which were active, well-structured and where there was an opportunity to discuss current affairs. Pupils wanted less writing and more use made of the Power-Point presentations with images and interactive content. They said that the learning was best when small group discussion took place and where ground rules were agreed in order to prevent boys from dominating discussion. However, it might be argued that often complex topical issues in the news do not always present themselves as accessible to pupils when the sessions are limited to 25 minutes and these are only offered twice a week. I would argue that citizenship education lessons should be timetabled for a longer period of time to allow for a thorough examination of the topic content. Thus, adequate timetabling and emphasis to the subject by teachers and senior management must be provided in order to progress the status of citizenship education. The opportunity to develop and express their views about topical or controversial issues was something that pupils really valued. Pupils also welcomed active citizenship lessons, something which was also found to be the case by Ireland *et al* (2006); Nelson and Kerr (2006) and Peterson *et al* (2009).

Pupils enjoyed the communitarian aspects of citizenship education, such as fundraising events for different charities, being involved in electing representatives on the school council, participating in assemblies such as the mock election and actively supporting school and community events. The analysis also showed that whole school and year assemblies were welcomed by the pupils. Through engagement in activities, such as the Uganda Project and other charity events, there appeared to be a strong ethos of participation outside the school as well as within it, again something that should be the essence of a targeted and effective citizenship education programme. This research has commented on the changes to citizenship education over the last decade. For example, academics such as Cristol, Mitchell and Gimbert (2010) have argued that much of today's new citizenship

education has had a greater emphasis on global citizenship. Having an evolving long term commitment to a whole school charity project which puts pupils at the centre of its programme can have a lifelong impact on personal and social development of young people. Whilst the short 'out of class activities' that Maitles (2010) suggested are of some value, a long term whole school charity project can have a more profound impact on young people's knowledge, skills and attitudes.

The Uganda project was highly regarded by pupils as something which made a substantive difference to the lives of children in Africa. Pupils at the Academy said that they were far more knowledgeable about poverty and lack of educational opportunity in Uganda, saving the rainforest in Mexico, the impact of global warming and other environmental problems as a result of these citizenship education projects. Pupils had become more globally aware and understood fair trade issues which had in fact informed their own purchasing behaviour. This whole school Uganda Project had a significant impact on the Academy, with many sixth formers visiting the country as a result. Members of the Academy who spoke to their friends from other schools about the Uganda Project said they also wanted to 'get involved'. I would argue that policy makers and educationalists must provide a template on such projects in order to facilitate other schools to engage in similar projects with a global theme. This is the essence of 'active' that will engage pupils and lead to lifelong learning about such issues.

In Chapter 6, pupil perceptions of a 'good citizen' were presented for discussion. Pupil views broadly reflected the notion of a 'good citizen' as reported by the NFER (2012). The characteristics identified in a 'good citizen' were those associated with civil rights, social and family responsibilities and civic participation. However, this research offered a number of additional qualities to those published in the NFER (2012) report. For example, it was found that pupils equated 'good citizenship' with voting and engagement in politics and government. In addition, pupils stated that a 'good citizen' would be knowledgeable about politics and democracy and the majority of pupils said that a 'good citizen' would vote in general elections. Furthermore, the 'good citizen' would also vote in local, national and European elections. These views seemed at odds with the work of Jowell and Park (1998), who argued that young people were 'a disengaged generation.' Pupils also felt that a 'good citizen' would get involved in debates and make their voices heard. This was certainly a view which Crick (1998) advocated in his model of citizenship. Also, pupils stated that a 'good citizen' was somebody who understood the importance of a democracy. In addition, it is important to report that not all pupils wanted to vote at 16. Pupils relayed that, at times, politics seemed complex and difficult to understand. However, many stated that they lacked the knowledge or skills to vote at 16. Pupils said that the 'good citizen' should understand the basics of politics and participate in it where they could

and support democracy and democratic institutions. Ironically, this was just the topic most pupils found most difficult to understand and the topic teachers found most challenging to teach. It was quite surprising that politics was so narrowly interpreted as voting in elections rather than direct action, pressure group politics and the many opportunities to engage in online politics. It might be argued that this illustrated the lack of political knowledge amongst the pupil body and some teachers. Only a small number of pupils felt that a 'good citizen' was a member of a political party and this might support Crewe's '*decade of dealignment*' theory, where Party identification has gradually grown weaker as social class identity also weakens (Sarlvik and Crewe, 1983). Some pupils in the research made reference to a sense of 'national responsibility,' stating that a 'good citizen' would support the government in what they were trying to do by obeying the laws of the land and by voting in local and general elections.

Although the NFER (2012) reported that young adults described a 'good citizen' as someone who 'obeys the law', many pupils in this case study felt that in addition a 'good citizen' was somebody who would 'care about the community' and 'participate in community activities'. Additionally, they suggested that 'good citizens' were not just those who do not break the law but were active in making the country a better place to live. Many felt that a good citizen would undertake charity work, such as fund-raising and be involved in activities run by the local or wider community. This form of participation was referred to as 'helping out' in the community but pupils also felt that they should be '*making the community a better place to live in*'. A large number of pupils said that community involvement was important as it afforded them an opportunity to engage in activities which benefitted the environment. Pupils also said that a 'good citizen' should be considerate to others, show understanding and respect other people. They also made reference to the responsibility of respecting vulnerable people, especially the elderly and the disabled. Furthermore, some mentioned that a 'good citizen' would also care for their neighbours and family members. They also offered views associated with tolerance and a determination to overcome differences with one another through community engagement. It showed that an evolving targeted citizenship education programme, which was embedded in the ethos of the school, had an impact on the whole school community. Other qualities offered by the pupils were being responsible, being good listeners and caring about those around them. Primary data also showed that pupils thought that '*listening and valuing*' what people said and trying not to be judgemental or overly critical were also positive aspects of the 'good citizen'.

Young people are often represented by the media and by politicians as being disaffected or alienated. As noted previously, the young are often referred to as anti-social and unengaged. Yet this

research found that pupils had a high degree of identification and engagement with their school and community. Further, pupils also said that strong relationship with family and friends should be important to the 'good citizen' but that in addition they ought to be concerned with global issues and global problems. Perhaps this more global outlook may have been fostered by their Uganda experiences or the notion of the global village, which was something partly reinforced by the internet and its ability to cross continents with ease.

Another interesting outcome evolving from the interviews was that pupils described a 'good citizen' as a person who was morally and socially responsible. Pupils seemed to have strong views about notions of right and wrong. In their interviews, pupils talked freely about social and moral issues and felt that most young people took responsibility seriously. The findings of this research were consistent with the work of Althof and Berkowitz (2006), who suggested that it was important for schools to foster the development of moral citizens in a democratic society and to teach civics and develop citizenship skills and uprightness with young people. Pupils also described a 'good citizen' as someone who would take social and moral responsibility seriously and would have good social skills and the ability to '*get along*' with people. The most recurrent theme referred to by the pupils in the research in relation to the notion of responsibility and 'good citizenship' focused on the '*school and local community*'. Pupils also talked about fairness and justice in their model of the 'good citizen'.

By way of a critique, few pupils in the research mentioned citizenship rights and what these mean. This may be because this did not appear to be a strong focus of the National Curriculum for citizenship education (2001). The 'good citizen' did not appear to be someone concerned with defending civil, political or social rights. Any focus on rights creates a responsibility for the state and this may necessitate significant public expenditure. As such, it may have been viewed by the policy makers as inconvenient to promote a sense of entitlement in the 'good citizen' and far more convenient to promote independence, humanity and communitarian behaviours.

Another interesting finding of the research was whether or not pupils described themselves as a 'good citizen.' The majority of pupils (62.1%) strongly agreed or agreed that the citizenship education provided helped them to learn about becoming a 'good citizen'. This suggested that the interviewees saw their own citizenship as something evolving rather than something fixed. Just as the pupil journey is referred to in educational texts, becoming a 'good citizen' for those in the secondary school system may also be perceived as a journey. Many pupils in the research were optimistic about their own 'good citizenship' but none were content about their own knowledge or skills but had a desire to become a better citizen. The impression from this research was that most pupils had a clear opinion of what constituted a 'good citizen'.

This study acknowledged Tourney-Purta *et al* (1999), who helped to refresh public debate about the 'goals of education' by reporting that, since the subject 'society' was first offered in schools, the focal point had been 'good citizenship.' This thesis demonstrated that many pupils at the Academy described themselves as 'good citizens.' When this concept was explored in more depth, pupils said that they showed compassion for others, empathy, tolerance and a commitment to 'make a difference' in their schools and wider communities. Although theorists and academics have argued about the definition or normative model of 'good citizenship,' such as McBeth, Lybecker and Garner (2010), I would contend that an evolving targeted citizenship education programme can be effective in developing personal, social and organisational life skills. I would also argue strongly that such a programme can help pupils to think for themselves and develop the variety of skills that they will need during their life. As noted previously, when citizenship education was introduced into the National Curriculum it was based upon academic and theoretical rhetoric. This research has shown that, when pupils and 'pupil voice' were placed at the centre of a targeted and evolving learning experience programme, they were inspired, motivated and acquired a whole range of transferable skills. This study builds on the work of McMullen (2015), who said that effective learning in citizenship education was vital and that the subject was not about trying to fit young people into the same mould or creating model 'good citizens'. Perhaps schools ought to foster greater critical awareness in their pupils within the limits of the citizenship education curriculum.

Furthermore, the curriculum must recognise the needs of pupils to access information and current affairs in a speedy manner. For citizenship education to be relevant, teachers need to make best use of mobile phone technology, hand held devices and internet access in the classroom. Although this might present challenges it also offers many opportunities. Some academics have questioned the status of citizenship education (Whitty, 1994; MacBeath, 2003) yet I would argue strongly that education itself must be more than an 'examinations factory' where the only guiding principle was the production of qualifications. Independence, social skills, tolerance, social and political participation cannot be fostered by subjects like Biology, Maths or English, as important as those subjects are. These behavioural traits and qualities of the personality can only develop in positive ways through a targeted evolving citizenship education programme.

8.1. Limitations

This research has contributed to the body of knowledge about citizenship education but, as with all such pieces of research, it has some limitations. Firstly, as an insider-researcher it may be argued that I was influenced by the ethos and practices of the school. The concept of 'researcher bias', or the 'researcher effect', commonly present themselves. This critique was controlled and planned for

as far as possible by ensuring that open ended questions were asked. Pupils were afforded the time and opportunity to respond to questions as they wished. The right to withdraw, confidentiality and anonymity were also guaranteed. There was an awareness that conducting such research might lead to tensions amongst staff and managers. Such tensions were largely overcome due to the pathway of mutual support established prior to the beginning of the research itself. Secondly, it could be argued that some pupils may wish to please the researcher, or at least offer what they thought were the right answers. However, the main reason for including a forty question survey during the research process was to ensure that there was an opportunity for respondents to complete the questions through an on-line survey, which was anonymous. Thirdly, it could be argued that the Academy was unrepresentative because there were few pupils from ethnic backgrounds. However, case studies are never representative as that is the nature of the approach. In order to add greater rigour a mixed methodological approach was used. By employing a survey and group interviews a degree of cross referencing was achieved. Furthermore, the evidence base for the findings was strong and, although theory was certainly something that proved valuable, the research was largely empirical and democratic in that 'pupil voice' was accessed and articulated.

8.2. Contributions to the body of knowledge and recommendations

As previously stated in the introduction to this case study and emphasised throughout the thesis, this study has made three key contributions to educational policy. These are: (1) it allowed the 'pupil voice' to be heard and also showed that pupils can be reflective, critical and give honest and open views; (2) it was distinctive as the research was carried out by a teacher practitioner working at the Water Park Academy; (3) it provided a unique context in which young people's voices were not only heard but were considered when informing current practice and development in citizenship education and pupils' views as to what constitutes a 'good citizen' in the 21st-century. These contributions will now be addressed in turn and their contribution to the body of knowledge emphasised.

(1) The term 'pupil voice' in educational research terms encompasses a wide selection of initiatives that support the role of pupils in research and informing educational change. Cook- Sather (2006) defined 'pupil voice' as having an active role and that pupils have a valued perspective. 'Pupil voice' is situated within a complex network of school structures and school cultures that are influenced by policymakers, teachers, researchers and the pupils themselves. Attention and interest in 'pupil voice' has re-surfaced because professionals have sought the need to review the practices and values that have influenced the education system and which contrast greatly with how young people live today (Rudduck, 2007). Although this case study accessed 'pupil voice' it also aimed to respond to pupils

and to empower them with opportunities to influence curriculum development. This rationale supported the work of Cook-Sather (2006), who suggested that pupils should not only be given a 'voice' but also presence and power.

Although empirical studies have been carried out demonstrating the important practical contributions of consultation for school improvement, such as Flutter and Rudduck (2004); MacBeath *et al* (2003); Morgan (2013); Pedder and McIntyre (2006); and Rudduck and McIntyre (2007), this case study contributed further in that responses to 'pupil voice' have helped shape the citizenship education programme at the Academy. For example, pupils at the school have raised thousands of pounds each year since 2008 through their own fund-raising activities and developed their knowledge and skills to build a school and accommodation for orphans in Uganda. This model of a targeted, evolving and effective citizenship education has also inspired and empowered individuals to work in teams, develop skills such as problem solving, decision-making, co-operation, commitment and hard work.

(2) This thesis aimed to help teacher-practitioners who are working in educational contexts to deepen their knowledge and understanding about complex learning environments. How pupils are given a 'voice' and how often, are critical to the process. As this case study showed, pupils can be given the opportunities to reflect, articulate and consider many issues that relate directly or indirectly to them. More specifically, this case study aimed to provide teachers with an in-depth exploration of citizenship education in schools and pupil perceptions of the 'good citizen'. Teachers need to think how they can reflect on their own individual practice and how to provide pupils with more active discussion based learning opportunities where they can focus on relevant issues. An example of a targeted programme where young people are used as a resource can be found in Appendix F.

(3) The role of insider-researcher was viewed as a success and this sort of practice certainly leads to better informed classroom management and more active learning. This case study and the citizenship programme not only gave pupils a 'voice' but it also gave them an opportunity to develop knowledge, skills and attitudes towards 'good citizenship.' It enabled pupils to 'make a difference' and to actively contribute to a whole school citizenship education project which helped to increase confidence and efficacy and made pupils feel valued and respected. This study has illustrated how citizenship education can be an effective vehicle for developing 'good citizenship' within the framework of an evolving targeted model of citizenship education.

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Appendix A

Survey questions

Q1-4 Related to age, gender, and ethnicity

Q5. Have you ever voted in any type of election (e.g. school council)?

Yes

No

Q6. On a normal school day, how much time do you spend playing games or using social networking sites like 'Facebook' or 'Twitter'?

No time

Less than 1 hour

1-2 hours

3-5 hours

More than 5 hours

All the time

Q7. How often do you read a national newspaper?

Never

Sometimes

Often

Q8. How often do you use a mobile phone during the day?

No time

Less than 1 hour

1-2 hours

3-5 hours

More than 5 hours

All the time

Q9. How often do you get hurtful or abusive messages from other people on the social network sites?

Never

Less than 1 hour

1-2 hours

3-5 hours

More than 5 hours

All the time

Q10. What do you think citizenship education is?

(Select all that apply)

Citizenship Education is about learning to become a 'good citizen'.

Citizenship Education is learning about the political parties and political systems in this country.

Citizenship Education is about encouraging young people to vote in local and general elections.

Citizenship Education is learning about moral and social issues like racism, discrimination, bullying.

Citizenship Education is about learning to take part in school and community activities like charity work and fundraising.

Other (please specify):

Q11. Which of the following Citizenship areas of study is your favourite?

(Select all that apply)

Sex and relationships

Uganda Project

Drugs

Careers

Smoking

Alcohol

Politics

Media and technology

Other (please specify):

Other (please specify):

Q12. How frequently do you take notes in your citizenship education lessons?

Often

Sometimes

Never

Q13. How frequently do you discuss issues with other students in your citizenship education lessons?

Never

Sometimes

Often

Q14. How frequently do you give presentations during your citizenship education lessons?

Never

Sometimes

Often

Q15. How frequently do you work from text books and worksheets during your citizenship education lessons?

Never

Sometimes

Often

Q16. How frequently do you watch 'PowerPoints' in your citizenship education lessons?

Never

Sometimes

Often

Q17. How frequently do you work in groups in your citizenship education lessons?

Never

Sometimes

Often

Q18. How frequently do you use computers or the Internet in your citizenship education lessons?

Never

Sometimes

Often

Q19. Citizenship education lessons have changed over the years.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Other (please specify):

SECTION 2

Q20. There are lots of political parties in this country, for example Labour, Conservative, Liberal Democrats. Which political party do you support?

Conservatives

Labour

Liberal Democrats

Other

Do not know

Do not want to say

Q21. Do you support the same political party as your parents?

Yes

No

Not sure

Q22. I have become more aware of issues like HIV/AIDS, Poverty, Culture and Identity since we have discussed the Uganda Project in lessons.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q23. I am interested in local and national political issues.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q24. A good citizen is someone who obeys the law

Strongly agree

Agree

Disagree

Strongly disagree

Q25. A good citizen is someone who joins a political party

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q26. A good citizen is someone who fund raises for Charities or the Uganda Project.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q27. A good citizen is someone who participates in activities to benefit people in the community.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q28. Will you vote in general elections?

Yes

No

Do not know

Q29. I think young people should be able to vote in elections at 16 years of age.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q30. Learning about the Uganda Project in school has helped me become a better 'citizen'.

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Other (please specify):

Q31. Do you enjoy your Citizenship lessons?

Yes

No

Sometimes

Do not know

Q32. Which of the following subjects do you consider to be the most important?

(Select all that apply)

Art

Citizenship

Design Technology

English

MFL

Health and Social Care

Sociology

Psychology

Geography

Food Technology

Information Technology

Mathematics

Physical Education

Science

Music

Drama

History

Philosophy and Religious Education (PRE)

Other (please specify):

Q33. Which of the following subjects do you consider to be your favourite?

(Select all that apply)

Art

Citizenship

Design Technology

English

French, German, Spanish

Geography

Food Technology

Information Technology

Health and Social Care

Sociology

Psychology

Mathematics

Physical Education

Science

Music

Drama

History

Philosophy and Religious Education (PRE)

Other (please specify):

Q34. Which best describes the way you learn?

Visual (through seeing)

Auditory (through listening)

Kinaesthetic (through doing)

Do not know

Q35. Do you think Citizenship is an important subject?

Yes

No

Do not know

Other (please specify):

Q36. How would you rate your Citizenship teacher?

Excellent

Very good

Good

Not very good

Poor

Q37. Citizenship lessons help me to learn about becoming a 'good citizen'?

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q38. Citizenship lessons are as good as other lessons?

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q39. I am learning and progressing well in citizenship lessons?

Strongly agree

Agree

Disagree

Strongly disagree

Do not know

Q40. My teacher praises me in citizenship lessons?

Never

Sometimes

Often

Appendix B

Topic guide and schedule for pupils' interviews at the Water Park Academy

This script was read out before carrying out the interview with the pupils

Aim: The aim of this study is to find out about pupils' views on citizenship education and good citizenship.

Context: All pupils in the school have taken part in completing an on line survey (January-April 2014).

You have been selected from your year group to be interviewed.

At the start of the interview, I found out about the pupils as individuals rather than launching straight into the interview. I offered them a cup of tea and biscuits then had a short discussion with them to make them feel at ease.

I asked questions like;

R. So can I start by asking you to tell me a bit about yourself: What year group are you in? How would you describe your ethnicity? Do you have any hobbies or interests?

I recorded their responses on this sheet and as before I started recording the interview I wanted to make sure all the pupils had agreed to take part in the interviews.

Year Group.....Gender.....Ethnicity.....Ability.....

Protocol for the interviews: Ground rules

I want to thank you all for agreeing to take part in these interviews today. They are important as we want you all to give your views and opinions about citizenship education.

In order to be fair to everyone I am going to ask if you stick to the following ground rules for effective interviewing.

They are; listen carefully to the question. When it is your turn, put forward your views and opinions bearing in mind that you need to respect what others are saying.

Everyone has the right to speak and everyone has the right to be listened to. When someone is speaking do not interrupt or shown a lack of respect.

Try to adopt good listening skills like having eye contact, leaning forward, smiling and having a relaxed and positive style whilst sitting.

Is everyone happy with this? Does anyone want to add or delete anything?

I am going to record the interviews. Is that alright with you?

Please answer all the questions as honestly as possible.

Are there any questions before you start?

Thank you again.

Interview questions

1. Why do you think we do citizenship education in school?
2. Describe your best citizenship education lesson
3. Describe a good citizenship teacher
4. Describe what the three strands to citizenship education are
5. What skills do you think you have developed in citizenship education?
6. How do you think citizenship lessons have changed over the years?
7. This school got an Ofsted 'outstanding' in citizenship education...why do you think that was?
8. Describe the citizenship 'activities' you have taken part in; in or out of school.
9. What topics would you include in the citizenship lessons?
10. Describe a good citizen.
11. Would you describe yourselves as good citizens? Why?

Thank you very much for taking part in this interview.

Your answers and opinions will be used as part of a survey to look at pupils' views on citizenship education and 'good citizenship'.

Appendix C

Findings from the survey

The survey utilising the 'Bristol on-line survey' package was launched to all pupils in each year group in January 2014 and was completed on 11 April 2014. The information was transferred to the 'Statistical Package for Social Scientists' (SPSS) programme and analysed in this next section. The number of respondents who undertook the survey was 1246.

Q1

In response to the question 'are you male or female?' 48.6% (600) said they were males and 51.4% (634) said they were females.

Q2

In response to the question 'how would you describe yourself?' the majority of pupils stated they were White British and that was 83.8% of the pupils. The next category was Asian or British Asian which was 4.5% and third most prevalent category was mixed Ethnic origin 2.6%.

Q5

In response to the question 'have you ever voted in any type of selection e.g. school council?' 62.1% of respondents said yes and 37.9% of respondents said no.

Q6

In response to the question 'on a normal school day how much time do you spend playing games or using social networking sites like Facebook or Twitter?', 33.1% said two hours, 23.7% said less than an hour, 18% said 3 to 5 hours, 6.6% stated more than five hours, 7.5% responded all the time and 11.1% said no time.

Q7

In response to the question 'how often do you read a national newspaper?' 47.7% of the pupils said never, 46.9% said sometimes and 5.3% replied often.

Q8

In response to the question 'how often do you use a mobile phone during the day?' 25.8% said sometimes 24.4% said often two hours 17.3% to 3 to 5 hours 16.1% and all the time 9.6% said more than five hours and 6.7 said no time?

Q9

In response to the question 'how often do you get hurtful or abusive messages from other people on the social network sites?' 88.9% said never, 7.1% said less than an hour, 1.4% said one to two hours, 1.4% said all the time, 0.9% said 3 to 5 hours 0.4% said more than 5 hours.

Q10

In response to the question 'what do you think citizenship education is?' the majority of pupils said sometimes (787) said citizenship education is learning about Moral and social issues like racism, discrimination, bullying. 591 said citizenship education is about learning to be a good

citizen. The next largest response was 392 citizenship education is learning about the political parties and political systems in this country. Sig.

Q11

In response to the question ' which of the following citizenship areas of study are your favourite?' The Uganda project was deemed to be the most favourite with 391 responses; careers was the second favourite with 383; drugs education was next with 368 and 4th was media and technology with 337 responses.

The least favourite subject was deemed to be politics 197 respondents.

Q12

In answer to the question 'how frequently do you take notes in your citizenship education lessons?' the biggest response by the pupils was 55.3% said sometimes, 25.4% said never and 19.3% said often.

Q13

In answer to the question, 'how frequently do you discuss issues with other pupils in your citizenship lessons?' 57.6 said sometimes, 22.3 said often and 20.1 said never. Sig..

Q14

In response to the question 'how frequently do you give presentations during your citizenship education lessons?' 68% said never, 28% said sometimes and 23.3% said often.

Q15

In response to the question 'how frequently do you work from textbooks or worksheets during your citizenship education lessons?' 54.2% said never, 37.1% said sometimes and 8.7% said often.

Q16

In response to the question, 'how frequently do you watch PowerPoint in your citizenship education lessons?' 68.8% said often, 24.6% said sometimes and 6.6% said never. Sig

Q17

In response to the question, 'how frequently do you work in groups in your citizenship education lessons?' 52.4% said sometimes, 26.6% said often, 21.1% said never. Sig

Q18

In response to the question , 'how frequently do you use computers or the Internet in your citizenship education lessons', 52.1% sometimes, 44.9% said never and 3% said often.

Q19

In response to the question ' citizenship education lessons have changed over the years ', 53% of pupils said that they did not know , 29.3% agreed with statement , 9.2% disagreed with the statement , 3.2% said they strongly agreed , 2.1% said they strongly disagreed and 3.2% specified other remarks.

Q20

In response to the statement , 'there are lots of political parties in this country like the Labour Party, Conservatives and the Liberal Democrats , which political party do you support ? The majority of students 61% said that they did not know, 10% said that they did not want to say, 9.4% said Conservative, 9.9% said Labour, 6.5% said other, and 3.2% said Liberal Democrats. Sig.

Q21

In response to the question, 'do you support the same political party as your parents?' 67% of pupils said that they were not sure, 19.9% said yes and 13.1% said no.

Q22

In response to the statement , 'I have become more aware of the issues like HIV AIDS, poverty, culture and identity since you discussed the Uganda project in lessons' ; 54.8% of the pupils agreed , 21.6 strongly disagreed , 11% didn't know , 8% disagreed and 4.6% strongly disagreed.....sig diff?

Q23

In response to the statement, ' I am interested in local and national political issues', 33.6% agreed, 25% did not know, 24.8% disagreed, 10.9% strongly disagreed, 5.8% strongly agreed.

Q24

In response to the statement, 'a good citizen is someone who obeys the law ' , 66.5% agreed, 19.6% strongly agreed, 12.1% disagreed and 1.8% strongly disagreed....sig?

Q25

In response to the statement, ' a good citizen is someone who joins a political party ' , 50.2% disagreed, 22.4% did not know, 16.9% strongly disagreed, 9.2% agreed and 1.2% strongly agreed. Sig

Q26

In response to the statement, ' a good citizen is someone who fundraisers for charities or the Uganda project', 56. 3% agreed ,18.2% disagreed ,10.9% strongly agreed ,10.9% did not know and 3.7% strongly disagreed....sig diff

Q27

In response to the statement, ' a good citizen is someone who participates in activities to benefit people in the community ' ; 64.8% agreed , 12 4% strongly agreed ,11.8% did not know , 8.9% disagreed and 2% strongly disagree. Sig....

Q28

In response to the question, ' will you vote in general elections?' 49.4% said yes, 35.9% said they did not know and 14.7% said no.

Q29

In response to the statement, ' I think young people should be able to vote in elections at 16 years of age ' ; 32.9% agreed, 28.2% disagreed, 20.4% did not know, 10.5% strongly agreed and 8%

strongly disagreed. Sig....

Q30

In response to the statement , ' learning about the Uganda project in school has helped me become a better citizen', 43.8% agreed ,18.6% did not know ,16.7% disagreed ,11.6% ,strongly agreed , 5.2% strongly disagreed and 4.1% gave other responses...sig

Q31

In response to the question , 'do you enjoy your citizenship education lessons ?46.4% said sometimes , 28% said no , 23.5% said yes and 2.2% did not know.

Q32

In response to the question, 'to which of the following subjects do you consider to be the most important ?

The majority of students said that Mathematics was the most important subject (1013); Second was English (966); Science was third (871); fourth came Modern Foreign Languages (380); fifth was History (337); sixth came Geography (327); seventh was citizenship education (262); citizenship education was therefore seventh out of eighteen subjects listed.

Therefore citizenship education was considered to be as **important** as other subjects offered at the study school. **Sig....**

Q33

In response to the question, 'which of the following subjects do you consider to be your favourite? 538 said Art; 371 said Design technology; 363 said Physical education; 342 said History; 340 said Science. Citizenship education came out 16 out of 18 subjects, with only 60 pupils saying they thought CE was their favourite subject.

Q34

In response to the question, 'which best describes the way you learn? 43.9% said Kinaesthetic (through doing); 27.4% said visual (through seeing); 15.2% said that they did not know; 13.5% said auditory through (listening).Sig...use in ch 4 pupil voice

Q35

In response to the question, 'do you think citizenship is an important subject? 44.2% said yes, 29.3% no, 19.8% said do not know and 6.6% of the responses were other statements. Sig.used in ch 4 pupil voice.....

Q36

In response to the question, ' how do you rate your citizenship teacher? 34.8% said good, 29.1% said excellent, 24.6% said very good, 6.2% said poor and 5.3% said not very good.

Q37

In response to the statement, ' citizenship lessons help me to learn about becoming a good citizen ', 8.5 strongly agreed, 53.6% agreed, 18.9% disagreed, 14.5% did not know and 4.5% said strongly disagree. Sig.....

Q38

In response to the statement, ' citizenship lessons are as good as other lessons ' ' 37% disagreed , 23.4% agreed , 22.4% strongly disagreed, 5.1% strongly agreed and 12.1% said they didn't know.ch
4 pupil voice

Q39

In response to the statement, ' I am learning and progressing well in citizenship lessons' , 50% agreed , 21% did not know ,16.1% disagreed, 6.5% strongly agreed and 6.4% strongly disagreed.

Q40

In response to the statement, 'my teacher praises me in citizenship lessons ' , 58.2% said sometimes , 25.9% said never and 15.9% said often.

Appendix D

Survey overview

Number of respondents: 1246

Expected number of respondents: 1000

Response rate: 124.6%

Launch date: 13 Jan 2014

Close date: 11 Apr 2014

Male 48.5% 604

Female 51.5% 642

Asian or British Asian: 4.6% 57

Black or Black British: 1.9% 24

Chinese: 0.3% 4

Mixed ethnic origin: 2.6% 32

White British: 83.8% 1044

White European: 2.4% 30

Other ethnic group: 0.0% 0

Prefer not to say: 1.9% 24

Other (*please specify*): 2.5% 31

Year 7: 18.7% 233

Year 8: 15.7% 196

Year 9: 16.0% 199

Year 10: 17.7% 221

Year 11: 16.1% 201

Year 12: 10.9% 136

Year 13: 4.8% 60

Appendix E
Overview of the interview demographics

Y7=4 Y8=4 Y9=6 Y10=4 Y11=6 YR12=3 YR13=7 YR14=1 Total interviewed = 35

Year 7 x 4 (2 x Females, 2 x Male); (Females: P1: x Mixed race Asian, P2 x White British) (Males P3 x White British, P4 x British Asian.)

Year 8 x 4 (2 x Females, 2 x Males) (Females: White British/Mixed race, British Asian) (Males: Polish/white, British Asian)

Year 9 x 6 (3 Female 3 Male) Boy 1: White British; Boy 2: white British; Boy 3: Asian British) (Girl 1: white British; Girl 2: Mixed race Asian British; Girl 3: White British).

Year 10 x 4 (Females x 3) (Male x1) (Female: 2x White British, 1x Asian)(Male x British Asian)

Year 11 x 2 (Males) (White British x1) (British Pakistani x1)

Year 11 x 2 (2 Female)

Year 11 2 X Females (P1 British Asian; P2 White British)

Year 12 x 3 pupils (1x Female, 2x Males) (Female: British Caribbean) (Males: 1xBritish Asian 1x British White)

Year 13 x 3 Pupils (1 Female, 2 Male) (Female: White British) (Males: x1 White British x1 British Asian)

Year 13x2 pupils (1 female White British) (1 male White British)

Year 13 x 2 pupils (2x Boys White British)

Year 14 x 1 Boy (White British)

Appendix F

An example of a targeted citizenship education programme where young people are utilised effectively as a resource

Rationale

As citizenship education is a statutory subject on the National Curriculum in England (2002), schools must integrate it into the ethos and daily routines of the school. There are a variety of teaching approaches to citizenship education and, according to the Department for Education (2014), it is for each school to determine what is most appropriate for them. This autonomy or discretion may be viewed as at odds with the top-down rigidity often found in other parts of the school curriculum. A participatory approach was most evident at the Water Park Academy. The whole school Uganda Project was an example of this. Whether participatory, observational or social learning approaches are used the overall objective is to foster useful social and economic skills and a range of positive values in the individual. The programme provided at the Water Park Academy was certainly an inclusive one in that a range of stakeholders participate such as the pupils themselves and, where possible, their parents and the wider community. In keeping with the general trends in educational practice, the programme is predicated on empowerment and the validity and importance of the 'pupil voice'. Only through the encouragement of these concepts can young people really develop into the effective citizens of the future.

This next section will offer a number of citizenship education activities which are based on a targeted and evolutionary model. The term targeted refers to the particular 'key stage' of the pupil and evolutionary means that the education is responsive to pupil needs and preferences.

Developing a climate for collaborative learning

It is proposed that schools must initially agree a philosophical approach that is articulated in the schools aims, policy statements and educational objectives. Although often broad in meaning, the organisation may opt to revisit their mission statement as this will contain the sort of humanistic values so important to citizenship education. The school is likely to engage in critical reflection and then as a result of that process, it will identify its ethical priorities which relate to the citizenship education programme. However, as was discussed in the main body of the thesis, the citizenship education programme is something which is certainly informed by the key ideological themes in the curriculum itself such as liberalism, civic republicanism and communitarianism. Any successful climate of collaborative learning must reflect the schools core values but it must also be mindful of the objectives found in documents like the Crick Report (1998).

The following provides a list of some of the key questions schools must ask:

1. What are the shared ethical principles of the school?
2. How does the school measure success in its efforts to action these principles?
3. How does the school promote citizenship education?
4. How are pupils actively involved?

5. How well are pupils integrated into all aspects of the school curriculum and ethos?

In order to answer these questions the school community needs to begin a process to address some of the ethical and social problems faced by individuals in society. The school must also be mindful of the curriculum learning outcomes for each of the key stages. These should not be too onerous in terms of their achievement or assessment. This suggests that those who have been influential in the development of the citizenship education curriculum value the process far more than the assessment. This thesis highlighted the way in which one school acknowledged these dimensions and developed a targeted citizenship education programme. The success in developing various local as well as international projects has inspired and motivated many pupils, teachers and parents.

Controversial issues

In this case study some teachers told their pupils that they lacked the training and knowledge for teaching citizenship education particularly around the topic of political education and, as expected, this was not well received by the pupils. The political aspects of the knowledge seemed to be most frequently lacking and it may be argued that this had an effect on both the process and the learning outcomes. For example, most pupils seemed to have taken the view that democracy and politics were only synonymous with voting. This was disappointing because democracy in the 21st century is multi-faceted and offers a plurality of opportunities to make demands or provide inputs where the political system is concerned. Although blame may be placed on the teachers themselves, it may be argued that government and politics may be far removed from their core subject specialism and some tutors may well have had citizenship education added to their time-table in an *ad hoc* way, perhaps at short notice with no training to overcome this deficit. Whilst this is clearly not best practice, such organisational behaviour is likely to persist due to staffing or funding issues.

According to Parsons (2004) '*no curriculum area is devoid of controversy and just as teaching about these issues can be seen as 'political' not teaching about them is equally political*' (p. 5). The citizenship curriculum seeks to avoid controversy through its emphasis on personal or social skills and the development of greater empathy with others and through voluntary participation. These proposed citizenship education activities therefore invite pupils to work their way with their teachers through complex issues which have direct relevance for them in their everyday lives. For example, drug and alcohol misuse, cyber bullying, self-harm, mental health and safeguarding are all useful topics to explore and ameliorate. Such issues were highlighted by the pupils themselves although one might argue that conflict, racism, xenophobia, religious intolerance and disability issues are perhaps just as important.

Useful skills in a conversation may include the following

Showing the person you are genuinely interested in what they are saying:

- Being open to and willing to listen to views different from your own
- Try not to convey strong or hateful feelings against another person even if you disagree with their views
- Helping the person to feel comfortable and confident when speaking to you.

Discussions based on pupils own experiences, opinions or research can be productive. For example these issues may be generated by whole school or year assemblies, significant calendar dates or important charity projects. In the case study school, the Uganda Project linked all pupils in the school to some meaningful aims and objectives. Certainly through drawing on pupil experiences the learning process becomes more relevant and is likely to be internalised more effectively. This next section takes this premise further by offering some 'Keys to good citizenship'.

Keys to good citizenship

These activities are aimed at teachers and parents who want to support young people in their development of 'good citizenship'. During the research interviews, which were carried out in an 11 to 19 school in the East Midlands, pupils were asked how they would 'describe a good citizen in the 21st-century'. This rationale helped to realise the notion of voice and empowerment.

Key emerging themes from the findings of the research were categorised as follows: '*A good citizen would*'...

1: *care about the community and participate in community activities*

2: *care about people in both the local and wider community*

3: *be knowledgeable about politics and democracy*

4: *be socially and morally responsible and law abiding*

5: *have sound personal qualities*

For the purpose of these activities, the personal qualities that have been identified by the study pupils will act as a framework for determining keys to 'young citizenship'.

The main qualities identified by pupils were categorised as follows:

- *Helping others*
- *Care (consideration and respect)*
- *Leadership*
- *Tolerance and understanding*
- *More specifically pupils highlighted the following personal qualities as central to 'good citizenship':*
- *Effective listening*
- *Good social skills*
- *Approachable*
- *Sensitive towards others*
- *Understanding*
- *Getting along with people*
- *Helpful*
- *Considerate*

Discussion work

During the case study pupils noted how boys often sought to dominate classroom discussion. Teachers need to anticipate and pre-empt this behaviour through the establishment of ground rules before discussion commences. Listening to others, and empathising with the views of other pupils,

also helps to build citizenship skills and the avoidance of the problem referred to. Although different views ought to be respected and listened to the challenge is when views are expressed that might be construed as hateful or racist. This is not always as easy to address, especially when such views might have their origins in religious or cultural beliefs. Perhaps this is where the skills of a well read and highly skilled citizenship education teacher comes into play.

Aids for discussion

Aids for discussion need to be agreed for the classroom in an open and transparent way. Sometimes it is helpful to write them down as a poster for display in the classroom. Such 'ground rules' need establishing, prior to any discussion, not later as a result of problems encountered.

1. Everyone has the right to speak and everyone has the right to be listened to. For example, good listening includes eye contact, positive body language and showing empathy through other social cues is helpful.

2. Pupils need to be aware that confidentiality is an important aspect of classroom discussion. For example, if a pupil is disclosing some sensitive information it should stay in the classroom. Yet, other issues which might not necessarily be personal should also not be allowed to become the cause of gossip, or group based behaviours directed against the individual. However, the teacher must explain to the pupils at the outset that in case of a safeguarding issue there would not be 'absolute confidentiality' as the concern would need to be passed onto the 'named safeguarding officer' in school.

3. Pupils must respect what is being said. For example, if a pupil disagrees with a comment or viewpoint they must respect that person's opinion even though they may not agree with it. For example, pupils need to learn not to personalise such disagreements. Pupils may then develop a sense of mutual respect. However, as noted any comments construed as hateful or racist must be dealt with immediately.

The following activities aim to offer teachers practical ideas which may be facilitated within or outside the classroom.

1. Keys to good listening
2. Keys to getting along with people
3. Keys to good social skills

1. Keys to good listening

In pairs

Task 1: Observe someone or a group of people talking (e.g. in the playground, sports hall or in a room where people meet)

Are there any patterns?

Is anyone dominating conversation?

How do males and females talk amongst each other and to each other?

On a sheet of paper quickly write down your observations.

Discuss in pairs and then discuss in class.

Teacher or pupil writes down collective key observations.

In pairs

Task 2: Give each person a label A or B (or C if a three)

A turns to B and talks about:

Their name...

Who is in their family?

A hobby or interest they have.

What they like about the person who is listening to them.

After two minutes B talks to A (asking the same questions)

When both people have spoken A recalls what B has said and viva versa.

Extension

A tells the whole class about B and viva versa

In pairs

Task 3: Discuss someone you know who communicates well (e.g. friend, family, teacher, celebrity)

Ask the pupils 'What are some of the key elements of a good listener? For example the person may show the following skills:

- Good eye contact
- Pays full attention to other people's ideas and statements
- Brings other people into the discussion
- Allows someone to talk openly about their feelings
- Finds positive ways to handle conflict or confrontation
- Does not criticise others
- Does not talk for too long

This list can act as a **checklist** which can be prepared before the lesson.

Pupils can tick ✓ the statements to help explain why they think the person they have chosen communicates well.

Pairs can then discuss their selected person with others in the class and check out their own listening skills and what needs improving.

In pairs

Task 4: 'No way Hosay'. Positive versus negative language.

You will need two cloth bags one labelled 'negative' and the other 'positive' and a good handful of marbles or ball bearings.

Whole class

Introduce the concept of positive and negative language and behaviour.

Read the story below out loud.

- Story: 'No way Hosay'

When pupils hear a negative statement they say 'no way' and one marble is placed in the 'negative statement bag'.

When pupils hear a positive statement they say 'Hosay' and one marble is placed in the positive bag.

Negative and positive story: No way Hosay!

Someone reads the story and when pupils think there is negative language they say 'no way'. In contrast when positive language is heard the class say 'hosay'

One morning I heard raised voices from a neighbour's house.

I tried to shut my ears from it but I was drawn to a situation where I could not help being a witness.

"Turn that rubbish off", I heard an angry voice shout

"Your Dad's on shifts!"

"So?" ...came the sharp reply!

"Not my fault he can't get a proper job!"

"What!?! 'How dare you! Speak back to me!"

"I said turn that awful row off, or I will come up there and"

"Well what?...you can't tell me what to do...I am 16 now"

"Right you asked for it!"

Angry parent shouts...*"you have never been any good!...you are spoilt little ----"*

Tries to turn music off...

Teenager shouts...*"you never wanted me...ok...so what...I will get over it...I got friends...they understand what it is like to live here!"*

"Go on then...go...get out...see if I care". Shouts the stepmother back.

Teenager leaves the flat, slams the door...thumps down the stairwell...*"you can p... off then!"* the lad shouts!

On the way down the stairs a neighbour...literally bumps into the lad.

"Get out of my way" ... the lad shouts

"Danny...what on earth is wrong?"

"Are you ok?...I have never seen you so upset"

"Can I help in any way?"

"Oh it's you" replied the lad

"Didn't realise!"

"Where are you off to all in a state?"

"Has someone upset you?"

The lad said nothing but lowered his head.

"Ok...it is difficult for you...but please can you help me by sharing a cup of tea with me?"

Again, no words were spoken and the lad turned and moved towards the neighbour's door.

"Thank you Danny...you are such kind person"

"Now then...tea?... Coffee?...can of something?"

In pairs

At the end of the story the pupils discuss situations where they have received negative or positive comments. They can then share these with the whole class.

- Discuss how it feels to receive negative comments.
- Discuss how it feels to receive positive comments.

Pupils may want to guess how many positive comments were in the story and how many negative. This is important because younger people simply because of their stage in biological and social development often lack the sort of empathy most adults have.

Footnote: When interviewing pupils who had been involved with the Uganda Project many of them said that the activity had helped them to develop personal, social and organisational skills. For example, considerate, co-operative, honesty, respect for others and team work.

Extension task

Pupils can write their own positive and negative story.

2. Keys to getting along with people

In pairs

Task 1: Discuss all the positive groups that for example you are in (e.g. friends, family)

Why do you think it is positive? (For example, good communication, respect, caring)

How does it feel to be in a positive group?

What sorts of language or behaviours are demonstrated?

In pairs

Task 2: Discuss all the negative groups that you are in, have been in or know about.

Why do you think it is negative? (For example, criticising people, disrespectful of others, not listening to others, saying hurtful remarks, peer pressure)

How does it feel to be in or to witness a negative group?

In pairs

Task 3: Discuss a situation where you experienced conflict or falling out.

What happened to resolve the conflict? (For example, both sides had a chance to talk the 'problem' through, both sides agree that there was a misunderstanding, both sides agree to 'move on') 'Agree to disagree'.

In pairs

Task 4: Describe to your partner a friend with whom you get on well with.

Discuss why you get on well with this person (For example, they are genuine, honest, loyal, 'there for you', have a sense of humour, happy and good fun).

3. Keys to good social skills

Pupils in the case study who were chosen to go to Uganda had to present personal, social and organisational skills. For example, worked well in a team, were hard working, very committed to the project, were confident, happy and sociable. This next task aimed to invite pupils in the classroom to self-reflect to see if they aspired to have similar traits.

In pairs

Task 1: Discuss with your partner situations when you feel happy and sociable (For example, I feel happy when I am...relaxing with friends, at home with my family, walking my dog, active, playing sport).

In pairs

Task 2: Discuss with your partner situations where you were part of a team (For example, sport, drama, council, music).

How did it make you feel?

In pairs

Task 3: Discuss situations where you have felt confident (For example, succeeding in an activity or event, by being praised in class, when you felt appreciated, when you felt skilful, when you felt useful or '*made a difference*')

Whole school project:

This next section proposes a format for a whole school project. It uses the Water Park Academy as a template for ideas.

1. The Sixth Form Ugandan team with their teachers presented an assembly to each year group.
2. The aim of the assembly was to highlight the whole school project aims and objectives, the rationale behind it, who was involved and how the pupils themselves could actively participate in the venture.
3. Back in the classroom, teachers asked pupils to work in pairs or small groups to discuss their main thoughts on the Assembly. For example, '*Discuss one important issue that affected you in the assembly*', '*Do you think it is important to help these children? Why?*' '*What can we do as a school community to support these children?*'
4. It is important that this step is not rushed as pupils will want to fully discuss their views and responses to the questions.
5. Some teachers may then ask pupils to lead a project or gather more information. At this stage it is also important to remind the pupils that everyone in the class must feel involved and included in the decision making process.

Although this is only one example, pupils can be encouraged to discuss current issues of the day that directly or indirectly affect them. The skill of the classroom teacher in facilitating these discussions is paramount as the process and outcome of the discussion needs to be an absorbing and intriguing experience for all pupils.

When pupils are at the heart of discussion and their views listened to they will develop the confidence to contribute more to issues and debates on all aspects of their daily lives. With

reference to the case study, pupils said that being engaged in classroom discussion and decision-making allowed them to develop skills such as problem-solving, listening, respect and tolerance.

Extended project

Decide how you can help someone in need (e.g. friend, family or neighbour).

Practice your new communication skills.

What did you do?

What did you learn?

What did you feel after the event?

All the above lesson ideas can clearly be adapted according to the educational setting. Time limits for the lessons have been omitted, as it has been left up to the teacher to plan and set the lessons around the other curriculum demands.

Conclusion

This section presented some ideas that may be utilised in a citizenship education programme based on a targeted approach using young people as a resource. More specifically it focused on how schools can give pupils a voice and how it can engage pupils in an evolving citizenship education programme, based on current affairs and issues directly or indirectly facing young people.

Appendix G

The Uganda Project

Uganda Trip 2009: Kampala

Although the JD House orphanage was purchased in 2008 by the Water Park Academy, in 2009 a local company first assisted the Academy by funding a solar panel project. This enabled solar panels to be built on the roof of JD House, which was the first residential building developed to accommodate the orphans. This was the first time the building had ever had electricity so it made a massive impact, providing power for lighting and equipment. Since then the company assisted with funding of other projects at both JD House and at Mengo where the other site, now called the Mydel House, was situated. The culmination of projects resulted in the upper storey being built by the 'Tiggers' team, enabling classrooms to be located on the new upper storey. The upper storey was all built and completed in just four weeks, ready for use by the time the 'Tigger' team left.

Uganda Trip 2010: Kampala

The Mydel House orphanage was purchased for £19,000 in 2010 by money raised from the Water Park Academy fundraising events. The building was then renovated by the Uganda team. The Mydel House now had dormitories for both girls and boys and its own classroom facilities with a permanent teacher being funded for the new school. This has made a massive difference to all the children living at the centre and another hundred children who attended on a daily basis to benefit from the facility as well. In the same year the Water Park Academy spent over £10,000 adding essential extra water supplies, laying a brand new 'flood prevention' drainage system and bringing the outside of the Mydel House building into line with health and safety regulations. It also closed off an open sewer and paid for an extra twenty children to go to Mydel House whilst paying off bills on water and electricity for the next twelve months. Much needed food supplies for the two months following the trip were also given.

The school also made a commitment to create and open a third orphanage in the Kasubi region of the city. This new building was renovated by three members of staff who travelled out to Uganda in July 2010 despite the ongoing dangerous political situation. Unfortunately, they could not be joined by any pupils as their trip had to be cancelled due to safeguarding concerns in connection with the July 11th terrorist attacks in Kampala. However, seven adult volunteers flew out to support the teachers. Around £5,000 was spent on refurbishing the house, adding running water and electricity, as well as building a 7ft brick wall outside the house. Upon completion, the school officially handed

over the purpose built orphanage to Mydel, a local Non-Governmental Organisation who looked after children in Uganda's worst slum, Mengo. Mydel now own and maintain the building independently and members of the Uganda Government and Royal Family were there to celebrate this momentous occasion for one of Uganda's oldest volunteer organisations. The school will continue to aid future re-development on this site but will not maintain the costs of the building or the daily welfare of the orphans.

Uganda Trip 2011

The 2011 trip was the first trip to work with two teams on both sites. The Year 12 team worked at the JD House, developing a more efficient irrigation and draining system for water and rendering the security wall around the house. Also they gave the house a total repaint, part of the Water Park Academy's commitment to the upkeep of the building. The Year 13 team worked at the Mydel House, the project that they had been raising money for when their trip was cancelled. Despite a year off, their skills had not deserted them and they managed to build a brand new dormitory for eighteen girls (from scratch), knocked down some very rotting and malaria ridden toilets, opened two new classrooms and created an effective drainage system by paving the entire front of the house. It was named after the two site managers on this trip.

Uganda Trip 2012

In 2012, another twenty four sixth form pupils flew out to Uganda, working primarily at the Mydel site on the Water Park Academy's most challenging project to date. They built a two floor 'Jubilee Building' that included first floor dormitories for boys and a brand new school on the second floor, with four classrooms and a revamp of the main building including an ICT and library facility. The self-named 'Blue Army' of 2012 was an incredibly well drilled unit, completing their assigned dormitory project with half a day to spare. They modernised the latrine toilets in each of the dormitories by using steel frames for the first time. The number of children housed in 2012 was forty two.

Uganda Trip 2013

The twenty four orange 'Tiggers' of 2013 continued the project and successfully built the classrooms that had been planned two years earlier. After completing them ahead of schedule, they renovated the main building to include a brand new medical room. This was named after a pupil who

unfortunately was unable to travel due to a serious medical condition. The pupil discussed her situation and agreed that she should still be an inclusive member of the Uganda team. A library and computer facility was also installed. State of the art laptops were donated by 'Confideo' (an Isle of Man based technology developer) and the classrooms were named after two teachers (Water Park Academy staff) as well as two of the senior members of the Mydel executives.

The head of the Uganda teachers reflected on the 'Tigger' team thus,

'The 'Tiggers', in their smart combination of orange and black, were probably the team that most raised the school profile in Uganda. Visits to the Royal Palace and appearances on television made them recognisable for many in Kampala. Their relationship with the ever-increasing Uganda family has cemented the future of this trip for years to come. The links that are being built in Uganda are indeed vast. We now have a reputation that meets their promises and maintains their work, year upon year'.

For the third year running, the Water Park Academy paid the running costs for the JD House in full, three quarters of which was raised by the pupils of the schools 'Uganda Junior Committee' (UJC). A senior teacher at the Water Park Academy headed up a team of twenty teachers who all gave up their time to ensure the continuing success of this project. As a result the Water Park Academy was constantly buzzing with fundraising events.

On the 30th July 2013 some parents whose children went the Water Park Academy were honoured in Uganda. Over the previous four years one particular family had supported several projects run by the Water Park Academy pupil volunteers. The pupils have helped improve the Mydel House and, after this summers' projects came to an end, a dormitory was re-named after the family. After donating to and supporting the project since 2009, the parents' family name will now live on in Uganda. The father said,

'Parents are so proud of the 'Tiggers' for their amazing work over the past few years. The pupils have made a massive difference to the lives of the children who attend the school and those who will attend the Water Park Academy in years to come. We are hoping to continue involvement with the next big Uganda project' (Parent of Year 12 pupil).

Uganda Trip 2014

The 'Sapphire Team' (nicknamed the 'Sapphires' due to their bright blue shirts) of 2014 returned home on 26th July having completed the construction of a new thirty eight bed dormitory at the rear

of the JD House. The brand new building, named the 'Mlisada Sapphire Building', has two dormitories, a kitchen, a brand new medical room and a storage room. After the foundations and steel structure were installed by professionals, the remainder of the building was built by the Water Park Academy sixth formers after eight months of intensive training. The building cost around £26,000, all raised by the pupils and parents of the Water Park Academy.

The 'Sapphires' were asked to complete the first of two rebuilding projects at the JD House. The building was a little run down and was struggling to meet the requirements of a modern structure. The 'Sapphires' built two large new dormitories, a new medical room and a brand new and well equipped kitchen. They were an extremely strong team who built excellent relationships with the Water Park Academy's friends in Uganda.

Uganda Trip 2015

A new group of twenty six pupils from the Water Park Academy's sixth form were picked to represent the school in 2015. They all gave up their time to ensure the continuing success of the project and the Water Park Academy. Whilst in Kampala in July 2015 they finished the construction work on the second floor of the JD House, which brought to a close the building work on that particular site. Another aim completed by the 2015 project was to build a second floor to the 'Mlisada Sapphire Building' to include two girls' dormitories, an administrative office and a classroom/music room. This complemented the building which had two new boys' dormitories, a kitchen and a brand new medical room completed in 2014. The fundraising goal for the 2015 project was £30,000.

When the team had been put together, one teacher noted that:

'The 2015 Uganda Team met for the first time last week. It is a team of twenty six pupils, the biggest team since 2008. The large number in this team is mostly due to the success of the Uganda Junior Committee (UJC) in 2012, something that we are delighted about. The team are keen to get started with their first brick laying training next Tuesday' (Uganda Team Teacher).

Involving pupils and giving them a 'voice'

At the Water Park Academy many Year 13 pupils said that the Uganda Project had changed their lives. They described that they felt they had made a difference to the lives of the orphaned children and that they had made them happy. The sixth form pupils informed me that the orphans lived on the streets and many of them would never have survived. They also recalled how the children lived

near raw sewage and that the stench was overwhelming. Furthermore, they disclosed that the street children had no families and that many of them died of AIDS. As discussed, this section focuses on how the Water Park Academy gave pupils a 'voice' and how it engaged pupils in an evolving citizenship education programme. The pupils drove the project and fund raising activities through the Uganda Committee and Uganda Junior Committee (UJC) which gave pupils a voice in the direction of the project.

The Year 13 pupils I interviewed spoke about their trip to Uganda in 2013:

'They have never been in education'

'It makes me really value education'

'They have to pay to be educated in Uganda'

'Here it is free due to the taxes we pay to the government'

'Street children have no families; no healthcare; hardly any food; poor shelter'

'The disease Malaria is killing so many, due to poor sanitation'

'The school has raised thousands of pounds for the Uganda Project and it has been supported by the whole school. It has been raised through activities like the sponsored 10k race in Manchester, the Race Night, Rowing for Uganda Event, Battle of the Bands and a sponsored fun run and many other fund raising events' (Year 13: Girls and Boys).

The research revealed that pupils felt that citizenship education had helped them to be more informed and aware of global issues that will affect them when they get older. As previously referred to in chapter 5, 55.4% of pupils at the Water Park Academy had said that learning about the Uganda project in school had helped them to become a better citizen.

One pupil said,

'I always try and contribute to activities which help improve people's lives. I like to get involved. Also I have really benefitted from being selected to be in the Uganda team' (Year 13: Boy).

One sixth form pupil recalls,

'I remember watching an assembly called, 'Imagine if the Water Park Academy had never been to Uganda'. The video clip used in the assembly had been filmed by the

staff and pupils in Uganda and was set to the John Lennon song 'Imagine'. The messages were powerful and everyone was emotional' (Year 13: Girl).

Another Year 13 Girl who had been a part of the Uganda Team said,

*'I got really sad when the leader 'Bosco' held up a banner that the orphan children had helped to make. I will read it to you. It said, (she pauses),
Mummy dearest....You're one
greatest mum
I have ever known
you gave me
love support
hope courage
and a reason
to live
when I was left with none
thanks a lot mummy
May the good Lord protect you....for me always...'
(Source: Written by the Ugandan Orphan Children)*

The sixth form pupils I interviewed explained that the visit to Uganda, and the preparation beforehand, had affected them deeply. The video clip shown in assemblies across all the year groups gave a clear and strong message. It celebrated the work that had been done by all the pupils at the Water Park Academy. The video reflected the sentiment of the whole Uganda Team.

*From the video clip, 'Imagine if the Water Park Academy had never been to Uganda':
There would be 130 less kids being educated
Over 100 teenagers who could not use music to support their livelihood
Around 200 more babies on the streets
Nearly 8000 kg of clothes that wouldn't have gone to Africa
Many more orphaned sons and daughters
Hundreds of pupils would miss out on a new culture
Two orphanages and a school just wouldn't exist
And lifelong friends would never have begun*

And imagine if we never went back

Imagine how our family there would miss us

Maybe I am a dreamer

But let's just pray that day never comes.....

(Source: the Water Park Academy's Uganda website)

'Good citizens'

Stanley George Heathcote (1923-1990)

Heather Joan Heathcote (1923-2003)

Jozef Adam Buczkiewicz (1914-1996)

Edith Emily Buczkiewicz (1917-2005)

Mathew James

Katie Jane