



strategy. There is a need to explore how mutually beneficial partnerships can be constructed between the DCA and its stakeholders.

#### 7 Set up an advisory / steering group

There is strong support among stakeholders and practitioners for the establishment of an advisory / steering group to assist the DCA in taking forward the findings from the mapping study. The DCA should decide on the remit, membership and timeframe of the group.

#### 8 Decide on resource formats, audiences and starting-points

It is recommended that the DCA use the advice and guidance in the mapping study to consider which resource formats are most appropriate, for which audiences resources will be produced, and the starting-points for resource production.

#### 9 Explore a wide variety of points of access to training and development in the production and use of resources

There is strong support for training and development to be at the heart of any DCA actions, so that the best use is made of any resources that are produced. It is recommended that the DCA, in partnership with stakeholders, explore training and development in relation to:

- initial teacher education and the one-year Citizenship PGCE courses
- continuing professional development (CPD) for existing teachers through the Training and Development Agency (TDA)
- professional associations, particularly the Association for Citizenship Teaching (ACT)
- local authorities and the LA advisors network
- media, and the potential to link up with Teachers' TV and other interactive training media

- school leaders and middle managers through links to the National College for School Leadership (NCSL).

#### 10 Continue to monitor, review and evaluate future actions

It is recommended that the DCA build in review and evaluation from the start of any follow-up programme so as to provide important evidence in deciding on future priorities.

#### Good practice in resource provision and resource use

In terms of resource provision the mapping study reported that:

- resources that supported active citizenship were the most useful for citizenship education
- ICT or web-based resources that were visual and interactive were equally valuable
- textbooks and worksheets were limiting as they did not adequately promote active learning
- class discussion was widely used in citizenship education and resources that could be used to support and stimulate discussion were felt to be helpful
- external visits and speakers also provided valuable and enjoyable learning experiences.

In relation to resource development it was felt that:

- consultation with key stakeholders was essential
- flexibility and accessibility, to enable resources to be used by a practitioners working within different educational settings, was also key
- more resources that promoted the integration of citizenship education across curriculum would be useful
- increased training and support for teachers responsible for citizenship education was a crucial area for development
- raised awareness of the resources that are available was also a high priority.

Respondents also identified a number of barriers to good practice in resource use, including, having a limited budget for resources, lack of time, resources going out of date quickly, curriculum constraints and a lack of quality control.

#### Further details

If you would like to obtain a hard copy of the mapping study or would like any further information about the DCA's Education Information and Advice Strategy, please contact:

Atul Sharda at [atul.sharda@dca.gsi.gov.uk](mailto:atul.sharda@dca.gsi.gov.uk) or Rachel Easom at [rachel.easom@dca.gsi.gov.uk](mailto:rachel.easom@dca.gsi.gov.uk) or telephone 020 7210 1788.

Details of the mapping study and an electronic version are also available via the NFER website at: [www.nfer.ac.uk/research-areas/citizenship/](http://www.nfer.ac.uk/research-areas/citizenship/)



## Connecting with Citizenship Education

*Key findings of a mapping study to establish the links between citizenship education and the DCA's priorities under the DCA five-year strategy*

Consumer Strategy Directorate

Conducted by the NFER

# Key findings

## Background

### DCA Strategy

The DCA's Education, Information and Advice (EI&A) Strategy is a key part of a delivering the five-year strategy and making a difference to priorities in the following areas:

- protecting the vulnerable
- proportionate dispute resolution
- improving public understanding of legal rights and responsibilities
- renewing the relationship between citizens and the state.

The Strategic Framework for EI&A sets out the vision for a programme of sustained action, which will be continuously reviewed over a number of years. This will deliver the vision in improving the provision of education, information and advice to the public, in relation to both the democratic and legal systems, through three key areas:

- making information more accessible
- improving life-chances for people
- greater efficiency and effectiveness.

The education strategy is being developed in two phases: Phase 1 targeting young people aged 7–19 in both formal and informal education settings; Phase 2 targeting post 19 and life long learning.

### Mapping study

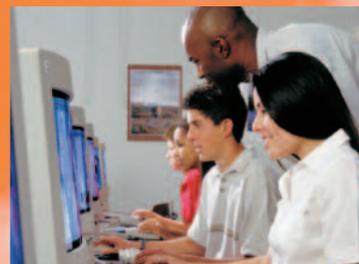
The DCA is keen to ascertain the extent to which the new curriculum subject of citizenship education can contribute to its education strategy. NFER was contracted to undertake a research study with five specific aims:

- map the main body of resources available for key stages 2–4 and post-16 education (age 7 to 19) in citizenship education that are relevant to the DCA's priorities
- list key resource providers and develop a stakeholder map
- ascertain the resources that practitioners and young people find, or would find, useful
- identify examples of good practice, both in terms of resource provision and resource use
- make recommendations to the DCA as to how to disseminate and respond to the outcomes of the mapping study.

Data was collected from a range of sources, during the period March to September 2005.

### Key recommendations to the DCA

The mapping study findings provide a strong foundation for the DCA to take forward Phase 1 of its education strategy. They translate into a **ten point action plan**.



## Connecting with Citizenship Education

a mapping study



Conducted by the NFER

### 1 Raise awareness of the DCA, of its five priority areas and of its five-year strategy

There is little understanding of the DCA particularly among stakeholders. The five priority areas remain little known or understood by those in education. There is an urgent need for the DCA to explain how its priorities dovetail with citizenship education.

### 2 Build from what already exists in citizenship education that supports the five priority areas

This context reveals that there is a strong base of resources in citizenship education that can contribute to the delivery of the five priority areas. However, this base is currently uneven in its coverage of the five DCA priority areas.

### 3 Focus on plugging resource gaps in relation to the five priority areas

In the short term, action should be taken to plug the resource gaps in relation to the priority areas *anti-social behaviour* and *speeding up asylum and immigration appeals*. These are viewed as 'hot' topics in the citizenship curriculum with a dearth of good quality resources.

In the medium term, greater clarity and understanding about what is meant by the priority areas *Protecting the vulnerable* and *Delivering faster and more effective dispute resolution* should be developed. Appropriate resources can then be produced in support of these priority areas.

### 4 Focus on improving awareness and more effective use of existing resources

The DCA should produce a clear route map for practitioners of the resources that are currently available to support the priority areas. This map should include the identification of good practice in resource provision and use and be supplied through a web portal.

### 5 Decide on scale of approach

The mapping study presents a sizeable agenda for action. Whatever actions are taken it is vital that:

- a clear timeframe is drawn up that includes short, medium and long term goals
- actions are planned over time so that they are manageable and achievable
- any actions match available DCA resources.

### 6 Decide on approach to stakeholders, practitioners and young people

The DCA should consider the nature of its relationship with these groups, particularly with stakeholders. Stakeholders are a key audience in raising awareness of and helping to deliver the DCA's five-year