



**Middlesex  
University  
London**



# **National Citizenship Education Survey Student Questionnaire**



## **Contents**

Introduction	3
1. School climate	3
2. Curriculum provision	4
a) Topics	4
b) Timetabling	4
c) Open classroom climate	5
d) Curriculum activities	5
3. Student participation profile	6
a) Civic participation profile	6
b) Civic intentions	7
4. Attitudes and values	8
a) Efficacy	8
b) Trust	9
c) Tolerance	9
d) Support for democracy	11
5. Knowledge and understanding	12
6. Demographic information	13

# Introduction

The Association for Citizenship Teaching (ACT) is building a movement of schools to promote active citizenship and social action. It is working with Middlesex University to measure the impact of their work. The surveys undertaken with students will collect data anonymously and be used to (i) provide an annual report to participating schools on their student cohort and (ii) evaluate the impact of ACT's work with schools overall.

Students need access to a computer for just one lesson in the summer term when they can complete the survey free of charge and we will send schools a personalised report of how well students are doing in all the themes identified in this document. The survey uses a range of tried and tested measures and we have piloted this version to ensure it is reliable and valid for secondary students.

The survey takes 30-40 minutes to complete and comes with PowerPoint to set up a lesson. It can be completed by any year group you'd like to evaluate (or more than one if you want to compare years).

To find out more visit: [www.teachingcitizenship.org.uk/research/](http://www.teachingcitizenship.org.uk/research/)  
Or contact the research team to book a chat: [actresearch@teachingcitizenship.org.uk](mailto:actresearch@teachingcitizenship.org.uk)

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# 1. School climate

This section of the survey considers the extra-curricular aspects of school life. It asks students to reflect on their relationship with teachers and other students and their experiences in the school environment. It builds on the research evidence that suggests some of these factors are significant predictors of citizenship outcomes.

	Not at all	Not very much	Quite a lot	Very much
In general, do you enjoy being at school?	1	2	3	4
In general, do you feel safe at school?	1	2	3	4
In general, do you feel the school takes students' views seriously?	1	2	3	4
In general, do you have good relationships with your teachers?	1	2	3	4
In general, do you have good relationships with other students in the school?	1	2	3	4
Do you take part in extra-curricular sports clubs in school?	1	2	3	4
Do you take part in non-sports related extra-curricular clubs in school, for example, music, debating, art clubs etc?	1	2	3	4
Do you take part in organised sports activities / teams in your local community?	1	2	3	4
Do you take part in non-sports activities in your local community, for example, helping people, youth club, Scouts etc?	1	2	3	4
Overall, how do you think your school compares to other schools?	1	2	3	4
In general, would you say you like the way you are?	1	2	3	4
In general, would you say you are happy?	1	2	3	4
In general, how interested are you in the news?	1	2	3	4
In general, how interested are you in politics?	1	2	3	3

## 2. Curriculum provision<sup>1,2</sup>

This section considers the place of citizenship education within the broader curriculum. The first few questions provide us with a sense of how coherent and consistent the coverage of Citizenship is in a school. Whilst section (a) is concerned with what students learn, and section (b) tells us about where this happens in the curriculum, sections (c) and (d) provide us with some information about how the Citizenship learning takes place.

### a) Topics

How often do you learn about the following topics in lessons?	Never	Once	Most years	Most terms
Human rights	1	2	3	4
How government works	1	2	3	4
How citizens act to bring about change	1	2	3	4
Elections and voting	1	2	3	4
The media and social media	1	2	3	4
The economy and financial education	1	2	3	4
The environment and climate change	1	2	3	4
Crime and the justice system	1	2	3	4
Inequality and equality, for example, poverty, racism, sexism	1	2	3	4

	Not at all	Not very much	Quite a lot	Very much
When you learn about these topics, would you say your teachers generally seem very enthusiastic about the content?	1	2	3	4
When you learn about these topics, do you generally find the lessons interesting?	1	2	3	4
Do you think it is important to learn about these topics?	1	2	3	4

### b) Timetabling

Where do you learn about these topics? Tick all that apply			
Citizenship lessons	<input type="checkbox"/>	PSHE	<input type="checkbox"/>
Tutor/form time	<input type="checkbox"/>	English	<input type="checkbox"/>
History	<input type="checkbox"/>	Religious Education/Studies	<input type="checkbox"/>
Geography	<input type="checkbox"/>	Other	<input type="checkbox"/>

### c) Open classroom climate

This is a widely used measure from international research. It tends to be associated with positive citizenship outcomes, although different students also sometimes have different perceptions, even in the same class.

In the classes where you talk about these topics, to what extent do you agree with the following statements?	Strongly disagree	Disagree	Agree	Strongly agree
Students feel free to disagree openly with their teachers about political and social issues during class	1	2	3	4
Students are encouraged to make up their own minds about issues	1	2	3	4
Teachers respect students' opinions and encourage them to express them during class	1	2	3	4
Students feel free to express opinions in class even when their opinions are different from most other students	1	2	3	4
Teachers encourage students to discuss political or social issues about which people have differing opinions	1	2	3	4
Teachers present several sides of an issue when explaining it to a class	1	2	3	4

### d) Curriculum activities

	Never	Once	Most years	Most terms
Students undertake active citizenship projects in the curriculum / in class	1	2	3	4
Students consider issues that affect their local communities within their lessons	1	2	3	4
Students have a (real or virtual) visit to Parliament	1	2	3	4
Students have a (real or virtual) visit from a politician / councillor / community leaders / outside speakers	1	2	3	4
Students vote on a topical subject during form time or in a lesson	1	2	3	4
Students discuss topical issues in the news	1	2	3	4
Students discuss controversial issues (that people disagree over)	1	2	3	4
Students participate in role plays and simulations	1	2	3	4
Students make presentations to their peers about their research	1	2	3	4

# 3. Student participation profile<sup>1,2</sup>

This section measures students' actual and intended civic participation.

## a) Civic participation profile

	Never	Once	Most years	Most terms
Have you volunteered time to help someone in your school / local community?	1	2	3	4
Have you donated / collected money for a good cause?	1	2	3	4
Have you signed / supported a petition?	1	2	3	4
Have you taken part in a peaceful march / rally / demonstration?	1	2	3	4
Have you contacted a politician?	1	2	3	4
Have you chosen to buy (or deliberately chosen not to buy) certain products because of a cause you care about?	1	2	3	4
Have you commented on an online discussion or post on social media about a social / political issue?	1	2	3	4
Have you shared an online story / post / video about a social / political issue?	1	2	3	4
Have you received an online story / post / video from a friend about a social / political issue?	1	2	3	4
Have you voted in a school council election?	1	2	3	4
Have you stood as a candidate in a school council election?	1	2	3	4
Have you participated in a school-based project to help solve a problem?	1	2	3	4
Have you talked to other people your own age about your views on a social or political issue, outside of lessons?	1	2	3	4
Have you talked to teachers about your views on a social or political issue, outside of lessons?	1	2	3	4
Have you talked to adults in your family about your views on a social or political issue?	1	2	3	4

## b) Civic intentions

When you are an adult, which of the following actions do you expect you will do?	I would certainly not do this	I would probably not do this	I would probably do this	I would certainly do this
Vote in national elections	1	2	3	4
Join a political party	1	2	3	4
Be a candidate for a local or city office election	1	2	3	4
Volunteer time to help people in your local community	1	2	3	4
Donate / collect money for a good cause	1	2	3	4
Sign / support petitions	1	2	3	4
Take part in a peaceful march / rally / demonstration	1	2	3	4
Contact a politician	1	2	3	4
Participate in online discussions about social / political issues	1	2	3	4

## Have you ever heard of the National Citizens Service programme?

- No, I don't know what it is
- Yes, but I'm not interested
- Yes, and I'm interested to know more
- Yes, and I'm intending to participate



# 4. Attitudes and values

## a) Efficacy

There are several measures of efficacy used in international studies. Efficacy is similar to the concept of 'agency' and describes students' sense of themselves as people who are in control of their lives and able to have an impact in their own lives and in the wider world. General efficacy is useful for thinking about how individuals feel in control of their life and their studies. Internal political efficacy refers to an individual's ability to engage with political issues. External political efficacy is about one's sense that one can achieve change in the world. We are interested in the relationship between these forms of efficacy and the student participation profiles and their intent to participate in the future.

	Strongly disagree	Disagree	Agree	Strongly agree
<b>General efficacy<sup>3,4</sup></b>				
I can always manage to solve difficult problems if I try hard enough	1	2	3	4
It is easy for me to stick to my aims and accomplish my goals	1	2	3	4
I can remain calm when facing difficulties	1	2	3	4
<b>I can usually handle whatever comes my way</b>				
<b>Internal political efficacy<sup>5,6</sup></b>				
When political issues or problems are being discussed, I usually have something to say	1	2	3	4
I am able to understand most political issues easily	1	2	3	4
<b>External political efficacy<sup>5,6</sup></b>				
People like me can have a real influence on government if they get involved	1	2	3	4
When local people campaign together they can help to solve problems in their community	1	2	3	4
<b>Optimism<sup>7</sup></b>				
I am optimistic about my future	1	2	3	4
I feel positive about my chances of getting a job in the future	1	2	3	4
I am confident I will have the skills and experience to get a job in the future	1	2	3	4

## b) Trust<sup>2,8,9</sup>

International studies often include measures of trust, because this is a component of social capital, which is a good predictor of participation. We will be able to analyse patterns within the data as well as calculate a total score for levels of societal trust.

How much of the time can you trust each of the following?	Not at all	Not very much	Quite a lot	Very much
Teachers	1	2	3	4
The police	1	2	3	4
Your local council	1	2	3	4
News from the BBC	1	2	3	4
News from other media sources, for example, ITV, Sky, newspapers	1	2	3	4
News on social media, for example, TikTok, Facebook, Reddit	1	2	3	4
The British government	1	2	3	4
Courts (trials in magistrates / Crown court)	1	2	3	4
Politicians	1	2	3	4
British people	1	2	3	4
The British army	1	2	3	4
The United Nations	1	2	3	4

## c) Tolerance<sup>11,7</sup>

There are several measures in international literature for thinking about aspects of toleration. This includes attitudes towards people from diverse groups in one's own life, and wider attitudes towards minority groups. We have described the former as 'personal toleration' and the latter as 'political toleration'. Each category is used to calculate an average score.

	None	A few	Quite a lot	Most or all
Thinking about your friends, how many are from the same ethnic group as you?	1	2	3	4
Thinking about your friends, how many are from the same religion as you?	1	2	3	4

People may feel differently about who their relative or close friend goes out with. Some may feel comfortable, while others may not. How would you personally feel about a close relative or friend going out with someone from the following backgrounds?	Very uncomfortable	Quite uncomfortable	Quite uncomfortable	Very comfortable
From a different school to you	1	2	3	4
From a different race / ethnicity to you	1	2	3	4
From a different religious background to you	1	2	3	4
From a richer or poorer background to you	1	2	3	4
A gay or lesbian person	1	2	3	4
A person with a disability	1	2	3	4
The environment and climate change	1	2	3	4

Thinking about your general beliefs about living in the UK, what is your opinion of the following:	Strongly disagree	Disagree	Agree	Strongly agree
People of the same sex should have the right to get married	1	2	3	4
Immigrants should have the same rights as everyone else in the country	1	2	3	4
All people should be free to practice the religion they choose	1	2	3	4
Men and women should have the same rights in every way	1	2	3	4
People living in poverty should have a right to a warm home	1	2	3	4



**d) Support for democracy<sup>12,2</sup>**

	Not at all important	Not very important	Quite important	Very important
How important is it for democracy that people are free to criticise the government?	1	2	3	4
How important is it for democracy that national elections are free and fair?	1	2	3	4
How important is it for democracy that the courts treat everyone equally?	1	2	3	4
How important is it for democracy that the rights of minority groups are protected?	1	2	3	4
How important is it for democracy that the government explains its decisions to voters?	1	2	3	4
How important is it for you to live in a country that is governed democratically?	1	2	3	4
How democratic do you think the UK is?	1	2	3	4
Do you feel proud to live in the UK?	1	2	3	4
Are you happy to live in the UK?	1	2	3	4

**People should support their country even if they think their country is doing something wrong**

- Definitely not
- Probably not
- Probably yes
- Definitely yes



## 5. Knowledge and understanding<sup>2,10</sup>

Knowledge is quite difficult to measure. Some surveys simply use tests of contemporary politics, such as who is the Prime Minister or which political party is in government. This set of questions is taken from the ICCS international survey and aims to elicit understanding of key ideas. There is only one correct answer for each question, and the knowledge score is based on the total number of correct answers.

Which of the following is accurate about laws?

- a. Laws forbid or require certain actions
- b. Laws are made by the police
- c. Laws are valid only if all citizens have voted to accept them
- d. Laws prevent criticism of government

Which of the following is a political right? The right of...

- a. Pupils to learn about politics in school
- b. Citizens to vote and run for election
- c. Adults to have a job
- d. Politicians to have a salary

In a democratic country having many organisations for people to join is important because this provides

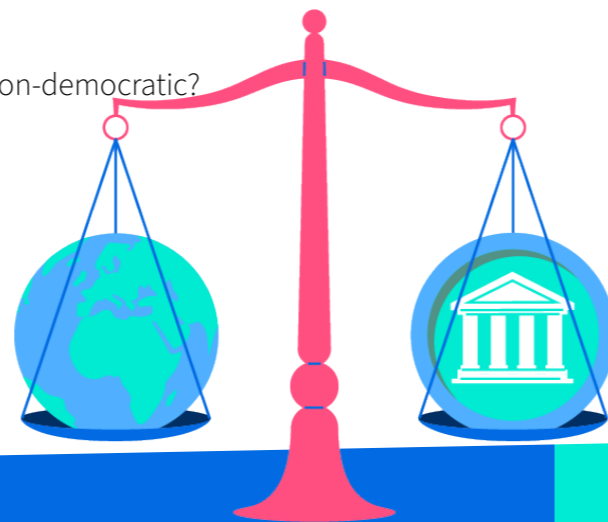
- a. A group to defend members who are arrested
- b. Many sources of taxes for the government
- c. Opportunities to express different points of view
- d. A way for the government to tell people about new laws

In a democratic country, which of the following ought to govern the country?

- a. Moral or religious leaders
- b. A small group of well-educated people
- c. Popularly elected representatives
- d. Experts on government and political affairs

Which of the following is most likely to cause a government to be called non-democratic?

- a. People are not allowed to criticise the government
- b. The political parties criticise each other often
- c. People must pay very high taxes
- d. Every citizen has the right to a job



The following question contains three statements of fact and one opinion. Which is an opinion?

- a. Actions by individual countries is the best way to solve environmental problems
- b. Many countries contribute to the pollution of the environment
- c. Some countries offer to cooperate to reduce pollution
- d. Water pollution comes from several different sources

The following question contains three statements of opinion and one fact. Which is the fact?

- a. People with very low incomes should not pay any taxes
- b. In many countries rich people pay higher taxes than poor people
- c. It is fair that some citizens pay higher taxes than others
- d. Donations to charity are the best way to reduce differences between rich and poor

## 6. Demographic information<sup>13,14</sup>

In addition to questions about sex, religious belief, religiosity and ethnicity, this final section included questions to gauge social background. These factors emerge commonly in the research evidence about the nature of the 'civic gap' and will enable us to think about whether some groups benefit more or less from Citizenship provision.

Please tell us if you speak any languages at home in addition to English

- Yes
- No
- Prefer not to say

Thinking about your parent(s) or carer(s) – does at least one of them have a full time paid job

- Yes
- No
- Not sure
- No response

To what extent do you agree with this statement:  
Students are treated differently in my school because of their ethnic, religious or language background

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- No response

To what extent do you agree with this statement:  
Students are treated differently in my school because they are poorer than other students

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- No response

Do you get free school meals now?

- Yes
- No
- Not sure

Roughly how many books are there at home?

- None
- 1-10
- 11-50
- 51-100
- 101+
- No response

What do you plan to do after you have left school?

- University
- Apprenticeship
- Employment
- Unsure
- Other
- Prefer not to say

**These questions are combined to create a 'family affluence score' (FAS)**

Do you have your own bedroom for yourself in the home where you normally live?

- Yes
- No
- Prefer not to say

How many bathrooms (rooms with a bath / shower or both) are there in the home where you normally live?

- None
- One
- Two
- More than two
- Prefer not to say

How many computers does your family own (including laptops and tablets but not including games consoles and smartphones)?

- None
- One
- Two
- More than two
- Prefer not to say

How many people normally live in your main home (include adults and children)?

- One
- Two
- Three
- Four
- Five
- Six or more
- Prefer not to say

Thinking about your parent(s) or carer(s) – did at least one of them go to university?

- Yes
- No
- Not sure
- No response

Does your family have a dishwasher at home?

- Yes
- No
- Not sure
- Prefer not to say

How many times did you and your family travel outside the UK for a holiday last year?

- 
- Not at all
- Once
- Twice
- More than twice
- Prefer not to say

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