FIVE NATIONS NETWORK ANNUAL REPORT 2016-17

Education for Citizenship and Values in England, Ireland, Northern Ireland, Scotland and Wales
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Foreword

On behalf of the Gordon Cook Foundation I am delighted to introduce the 2016-17 report on the activities of the Five Nations Network.

The Five Nations annual conference is the pivotal event in the Five Nations calendar. The 2017 conference was held in Dublin, Ireland and proved to be a stimulating and enriching experience for all those who participated. The enthusiasm of the participants was most impressive and the post-conference feedback was very satisfying.

At the conference we also paid tribute to the sad passing of Sheila Bloom who was instrumental in the successful establishment and leadership of the Five Nations Network.

The Gordon Cook Foundation is proud of its continuing sponsorship of the conference and of the Five Nations Programme. The year 2016-17 was the seventeenth of the Five Nations Network and the fifth year in which the programme has been managed by ACT. The Foundation has kindly agreed to continue its sponsorship of the Programme until March 2020 under the management of the Association for Citizenship Teaching (ACT).

The Strategy Group, which guides the activities of the Five Nations Network, continues to operate effectively and has this year spent a considerable amount of time taking stock of the aims and focus of the Network programme.

I conclude the foreword by thanking most warmly my colleague Trustees for their generous support of this flagship project, the members of the Strategy Group for their professional commitment and unstinting dedication, ACT for its effective and efficient management of the Programme and all of those who in their various ways have helped to make the 2017 conference such an undoubted success.

Ivor Sutherland
Trustee, Gordon Cook Foundation
Introduction

PURPOSE OF THIS REPORT
This annual report provides an overview of the activities and impact of the Five Nations Network programme for the period April 2016 to March 2017. It is written for our funders, for members of the Five Nations Network and for others with an interest in citizenship and values education.

This report highlights the key areas of activity, achievements and impact within the Five Nations Network programme and includes:

1. Annual conference: ‘Changing societies: transformative citizenship teaching’
2. Five Nations Development Projects
3. Network management and communications including the role of the Strategy Group and ACT

Further information, materials and videos of network activities can be found online at www.fivenations.net

ABOUT THE FIVE NATIONS NETWORK
The Five Nations Network is a unique forum sharing practice in education for citizenship and values in England, Ireland, Northern Ireland, Scotland and Wales.

Since 2000, the Network has enabled dialogue and the exchange of ideas and good practice between teachers, educationalists, policy makers, curriculum planners, members of the inspectorate, representatives of NGOs and young people from across the UK and Ireland.

The Network is managed by the Association for Citizenship Teaching (ACT) and is funded by the Gordon Cook Foundation. A Strategy Group oversees the work with country representatives from each of the five nations.

The Network is also a Council of Europe Regional Network, and contributes to the objectives and principles of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights.
Annual Conference: ‘Changing societies: transformative citizenship teaching’
Dublin 2017

CONFERENCE AIMS
Nearly 70 teachers and educators from the five nations gathered in Dublin for the seventeenth annual Network conference on the 21 and 22 January 2017. The conference theme was ‘Changing societies: transformative citizenship teaching’.

The Strategy Group agreed a number of aims for the conference, which were to:

• Debate the role and effectiveness of citizenship teaching in creating change in society through transformative practice
• Bring together teachers, practitioners and other stakeholders from across the five nations with an interest in furthering citizenship and values education for children and young people
• Explore different approaches to, and pedagogies for, transforming pupils’ critical understanding of issues and challenges facing society
• Discuss the changing curriculum opportunities for citizenship teaching in the different jurisdictions of the five nations network
• Encourage new thinking and learning about citizenship education and transformative practice

and promote dialogue and collaboration across the five nations.

The conference was also an opportunity to hear from teachers who successfully applied for Five Nations Development Project grants about their active citizenship projects with pupils in their schools.

All participants received a short think piece style discussion paper in advance of the conference that explored ways of thinking about transformative citizenship teaching.

(See www.fivenations.net/dublin-2017)

CONFERENCE PRÉCIS
The 2017 conference programme
The conference programme was organised over a 24 hour period beginning on Saturday 21 January and finishing on Sunday 22 January in Dublin.

During the conference, participants took part in a range of activities and discussions. The conference programme is included over the page:
**Conference Programme**

**Saturday 21 January 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>11.45-12.45</td>
<td>Opening country group activity</td>
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<tr>
<td></td>
<td>‘What does ‘outstanding’, inspirational, transformative citizenship teaching look like?’</td>
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<tr>
<td>12.45-13.45</td>
<td>Lunch groups</td>
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<tr>
<td></td>
<td>Participants sat on mixed country tables over lunch to get to know each other and discuss the opening activity</td>
</tr>
<tr>
<td>13.45-14.00</td>
<td>Welcome to the conference and programme orientation</td>
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<tr>
<td></td>
<td>Liz Moorse and Deepa Shah, Association for Citizenship Teaching</td>
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<tr>
<td>14.00-15.30</td>
<td>FNDP and workshop sessions 1</td>
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<tr>
<td></td>
<td>1. Education for Political Generosity</td>
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<td></td>
<td>2. Journey to Justice</td>
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<td></td>
<td>3. The role of active citizenship and participation in engaging, empowering and raising attainment</td>
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<tr>
<td></td>
<td>4. Social Justice Education: empowering young people to take action</td>
</tr>
<tr>
<td>15.30-16.15</td>
<td>FNDPs 2016 – impact sessions</td>
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<tr>
<td></td>
<td>Participants heard from teachers who were awarded small grants to develop active citizenship projects in their schools. FNDP leads were awarded certificates.</td>
</tr>
<tr>
<td>16.15-17.00</td>
<td>Keynote address: ‘Citizenship and Tensions of Belonging: Pedagogical Transformation in Classroom and Community’</td>
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<td></td>
<td>Sharon Todd, Professor and Head of Department, Maynooth University Department of Education</td>
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<tr>
<td>17.00-17.30</td>
<td>Reflections on the day</td>
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<tr>
<td></td>
<td>A chance for participants to share reflections on the day, learning points and issues, questions or challenges raised.</td>
</tr>
<tr>
<td>18.45-19.30</td>
<td>Launch of the Citizenship Education Network, Ireland</td>
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<td></td>
<td>The Five Nations Network Conference was delighted to host the launch of the re-imagined Citizenship Education Network (CEN). The CEN is a vibrant visible community committed to local and global citizenship education in Ireland.</td>
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</table>

**Sunday 22 January 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>09.15-10.45</td>
<td>Seminars/workshops sessions 2:</td>
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<tr>
<td></td>
<td>1. Education for Political Generosity</td>
</tr>
<tr>
<td></td>
<td>2. Journey to Justice</td>
</tr>
<tr>
<td></td>
<td>3. The role of active citizenship and participation in engaging, empowering and raising attainment</td>
</tr>
<tr>
<td></td>
<td>4. Social Justice Education: empowering young people to take action</td>
</tr>
<tr>
<td>11.00-11.45</td>
<td>ACT Building Resilience Project for the Home Office</td>
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<td></td>
<td>Teachers from England in conversation with Lee Jerome, Associate Professor of Education at Middlesex University, spoke about the work they have undertaken to develop a curriculum response to extremism through citizenship education in their schools</td>
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<tr>
<td>11.45-13.00</td>
<td>Guided discussions in country groups</td>
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<td></td>
<td>Participants revisited the opening activity, considered learning from the conference and what might change or be added to on the comment wall. They discussed how to overcome barriers and challenges and developed some principles for outstanding, transformative citizenship teaching</td>
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<tr>
<td>13.00 - 13.15</td>
<td>Final plenary</td>
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<td></td>
<td>Closing comments from Cathy Begley, Five Nations Country Lead, Scotland.</td>
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Opening activity – ‘What does ‘outstanding’, inspirational, transformative citizenship teaching look like?’

The conference began with an opening activity undertaken in Country Groups. Participants used a range of strategies to build a picture of ‘transformative citizenship lessons’ or teaching approaches.

Discussion focused on:
- The learning intentions for pupils
- The role of the teacher, effective use of resources, working with community partners etc.
- How will we know we are having an impact
- Barriers/challenges this might involve (focus on barriers to effective ‘teaching’ rather than curriculum time etc.)

Participants were encouraged to bring something that has inspired them: a teaching resource, news story, website, video clip, set of principles etc. Comments from each nation were displayed to allow participants to evaluate discussions across jurisdictions.
Conference welcome and programme orientation
Liz Moorse and Deepa Shah opened the conference with a welcome and information for participants about the Five Nations Network and the conference programme.

Liz thanked the Five Nations Network funders, the Gordon Cook Foundation and The MacRobert Trust whose support enables the conference, Strategy Group and Network to continue and flourish.

She explained this year’s conference on the theme of ‘Transformative citizenship teaching’ was the beginning of a new theme focusing very much on teaching practice and pedagogy to explore the power and impact of citizenship education in changing societies.

She outlined how the programme has been developed with a mix of guest speakers, including Professor Sharon Todd from Maynooth University and four teachers involved in the ACT ‘Building Resilience’ Project, alongside seminars and discussion sessions. There were opportunities to hear from some of the teachers who had been running Five Nations Development Projects on active citizenship in their schools. These projects are supported by small grants awarded by the Five Nations Network.

Liz also introduced Philip Barrett, a graphic artist who would be capturing the conference discussions and outputs in graphical form.

Liz thanked all those contributing to this year’s conference programme, the Country Leads who help to plan and deliver the conference and Deepa Shah who organises the conference each year.

GUEST SPEAKERS

Guest keynote: ‘Citizenship and Tensions of Belonging: Pedagogical Transformation in Classroom and Community’
Professor Sharon Todd, Maynooth University, Ireland

Conference participants heard from Professor Sharon Todd from Maynooth University, who took the focus of Citizenship and ‘belonging’ to explore social exclusion and barriers to participation in democratic society. Professor Todd began with her personal story as a Canadian who has worked in different parts of the world and is now resident and working in Ireland. She highlighted the need to understand yourself as a citizen in the broader sense of being a civic participant and contributor to democratic ways of life.
She then explored how sometimes schools can exacerbate feelings of disenfranchisement among the marginalised and what role schools should play in providing socialisation and Citizenship education. She spoke of the struggle for some in society - migrants, women, LGBTI, the poor, the disabled - who for different reasons lack a voice and may not be able to access and participate fully in democratic institutions because of this. She related this to students in schools who feel they don’t belong and argued that a key role for Citizenship education is to help students claim their voice on their own terms and not be limited by what those in power are prepared to listen to and in this way cultivate a sense of belonging for all. She argued this comes through a process of education and transformation, which can include helping students to develop new knowledge or attitudes or relationships or practices that enable empowerment. This should not just be seen as a surface change but one that requires voices to be heard and counted. This in turn needs new pedagogical approaches so that students’ voices are actually heard and listened to and so that their views count.

To illustrate this thinking, Professor Todd gave an example from an arts project using performance as active citizenship, led by Fiona Whelan in the Rialto Youth Project. Over a period of ten years, Fiona worked with disadvantaged families, young people and members of the community in Ireland to reflect on ideas of power and powerlessness and explore who has power and who does not. One particular performance event involved using spoken narratives to explore feelings from extreme helplessness to rage in relation to the police (Garda) who regularly pick up young people from disadvantaged backgrounds. After negotiation between project partners, trainee Garda were involved in the performance at the Irish Museum of Modern Art which was selected as neutral space. The impact was a deeper and more shared understanding between the young people, the Garda and members of the community through active citizenship listening that created a sense of feeling listened to, valued and belonging. Professor Todd concluded there is much that Citizenship teachers and educators can learn from arts engagement and other projects of this type.

**Workshops and seminars**

Participants chose and attended two sessions (one on Saturday and one on Sunday) from the workshops and seminars, led by expert colleagues. Each session explored different aspects of the conference theme. The outcomes are shared in the conference evaluation section overleaf.
FNPDs 2016 – impact sessions
Participants heard from three of the teachers leading Five Nations Development Projects during a market place style session.

‘Making Sense of Democracy’ It’s My Welsh Assembly
The project at Ysgol Gyfyn Cymer Rhondda in South Wales with over 100 Year 7 pupils aimed to develop knowledge of the Welsh political system since devolution through a series of classroom based activities including a visit from the local MP and a visit to the Welsh Assembly.

‘A tale of two: Urban to Rural’, Scotland
Primary children from two classes, one at Park Primary School in Stranraer and the other at St Denis School in Glasgow, explored how two contrasting areas of rural and urban Scotland meet the needs of children by making videos that were then co-joined and premiered.

‘Bringing Citizenship to Towers School and Sixth Form Centre, Kent, England
A new approach to teaching democracy for students in years 7 and 9 was linked to the establishment of the school’s first student council linking learning practical democracy in school to local democracy and national elections.

ACT Building Resilience Project for the Home Office
This session explored the outcomes of a citizenship project funded by the Home Office in ten schools in England as part of the Prevent agenda to counter extremism and terrorism. Four teachers who all work in different kinds of schools in England shared their curriculum development approaches and learning from the project in a facilitated conversation with Lee Jerome of Middlesex University, the project evaluator. The teachers highlighted a range of practical learning points and suggestions for others who may want to explore developing the curriculum as part of the school’s response to countering extremism and terrorism. These tips include:

• Alerting the IT department if any material that may be sensitive is accessed
• Working with pupils on language to define terms and setting expectations
• Expect the unexpected, what may be sensitive in one school may be fine in another and there may be challenging conversations with the pupils, parents or members of the wider community.

Further information from each of the school participants, including the lessons, outputs and evaluation findings are available from ACT
www.teachingcitizenship.org.uk/act-building-resilience-project

Guided discussions in country groups
On the second day of the conference participants met in country groups to re-visit their opening activity and consider their learning from the conference and develop some principles for outstanding, transformative citizenship teaching.

CONFERENCE EVALUATION, FINDINGS AND OUTCOMES

Participants
The Five Nations Annual Conference is attended by invited participants, with the aim of securing representation across the different constituencies in the education field as well as taking the geographic spread of participants into consideration. As the host country this year, Ireland was able to invite up to an additional five participants.

Each year, ACT collects data on conference participants to help monitor the geographical spread and type of participants in terms of role/constituency. The data for the 2017 conference is set out on the following page.
Teachers/Trainee Teachers
Initial Teacher Educators and CPD Professionals
Other
NGO community
Inspectorate/Assessment/Evaluation
Policymakers/Government

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<thead>
<tr>
<th>Country</th>
<th>Teachers/Trainee Teachers</th>
<th>Initial Teacher Educators and CPD Professionals</th>
<th>Other</th>
<th>NGO Community</th>
<th>Inspectorate/Assessment/Evaluation</th>
<th>Policymakers/Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N Ireland</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wales</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
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No. of Participants
Overall: 64%
E 67% (excluding self-funded participant)
I 60%
NI 64%
S 67%
W 70%

Ireland
England
Northern Ireland
Wales
Scotland

<table>
<thead>
<tr>
<th>Country</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Ireland</td>
<td>17%</td>
</tr>
<tr>
<td>England</td>
<td>22%</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>16%</td>
</tr>
<tr>
<td>Wales</td>
<td>26%</td>
</tr>
<tr>
<td>Scotland</td>
<td>19%</td>
</tr>
</tbody>
</table>

Teacher %

64%
Conference evaluation

The annual Network conference continues to be highly regarded by citizenship educators across the Five Nations and 46 out of a total of 58 participants completed conference evaluations. In terms of conference organisation, 100% thought it was very good or excellent.

The evaluations included a range of qualitative comments. A selection of typical comments are included below.

“Education for political generosity. Outstanding session…. The Prison to Peace material finds will be read in great depth….“
(ITE, England)

“Wonderful to meet educators from other nations - learning about their context helped me think about ours more objectively.”
(Teacher, England)

“A truly positive informative and affirmative experience - feeling inspired to continue to develop active citizenship and try out new ideas shared from colleagues.”
(Teacher, Scotland)

“This was my first conference and I thoroughly enjoyed it. It was inspiring listening to and seeing the work that is currently being carried out to ensure our young people are active citizens. It has made me think about my own practice and how I can improve things.”
(Teacher, Wales)

“Fantastic knowledgeable, engaging sessions and interesting discussions.”
(Teacher, Northern Ireland)

“An excellent conference – a variety of presentation styles across the two days with opportunity for reflection and debrief which is critical. A really lovely group of people to meet.”
(Initial Teacher Educator, Ireland)

Conference impact

Participant impact

A new measure of impact was introduced this year to try to assess the way in which participating in the conference helps to build and extend capacity. In addition to evaluating the conference as a whole, participants were invited to record what they learned and what actions they might take as a result of attending the conference. A wide range of actions were recorded and each participant received a follow-up email three months after the conference to see whether they had been able to take the action they intended.

The range of participant actions included:

“Feeding back on the key points to Senior Leadership Team. Reflect on opportunities for pupils to have a ‘stage’ to get their voices heard by others”
(Teacher, England)

“Trying out new methods of social action for lessons. Ensuring students are heard. Making decision-makers come into a forum with young people in a more active way. Feedback to Senior Leadership Team”
(Teacher, England)

“We are likely to be entering a new and challenging political era. In school I need to look at how I can adapt the curriculum and my own practice to address this. I need to promote a deeper understanding of the political complexities in the world and not shy away from it”
(Teacher, England)

“New ideas to further develop my own practice. Introduce some of these ideas into our curriculum at school to deepen understanding of citizenship and values with staff and pupils.”
(Teacher, Wales)

“Carly’s [FNDP project teacher] idea of getting pupils to prepare resources on democracy for the rest of the school. Join a local network with fellow Wales attendees”
(Teacher, Wales)

“New knowledge around Prevent and how the ideas presented could be incorporated into teaching of controversial issues in my own classroom”
(Teacher, Northern Ireland)
“Sharing good practice. Joining a Teacher Meet Group with fellow Citizenship teachers”  
(Teacher, Northern Ireland)

“Consideration of the links between secondary and primary and how this can be enhanced. More opportunities for participation in active citizenship through the curriculum. Benefits of allowing pupils to direct their own citizenship activities and have greater choice”  
(Teacher, Scotland)

“To redesign my courses! To keep reading literature on active citizenship and to build what I’ve learnt into my courses.”  
(Teacher, Scotland)

“Very good opportunities to share good practice in addition to workshop sessions. Have been invited to Wales to speak to Head teachers! We are also going to connect with schools in Aberdeen and Wales doing similar work- children sharing learning with each other.”  
(Head teacher, Scotland)

“The Silent Walk (Journey to Justice) and Political Generosity. To endeavour to get my students to ask more critical questions.”  
(Teacher, Ireland)

“I hope to use the methodologies I was introduced to, to plan my lessons in a ‘new light’.”  
(Teacher, Ireland)

Conference findings
Some participants were invited to act as rapporteurs and record three or four key ideas stimulated by the session they attended. Rapporteur reports have been collated and findings summarised below.

Seminar sessions
Participants chose to attend two sessions from the four available. A summary of key learning points and outcomes is below.

1. Education for Political Generosity
   • Political literacy is often underdeveloped and is sometimes avoided because it involves controversy. We need ways to help young people understand their complex political societies so that concepts are linked together when developing the practice of politics and political literacy.
   • Political thinking is different to critical thinking in that it revolves around power structures. The political and the personal must be acknowledged together.
   • Definitions used when exploring complex political situations and issues should belong to the definer not to the defined.
   • Political generosity is needed so that there is understanding that different views and beliefs are legitimate even if we don’t all agree.
   • The ‘From Prison to Peace’ case study highlighted a programme using the personal stories of political ex-prisoners, both loyalist and republican, which helps students in understanding a range of viewpoints and that people have a right to their opinion so moving beyond tolerance.
   • Citizenship education has low status but big expectations. Sometimes curricula can be disconnected from political literacy. We need to trust young people to be able to do this, to be political generous.

2. Journey to Justice
   • Programme uses historical and contemporary human rights campaigns and struggles and the arts to inspire action.
   • Raised issue of having a range of stories and resources to draw on that can be related to the students particular experiences in different classes, schools, contexts and the need for teachers to select these carefully.

3. The role of active citizenship and participation in engaging, empowering and raising attainment, St Eunan’s Primary School
   • An example of how a school embedded global citizenship across every aspect of school life. It has had a measurable and positive impact on the pupils, teachers and wider school community.
   • Based on the schools vision and values which shapes the whole school approach and underpins the curriculum and school life, and is fully supported by the school leadership.
   • Raised the question of why if this can be so successful in one school, why it is not replicated in others.

4. Social Justice Education: empowering young people to take action
   • Engaging students in critical thinking in a social justice capacity using active learning methodologies designed to achieve this and broaden horizons within social justice education.
   • Raises questions of the extent to which teachers allow students to develop their active citizenship projects organically or try to control things, and if we fail to give up control are we diluting their citizenship education.
Guided discussions and country groups

Country group leaders each managed their session according to the priorities of their group which included:

- re-visiting the opening activity and discussion points
- considering and drawing on learning from the conference to inform impact or change practice
- developing some principles for outstanding, transformative citizenship teaching.

England:

Transforming citizenship is not an instant thing. It’s a long and often bumpy road – we should consider each other's strategies to get from A to B and the bumps

Transforming takes on challenges we can and cannot control.

Students need space to discuss, consider diverse viewpoints

Teaching and learning needs to be rooted in students’ lived experience

What does outstanding, transformative, inspirational citizenship education look like?

To think about
- how to connect what matters to children with what's going on in the world
- how they can be agents for change
- how for a whole staff pastoral/citizenship approach is achievable

How can we inspire colleagues to buy into political transformation for all?

Confidence to go off topic in lesson, when a news event or issue is present
  - Be led by student debate focus
  - Be ready to challenge ideas from home/society

In a troubled political context, with the rise of the right, populism and Brexit, teachers felt it was even more important to reject a narrow form of neutrality e.g. that might lead to shutting down debates, rather they felt they had a responsibility to critically interrogate the recent political debates and beliefs, and assert democratic values in a positive way.

Members of the group identified stories of inspirational good practice from the conference, where there were clear positive impacts on young people. These stories inspired some to re-commit to try things out in their contexts, and led others to review their own schools critically, asking whether students really trusted the teachers enough to engage in genuinely open debate.

Also:
- All teachers should be required to engage with sensitive topics – we are the educators that young people will emulate.
- The importance of leadership in supporting high expectations of teachers’ engagement in citizenship (at all levels).
- Get children/young people to engage with politics within school.
- Potentially transformative impact of small routines or short projects.
- How can we monitor transformation longitudinally, over time?
- How we create critical minds, learn from each other, challenge etc.
- Communications between students, parents, teacher and leaders.
- Does a good idea have to be universalised in order for it to be transformative? (i.e. does everyone in the school/year group have to do it?)
Ireland:

“Outstanding” is about:
what students do
what students actually know and understand
what they become ‘active learner’ and ‘global citizens’.

What they know requires teaching using resources from
the world to learn things and explore open ended questions,
using personal stories and case studies
What they do involves taking part and seeing the effects

“Transformation” includes the ability to respond to where student are
so they can:
• Open up, see what is around
• Challenge stereotypes, using concrete examples and using resources
• Build empathy and understanding
• Consider and include the forgotten, disenfranchised
• Use reflection

Teachers/teaching needs to
• Be responsive, spontaneous, flexible
• Consider the importance of your own position/consciousness
• Recognise we can learn from those younger than us who may have a different way of looking at those in authority
and power
• Consider experience beyond formal education
• Think about how we develop ourselves!

Northern Ireland:

“Ireland:

“Outstanding” is about:
what students do
what students actually know and understand
what they become ‘active learner’ and ‘global citizens’.

What they know requires teaching using resources from
the world to learn things and explore open ended questions,
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What they do involves taking part and seeing the effects

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• Recognise we can learn from those younger than us who may have a different way of looking at those in authority
and power
• Consider experience beyond formal education
• Think about how we develop ourselves!

Northern Ireland:

What does outstanding, transformative, inspirational citizenship education look like?

Engaging more deeply with subject knowledge and core concepts

Young people’s voice in all aspects of school.
Pupil-led action

Transforming how young people see the world and critically thinking about information from media etc.
Transforming us as educators
Understanding our young people... listening.

“Enablers”
- Good training for teachers
- Rebranding of the subject
- Tapping into ‘passion’ out there

New, fresh engaging resources, that also support teachers with knowledge.

What’s distinctive about young people’s experience of learning in citizenship classes?

Critical pedagogy and political literacy. Putting the political into citizenship

“What does outstanding, transformative, inspirational citizenship education look like?”

“What does outstanding, transformative, inspirational citizenship education look like?”

“Hinders”
- School structures
- Status of subject
- Understanding of the term “citizenship”
- Primary - post primary transition
- How ‘employers ’ drive the agenda
- Fear of politics in a divided society
Participants from Northern Ireland were inspired by the conference. They valued the opportunity to engage with people from across the Five Nations and to use this as a vehicle for reflection on policy and practice in their own context. In the absence of any provision for teachers’ continued professional development in citizenship education, they welcomed particularly the opportunity to meet with other teachers from NI to share ideas. There was a commitment made to continue to find opportunities to develop this collegiality through: email distribution lists; a ‘room’ established on Fronter (the virtual learning environment in NI schools); possibility of ‘teach meets’; engagement with training offered by NGOs and through the Shared Education signature project etc. Notably, participants identified a need to ‘take the risk’ and re-engage with controversial issues in citizenship education, in order to ensure young people had the space to discuss the political issues affecting their lives.

Scotland:

Debating skills
- Controversial issues
- Equal voice
- Social media
- Equality
- Studying concepts
- Language and structure

- P4C – building equality of opportunity to contribute
- Curriculum – use to help young people understand how the world works
- Culture of school – leadership taking risks
- Role of teachers – parental observation of lessons
- Frameworks and scaffolding
- Community barriers sometimes with controversial issues.
- Parental observation of lessons
- Teacher confidence, experiences, risk taking, courage

What does outstanding, transformative, inspirational citizenship education look like?

Also:
- Barriers – standardised assessment, national policy, narrow focus on literacy and numeracy, concentration on data.
- Active pupils – active teachers?
- Teacher campaigning network
- What are we teaching children to be?
- Citizenship education in Scotland at risk? Never been more vague since 2002.
- Gatekeepers.
The participants from Scotland focused initially on a discussion of impact, in particular how we know we are having an impact and how we can demonstrate evidence of transformation.

Some of this requires preparation of pupils so that they have the language for evaluation and this means teachers being sure of what they want to evaluate. In Scotland there are limitations when assessing impact because citizenship education is in effect cross-curricular. This may be where the Five Nations Network can help in sharing practice.

The group also discussed the ACT Building Resilience project and noted that the role of education in countering terrorism is not really being discussed or addressed in Scotland. Some of the group felt this work could be highlighted to the Scottish Government.

The group plan to stay in touch, to share practice and consider ways to support each other.

The participants from Wales considered the dissemination of practice from the Five Nations Network and how this might be improved, for example through more regular e-communications and/or notifications when something new appeared on the Five Nations website. They agreed a representative from Estyn (the Schools Inspectorate) should be invited to future events and discussed the latest Donaldson Curriculum framework and how this might be developed to include more citizenship education. The teachers in the group were keen to learn from the experience of Curriculum for Excellence in Scotland.

The group felt the focus on testing and assessment can sometimes limit the transformative effects of citizenship education, in particular because the experiential, creative and active learning that citizenship involves is not part of this process.

The group agreed to continue to work together and began to plan a conference for later in the year.

Wales:

Rights based approach at Hafod Primary
Pseudo Parliament at Pentrehafod
FNDP project on democracy

School parliament is a structured way to give all pupils a chance to vote.

“We feel you’re listening to us…”
“Totally transformed the school and the children’s lives.”
“I want to come and visit.”
“What’s politics, Miss?”
“A chance to meet the First Minister.”

#5NN #5NNWales TodaysMeet
**Funded Projects**

**Five Nations Development Projects (FNDP)**

Five teachers across the five nations were successful in applying for an FNDP grant in 2016. The aim of each project is to facilitate active citizenship curriculum development projects in school, promote cross-country collaboration and to encourage the sharing of effective practice.

The successful projects were:

1. Making sense of democracy: Develop pupils’ understanding of Welsh citizenship - Ysgol Gyfyn Cymer Rhondda, Wales
2. Bringing Citizenship to Towers School and Sixth Form College – Towers School and Sixth Form College, England
5. Films across the coast – Park Primary, Scotland

Information about previous projects can be found on the Five Nations website at http://www.fivenations.net/research-funding

**Network management and communications**

**ROLE OF THE STRATEGY GROUP AND ACT**

The annual Five Nations Programme grant includes an allowance to enable the Strategy Group to meet regularly during the year. The purpose of the group is to oversee and develop the Network and plan the annual conference. The Strategy Group comprises country representatives from each of the five nations, a trustee from the Gordon Cook Foundation and staff from the Association for Citizenship Teaching (ACT) who manage the programme.

During 2016-17, the Strategy Group met on three occasions in June and November 2016 and March 2017. The Group discussed progress being made with on-going funded research and development projects (the final SSRI and the new FNDPs) and planned the 2017 conference. The Group also worked together to undertake a thorough internal review of the Five Nations Network Programme and objectives. The review aims included to:

1. Reflect on the aims of the Programme and consider whether these remain fit for purpose or need to be redefined.
2. Consider the role of the Country Leads and how this has evolved over time.
3. Assess the strengths and weaknesses of the Programme and its key activities, identify what is working well and what might be improved and consider the impact of the Programme.
4. Set the direction of the Five Nations Network for the next three years.

The report of the internal review is being discussed with the Gordon Cook Foundation Trustees.

**Members of the Five Nations Strategy Group**

During 2016 Dominic Miles stepped down as Country Lead for Wales and we are extremely grateful to him for his contributions over the past three years. Suzie Pugh agreed to be a new Country Lead and began the role in January. The full Strategy Group membership list is below.

Lee Jerome (England)
Karl Sweeney (England)
Rose Dolan (Ireland)
Conor Harrison (Ireland)
Lesley Emerson (Northern Ireland)
Anne-Marie Paynor (Northern Ireland)
Cathy Begley (Scotland)
Elaine Watts (Scotland)
Suzie Pugh (Wales)
Liz Thomas (Wales)
Ivor Sutherland (Gordon Cook Foundation)
Liz Moorse (ACT)
Deepa Shah (ACT)

ACT continues in the role as programme manager with Liz Moore as Programme Leader and Deepa Shah as Projects Manager. The ACT Programme team were invited to meet with the Gordon Cook Foundation in Aberdeen in May and to attend a joint meeting with other projects funded by the Foundation in November 2017.

**FUNDING AND PROGRAMME EXPENDITURE**

In 2016-17, the Gordon Cook Foundation continued to provide programme funding. The final instalment of funding from The MacRobert Trust was received with thanks. The Network is indebted to the on-going commitment of its funders.

A breakdown of the key programme income and costs for 2016-17 is set out opposite:
**INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Main Grant</td>
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<tr>
<td>Five Nations Development Projects</td>
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<td><strong>Total</strong></td>
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**EXPENDITURE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Conference venue and travel bursaries</td>
<td></td>
</tr>
<tr>
<td>Strategy Group meetings and travel costs</td>
<td></td>
</tr>
<tr>
<td>Programme staffing, direct costs and overheads</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£76,086.17</strong></td>
</tr>
</tbody>
</table>

### WEBSITE, SOCIAL MEDIA, COMMUNICATIONS AND PARTNERSHIPS

#### Website developments
The website sees a peak in visitors when the biannual newsletter and invitations to the annual conference and to apply for funding are sent out.

- In 2016-17, the website saw a total of 2,299 sessions
- 40% of these sessions involved multiple page visits, up from 23% last year. 15% lasted from three minutes to over half an hour, the same as last year.
- The average number of page views per session increased by 37%, from 1.41 in 2015-16 to 1.93 in 2016-17.
- There were 4,405 page views during this time period.

#### Social media
The development of Five Nations Network social media presence on Facebook and Twitter has continued during the past year. Both the number of Twitter followers and Facebook ‘likes’ continue to increase.

There was a surge in social media activity in the run up to and during the annual conference. Use of the general Five Nations Network Twitter account, the individual country accounts and the hashtag #5NN resulted in an increase in visibility and engagement. Some country representatives use Twitter to maintain links with their local network. The general Five Nations Network Twitter account has also been used by ACT to find new contacts, build awareness of the Network and share information about the Network activities.

Throughout the annual conference, participants used the hashtag #5NN as a collaborative running commentary on events and ideas that emerged @FiveNationsNet. Some also used TodaysMeet, an online tool for teachers, as an alternative chat forum.

#### Network communications
Two editions of the Network e-newsletter have been published during 2016-17 to keep Network members informed of the latest activities. The reach of the e-newsletter has increased by 4% this year and each edition generated a spike in communications activity. The e-newsletter now goes directly to 267 Network members. To sign up for the newsletter, go to www.fivenations.net/join-the-network

### Partnerships
In 2014 the Five Nations Network was delighted to have been confirmed as a Council of Europe regional network for Democratic Citizenship and Human Rights education. This partnership provides an important link with wider European networks and educators who share an interest and commitment to citizenship, democracy, human rights and values education. Two members of the Five Nations Network regularly attend Council of Europe meetings to ensure links and connections are made. http://www.coe.int/t/dg4/education/edc/Who/Whats_EN.asp

### 5 A Look forward to 2017-18 and beyond
The next year promises to be both busy and exciting with the longer-term future of the Network on a secure footing following the decision of the Gordon Cook Foundation to continue to fund the Network until 2020.

Planning for the next Network conference in London is underway in partnership with colleagues at the English Speaking Union (ESU) and Parliamentary Education Service, who we are delighted have agreed to contribute to the conference programme.
Teachers, educationalists, policy makers, curriculum planners, members of the inspectorate, representatives of NGOs and young people from across the UK and Ireland have been meeting together every year since 2000 in a unique forum known as the ‘Five Nations Network’.

Further information can be obtained from www.fivenations.net or by contacting the Association for Citizenship Teaching (ACT):

**Liz Moorse**  
Email: liz.moorse@teachingcitizenship.org.uk

**Deepa Shah**  
Email: deepa.shah@teachingcitizenship.org.uk