

FIVE NATIONS NETWORK



FIVE NATIONS NETWORK ANNUAL REPORT 2017-18

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 provide the foreword for the 2017-18 report of the Five Nations Network.

The Five Nations annual conference is the main event in the Five Nations calendar. The 2018 conference was held in London 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. The venue for the London conference was Dartmouth House and we were most grateful to the English-Speaking Union for allowing us access to such a splendid building. There is no doubt that the ambience created by this historic setting contributed an additional and distinct dimension to the nature of the conference activities.

The Gordon Cook Foundation is proud of its continuing sponsorship of the conference and of the Five Nations Programme. The year 2017-18 was the eighteenth of the Five Nations Network and the sixth year in which the programme has been managed by the Association for Citizenship Teaching (ACT). The Foundation has kindly agreed to continue its sponsorship of the Programme until March 2020 under the management of ACT.

The Strategy Group, which is the management arm of the Five Nations Network, continues to provide professional guidance of a highly effective and innovative nature. This year it has devoted a considerable amount of its energies to the establishment of the Five Nations Development Projects initiative. These are small-scale projects which are largely school-based and which are intended to make a contribution to both the curriculum and pedagogy of citizenship teaching. On a personal basis I hope that this is an initiative which will grow and flourish in the years to come.

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 2018 conference such an undoubted success.

Ivor Sutherland

Trustee, Gordon Cook Foundation

PROGRAMME OVERVIEW

| | | | | |
|--|-------------------|---|-----------------------|---|
| Name of Project: The Five Nations Network Programme (for 2017-18) | | Lead Trustee: Dr Ivor Sutherland | | |
| Grant-holder: Association for Citizenship Teaching | | Programme Director: Liz Moorse Programme Manager: Deepa Shah | | |
| Funding: £63,218.73 | | Start/Finish dates: 1 April 2017-31 March 2018 | | |
| Number of participants: | | | | |
| | Conference | FNDPs | Communications | Website |
| Children: | / | 210 | / | / |
| Adults: | 68 | 4 | 282 | 1,366 users (203 of whom were returning visitors) |

1 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 2017 to March 2018. 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: 'Democratic talk: from discussion to deliberation'
2. Five Nations Development Projects (FNDPs)
3. Network management and communications including the role of the Strategy Group and ACT
4. A look forward to 2018-19.

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

PROGRAMME OBJECTIVES

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. As part of its work, the Strategy Group has developed a strategic plan for the programme which includes the following four programme impact goals:

1. To bring together teachers and other educators from the five nations to promote the development of citizenship and values education in changing societies
2. To enable debate and to consolidate and share effective practice through inter-country dialogue
3. To encourage the growth of formal and informal collaboration and partnerships within, across and beyond the network
4. To stimulate creativity, research and new thinking about citizenship and values education.

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.



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

As assessment of how well the programme objectives have been achieved in 2017-18 follows.

2 Annual Conference: 'Democratic talk: from discussion to deliberation' London 2018

CONFERENCE AIMS

Nearly 70 teachers and educators from the five nations gathered in London for the eighteenth annual Network conference on the 27 and 28 January 2018. The conference theme was 'Democratic talk: from discussion to deliberation' and the conference was hosted jointly at Dartmouth House, home to the English-Speaking Union, and the Westminster Parliament.

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

- Discuss the role and effectiveness of using different forms of democratic talk and deliberation in citizenship teaching
- 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 and pedagogies in developing pupils' critical understanding of controversial and sensitive issues currently facing society
- Debate 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 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/london-2018)

CONFERENCE ACTIVITIES

The conference programme was organised over a 24 hour period. The conference programme included guest speakers, workshops, country group and mixed group discussions and networking and reflection time.



| Saturday 27 January 2018 | |
|---------------------------------|--|
| 11.00-11.45 | <p>Country Groups</p> <p>Participants think about these two questions and share successful strategies for using 'talk' in citizenship teaching activities.</p> <ol style="list-style-type: none"> 1. What is the relationship between talk, democracy and citizenship? 2. What do you do in your classroom to reflect this? |
| 11.45-11.55 | <p>Welcome to the conference and programme orientation</p> <p>Liz Moorse and Deepa Shah</p> |
| 11.55-12.30 | <p>Opening guest speaker:</p> <p>'Democratic Deliberation: Inside and Outside'</p> <p><i>Dr Eilís Ward, National University of Ireland, Galway</i></p> <p>Mixed Country Group reflective discussions</p> <ol style="list-style-type: none"> 1. What do we teach young people about democracy and the role of talk/dialogue? 2. What forms of talk do we value in our own classrooms, and how do we help students to build their capacity for these? 3. What are the teaching demands (and risks) in running deliberative classrooms? |
| 12.30-13.15 | <p>Lunch</p> |
| 13.15-14.35 | <p>English-Speaking Union – Plenary</p> <p><i>Led by Leela Koenig</i></p> <p>Participants were involved a range of practical activities designed to explore methods for placing oracy at the heart of teaching and learning around controversial topics, including:</p> <ol style="list-style-type: none"> 1. The importance of oracy skills for citizenship teaching – how can we use different forms of talk in the classroom to help students develop their ability to critically analyse the world around them? 2. Games and activities that introduce oracy skills and get students talking – how can we bolster students' oracy skills, and create an environment conducive to democratic talk? 3. Discussion/debate formats for controversial topics – how do teachers' strategies reflect and prepare students for 'real world' democratic talk, and the ways in which we engage with controversial, often complex political issues? |
| 14.35-15.30 | <p>Travel to Parliament</p> |
| 15.30-17.20 | <p>Tour of Parliament, Parliamentary Education Centre and workshop</p> <p><i>Led by David Carr and colleagues from Parliament's Education Service</i></p> |
| 17.20-17.30 | <p>Reflections on the day</p> <p>Participants completed a postcard before dinner – something you knew when you arrived and shared, something you learnt, something you are hoping for from day 2.</p> |

| Sunday 28 January 2018 | |
|-------------------------------|--|
| 09.15-10.30 | <p>Seminars/workshops (1)</p> <p>Participants choose a session:</p> <ol style="list-style-type: none"> 1. You're all talk... strategies & approaches for embedding critical oracy and dialogue across the curriculum 2. Using drama strategies to explore political issues 3. Controversial issues 4. Developing 'Political Generosity' through Classroom Deliberation |
| 10.30-11.00 | <p>Five Nations Development Projects 'micro-presentations'</p> <p>Standing Up for Good: Exploring the Issues of Justice and Political Activism (Nicholas Chamberlaine School, Warwickshire, England)</p> <p>Building Capacity for Youth Participation and Deliberation in North Belfast (Mercy College, County Antrim, Northern Ireland)</p> <p>Understanding the Welsh Assembly, Welsh politics and discussion and deliberation of Welsh legislation. (Ysgol Gyfun Gymraeg Bryn Tawe, Wales)</p> |
| 11.00-12.15 | <p>Seminars/workshops (2)</p> <p>Participants choose a session:</p> <ol style="list-style-type: none"> 1. You're all talk... strategies & approaches for embedding critical oracy and dialogue across the curriculum 2. Using drama strategies to explore political issues 3. Controversial issues 4. Developing 'Political Generosity' through Classroom Deliberation |
| 12.15-13.00 | <p>Guided discussions in country groups</p> <p>Reflections from day 1 in country groups</p> <p>Review and reflective discussion based on what participants wrote on the postcards the previous day.</p> <p>Questions explored :</p> <ul style="list-style-type: none"> • <i>Practice</i> – what can we do individually to move on our practice in promoting deliberation. What (if anything) should we do across the school, and within citizenship classes, to engage with the idea of deliberation? And are current practices sufficient? • <i>Institution</i> – what might you take away and use in your school/college? To what extent do schools operate as spaces for young people to routinely engage in deliberation that acknowledges real conflict and diverse world-views that are not easily reconciled? And to what extent do we gloss over them to 'celebrate' diversity? • <i>Policy</i> - How do our discussions and ideas about democratic talk and deliberative democracy align with the state of citizenship in our nation? What's the priority for action in our nation? |
| 13.00-13.15 | <p>Final plenary with closing comments</p> <ul style="list-style-type: none"> • FNDP awards ceremony • Feedback from guided discussion groups • Conference closing comments |

Conference welcome and programme orientation

Liz Moore 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 funder, the Gordon Cook Foundation, whose support enables the conference, Strategy Group and Network to continue and flourish.

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 keynote: 'Democratic Deliberation: Inside and Outside' Dr Eilís Ward, National University of Ireland, Galway

Dr Ward outlined her experiences of developing a framework for a

proposed senior cycle curriculum called 'Citizenship Studies' and how this could be framed around aims, values and principles to develop young people's political agency and full moral autonomy and the pedagogy to support this. She acknowledged the context of rapid change in Irish society at the time, the need to address topical and controversial issues and the age group of the pupils who would be taught the curriculum. The approach was also inspired by an interest in how democracies work outside of the electoral systems and institutions (government and bureaucracies) and that the increasing diversity and complexity in society could lead to increasingly heated conflicts.

Dr Ward highlighted that the skills/knowledge divide is unhelpful. Any curriculum for Citizenship needs to embrace that democracy is deliberated; is the place where we 'bump up' against a whole range of diverse issues. Citizenship is also a place to discuss the dynamic relationship between the individual citizens (and non-citizens), the state and society, locally, nationally and globally. She explained deliberation is not about debates with two sides, nor is it free ranging discussion. Rather it is a way of communicating and a pedagogic strategy focused on the process of deliberation and providing a civic virtue. The aim is not to produce 'good citizens' or an exemplary democracy, but as a means and end

itself and based on two core assumptions about democracy:

That everyone is morally autonomous (autonomy)
That everyone is equal (equality).

She identified a series of rules for proceeding with deliberative democracy including that it requires participants to:

- Respect difference and recognise the right to hold different views
- Accept that deliberative democracy is characterized by reciprocity
- Participating in an open and transparent way orientate towards resolving difficulties through non-violent means
- Accepting the possibility of being wrong and changing one's views
- Ensuring the equality of participants are preserved and enhanced.

In this way deliberative democracy is transformative of the individual and the collective and this is its very purpose.

Dr Ward finished by discussing democratic deliberation in the classroom. She pointed out that deliberative democracy is not simply the content of the curriculum and that learning about political institutions and processes, electoral systems, the welfare state etc. are also required. The real difference is found in the approach to teaching and the expectations and outcomes for pupils. Lessons involve 'deliberative moments' during which students actively think about concepts, practice deliberation in small and larger groups and are guided by rules of engagement such as not interrupting, active listening, questioning contrary views and evidence and over time being willing to voice discomfort and seek clarifications and commonalities, as well as the development of socio-emotional aspects of learning or 'habits of the heart' after Jean Bethke Elshtain. All of this rests on developing a particular set of teaching skills in both content delivery and deliberation where the teacher models deliberation. 'Classrooms can acknowledge and validate the affective aspects of democracy...The difficulties this might produce in a classroom are precisely those that arise in the public sphere and as such, can be welcomed rather than feared.'

Full details of Dr Ward's talk and more information about each conference session is provided on the Five Nations Network website www.fivenations.net/london-2018

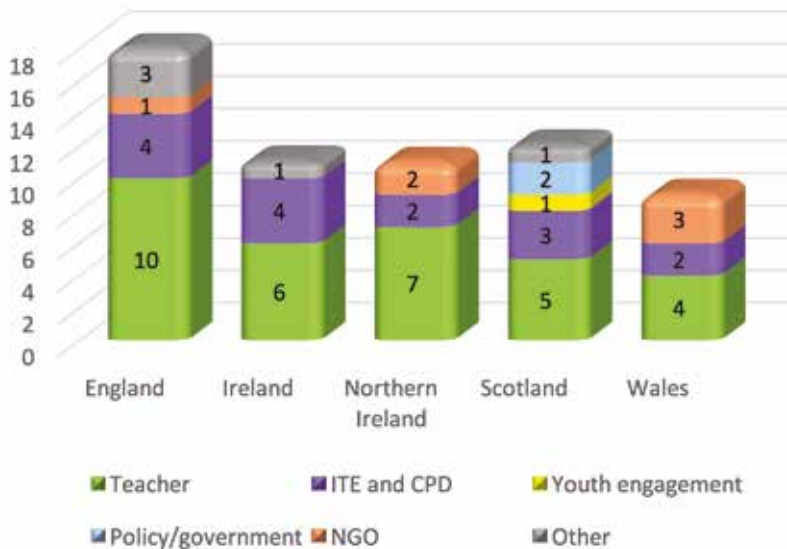
CONFERENCE IMPACT

Participants

The conference was by invitation, with others being given the opportunity to apply to be a self-funded participant. The Strategy Group selected 11 participants from their respective nations with the aim of securing an increased representation of teachers.

Also taken into consideration were the geographic spread of participants and types of school. As the host country this year, England was able to invite up to an additional five participants. The total number of participants was 68 (61 excluding Gordon Cook trustees and ACT staff). Despite some initial interest from several University academics there were no self-funding participants.

Participants by Constituency and Nation



Teacher %

Overall: 52%

E 56%

I 55%

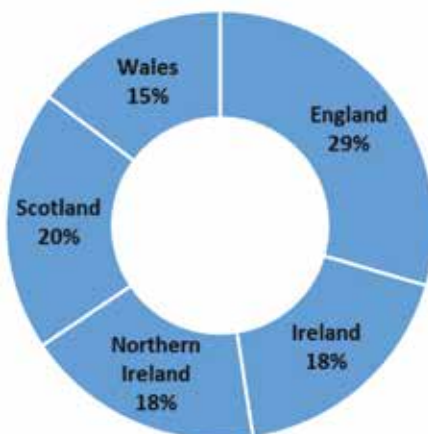
NI 64%

S 42%

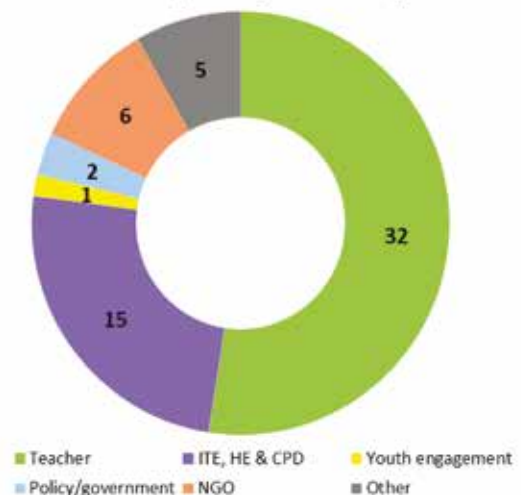
W 44%

Percentages were affected by last minute cancellations and some additional non-teacher guests who attended part of the conference.

Participants by nation



Participants by constituency



Half of the participants (30) had been to a Five Nations conference before and half (31) were first-time attendees (numbers exclude Gordon Cook trustees and ACT staff).

Conference findings

Feedback on each session was collected during and immediately after the conference and again 3 months later to gain a sense of the impact for participants.

I [went back to Diana Hess' site] and reminded myself of the approaches she uses in her work. I am doing some training next week using Diane Hess' framework to explore controversial Issues and how that is managed on schools. I also hope it had some effect on my own work especially the resource I have just completed on Homelessness for KS3.

Education Consultant, Northern Ireland.

English-Speaking Union (ESU – Plenary)

Leela Koenig led a plenary session which took all conference participants through a series of principles and practical classroom strategies for using oracy and deliberation in Citizenship teaching particularly when exploring controversial and real world issues. Participants worked through a series of activities in groups designed to develop dialogic debate a process developed by the ESU to promote critical thinking and deliberative debate.

I will definitely use the dialogic debate strategy in lessons as well as feed this back to staff. This will really support deepening students understanding of key concepts.

Teacher, England.

I absolutely LOVED this. We offer training on critical literacy, and there are many methodologies described in the ESU session which we'll be investigating further, as a means of exploring and valuing different viewpoints.

Teacher, Scotland.

Offsite – Westminster Parliament tour and workshop

All conference participants joined a tour of parliament led by members of the Parliament Education Service which was followed by a workshop led by David Carr in the Education Centre at Parliament.

Excellent practical activity to link Democracy in action to theory.

Teacher, Northern Ireland.

I will be visiting parliament with my pupils from the school senate and feel better prepared for this. Have spoken with our guide who will ensure focus on women 100 and devolution.

Teacher, Wales.

I'll be raising awareness of subsidised parliament visits with the schools and teachers we work with.

Teacher, Scotland.



Workshops

Conference participants were invited to choose to attend two of four workshops offered during the programme. A summary of each follows.

Developing 'Political Generosity' through Classroom Deliberation.

This workshop identified differences between discussion, debate and deliberation and explored the quality of argument and evidence through structure academic controversy. Teachers were encouraged to explore how to make talk more nuanced, the responsibility of teachers in providing a range of perspectives and how to help children manage differences by legitimisation of others' views, rather than simply try to reach consensus.

Fantastic, practical, applicable resources and methodologies to use with students in a classroom when using oracy and deliberation skills. ... I have been using it in my staffroom ever since.

Teacher, Ireland.

[I plan to] use Socratic questions and using the 'gold fish bowl' strategy for deliberation.

Teacher, Northern Ireland.

You're all talk... embedding critical oracy and dialogue across the curriculum.

The session explored School 21's approach to oracy and practical strategies for developing oracy by combing learning to talk with learning through talk. Oracy is understood through a framework of cognitive, linguistic, physical and social/emotional learning. Key is to this is developing purposeful talk and thinking through what this means for the curriculum, pedagogy and school culture and ethos. The resources are available from www.voice21.org

Some of the practical strategies for exploring non-verbal communication, using concept cartoons and protocols for talk were particularly helpful and I plan to share these with colleagues when I return to school.
Teacher, England.

A great and informative session. We have a range of activities that we can now take back and put into practice.
Teacher, Wales.

Using drama strategies to explore political issues.

The workshop provided the opportunity to learn through participation in a range of drama activities promoting both written and spoken communication to explore challenging political issues in communities by using strategies designed to get children thinking critically.

A great workshop. [I will be] using the agree/disagree activity in new ways to get children thinking critically.
Teacher, Wales.

Lots of practical ideas to use in class and the understanding that political issues can be explored gently and in a creative way through drama.
Teacher, Scotland.

Controversial issues.

The session provided an overview of a research project in the West of Scotland as a case study to find out the impact of tackling discrimination using particular teacher approaches and to highlight the need for careful choices in pedagogy and teaching approaches.

[The session] underlined the importance of developing all learners self-esteem and sense of agency but with a

particular focus on young males. Citizenship will only develop in learners when they feel secure.
Teacher, Scotland.

The importance of using controversial issues in debates and discussions. Using images to stimulate discussion and learning.
Teacher, England.

Mixed country group discussion

Mixed country groups were used at the start of the conference to share ideas and reflections following the guest speaker.

It was good to listen to others and hear the issues they had about teaching and learning on citizenship and to hear about good practice. I met some new contacts and also identified some new resources that will help me deal with an issue we have on children's rights education.
Youth Engagement Worker, Scotland.

Useful and heartening degree of consensus among academics, practitioners, policy-makers, regarding what should be at the heart of education, even across differing sectors and countries. Interesting and enlightening perspectives on the barriers to this and on why and where they exist most strongly.
Teacher, Scotland.

Guided discussions in country groups

During the conference participants met twice in country groups – once at the start and once at the end - to discuss and reflect on the conference and talk about issues affecting Citizenship in their own country. Reflections and key points made by participants are on the following page.

**“ Another wonderful weekend.
So beneficial for my practice and
confidence - thanks five nations! ”**

Teacher, Scotland

| England | Ireland | Northern Ireland | Scotland | Wales |
|---|---|---|--|--|
| <ul style="list-style-type: none"> Deliberative democracy approaches need to be routine as part of the repertoire of regular teaching in Citizenship rather than a 'stand-alone' activity and should focus on purposeful talk rather than just opportunities for talk It can be a challenge to create space for this when so much of the curriculum is taken up with covering content particularly at GCSE Demonstrating the practice and impact of deliberation through oral and written work could help with the issue of creating time and embedding approaches into teaching | <ul style="list-style-type: none"> Importance of providing open and structured deliberative discussions in classrooms so pupils say what they think or feel rather than what they think the teacher wants to hear Recognise a tension between teaching democracy and deliberation and schools as institutions which can be authoritarian rather than democratic | <ul style="list-style-type: none"> There can be key differences between primary and post primary education in the way talk and deliberating is included and there is often more space in primary. So we need to demonstrate the value of the process in the context of an exam driven curriculum Conceptualizing deliberation as an explorative, transformative, democratic process that seeks out quality of evidence, truth and supports consensus building will help Teachers need opportunities to build their skills and expertise in deliberative pedagogies and practices | <ul style="list-style-type: none"> Concept of democracy and deliberation fits well with what schools already do but pupil voice and pupils agency are not well established in many schools We don't value dialogue in the same way as the written word, in part because teachers are more confident about assessing writing Ongoing issue of how to create space and time for Citizenship in a curriculum model where the subject is left to permeate other parts of the curriculum | <ul style="list-style-type: none"> Curriculum review and work in Wales on wellbeing of future generations and the introduction of school parliaments in secondary should help support deliberative democracy Ensuring a wide range of viewpoints are presented, and that deliberations are inclusive, are seen as key to the success of deliberative approaches Genuine opportunities for decision making and valuing the ideas of pupils support meaningful deliberation and lead to ongoing engagement in democracy |

Some of the comments and reflections below show the impact and importance of these sessions.

*This was a great chance to reflect. I need to go back and plan better opportunities for oracy in my curriculum in particular at key stage 4. (14-16 year olds).
Teacher, England.*

This was really valuable. The opportunity to talk with colleagues from such a wide range of sectors and diversity of experience, but all with a passion for

*citizenship, really don't come along very often. There really was quite an uncommon breadth of expertise present.
Teacher, Scotland.*

*This was a very interesting session. The teachers and others all enjoyed the whole conference - immensely... Everyone was taking something away that energised them into action. Questions were focused, and rich discussion was had by all.
Education Consultant, Northern Ireland.*

The Welsh group talked about arranging a conference for pupils in the summer term and the logistics involved. We arranged to meet up and set up a WhatsApp group to stay in touch.
Teacher, Wales.

It was heartening to feel a general consensus here, and despite issues around us, there is optimism about future development. Finishing together also strengthens the network within our own country and allowed us to consider links and possible joint work in the months ahead.
Teacher, Scotland.

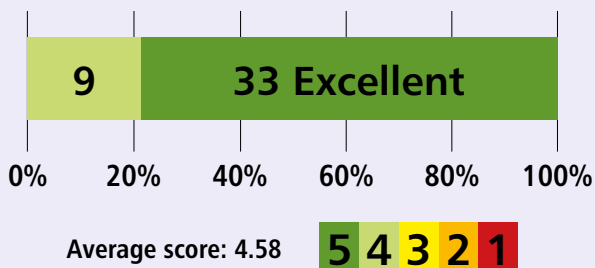
Another wonderful weekend. So beneficial for my practice and confidence - thanks five nations!
Teacher, Scotland.

Conference evaluation

The annual Network conference continues to be highly regarded by citizenship educators across the Five Nations and 42 out of a total of 65 participants completed conference evaluations.

We asked a new type of evaluation question for the first time this year. 100% of participants would recommend this conference to a colleague.

How would you evaluate the conference as a whole?



3 Funded Projects - Five Nations Development Projects (FNDPs)

FNDP AIMS

The aim of each FNDP is to facilitate active citizenship curriculum development projects in school, promote cross-country collaboration and encourage the sharing of effective practice.

FNDP ACTIVITIES

Three teachers across the five nations were successful in applying for an FNDP grant in 2017 and presented at the January 2018 conference.

Building Capacity for Youth Participation and Deliberation in North Belfast

Frankie Nixon, Mercy College, Belfast, Northern Ireland
This curriculum project developed a new unit of work on democracy and participation. Twenty students visited the NI Assembly at Stormont and met with MLAs and worked with Queens University to develop a student survey with their peers in north Belfast and disseminated findings with local schools and politicians.

Standing Up For Good: Exploring the Issues of Justice and Political Activism

Emily Morgan, Nicholas Chamberlaine School, Warwickshire, England
Pupils explored the themes of social justice, political activism and campaigning as part of a collaboration between the Citizenship and Art departments. Students had guest speakers, met their local politician and visited the UK Parliament.



Searching for our Voice / Chwilio am ein llais

Lindzi Miller, Ysgol Gyfun Gymraeg Bryn Tawe, Swansea, Wales

This project helped a year 12 class to gain an understanding of the Welsh Assembly and Welsh politics and discuss and deliberate Welsh legislation. Students visited the Assembly and drafted legislation on public services exploring the differences with the rest of the UK.



A fourth FNDP was funded in early 2018:

Exploring Identity and Conflict

Martin Ferguson, St Killian's College, County Antrim, Northern Ireland.

This project will reach fifty to seventy-five pupils in Years 9 and 10. Martin will present at the 2019 conference.

A total of 29 teachers at the 2018 conference said they are interested in applying for a grant if these were available in the future.

Further details of the project aims, action and impact can be found on the Five Nations website.

www.fivenations.net/fndps-2017-18

4 Network management and communications

STRATEGY GROUP

Strategy Group aims

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.

Strategy Group activities and impact

During 2017-18, the Strategy Group met on three occasions to discuss progress being made with on-going funded development projects (FNDPs) and planned the highly successful 2018 conference in London.

The Strategy Group worked together to make a submission to the House of Lords Select Committee on Citizenship and Civic Participation. Liz Moore was also invited to give oral evidence to the Committee in her position as ACT Chief Executive, during which she drew attention to the important work of the Five Nations Network. The evidence, final report and government response is available at www.parliament.uk/citizenship-civic-engagement. There will be a debate in the House of Lords about the recommendation and the government response in the autumn of 2018.

Two new country leads for Wales, Sue James from University of Wales Trinity St David, and Shubnam Aziz from Mount Stuart Primary School in Cardiff were welcomed to the Strategy Group. The full membership list is:

Lee Jerome (England)
Karl Sweeney (England)
Rose Dolan (Ireland)
Conor Harrison (Ireland)
Lesley Emerson (Northern Ireland)
Anne-Marie Poynor (Northern Ireland)
Cathy Begley (Scotland)
Elaine Watts (Scotland)
Sue James (Wales)
Shubnam Aziz (Wales)
Ivor Sutherland (Gordon Cook Foundation)
Liz Moore (ACT)
Deepa Shah (ACT)

ACT continues in the role as programme manager with Liz Moore as Programme Leader and Deepa Shah as Project 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.

WEBSITE, COMMUNICATIONS AND PARTNERSHIPS

Website and communications aims

The Five Nations website aims to provide information about the network and is a means of disseminating and promoting the impact of the programme. Social media is used as a tool to connect different members of the network together as well as to disseminate information about the programme and its impact.

Website and communications activities

During 2017-18 the website continued to see a peak in visitors when the biannual newsletter and invitations to the annual conference and to apply for funding are sent out.

The development of Five Nations Network social media presence on Facebook and Twitter has continued during the past year.

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.

Six editions of the Network e-newsletter have been published during 2017-18 to keep Network members informed of the latest activities. To sign up for the newsletter, go to www.fivenations.net/join-the-network

Website and communications impact

- In 2017-18, the website saw a total of 1,830 sessions, down from 2,299 sessions in 2016-17
- 34% of these sessions involved multiple page visits, down slightly from 40% in the previous year. 13% lasted from three minutes to over half an hour, down from 15% in the previous year.
- The average number of page views per session decreased by 2%, from 1.93 in 2016-17 to 1.89 in 2017-18
- There were 3,465 page views during this time period, down from 4405 the previous year
- The reach of the e-newsletter has increased by 6% this year and each edition generated a spike in communications activity. The e-newsletter now goes directly to 282 Network members.

More regular marketing through social media avenues and the e-newsletter, and highlighting content in communications with partner organisations, should increase the number of visitors to the website.

Partnerships

Since 2014 the Five Nations Network has been 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.

In early 2018, Liz Moorse was nominated as the UK's representative to a new Expert Policy Advisory Group on Citizenship and Human Rights. Ireland is represented by another regular member of the Five Nations Network. Liz is providing updates to the Strategy Group.
<https://www.coe.int/en/web/edc/home>

5 Overall outcomes and impact

ANNUAL PROGRAMME EXPENDITURE

The programme grant income and expenditure for 2017-18 is set out in the table below.

| INCOME | |
|--|-------------------|
| Main Grant | £63,218.73 |
| Five Nations Development Projects | £0* |
| EXPENDITURE | |
| Conference venue and travel bursaries | |
| Strategy Group meetings and travel costs | |
| Programme staffing, direct costs and overheads | |
| Total | £63,262.81 |

*An additional payment of £3000 for FNDPs during this year was made in April 2018 for work completed in 2017-18 and this will be shown as income in the next annual report.

Overall 2017-18 has been another very successful year for the Five Nations Network programme. Targets for recruiting to the Network were met and the overall reach of the programme has been extended through personal contacts via the Strategy Group, and some growth in e-communications and social media.

The Strategy Group made important contributions to national policy this year both within the UK and beyond by contributing to the House of Lords Select Committee on Citizenship and Civic Participation and with the appointment of Liz to the Council of Europe Education Policy Advice Network for Human Rights and Democratic Citizenship.

Aspects of the project which were particularly successful

Two new Country Leads for Wales joined the Strategy Group and have already made a considerable contribution to the Network.

The annual conference in London has generated significant immediate and medium-term impacts and our new value to participants metric showed 100% would recommend the conference to a colleague.

Aspects of the project which caused specific difficulty

One area of particular challenge this year was the number of last minute drop outs from the conference, often as a result of personal circumstances. Despite over recruiting participant numbers and making considerable efforts to fill last minute places, two places were unfilled on the day, which is a frustration.

The Strategy Group continues to work together to plan an exciting conference for 2019 in Scotland. Discussions have also begun about what could be done to mark twenty years of the Five Nations Network in 2020.

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):

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