

FIVE NATIONS NETWORK



FIVE NATIONS NETWORK ANNUAL REPORT 2018-19

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 2018-19 report of the Five Nations Network.

The Five Nations annual conference is the main event in the Five Nations calendar. The 2019 conference was held in Glasgow and proved to be a highly engaging 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 support received from colleagues at the Glasgow Conference Bureau helped to secure a high-quality conference venue, which laid the foundations for another very successful conference.

The Gordon Cook Foundation is proud of its long-term and continuing sponsorship of the conference and of the Five Nations Programme. The year 2018-19 was the nineteenth of the Five Nations Network and the seventh year in which the programme has been managed by the Association for Citizenship Teaching (ACT). The Foundation has since kindly agreed to continue its sponsorship of the Programme for a further three years until March 2022 under the management of ACT.

The Strategy Group, which oversees the management 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 continuing to build the Five Nations network of teachers, and to supporting Five Nations Development Projects in a range of schools. These small-scale projects make an important contribution to both the curriculum and pedagogy of citizenship teaching and it is hoped that the numbers will grow in the years to come.

I conclude the foreword by thanking most warmly my colleague Trustees for their generous support of the Five Nations Network, 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 2019 conference such a success.

Ivor Sutherland

Trustee, Gordon Cook Foundation

PROGRAMME OVERVIEW

Name of Project: The Five Nations Network Programme (for 2018-19)		Lead Trustee: Dr Ivor Sutherland		
Grant-holder: Association for Citizenship Teaching		Programme Director: Liz Moorese Programme Manager: Deepa Shah		
Funding: £71,000.00		Start/Finish dates: 1 April 2018-31 March 2019		
Number of participants:				
	Conference	FNDPs	Communications	Website
Children:	/	312	/	/
Adults:	69	4	293	1128 users

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 2018 to March 2019. 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 Communities: recognising schools as sites of transformation'
2. Five Nations Development Projects (FNDPs)
3. Network management and communications including the role of the Strategy Group and ACT
4. The report also provides a look forward to 2019-20.

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 excellent 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 England, Ireland, Northern Ireland, Scotland and Wales.

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 group's strategic plan for the programme includes the following four programme impact goals:

1. To bring together teachers and other educators from England, Ireland, Northern Ireland, Scotland and Wales 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 2018-19 follows.

2 Annual Conference: 'Changing Communities: recognising schools as sites of transformation'

Glasgow 2019

CONFERENCE AIMS

Nearly 70 teachers and educators from the five nations gathered in Glasgow on the 26 and 27 January 2019 for the nineteenth annual Network conference. The conference theme was 'Changing Communities: recognising schools as sites of transformation'. The conference was held at the DoubleTree by Hilton Glasgow Central Hotel.

The aims for the conference were to:

- 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
- discuss the role of schools in responding to change in communities and empowering teachers and pupils as agents of change
- explore different approaches and pedagogies in developing pupils as active and informed democratic citizens
- consider the opportunities and challenges for citizenship teaching in the different jurisdictions

of the Five Nations Network

- encourage new thinking and learning about citizenship education, teaching 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 briefing note in advance of the conference.

(See www.fivenations.net/glasgow-2019)

CONFERENCE ACTIVITIES

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

“ I feel more knowledgeable to lead my pupils and school forward using a rights-based approach to pupil participation. ”

Teacher, Scotland

Saturday 26 January	
11.00-12.15	Opening activity and time in Country Groups
12.15-13.00	Lunch
13.00-13.15	Conference welcome and programme orientation <i>Liz Moore and Deepa Shah – Association for Citizenship Teaching</i>
13.15-14.45	<p>Keynote session 1: The Glasgow Girls – empowering citizens Introduction by Euan Girvan, former teacher at Drumchapel High School in Glasgow Keynote by Amal Azuddin, Glasgow Girls Campaigner and Human Rights Activist</p> <p>Time for questions and reflections on story</p> <p>Claire Dunphy, Principal Teacher at St. Eunan's Primary School, Clydebank Discusses how the story of the Glasgow Girls campaign can be used in the classroom.</p> <p>Time for questions and reflections</p>
14.45 -15.30	<p>Five Nations Development Projects 'poster-presentations'</p> <p>Revolution Youth: Power of the Youth (Aylward Academy, England) Mixed Media: Mayflower Voyage (Woodlands Special School, England) From Deliberation to Action (Our Lady and St Patrick's College Knock, Northern Ireland) Inclusion: addressing difference and inequality (St. Eunan's Primary School, Scotland)</p>
15.30-16.00	Walk to The Lighthouse
16.00-17.00	The Lighthouse Short tour of the building and exhibitions focusing on the life and work of Charles Rennie Mackintosh.
18.45-19.30	Civic Drinks Reception Welcome to Glasgow by Bailie Soryia Siddique, on behalf of the Lord Provost of Glasgow
19.30-21.00	Conference dinner

Sunday 27 January	
09.15-09.45	<p>Keynote session 2: Changing Communities: Schools as Sites of Citizen Transformation <i>Dan Firth, Director of Community Organising, Labour Party</i></p> <p>Includes Q&A</p>
09.45-11.00	<p>Seminars/workshops (1) Participants chose a session from:</p> <ol style="list-style-type: none"> 1. Millbrook Primary School's journey as an agent for change learning organisation: creating resilient communities 2. Hendon School: Empowering young people to transform their communities 3. Tackling controversial issues in the classroom 4. Involving whole school communities in tackling the Cost of the School Day
11.00-12.15	<p>Seminars/workshops (2) Participants chose a session from:</p> <ol style="list-style-type: none"> 1. Millbrook Primary School's journey as an agent for change learning organisation: creating resilient communities 2. Hendon School: Empowering young people to transform their communities 3. Tackling controversial issues in the classroom 4. Involving whole school communities in tackling the Cost of the School Day
12.15-13.00	<p>Country Groups: How can you use what you have heard and learnt in your [local / wider / regional / national / international] community?</p>
13.00-13.15	<p>FNDP awards and conference close Gayle Gorman, Chair of Trustees, Gordon Cook Foundation, and Chief Inspector of Education for Scotland and Chief Executive of Education Scotland</p>

“ Really inspiring examples of collective action. Learned about civil rights activists Ella Baker and Bayard Rustin and the perfect label for all of us Five Nations Network members - ‘angelic troublemakers’. ”

Teacher, Scotland



Conference welcome and programme orientation

Liz Moorse opened the conference with a welcome and information for participants about the Five Nations Network and the conference in Glasgow.

“I would like to welcome you all to Glasgow, a fantastic city with a rich history of ship building, industry, art, architecture, politics and of course citizen action.

The conference is the flagship event in the Five Nations programme and brings together teachers to share practices, discuss pedagogy and curriculum matters on themes and topics related to Citizenship and values education and, of course, to learn from each other through the exchange of ideas.

In the past 7 years since ACT has been involved in managing the Five Nations Network, over 500 teachers and educators have participated in the residential conferences; 15 small scale research projects have been completed; 22 teacher-led funded development projects have addressed a wide range of Citizenship themes from identity, to global goals for sustainability, school councils and tackling inequality. And, most importantly, thousands of pupils have benefited from this work.

This is possible because of funding from the Gordon Cook Foundation, to whom we are extremely grateful for their long-term support for the Five Nations Network programme for nearly 20 years. Together we are building this vibrant community of teachers and

educators who share a deep commitment to Citizenship and values education and a desire to create a better world where children and young people are included and empowered through high quality Citizenship education to make a real and positive difference in their communities, democracy and the wider world.

“ I would like to welcome you all to Glasgow, a fantastic city with a rich history of ship building, industry, art, architecture, politics and of course citizen action. ”

Liz Moorse, ACT Chief Executive

This year our focus is ‘Changing Communities: recognising schools as sites of transformation’ and considers citizenship as empowering and transformative education. Citizens can and do affect real and positive change in communities when they work together with other citizens to solve problems, stand up for justice, speak out on matters of concern and take responsible action to challenge those in power. This conference is

a chance to learn from some of the inspiring teachers and campaigners who have been at the forefront of some very compelling work that demonstrates how young people’s democratic citizenship can be nurtured and supported through education, both in the formal curriculum and beyond that in the life of the school.



Gayle Gorman, Bailie Soryia Siddique, Amal Azzudin and Liz Moore

Participants also have the chance to hear and talk with teachers who were award Five Nations grants to led small scale development project in their schools. The conference will also highlight the opportunity to join the Council of Europe’s new Democratic Schools programme, which provides a useful way for teachers in the network to give prominence to their citizenship work across the Five Nations Network and to access additional resources and tools to support their teaching from across Europe.

Prior to our conference dinner we are delighted that Bailie Soryia Siddique, on behalf of the Lord Provost of Glasgow will address participants and that our conference will be closed by Gayle Gorman, Chair of the Gordon Cook Foundation Trustees.

Finally, I would like to thank the Strategy Group Country leads for their continued hard work in planning the conference and for their local leadership in each jurisdiction of the five nations and to Deepa for her continued excellent organisation of this unique residential conference.”



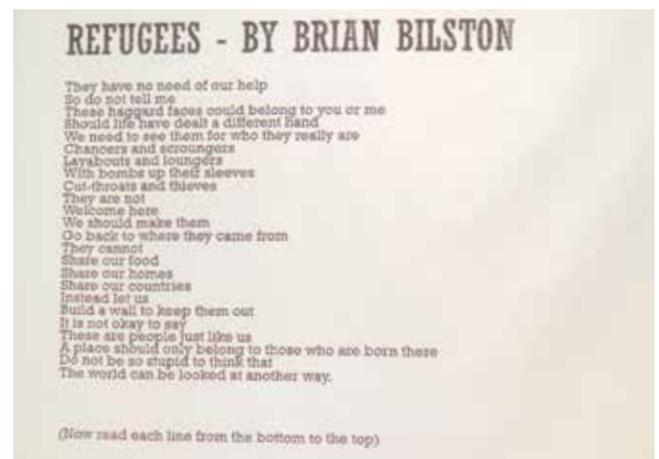
Guest Speakers

Two keynote sessions one on Saturday and one on Sunday, provided very different contributions to the conference programme and these are summarised below.

Keynote session 1:

‘The Glasgow Girls – empowering citizens’

Euan Girvan, former teacher at Drumchapel High School in Glasgow, Amal Azzudin, Glasgow Girls Campaigner and Human Rights Activist, Claire Dunphy, Principal Teacher at St. Eunan’s Primary School, Clydebank. Euan Girvan set the scene and explained the context for a local campaign initiated by students at his former school to protect families seeking asylum from deportation. Euan used poetry and Glaswegian to tell and sing the story and describe how his students challenged his own thinking about what education is for and when to give students curriculum space and permission to explore their concerns. His poem is available in full on the Five Nations Network website and is published in edition 49 of the ACT journal, ‘Teaching Citizenship’ along with write ups of the contributions by the next two speakers.



Amal Azzudin, one of the students from Drumchapel High School involved in the campaign, spoke powerfully of her own experiences of coming to the UK. With her pregnant mother, she fled civil war in Somalia, leaving her father behind because there wasn’t enough money for the whole family to travel. She described how her teacher, Mr Girvan, supported her family, helping with media interest in their personal story. He also provided Amal and fellow students, ‘the Glasgow Girls’, with advice on their campaign to raise the issues with the Home Office regarding the treatment of children seeking asylum. Amal also spoke of her own determination to continue campaigning, how she studied for a master’s degree in Human Rights at Glasgow University and how her work has continued

as an activist seeking to publicise the plight of refugees across Europe.

In the final part of the keynote session, Claire Dunphy, a primary school Principal, shared how she used the Glasgow Girls story in her school to teach children about campaigning. This was linked to the school's work to build young people's sense of agency and

political identity as active citizens. Claire's School has a strong culture of global citizenship and has worked hard to embed authentic experiences into the curriculum to ensure pupils are taught about human rights and the sustainable development goals. She described how the Glasgow Girls came to work with pupils at her school and inspired them to start their own campaign on universal education.



'Changing communities: recognising schools as sites of transformation'

Dan Firth, Director of Community Organising, Labour Party

Dan Firth set the scene for thinking about active citizenship within the context of community organising and to help teachers consider community organising as an approach to develop students' experiences of active citizenship. He drew on his own formative education experiences from his history teacher and referenced some historical examples of campaigners who used organising approaches. These included leaders of the American civil rights movement such as Martin Luther King and Rosa Parks. He used the examples to demonstrate the importance of teaching people how to take non-violent political action and how to organise when they are concerned about an issue in society.

He also described how few Citizenship teachers know about and use such examples in their teaching, quoting Bayard Rustin: 'Every community needs an angelic troublemaker'.

Dan then spoke of his own experiences of setting up community organising Citizen alliances in London to tackle child poverty. These involved 29 different organisations and a diverse range of community members, including local primary schools. In particular he emphasised the need to ensure that politics is not 'done to' people; and that children don't become the passive recipients of decisions made by adults. As such, schools have a key role to ensure that community organising and active citizenship are lived experiences, focused on campaigns and harnessing the collective power of pupils and the wider community to make positive change happen.

More information about these keynotes and other conference sessions is provided on the Five Nations Network website www.fivenations.net/glasgow-2019

“ Dan and his talk on community organisation reignited a passion for citizenship activism and its great importance within schools. Framing his journey and interest into organising through the miners' strike was powerful and demonstrated how engaging real stories are. He reminded the audience at how schools could and should be places of radical political change for young people and hinted at the way that schools could be more politically organising through the use of examples. ”

Teacher, England

CONFERENCE IMPACT AND FINDINGS

Participants

The conference is by invitation only. The Strategy Group country leads each selected 12 participants from their respective nations with the aim of securing an increased representation of teachers.

This produced a good geographic spread of participants as well as a balance of type and phase of schools represented. As the host country this year, Scotland was able to invite up to an additional five participants. The total number of participants was 69. There were two self-funding participants.

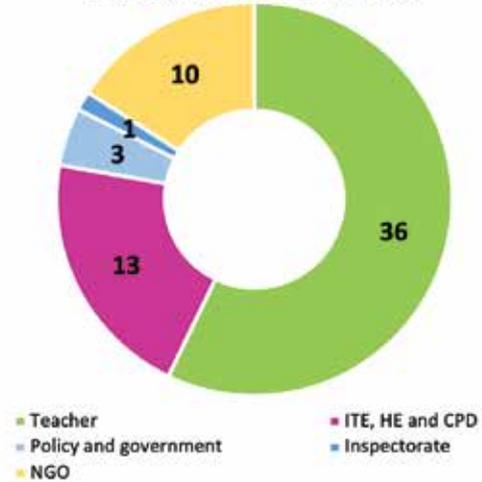
Participants by Nation and Constituency



Participants by nation



Participants by constituency



Analysis also shows that 43% (27) were first-time attendees and 57% of the participants (36) had been to a Five Nations conference before (numbers here exclude Gordon Cook Foundation trustees and ACT staff).

Conference evaluation

The annual Network conference continues to be highly regarded by citizenship educators across the Five Nations. Just over half (36 participants) completed conference evaluations where 92% rated the conference as excellent and 100% would recommend this conference to a colleague.

As one participant put it,
“I am enriched by this weekend.”
Teacher, Ireland

How would you evaluate the conference as a whole?



Average score:



“The key point of action for me is to start to build relationships with the wider community. For my school to be a site for transformation, my students need to engage with the community and be active members of that community.”

Teacher, Ireland

Conference findings

Feedback on each session was collected during and immediately after the conference to gain a sense of the impact for participants. A strength this year is the extent to which participants felt they could use the ideas and materials from the conference in their own teaching. Many teachers also said that they planned to share their learning with fellow teachers in their schools.

“The key point of action for me, in my school situation, is to start to build relationships with the wider community. For my school to be a site for transformation, my students need to engage with the community and be active members of that community.... The key moments for me was hearing from Amal and Euan, the power of a single story.”

Teacher, Ireland

“I got lots of brilliant ideas from informal conversations with a range of people from across the five nations- from simple things like classroom strategies and good resource banks, to hints of good sources of funding.”

Teacher, Northern Ireland

“The entire day of presentations and discussions reiterated the importance of our roles as teachers, unity within the school and wider community and perseverance to ensure young people have the chance to voice their opinions and campaign for change.”

Teacher, Wales

“I feel more knowledgeable to lead my pupils and school forward using a rights-based approach to pupil participation. I feel I could use the idea of asking children what affects them in the community and to put an action group forward. I feel I know how to do this now.”

Teacher, Scotland

“[I learnt] how disadvantage can become the force for young people’s development and citizenship education, if they’re provided with the structure and support to campaign for change. The three [Glasgow Girls] presentations were outstanding in their impact.”

NGO, Wales

Offsite Visit – The Lighthouse

At the end of day 1, conference participants enjoyed a cultural excursion and guided tour of the Lighthouse, a building designed by renowned architect Charles Rene MacIntosh. He and his wife Margaret were both extraordinary talents and



met at the Glasgow School of Art. The visit gave participants an informal opportunity to see part of the city and its rich culture, including an exhibition about Nelson Mandela. It was also an important time to get to know people from the different parts of the Five Nations network.

“Mixed country groups outings mean there is that important moment to chat informally with other country delegates.”

Initial teacher educator, Northern Ireland

Workshops and seminars

On day 2, participants had the opportunity to attend two of four workshops and seminars.

Millbrook Primary School’s journey as an agent for change learning organization: creating resilient communities [Seminar]

The seminar, led by Headteacher Lindsey Watkins, shared the journey of Millbrook Primary School as a committed learning organization acting as an agent for change at the heart of its community. Lindsey talked about how the school supports and works with the local community to overcome a variety of issues. She outlined how the school’s work as a pioneer school for the new curriculum in Wales enabled staff and students to innovate and try new ideas with the aim of developing children as citizens.

“The Millbrook Primary School presentation was very interesting. The head teacher had a passion and leadership that will be the envy of a lot of classroom teachers like me. The session was packed full of useful places to go for resources, connections and ideas.”
Teacher, Northern Ireland

Hendon School: Empowering young people to transform their communities [Workshop]

Noelle Doona, Assistant Headteacher, described how the school has been working as a community to encourage all students and staff to be active leaders. They do this by finding “lollipop moments” to transform their community. The workshop explored how small changes can be transformative; how all students have become more engaged with student voice; and highlighted some of the successes and the great learning experiences (failures!). Noelle also explored how a tragic event that rocked the school community empowered a group of students to set up their own Mental Health Action Team, transforming not just the lives of students at Hendon, but making real and lasting changes for the wider community and inspiring others to do the same. Recently the school organised over 70 action teams using a process of community organising. This is based on the idea of supporting individuals to come together to improve their communities by putting pressure on institutions, businesses and governments to act (Hothi, 2013).

“Student councils can be formed and implemented in more creative and empowering ways. The idea of Student Voice over a classic student council allows students to develop their agency and affect change.”
Teacher, Northern Ireland

Tackling Controversial Issues in the classroom [Workshop]

Conor Harrison, Initial Teacher Educator in Ireland, and Karl Sweeney, Education Adviser and consultant from England, led a session exploring how classrooms can be transformative when students engage with the difficult issues in contemporary society. The workshop discussed what makes issues controversial and tackled a range of themes including creating safe learning spaces; the different roles teachers can take when addressing controversial and sensitive issues in teaching; how to use framing questions; and what kinds of active learning methodologies work effectively. These included, for example, distancing, empathy, devil’s advocate, neutral/balanced stance, ally, observer, interviewer. The session talked through the responsibilities teachers have to promote and support equalities and how to create a rights respecting classroom culture.

“Emotions and fear are the core challenge when tackling controversial issues. With careful planning and practise it can be done in many different ways, however it requires teaching skill and should never be seen as an add on.” *Teacher, Wales*

“I left this session feeling that I need to encourage others in the department more, to at least ‘have a go’. Many of the staff in my department talk about the ‘fear’ of dealing with controversial issues in the classroom. I now realise that I need to provide more guidance, within the department on tackling controversial issues and make staff training a core element of induction for my citizenship teachers.” *Teacher, Northern Ireland*

Involving whole school communities in tackling the Cost of the School Day [Workshop]

Sarah Spencer from the Cost of the School Day project explained that school costs can put pressure on low-income families and put children at risk of missing out on opportunities and feeling different. The cost of the School Day involves children and young people, parents/carers and school staff in identifying financial barriers and taking action to remove them. Participants explored several areas including:

- the development of Cost of the School Day in Scotland over the last five years and common financial barriers identified in schools
- the Cost of the School Day Toolkit and the Cost of School film and how these can be used to reflect on barriers and solutions in teachers’ own settings; and
- about changes made to policy and practice in Cost of the School Day schools and how this has impacted on children and their families.

“This workshop focused on creating change within schools to address child and family poverty. I learned how to approach assessing the cost of the school day... It was inspiring to see how pupils and parents involved in this activity can create a community-based approach to addressing the issues of the cost of the school day.”
Teacher, Ireland

“The conference has given me the confidence to build a 5-year strategy and vision for the department as well as the support network to make it a success. It has pointed me in the direction of best practice and has alerted me to common pitfalls.” *Teacher, Northern Ireland*

Workshop and seminar presentations and materials are available on the Five Nations website.

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 education in their own context. Reflections and key points made by participants included:

Ireland

- A desire to build community relations with their schools
- Keen to use the practical ideas from workshops with students on a regular basis e.g. lollipop moments, controversial issues teaching approaches
- Inspired to use the Glasgow Girls story in teaching
- Reinvigorated with new strategies and ideas to use in CPSE and politics teaching
- Want to keep in touch locally with those they have met.

Scotland

- Inspired by new ideas to try out in school, including community organising approaches
- Build in time for us to speak more and reflect on teaching approaches at our school and share ideas from the conference
- Eager to use the Glasgow Girls story as part of our teaching
- Plan to research local partnerships to support us as we develop our practices
- Pleased to keep in touch with five nations contacts.

England

- Feeling more optimistic about the future of Citizenship education
- Reinvigorated and inspired by other teachers and contributors at the conference
- Able to see that our collective work is transformational in our schools
- Keen to explore using community organising as a way to reframe active citizenship work with pupils
- Eager to rethink approaches to student voice across our schools.

Northern Ireland

- Clear how strategies they have learned about can be linked to school improvement and transformation
- New ideas for supporting staff with controversial and sensitive issues teaching
- New ways to involve pupils in democratic decision making
- Keen to maintain the local network of colleagues to connect with as 'agents of change'
- Keen to share resources and join the Council of Europe network of Democratic Schools.

Wales

- Keen to use campaigning in the community as a focus for our pupils
- Plan to develop our staff understanding of controversial issues in the classroom and how to use pedagogy
- Will download materials from the Five nations website
- Plan to use global goals as a focus for learning
- Willing to collaborate with others across the Wales network.

3 Funded Projects - Five Nations Development Projects (FNDPs)

FNDP AIMS

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

FNDP ACTIVITIES

Four teachers across the five nations were successful in applying for an FNDP grant in 2018 and presented their work on day 1 at the January 2019 conference.

Revolution Youth: Power of the Youth

Hibo Elmi, Aylward Academy, England

This project developed pupils' awareness of social issues impacting the global community to enhance political literacy and encourage involvement in social justice. Pupils explored how to campaign and bring about change as part of their GCSE active citizenship project, with oracy being at the heart of their campaigns. They worked in small groups to campaign on their chosen issues and worked collaboratively on a collective youth movement, with this year's theme supporting the Justice for Grenfell campaign. This culminated in an action day where pupils presented their campaigns, taught pupils in Years 7-9 about their issues in small workshops and performed their campaign speeches to parents, school leaders and guests. Using the Voice 21 oracy assessment framework, pupils showed significant improvement in their oracy, and their increased knowledge and understanding of citizenship concepts improved their outcomes. The teacher has been able to model ways of implementing oracy across the school, so that other faculties have had the opportunity to empower pupils in the same way.

"Doing the action project really built my confidence in public speaking... and it helped me be more aware of the issues facing society", Year 11 pupil

Inclusion: addressing difference and inequality

Rhona McWatt, St. Eunan's Primary School, Scotland

Pupils reviewed the UN Convention of the Rights of the Child and focused on people experiencing barriers to learning. They linked with the English department at a local secondary school to help them write speeches, informed by research on Malala Yousafzai and reading the novel 'Wonder'. They then visited Parliament to deliver their speeches to MSPs and invited a local MSP into their class. They sought partnerships with, for example, a local A.S.N. (additional support needs) school and youth ambassador, to support learning. A showcase allowed assessment and celebration of pupils' work, and parental engagement. The project led to greater understanding of inequality and prejudice, with an increased awareness of social justice and global issues (Article 23 and 29 of the UN CERD). It also contributed to health and well-being (HWB) outcomes as part of the Scottish curriculum: increased participation in school and community to bring about positive change (HWB 0-12a); increased friendship and communication skills with children acting as advocates for inclusion (HWB 0-14a); and improved understanding of rights and pupil participation (HWB 0-09a).

"I love writing speeches about why all children should have an education. I feel I am doing something to try and help make a change as it is not right that not everyone gets to go to school. I felt powerful delivering my speech to MSPs as they are listening to my views." Primary 7 pupil, St Eunan's Primary School

Active and Included – For Inclusive Education

PROJECT AIMS:

- To develop an awareness of the inequality that exists in society both locally and globally
- To empower pupils to think critically, discuss and debate the issues around inclusion
- To equip pupils with skills to lead their own campaign
- To enable pupils to become active citizens in their local community
- To nurture political literacy in pupils
- To increase self confidence in pupils and their sense of being able to contribute positively in their community and wider society.

ACTIONS:

- Pupils reviewed the UNCRD and picked articles 23 and 29
- Pupils read and explored the novel 'Wonder'
- Pupils explored Global Goal 4 aligned most to their learning and became interested in participating barriers to learning
- Interviews were sought to support learning (Changing Faces, local sports coordinator / Youth Ambassador, local A.S.N. school and Dance Development Officer)
- Research Malala to further inform speeches
- Link with English Department in local School to help write speeches
- Invite local MSP into class
- Visit to Parliament to deliver speeches to MSPs
- Appreciation, celebration and parental engagement through showcase

IMPACT:

- Greater understanding of inequality and prejudice with an increased awareness of justice and global issues (Article 23 and 29)
- Improved literacy (Article 29). Outcomes: reading, writing, talking, listening - L11 2-2
- Increased confidence as children lead their learning with their partnership with local Primary School (HWB 0-12)
- Increased participation in school and community to bring about positive change (HWB 0-12a)
- Increased friendship and communication with children acting as advocates for inclusion (HWB 0-14a)
- Improved understanding of rights and participation (HWB 0-09a)

CONTACT:

Rhona McWatt, Teacher
St Eunan's Primary School
Clydebank, Scotland

MAYFLOWER MIXED MEDIA PROJECT

PROJECT AIMS:

- 20 pupils from two special schools in Devon and London to work collaboratively whilst exploring and expressing their thoughts about a historical event and its relation to their identity as young citizens today.
- For these pupils to cogenerate a film that will be shown as part of the Mayflower 400 celebrations in Plymouth along with a collaboratively edited ship flag that commemorates the Mayflower journey.
- To enhance connections to the wider world and encourage video conferences that develop diversity and respect for others, wherever they live.

ACTION:

- To date & Skype sessions to develop partnerships, create, develop and share ideas
- Pupils have engaged in Drama, Movement, Music and Art sessions at their current school and together of Woodlands School to develop & reflect on the Mayflower voyage in 1620 from London to America, shopping in Plymouth.
- Both Schools have engaged in tips to local landmarks, art centres, museums and communities to become better informed about concepts such as diversity, equal freedom, responsibilities and respect.

IMPACT:

- To develop skills and attitudes such as communication, interacting appropriately, expressing opinions becoming resilient in unfamiliar situations and environments that are less idiosyncratic
- For teachers and students to have experienced and gained from a creative forms of learning.
- To increase self confidence in pupils their sense of being able to participate positively in their community and enhance schools to work with the society.

CONTACT:

Sarah Chalmers
PSE and Drama
Woodlands Special School
Plymouth

From Deliberation to Action

PROJECT AIMS:

- To develop teacher capacity to support action in the Citizenship classroom
- To develop young people's discussion and deliberation skills
- Encourage young people to take meaningful action

ACTION:

- Teachers trained in deliberation and taking action activity
- Scheme of work implemented for Y10 (age 13/14 - 160 pupils)
- Deliberation activity carried out on a contested issue e.g. social media impact on a young person's mental health, responses to homelessness
- Pupils initiate and implement their own action projects e.g. Poster campaign, Assembly, School Council vote on chosen issues.
- Actions are showcased on poster

IMPACT:

- Pupils' communication skills in deliberation enhanced
- By taking action & showcasing on a real issue self confidence & self esteem are increased
- Pupils' understanding of the complexity of contested issues in a democracy is increased
- School/community links enhanced through pupil action and local politicians inspired
- Deliberation activity incorporated into SOW and teacher confidence in delivering this skill will have increased
- Resources shared with other schools in Learning Area.

CONTACT:

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Our Lady & St Patrick's College, Knock
Northern Ireland

'Revolution Youth: Power of the youth'

PROJECT AIMS:

- Revolution youth aims to empower young people to be advocates for social change by developing their oracy and awareness of campaigning.

Overall aims:

- To raise awareness of a range of social issues impacting the global community.
- To empower young people to be influential for change by delivering their oracy skills and encourage action.
- To encourage young people's involvement in social justice and enhance political literacy.

ACTIONS:

- Revolution youth was used to empower young people to be advocates for social change. In doing so students explored how to campaign and bring about change as part of their GCSE Citizenship. They collaborated into an action day where students delivered their oracy skills to a local MSP. During the day they heard from a local MSP about their issues in small workshops and delivered their oracy skills to a local MSP.
- Through the action of the project, students were able to develop their oracy and understanding of campaigning. They explored their own confidence in public speaking, delivered their oracy skills to a local MSP and showcased their oracy skills to their parents, school leaders and guests.
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IMPACT:

- Students developed and performed speeches that were powerful and engaging. Pupils from the showcase showed their oracy skills and articulated their views.
- Students were encouraged to be active citizens in their local community.
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CONTACT:

Hibo Elmi
Head of Citizenship and Politics
Aylward Academy, Oracy and Student Leadership
Aylward Academy

Mixed Media: Mayflower Voyage

Sarah Chalmers, Woodlands Special School, England
Twenty pupils from two special schools in Devon and London co-produced a film as part of the Mayflower 400 celebrations and reflected on how the historical event related to their identity as young citizens today. They visited local landmarks, art centres, museums and local communities and developed their knowledge and understanding of concepts such as diversity, equality, freedom, responsibilities and respect.

From Deliberation to Action

Anne McGowan, Our Lady and St Patrick's College Knock, Northern Ireland
Teachers received training in using deliberation and 'taking action' activities, which they incorporated into a scheme of work for 180 pupils aged 13/14. Pupils used deliberation to explore contested issues such as responses to homelessness and the impact of social media on young people's mental health, then initiated and implemented their own action projects. These included, for example, poster campaigns, assemblies and School Council votes, on their chosen issues. The project increased pupils' understanding of the complexity of contested issues in a democracy, enhanced their communication skills and developed school/community links. Teachers became more confident in using deliberation and action in their teaching. Resources have been shared with other schools in the area.

"We are learning, changing, evolving and making a real difference!"

Year 10 pupil, Our Lady and St Patrick's College Knock

FNDPs in 2019-20

Developing local to global active citizens:

Katie Shearer, St. Eunan's Primary School, Scotland
This project aims to provide pupils with an opportunity to be active, fully participating citizens, both locally and globally, with a focus on combatting environmental pollution while supporting the development of pupil voice. It will reach around 50 pupils aged 8/9. Katie will present at the 2020 conference.

Eighteen teachers at the 2019 conference said they are interested in applying for a grant if these were available in the future.

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

www.fivenations.net/fndps-2018-19

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 2018-19, the Strategy Group met on 3 occasions to discuss progress being made with on-going funded development projects (FNDPs) and planned the highly successful 2019 conference in Glasgow.

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 Director and Deepa Shah as Project Manager.

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 2018-19 the website continued to see a peak in visitors when the newsletter and invitations were communicated, for example invitations to the annual conference, opportunities to apply for funding, and wider opportunities available to members of the Five Nations 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.

Six editions of the Network e-newsletter have been published during 2018-19 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 2018-19, the website saw a total of 1,251 sessions and 21% of these sessions involved multiple page visits. Overall the number of visits has decreased from the previous year. This is perhaps a reflection of that fact that website has not had investment for some years and that network communication activity has focused on the use of social media and email as well as more localised activities in each jurisdiction.

The reach of the Five Nations e-newsletter has increased by 4% this year and now goes directly to 293 Network members as well as more widely to local networks. Each edition generated a spike in communications activity.

Regular marketing through social media avenues and the e-newsletter, and highlighting content in communications with local partner organisations, should increase the number of network members and 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. Liz Moorse as the UK's Representative to the Expert Policy Advisory Group on Citizenship and Human Rights will continue to share learning from other member states and promote the wider Five Nations Network.

<https://www.coe.int/en/web/edc/home>

Council of Europe Reference Framework for Competences in Democratic Citizenship (CDC)

Expert members of the Five Nations Strategy Group acted as consultants and contributed to a project organised by ACT and funded by the Council of Europe. The project involved analysing national curriculum frameworks and describing how they see the relationship with the Council of Europe Reference Framework for CDC. Consultants also conducted interviews with teachers to gather insights into how well they feel the provision in their school incorporates or relates to the CDC framework. They then identified recommendations to help teachers and schools make use of the reference framework for the Council of Europe. Information has been published on the Five Nations website to share key information about the CDC reference framework and to show how it is relevant. This will be useful to teachers in the UK and Ireland wishing to promote Education for Democratic Citizenship, Human Rights and Intercultural Understanding.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

5 Overall outcomes and impact

ANNUAL PROGRAMME EXPENDITURE

The programme grant income and expenditure for 2018-19 is set out in the table below.

INCOME	
Main Grant	£66,000.00
Five Nations Development Projects	£5000.00
Total	£71,000.00
EXPENDITURE	
Conference venue and travel bursaries	
Strategy Group meetings and travel costs	
Programme staffing, direct costs and overheads	
Total	£70,265.30

Aspects of the project which were particularly successful

The annual conference in Glasgow has generated particularly significant immediate and medium-term impacts as shown in many of the comments and evidence in the findings section from the conference. The importance and value to participants of the annual conference is demonstrated particularly well in the metric showing 100% would recommend

the conference to a colleague. This year there was a noticeable increase in the number of comments by teachers who felt the learning from the conference was directly transferable to their schools and who said they had plans to share ideas and teaching strategies with other staff. The FNDPs continue to highlight how a relatively small amount of grant funding can be used to create important curriculum innovations leading to wider benefits to teachers, schools and most importantly pupils.

Aspects of the project which caused specific difficulty

As in previous years, the number of last-minute dropouts from the conference, often as a result of personal circumstances, is a frustration and the Strategy Group plan to discuss ways to mitigate this at their meeting in April.

The Five Nations website needs some investment to ensure it remains an effective dissemination and information platform for the Network.

The Strategy Group continues to work together to plan an exciting milestone conference in 2020 which will celebrate 20 years of the Five Nations Network and will be held in Northern Ireland. We look forward to continuing to build this important and unique network of teachers.



Five Nations Network Strategy Group

Lee Jerome (England)

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Rose Dolan (Ireland)

Conor Harrison (Ireland)

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www.fivenations.net/contact-us

A word cloud graphic featuring various terms related to the Five Nations Network. The most prominent words are 'forum', 'influence', 'expertise', and 'partnerships'. Other visible words include 'democratic', 'professional', 'practice', 'strategic', 'planning', 'engage', 'Northern Ireland', 'Wales', 'England', 'Scotland', 'Ireland', 'advocate', 'lobby', 'strengthen', and 'advise'. The words are arranged in a cluster, with some overlapping, and are colored in shades of blue, orange, red, and black.

Teachers, educationalists and policy makers from across England, Ireland, Northern Ireland, Scotland and Wales 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 Moore

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Deepa Shah

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