

# FIVE NATIONS NETWORK



## FIVE NATIONS NETWORK ANNUAL REPORT 2015-16

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 2015-16 report on the activities of the Five Nations Network.

The Five Nations annual conference is the pivotal event in the Five Nations calendar. The 2015 conference was held in Cardiff 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 Gordon Cook Foundation is proud of its continuing sponsorship of the conference and of the Five Nations Programme. The year 2015-16 was the sixteenth of the Five Nations Network and the third 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 ACT. The support of The MacRobert Trust is also very much appreciated.

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 refining the Small-Scale Development Projects as well as advising on the form and content of the annual conference.

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 2015 conference such an undoubted success.

## **Ivor Sutherland**

Trustee, Gordon Cook Foundation

## 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 2015 to March 2016. 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: 'Citizenship and identities: the role and identities of teachers of citizenship in a time of change'
2. Five Nations Development Projects
3. Network management and communications including the role of the Strategy Group and ACT
4. A look forward to 2016-17

Further information, materials and videos of network activities can be found online at [www.fivenations.net](http://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](#) and [The MacRobert Trust](#). 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](#).



## 2 Annual Conference: 'Citizenship and identities: the role and identities of teachers of citizenship in a time of change', Cardiff 2015

### CONFERENCE AIMS

More than 70 teachers and educators from the five nations gathered in Cardiff for the sixteenth annual network conference on the 7-8 November 2015. The conference theme was 'Citizenship and identities: the role and identities of teachers of citizenship in a time of change'.

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

- explore and discuss the role and identities of teachers of citizenship in a time of educational change
- consider the role of teachers in relation to migration, extremism and radicalisation, national identity debates and changing relations between jurisdictions
- bring together from across the five nations policy makers, practitioners and other stakeholders with an interest in citizenship and values education

- encourage new thinking and learning about citizenship and promote dialogue across country partnerships
  - explore the use of different pedagogies and approaches including digital technologies as effective teaching tools for teaching citizenship.
- The conference was also an opportunity to disseminate and promote the work of teachers who successfully applied for the Five Nations Development Project grants to take forward active citizenship projects with pupils in their schools.

### CONFERENCE PRÉCIS

#### The 2015 conference programme

The conference programme was organised over a 24 hour period beginning on Saturday 7 November and finishing on Sunday 8 November 2015 in Cardiff. During the conference, participants took part in a range of activities and discussions. The conference programme is included over the page:



<b>Saturday 7 November 2015</b>	
<b>11.45-12.45</b>	<p><b>Informal country group activity</b></p> <ul style="list-style-type: none"> <li>• Group activity – participants use a range of visual strategies to create a picture of 'an ideal citizenship educator' and discuss the skills, subject and professional knowledge that teachers of citizenship need. During discussion participants drew out the barriers and challenges involved.</li> </ul>
<b>12.45-13.45</b>	<p><b>Lunch groups</b></p> <p>Over lunch participants reflected on the informal activity and whether anyone at their lunch table met all the requirements of their 'ideal citizenship educator.'</p>
<b>13.45-14.00</b>	<p><b>Welcome to the conference and programme orientation</b></p> <p>Liz Moorese and Deepa Shah, Association for Citizenship Teaching</p>
<b>14.00-14.40</b>	<p><b>Keynote address: 'Citizenship Education and Inspection'</b>  <b>Ann Keane, former Chief Inspector of Schools, Estyn, Wales</b></p> <p>Time for reflection and questions from the audience</p>
<b>14.40-15.45</b>	<p><b>Workshops and Seminars 1</b></p> <p>Exploring migration through portraiture            Hypocrite or Hero? Thinking about the relationship between being a citizen and teaching Citizenship            Teaching Controversial Issues in Challenging Times            Citizenship Across the Nations (Five Nations funded project)</p>
<b>15.45-16.00</b>	<p><b>Refreshments break</b></p>
<b>16.00-17.00</b>	<p><b>'A road to radicalisation and challenging extremism through curriculum interventions'</b>  <b>Barrie Phillips and Omer Williams</b></p>
<b>17.00-17.15</b>	<p><b>Reflections on the day</b></p> <p>A chance for participants to share reflections on the day, learning points and issues, questions or challenges raised.</p>
<b>Sunday 8 November 2015</b>	
<b>09.00-10.15</b>	<p><b>Seminars and workshops 2</b></p> <p>Exploring migration through portraiture            Hypocrite or Hero? Thinking about the relationship between being a citizen and teaching Citizenship            Teaching Controversial Issues in Challenging Times            Against the Grain: Engaging citizenship in challenging circumstances</p>
<b>10.15-10.30</b>	<p><b>Refreshments</b></p>
<b>10.30-11.30</b>	<p><b>Keynote speaker: 'Who is the citizenship educator?'</b>  <b>Jamie Kelsey Fry</b></p>
<b>11.30-12.45</b>	<p><b>Guided discussions in country groups</b></p> <p>Participants revisited the opening activity and considered the barriers and challenges and how these might be addressed.</p> <p>Participants also heard from Five Nations Development Project leads working in their nation about the aim, impact and actions of their work.</p>
<b>12.45-13.00</b>	<p><b>Final plenary with closing comments from Ivor Sutherland (Trustee of the Gordon Cook Foundation)</b></p>

## Opening activity – ‘The ideal citizenship educator?’

The conference began with an opening activity undertaken in Country Groups. Participants talked and worked together to create visual representations of ‘an ideal citizenship educator’ and discuss the skills, subject and professional knowledge that teachers of citizenship require.



## Conference welcome and programme orientation

Liz Moore and Deepa Shah opened the conference with a welcome and information for participants about the conference programme.

Liz started by thanking 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 how this year’s conference on the theme of ‘The role and identities of teachers of citizenship in a time of change’ builds on and further develops the theme of ‘citizenship and identity’ that has been the focus for three years. She outlined how the programme has been developed with a mix of guest speakers, seminars and discussion sessions to consider: Who is the citizenship teacher? What skills, qualities, subject and professional knowledge do teachers of citizenship need to be successful? What new approaches and pedagogies can we use to help us through art, music, technology etc?

Liz went on to highlight some of the challenges and opportunities for teachers of citizenship that might form part of this year’s conference discussions. These included:

- tensions that can arise between citizenship education and teaching democracy, when schools can be rather undemocratic institutions
- the creeping ‘managerialism’ we see where

performance data and inspection are key drivers rather than educational goals

- changing education policy and agendas, such as the Prevent policy and the relationship with citizenship education.

Effective citizenship teachers and teaching involves children learning about and exploring real issues, using active pedagogies and learning through action. All of this is arguably more demanding of teachers than traditional didactic forms but leads to more creative and inspiring learning.

## GUEST SPEAKERS

### Guest keynote 1:



**‘Citizenship Education and Inspection’, Ann Keane, former Chief Inspector of Schools, Estyn, Wales**

Conference participants heard from Ann Keane, former Chief Inspector of Schools in Wales who gave a

comprehensive talk that addressed:

- how Estyn (the Inspectorate for schools in Wales) inspects Education for Sustainable Development and Global Citizenship (ESDGC)
- how ESDGC appears in the curriculum in Wales and the plans for the future curriculum in Wales set out in Professor Graham Donaldson’s Report ‘Successful Futures. Independent Review of Curriculum and Assessment Arrangements in Wales’.
- key findings from Estyn’s most recent report on findings from inspecting ESDGC in Wales (June 2014).

Ann began by acknowledging the current global challenges including mass migration to Europe and the concerns about extremism and radicalisation of young people and the key role of schools in helping young people survive and thrive through effective citizenship and values education. She identified the work inspectors do to look at the characteristics of each school and local needs as well as national priorities.

Ann discussed the role of the Common Inspection framework in setting expectations for ESDGC explicitly and other sections of the framework that also contribute to a broad citizenship education for example provision for well-being, a schools ethos built on equality, human rights, respect for diversity and tolerance and the need to give pupils opportunities to explore different viewpoints. Whilst citizenship is not a separate statutory subject in Wales, inspectors use evidence from learning in different subjects across the curriculum and in relation to the ‘skills challenge’ and is

now a mandatory part of the Welsh Baccalaureate and includes a Global Citizenship challenge. Education for Sustainable Development and Global Citizenship works best when it is a school priority and there is effective leadership and management.

Ann talked of the challenge of developing coherence to ESDGC provision and when planning for progression and depth of learning over time with the cross curricular model. She also discussed the change in definition of sustainability that has been redefined and expanded by the Welsh government to include many facets of public policy in relation to health and well-being, the economy and the environment. Estyn noted a tendency in some schools to stray away from the central and unifying principles of social justice, human rights and equality, which she argued can be used to give ESDGC coherence in the curriculum. She also argued for more explicit spaces in the curriculum for pupils to debate and think critically about these issues. Ann set out how the future

curriculum in Wales following Professor Donaldson's review highlights the importance of ESDGC in particular through the new aims and purposes of the curriculum which include that, 'all children and young people will be ethical, informed citizens'

Finally, Ann summarised the most recent Estyn report on inspection findings on ESDGC, published in June 2014 <http://www.estyn.gov.wales/thematic-reports/search?search=ESDGC>

She spoke of the positive progress made since 2008 in terms of pupil's understanding of global citizenship, which is now comparable with sustainable development and in teacher confidence and understanding of ESDGC. The report highlights the need for further training (for teachers and governors), the need to share best practice and offers schools ten questions to help them evaluate their own ESDGC provision. (see below)

**10 cwestiwn i ddarparwyr**  
**10 questions for providers**

**Estyn**  
*Proffesiwn Iechyd - Excellence for all*

- A oes digon o ffocws ar ddatblygu ADCDF yn ein hysgol?
- Pa mor aml y rhoddwyd blaenoriaeth i ADCDF yn ein CDY yn y 5 mlynedd diwethaf?
- Pa mor dda y mae ein disgyblion yn deall cysyniadau allweddol ADCDF?
- Pa mor effeithiol yw ein strategaethau wrth sicrhau bod dealltwriaeth disgyblion o'r saith thema ADCDF yn cael ei datblygu'n raddol?
- Pa mor effeithiol yw ADCDF wrth wneud cyfraniad cadarnhaol at ddatblygu medrau llythrennedd a rhifedd ein disgyblion?
- Sut gallwn ni wella ein darpariaeth ar gyfer ADCDF yn ein hysgol?
- Is there enough of a focus on developing ESDGC within our school?
- How often has ESDGC been a priority within our SDP within the last 5 years?
- How well do our pupils understand the key concepts of ESDGC?
- How effective are our strategies at ensuring the progressive development of pupils' understanding of the seven ESDGC themes?
- How effective is ESDGC in making a positive contribution to developing our pupils' literacy and numeracy skills?
- How can we improve our provision for ESDGC within our school?

**“ Education for Sustainable Development and Global Citizenship works best when it is a school priority and there is effective leadership and management.**

**10 cwestiwn i ddarparwyr**  
**10 questions for providers**

**Estyn**  
*Proffesiwn Iechyd - Excellence for all*

- Pa mor effeithiol yw ein gweithgareddau allgyrsiol wrth ddatblygu dealltwriaeth ein disgyblion o ADCDF?
- Pa mor effeithiol ydym ni yn nodi aelodau perthnasol o staff i gydlynw a datblygu ADCDF yn strategol yn ein hysgol?
- I ba raddau ydym ni'n darparu digon o hyfforddiant priodol i'n staff i sicrhau bod ganddynt ddealltwriaeth ddigon da o gysyniadau mwy cymhleth ADCDF?
- A yw ein llywodraethwyr yn deall digon am ADCDF er mwyn iddynt ein cefnogi a'n herio o ran ein safonau a'n darpariaeth?
- How effective are our extra-curricular activities in developing our pupils' understanding of ESDGC?
- How effective are we at identifying relevant members of staff to coordinate and develop ESDGC strategically within our school?
- To what extent do we provide our staff with enough appropriate training to ensure that they are equipped with a good enough understanding of the more complex concepts of ESDGC?
- Do our governors understand enough about ESDGC in order for them to support and challenge us on our standards and provision?

## PLENARY SESSION

### **A road to radicalisation and challenging extremism through curriculum interventions.**

Omer Williams and Barrie Phillips

During this plenary session participants heard from two speakers. Omer discussed his own background as a White, Welsh Muslim and his experience of being radicalised and then de-radicalised and his work on Prevent in Wales.

Barrie spoke of his work on the 'Get On Together' (GOT) project and Prevent agenda and the strategies he uses with pupils and others to teach about issues.

### **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.

### **Exploring Migration through portraiture [Workshop]**

Pippa Couch, Schools Programmes Manager, National Portrait Gallery, England

In this workshop Pippa built on an article she published with Gavin Baldwin of Middlesex University in the recent Autumn 2015 edition of 'Teaching Citizenship' (issue 42 of the ACT journal) to develop activities to facilitate discussions about Migration and Identity.

Using examples from the Collection of the National Portrait Gallery, London, participants engaged with 'How to read a Portrait', 'Making Portraits Talk', 'Migration, Image and Identity', 'Portraiture and the Celebration of Diversity', and 'Portraits for Active Citizenship'. These activities were used to facilitate discussions about Migration and Power, Justice, Equalities, and the Media. Participants were given the opportunity to relate these activities and discussions to their own teaching practices.

### **Hypocrite or Hero? Thinking about the relationship between being a citizen and teaching Citizenship. [Seminar]**

Dr Lee Jerome, Associate Professor in Education, Middlesex University, England

Lee led a seminar that discussed the ways in which Citizenship seeks to provide young people with a more optimistic sense that politics – being both something they can do and a route to improving the world. He identified a problem, and that problem is us – the citizenship teachers. Critical pedagogy positions teachers as crucial to promoting social justice and yet the literature is replete with examples of teachers' conservatism, their compliance in the face of authority and their prejudice, and schools routinely reproduce inequality and promote a narrow individualistic form of competition. But are Citizenship teachers the hypocrites within the system, shouting for an alternative whilst carefully kow-towing to the managerialism, which stifles democratic deliberation and action? Participants discussed and explored some of the international research literature to think about the relationship between teachers' identities as citizens and as teachers of Citizenship in the search for some conceptual tools to critically interrogate their own beliefs and actions.

### **Teaching Controversial Issues in Challenging Times [Workshop]**

Elaine Watts, Teaching Fellow, School of Education, University of Strathclyde, Scotland

Using a range of examples and case studies Elaine explored different approaches and techniques to the effective exploration and teaching of controversial issues.

Controversial issues can arise in any classroom or in any subject context and yet teachers and youth workers report feelings of unease about how to deal with them. It has long been argued that democracy requires an informed citizenry. Participants discussed and considered the important role that teaching 'controversial' issues has in developing many of the skills young people require to become informed democratic global citizens.

## **Citizenship Across the Nations [Seminar] (Available on Saturday only)**

Rosamonde Birch, Consultant for Schools, Growing Sustainable Futures CIC, England and Karl Sweeney, Education Adviser for Citizenship, Plymouth City Council, England

Roz and Karl used findings from their Five Nations funded project 'Who am I, What does nationality mean?' to explore the theme of identity and citizenship. The project involved a collaboration between three schools from Northern Ireland, Wales and England. Teachers involved used web based media and creative workshops to explore the significance of a range of concepts including nationhood and nationality and to develop young people's vision of their ideal Citizenship curriculum. Participants were encouraged to reflect on the issues raised through the session for their own teaching practice.

## **Against the Grain: Engaging citizenship in challenging circumstances. [Seminar] (Available on Sunday only)**

Kevin Smith, Research Associate, Wales Institute of Social & Economic Research Data & Methods, Cardiff University, Wales

Kevin shared his experiences as a middle school technology teacher in the United States and his attempts to engage pupils in critical investigations of culture, society, politics and more. Kevin used vignettes to detail the successes and challenges the learners and he faced in schools where critical perspectives were not embraced. In his approach to teaching and learning, he sought to disrupt and challenge the 'official' school curriculum and reject the objectification of pupils as simple receivers of information. This was made possible by introducing pupils to basic concepts of critical theory and co-developing with them a distinctive approach to learning that featured critical investigations of personal interests and culminated in a "call to action" to implement what they've learned both at school and in their everyday lives. Participants were invited to discuss how socially-just and critically oriented approaches to curriculum developing and teaching might be enacted in their own schools.



**Guest keynote 2:  
Jamie Kelsey Fry, Activist, author  
and citizenship teacher  
'Who is the citizenship educator?'**

In a lively and engaging keynote on Sunday morning, Jamie Kelsey Fry talked about his experiences as activist, active citizenship and citizenship teacher. Using stories from his own journey into Citizenship education beginning in the 1980s in North Africa to teaching in schools in London, and his work as an activist and journalist, Jamie presented his view of the role and purpose of the citizenship educator.

Activists need to know more about Citizenship teaching and Citizenship teachers need to know more about activism. Jamie argued effective citizenship educators must seek to engage pupils in a rich array of contemporary and controversial issues and give them the skills to challenge assumptions, use critical and independent thinking and experience authentic, active citizenship. He described the techniques and strategies he has used to engage and empower young people in political issues and teach them to be politically literate, agents of change.

He challenged conference participants to reflect on their own levels of active citizenship and activism. He presented his view of active citizenship with measurable impact – so that young people can say 'We did that'. This becomes a catalyst for further active citizenship and gives them memorable experiences that remain with them forever. He talked of the urgent need to challenge the 'politics of despair' that can develop when young people feel they are not listened to and alienated from democratic society as seen in the London riots. He cited Fully Focused Productions 'Riot from Wrong' - who are a group of young people using the power of film to transform lives in communities.

**Activism is everyday life**

Through his talk, Jamie also highlighted a number of key ideas and emerging innovations that can be used as stimulus for highly effective active citizenship with pupils in schools. These included:

- *active listening skills*, using an example of a project he worked on to improve intergenerational understanding, young people invited older people in their community to use gym facilities out of peak hours and organised a community 'mobility scooter grand prix' with the local council's permission as a way of breaking down barriers.

- creativity in action, for example 'culture jamming' techniques as used by the Yes Men and Barbie Liberation Organisation as a means to draw media and wider public attention to problems in society.
- media stunts, for example in his work with School 21 – a new free school in London he worked with pupils over a series of lessons to select issues of concern and develop a range of citizenship actions using 'media stunts' to draw attention to the issue or cause selected. For example, one group of pupils investigated the issue of how manufacturers of Apple products treat their workers and found a factory where there had been a series of employees who jumped off the factory roof.

Jamie also emphasised the importance of ensuring authenticity. He quoted from a speech given by R Buckminster Fuller "You never change things by fighting the existing reality. To change something build a new model that makes the existing model obsolete." Citizenship teachers and educators have a critical role in demonstrating different ways in which societies can organise themselves and improve systems in a democracy. He cited the example of 'liquid democracy', which is being developed across some European nations. This uses digital technologies and online platforms as tools to shape national policy through the direct participation and decision making of citizens.

Finally, Jamie drew a distinction between 'good citizenship' and 'active citizenship', where teachers are encouraging not just morally good or virtuous behaviour but authentic citizenship action that aims to create measurable change and improve society. He urged teachers to be models of active citizenship and to teach pupils to question, challenge and debate as they search for truth and justice. He talked of the importance of regular opportunities to campaign, lobby and take other forms of action as part of effective citizenship teaching. Active citizenship in every way, every day!

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**“ You never change things by fighting the existing reality. To change something build a new model that makes the existing model obsolete. ”**

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## Guided discussions in country groups

On the second day of the conference participants met in country groups to take time to hear from any of the funded Five Nations Development Projects in their nation, to reflect on the conference themes and to discuss any country specific issues and future work that the local network group might undertake. A summary of the group discussions can be found on page 15.



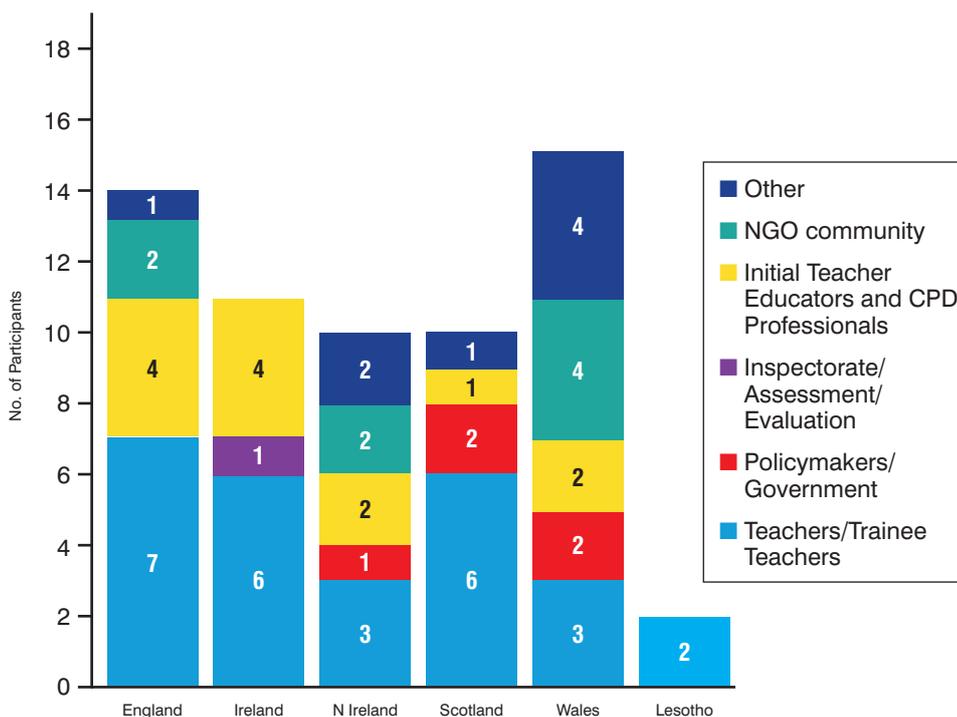
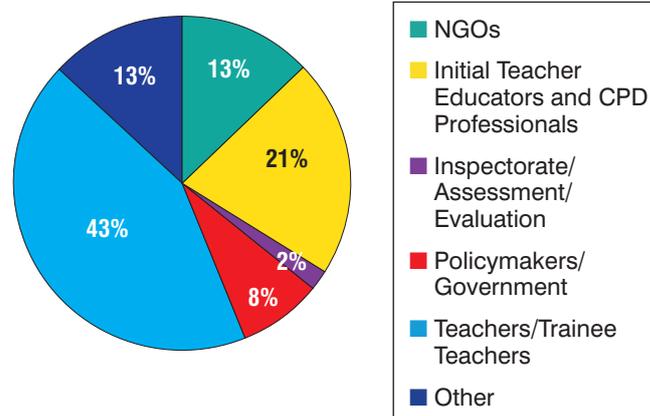
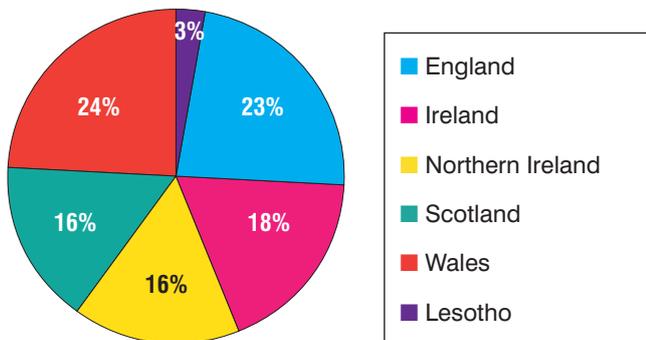
## CONFERENCE EVALUATION, FINDINGS AND OUTCOMES

### 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, Wales was able to invite up to an additional five participants.

In 2013, ACT began to collect data on conference participants to help monitor the geographical spread and type of participants in terms of role/constituency. The data for the 2015 conference is set out below.



Scores for the evaluation of the conference as a whole, from 5 (Excellent) to 1 (Poor)

Score	Number of participants
5	47
4	13
3.5	2

Scores for the organisation of the conference, from 5 (Excellent) to 1 (Poor)

Score	Number of participants	
	Beforehand	During
5	55	54
4	5	3

## Conference evaluation

The annual Network conference continues to be highly regarded by citizenship educators across the Five Nations and a total of 58 out of a total 67 participants completed conference evaluations. In terms of conference organisation 97% thought it was very good or excellent.

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

“Excellent! Great being with such passionate and inspirational people. Great networking opportunity!”  
(NGO, Northern Ireland)

“Reminds me of the reason I went into teaching – to equip students to think critically, challenge the status quo and change the world. Revitalised me and focuses me for the coming weeks and months. More ideas of strategies and active projects would make it even better. Thanks so much!” (Teacher, Northern Ireland)

“Thank you for an incredible weekend. Together this network has a real power to deliver a tangible difference to the people in our community!”  
(Policy/government, Scotland)

“The Conference was superbly organised. It was great to meet so many different people. I came to the conference with such a narrow view of citizenship. The conference has increased my knowledge and indeed confidence of teaching citizenship. The conference was superb, I cannot emphasise that enough.”  
(Trainee Teacher, Scotland)

“There should be a sixth country I think, my country (Lesotho) in this network. Meaning it should be the ‘Six Nations Network’”. (Guest teacher from Lesotho)

“I always come away more enthused on the subject of citizenship. It re-invigorates my beliefs in many things that I feel education should be about.” (Wales)

“Good event with lots of very good conversations in and between session. Even when a presentation was problematic, it stimulated good, critical conversations and helped to clarify the problems.” (ITE, England)

“The experience has been refreshing and an absolute joy to attend.” (Teacher, England)

“I’ve had time to reflect on my practice and I’ve been inspired to return to the students focused and re-energized.” (Teacher, Ireland)

“Thank you – it was a terrific conference”  
(Teacher, Ireland)

## Conference findings and outcomes

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

#### Controversial issues

The session explored what a controversial issue is and how and why they should be used in citizenship classroom. For example, an issue that is complex, has no easy answers and where there are strongly held views can be describe as controversial.

The session included a range of examples and approaches to teaching controversial issues and ideas for stimulating thinking about the methods teachers can use. For example, critical thinking and using alternative sources of information, as well as an examination of the role of the mainstream media in shaping public opinion. Practical suggestions included:

- Establish a clear rationale for dealing with the issue; based on legislation for example the Equality Act, United Nations Declaration on Human Rights
- Ensure you share your plans with school management to get support and involve parents to avoid negative reactions
- Research shows that 93% of children say they want to know more about world news; 89% get their information from media which they do not trust
- Media clip from Myles Dyer (see youtube)
- ‘Issues tree’ approach to breaking down and analysing problems and issues.

#### Against the Grain

This session focused on discussion of critical pedagogies and potentially difficult conversations around culture, politics and society drawing on experiences of teaching in the US. Participants were encouraged to think about the differences between ‘training’ and ‘education’ and consider how to better engage pupils in the co-development of teaching and learning. For example, involving pupils in reviewing the curriculum and teaching aspects of the curriculum as well as the need to think about relevance of what is being taught to the lives of pupils.

#### Citizenship Across the Nations

This presentation from the Five Nations funded small scale research project on young people’s perceptions of their identity involved schools in England, Wales and

Northern Ireland. The pupils created videos of their 'perceived national identities' and met with pupils at the other schools to share their findings and engage with each other through dialogue and activities. Key findings included:

- Pupils in England seemed to have a stronger sense of 'Britishness', than those in Northern Ireland and Wales
- Ideas about 'English politics and identity' were not really explored in citizenship education in England
- Pupils in the project were keen to learn about their identity in relation to the education and the context in which they were growing up and to learn more about world politics.

### Exploring Migration through Portraiture

The session focused on using the National Portrait Gallery collection to support citizenship. For example, using images in the collection to comment on identity and to see what from the past matches our ideas and feelings on identity as teachers. It was interesting to see how the Gallery celebrates the achievement of past 'swarms' of migration. Notable points included:

- A positive focus on achievements is key e.g. the importance of non-British subjects who have made a significant impact on British society
- Reading and comparing portraits is useful to highlight what is common, different, what each tells us
- We each bring what we know when making an assessment of a portrait and pictures relating to migration can highlight our personal assumptions and stereotypes
- Using portraits to explore questions such as the causes of migration and who migrants are, can lead to critical discussion of controversial and sensitive issues in a more neutral space.

### Hypocrite or Hero?

The session focused on the issues relating to the role and reality for citizenship teachers in England's education system where performance drivers, managerialism and external accountability can limit authentic teaching practice. Participants were encouraged to reflect critically on the 'marketization' of education and to challenge the priorities in the education system. "Recast education... as an individual, atomized and personalized private good" (Macpherson et al. 2014). Key points included:

- We can't all be heroes but we can be more savvy about the way in which we promote citizenship
- Changing our own mindset from deficit and what is missing to capacity building
- How 'control' can lock down learning
- Building coalitions to those who think similarly and use similar language can support citizenship.

### Guided discussions and country groups

Country group leaders each managed their session according to the priorities of their group. Time was also spent hearing from teachers who led Five Nations Development projects with pupils in their schools. The key outcomes from each country group are highlighted below.

#### England: 2016 conference

- *The conference and the five nations is of vital importance enabling teachers to come together with space and time to talk about some of the essential issue affecting citizenship teaching and to meet and exchange ideas across the five jurisdictions.*
- *The 2016 conference had been particularly valuable in the range of ideas being shared and developed that are practical but also thought provoking.*
- *Teachers value the opportunity to engage with some of the academic discourses around which they can reflect on and use back in their schools*
- *The conference has helped give the energy and knowledge base to 'fight back' from the many challenges that teachers and schools are facing.*
- *The group felt the Prevent agenda needs to be rooted in Citizenship and the Prevent policy can be a driver for more citizenship education*

#### Challenges for Citizenship in England

- *The group identified the problem of 'decline' in Citizenship in England and the perception amongst some that 'we tried Citizenship and it didn't work'.*
- *The challenge is to counter that perception and show the impact of effective citizenship education. This might be linked to a reconsideration of the purpose of schools.*
- *The group also felt there is a need to better articulate the connections, similarities and differences between MSC, Citizenship, PSHE and Prevent and to claim the 'Bildung' agenda and clarify the relationship between citizenship and character education.*
- *The group also discussed the role of young people as the best advocates for citizenship education.*

#### FNDP presentation

- *The group then had a presentation from teacher leading the FNDP 'Foundation of a School Council'. Discussion focused on ways in which teachers undertaking project could support each other during the application process and when running the project.*

### Wales: Citizenship and ESDG in Wales

The group identified a number of issues relating to citizenship and the curriculum in Wales. These included:

- opportunities through the curriculum review in Wales to strengthen 'citizenship' and the need to learn from other jurisdictions
- need for teachers to find ways to talk about big issues in balanced/responsible way and to promote critical thinking
- issue of teachers and activism. Is 'activism' a controversial term and whether to promote 'Positive activism'
- how to teach controversial issues in democratic way for example explaining the consequences of issues and actions
- politics of Welsh education policy for schools and classrooms including how:
- politics in education systems confine action
- we can talk about campaigning for..., but not have democracy
- challenge of accessing news from Welsh perspective/Welsh lang\
- views of 'smaller' nations are not always clearly represented. Tensions between myth and reality - Patagonia (Wales); 1916 (Ireland)
- Sense of apathy permeating Wales, whether this is linked to disadvantage and how can we 'close the gap'?
- role and moral responsibility of teachers to create opportunity - but not time in ITT to provide this/local context as part of ITT
- desire to explore flexible curriculum thinking - reactive to situations, teachers planners/managers of learning (Scandinavia) in partnership/reflection of student need
- family engagement - reflective space to inform learning
- potential for school senior manager training and whether this includes citizenship / esdge?

### Five Nations local network

The group then reflected on the local Five Nations network in Wales and its role between conferences. The group considered

- setting up an online forum, and the merits of Facebook and LinkedIn
- the additional value of the five nations network for example through sharing practice such as via through FNDP and that this is unique to citizenship and no other subject has this
- mechanism to share learning/experiences e.g. via www.SNN.net with conference participants etc

### FNDP presentation

- The teaching leading an FNDP in Wales presenting on her project 'Culture and Identity: Islamophobia'. The group discussed, the challenge of making funded projects sustainable and more ways to share effective practice.

### **Ireland: FNDP presentations**

The group spent their session hearing and reflecting on presentations with the teachers leading three of the 2015 FNDPs:

- Developing Citizenship and Service Learning School Policy, and Practice
- Migrants, Asylum Seeker, Refugees. Breaking the barriers of stereotypes
- 1916 Film Project: to promote citizenship education in our community.

### **Scotland: 2016 Conference**

The group reflected on the opening activity where they discussed the skills/knowledge required of citizenship teachers and educators.

This included a discussion about the notion of 'Power' being important - that teachers should understand Power and how Power works, including within school structure. Members also considered whether schools were democratic places.

#### **Citizenship in Scotland**

Several of our group will be teaching Modern Studies next year and saw the potential for their pupils to be involved in genuine responsible, active citizenship.

#### **Local Five Nations network**

The main discussion focused around how the group could continue between conferences and how we move forward the local network. The group planned to meet again in the new year.

### **Northern Ireland: 2015 Conference**

In discussion the group highlighted:

- the power of speakers 'telling their own story' and participants having sufficient time to tease out the issues and learning from this
- the importance of developing appropriate ways/safer environment in which to challenge stereotypes and avoid antagonistic language when handling controversial issues and Prevent
- debates around 'Good' citizenship v 'active citizenship' and the relevance of this to citizenship and the context in Northern Ireland
- the idea of Citizenship teachers as 'heroes' and ways to model the many levels of citizenship and participation
- need to promote positively that "Change can happen" as a counter to political apathy, sometimes seen among young people.

#### **Local Network**

The group also reflected on the unique value of the network to enable teachers from different backgrounds to come together, to share resources and experiences and to build a local network in Northern Ireland to continue to provide a means of Citizenship support and exchange between conferences.

#### **FNDPs**

The group discussed the need to raise awareness of the opportunities for any future teacher grants through FNDPs and to share what makes a project successful.

## **3 Funded Projects**

### **Small-scale Research Initiatives**

The Small-scale Research Initiatives (SSRIs) were launched in 2010 at the annual conference in Derry/Londonderry. The aim of each project is to facilitate cross-country collaboration and to encourage the sharing of effective practice. Information about previous projects can be found on the Five Nations website at <http://www.fivenations.net/research-funding>

During 2015-16 two SSRIs submitted their final reports:

- 'Enabling student voice in the classroom' (Ireland and Northern Ireland)
- 'Who am I? - What does 'nationality' mean to 16-18

year olds across the five nations' (England, Northern Ireland, Scotland and Wales)

### **Trial of Five Nations Development Projects**

During 2014-15, some five years after they were established, the Strategy Group commissioned a small evaluative study to find out how they work in practice and what are the barriers to new projects establishing, what new knowledge has developed and how the impact of SSRIs can be measured and evaluated. The evaluation report was completed in October 2014 and has been considered by the Strategy Group and the Gordon Cook Foundation Trustees.

As a result the Strategy Group agreed to trial a new approach to SSRIs that will now be known as Five

Nations Development Projects (FNDPs). The focus of the new approach is to proactively encourage classroom teachers to undertake small development projects for which they will receive a small grant (up to £750) that they will share at the 2015 conference in Wales.

In 2015 teachers were invited to apply for the small grants to take forward active citizenship projects with pupils in their schools. Six small grant applications were approved and the lead teacher of each project shared their work with each other teachers, the Strategy Group and with their country group during the 2015 Cardiff conference. The six projects that completed their work during the year were:

- Food equity for all – St Eunan’s Primary School, Scotland
- Foundation of a School Council – Towers School and Sixth Form College, England
- Developing Citizenship and Service Learning policy and practice – Larkin Community College, Ireland
- Migrants/Asylum Seekers/Refugees: Breaking the barriers of stereotypes – Scoile Mhuire, Ireland
- 1916 Film project: promoting citizenship education in our school community – Borris Vocational School, Ireland
- Islam in Wales and Islamophobia, Ysgol Gyfun Ystalyfera, Wales

We were delighted that the St Eunan’s Primary School ‘Food equity for all’ FNDP was nominated for a Learning for Sustainability Award and the Borris Vocational School ‘1916 Film project’ featured in the Irish Independent newspaper.

Further information about each project is published on the five nations website [www.fivenations.net](http://www.fivenations.net)

## 4 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 2015-16 the Strategy Group met on three

occasions in June and November 2015 and March 2016. The Group discussed progress being made with on-going funded research and development projects (SSRIs and FNDPs) and planned the 2015 conference. The Group also worked together to continue to implement the three-year strategic plan for the programme.

A number of changes to the Strategy Group membership took place in 2015-16 and these are indicated in the membership list below. A huge debt of thanks goes to Mary Gannon, Michael Arlow and Marcus Bhargava who have been involved in the Five Nations Network for many years. Their leadership and commitment to the Network has been extraordinary and we look forward to seeing them as participants at future conferences. The group is delighted to welcome Rose Dolan from Maynooth University as a new country lead for Ireland, Elaine Watts, from University of Strathclyde as a new country lead for Scotland, Anne-Marie Poynor as a new country lead for Northern Ireland and Lee Jerome, Associate Professor of Education at Middlesex University as a new country lead for England. This year also saw a change in trustee representation from the Gordon Cook Foundation with Ivor Sutherland taking over from Jim Anderson in October 2015. The Group wishes to express their thanks for the support and contribution of Jim to the leadership of the Network over the past 3 years.

### **Members of the Five Nations Strategy Group**

Karl Sweeney (England)  
 Marcus Bhargava – until April 2016 (England)  
 Lee Jerome – from May 2016 (England)  
 Mary Gannon – until November 2015 (Ireland)  
 Rose Dolan – from June 2015 (Ireland)  
 Conor Harrison (Ireland)  
 Michael Arlow – until November 2015 (Northern Ireland)  
 Lesley Emerson (Northern Ireland)  
 Anne-Marie Poynor – from November 2015 (Northern Ireland)  
 Cathy Begley (Scotland)  
 Elaine Watts (Scotland)  
 Liz Thomas (Wales)  
 Dominic Miles (Wales)  
 Jim Anderson – until October 2015 (Gordon Cook Foundation)  
 Ivor Sutherland – from October 2015 (Gordon Cook Foundation)  
 Liz Moorse (ACT)  
 Deepa Shah (ACT)

ACT continues in the role as programme manager with Liz Moorse as Programme Leader and Deepa Shah as Projects Manager.

## FUNDING AND PROGRAMME EXPENDITURE

In 2015-16, the Gordon Cook Foundation and The MacRobert Trust continued to provide programme funding. The Network is indebted to the on-going commitment of its funders.

A breakdown of the key programme income and costs for 2015-16 are set out below:

INCOME	
Main Grants	<b>£71,718</b>
Five Nations Development Projects	<b>£6,000</b>
	<b>£77,718</b>
EXPENDITURE	
Conference venue and travel bursaries	<b>£22,735</b>
Strategy Group meetings and travel costs	<b>£8,711</b>
Programme staffing, direct costs and overheads	<b>£45,128</b>
<b>Total</b>	<b>£76,574</b>

## WEBSITE, SOCIAL MEDIA, COMMUNICATIONS AND PARTNERSHIPS

The year 2015-16 has been one of significant growth in network communications and activities. Activity on the website has grown by over 200% and the reach of the e-newsletter has increased by 13.5%.

### 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. The website statistics confirm there has been a significant growth in activity this year.

- In 2015-16, the website saw a total of 6172 sessions<sup>1</sup>, up from 2933 sessions in the previous year.
- A total of 77% of these sessions were single page visits, while 15% lasted from three minutes to over half an hour, up from 8.5% last year.
- There were 8707 page views during this time period, up from 4682 last year, with 45% involving multiple page visits.

### Social media

The development of Five Nations Network social media presence on Facebook and Twitter has continued during the past year building on the activities that started in 2013 for the 'Digital Citizenship' Conference. 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. The general account alone had 4111 tweet impressions (the number of times a tweet is seen) during that period, with 407 visits to the page. Some country representatives are also using 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 to 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

### Network communications

Three editions of the Network e-newsletter have been published during 2015-16 to keep Network members informed of the latest activities. Each edition generated a spike in communications activity. The e-newsletter now goes directly to 256 Network members, an increase of 15% on the previous year. To sign up for the newsletter go to [www.fivenations.net/join-the-network](http://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/Whatis\\_EN.asp](http://www.coe.int/t/dg4/education/edc/Who/Whatis_EN.asp)

## 5 Look forward to 2016-17

The year 2016-17 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 Dublin is underway. The Strategy Group is also reviewing the Five Nations Strategic Plan and considering priorities for the next phase in the life of the Network.

<sup>1</sup>A session is the period time a user is actively engaged with the website

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](http://www.fivenations.net) or by contacting the Association for Citizenship Teaching (ACT):

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