



fivenations

Five Nations Network Annual Programme Report 2023

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

Can we teach democratic wellbeing?

– Exploring the Inner Development Goals and Active Citizenship’



The Inner Development Goals show what inner shifts or human growth need to happen in order for us to increase our chances of reaching the sustainable development goals collectively.



Jan Artem Henriksson, CEO IDGs

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By Val Gilchrist Trustee of the Gordon Cook Foundation	
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“Citizenship teachers are vital for creating and maintaining safe and ‘Brave’ spaces for the next generation and future activists.”

(Teacher, England)



Foreword



On behalf of the Gordon Cook Foundation, I am pleased to provide the foreword to the 2023 report of the Five Nations Network.

This year saw us rotate back to Ireland where we stayed in the lovely Castleknock Hotel, on the outskirts of Dublin. Over eighty participants attended the conference, and it was particularly pleasing to see a large number of new faces. Whilst it is always encouraging that people want to return, I believe that having a good number of first time participants helps refresh, develop, and grow the network. To all of you, but especially if this was your first conference, I hope you found it informative, useful, and enjoyable. Participants often say that, whilst the weekend can be intensive, they leave feeling professionally refreshed and inspired, and I hope this was, again, the case.

The theme of this year's conference was: 'Can we teach democratic wellbeing? – Exploring the Inner Development Goals and Active Citizenship.'

As an observer, I found it fascinating to watch the general mood of the conference evolve over the weekend. Some country groups, in their initial session, shared current challenges being faced by teachers and pupils, and this was, inevitably, sobering. I sensed some reticence during the session when our Keynote Speaker, Chris Chapman, introduced the 'Inner Development Goals (IDG's)'. However, during the World Café activity and workshops that followed, dealing with the specific IDG's of 'being, thinking, relating, collaborating and acting', it became clearer how each of these goals could, and, indeed, already are being applied in practice - the positive energy in the room was palpable. I'm sure most participants left with at least a couple of ideas for integrating and developing the IDG's into their own practice. Personally, I was left with an enduring memory of the young people from Firhouse Educate Together Secondary School, whose presentation captured the essence of 'acting' in such a powerful way.

The annual conference could not take place without the hard work of the Strategy Group, and I would like to thank the dedicated, knowledgeable, and enthusiastic Country Leads who make up the Strategy Group, and who, once again, developed a relevant and thought provoking programme. I'd like to give a special mention to Liz Moorse, Brendan de Souza and the team at the Association for Citizenship Teaching, for the professional organisation of the conference. An enormous amount of work goes on behind the scenes to ensure the smooth running of the weekend. I'd also like to express gratitude to all the invited speakers for sharing their knowledge and experience.

Thank you to my fellow Trustees at the Gordon Cook Foundation for their continued support and funding of the Network. Funding has been secured for the next three conferences. Over the years, many participants have attended conferences, helping develop their professional knowledge and skills, sharing experiences and best practice, and building personal networks of fellow professionals, all to the ultimate benefit of children and young people across the Five Nations.

My final thank you goes to you, as participants. Key to the overall success of the Conference is your engagement during the event, but also any actions that may result thereafter. In that connection, I'd encourage you to share, with your Country Leads, any examples of teaching practice that you've developed as a result of this, or any previous, Five Nations Network Conferences.

The Conference will move to England in the first quarter of 2024, and I look forward to seeing some of you there.

Val Gilchrist

Chair, Gordon Cook Foundation

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 2022 to March 2023. 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: 'Can we teach democratic wellbeing? – Exploring the Inner Development Goals and Active Citizenship'.
2. Network management and communications, including the role of the Strategy Group and ACT.

Further information, materials and videos of the 2023 conference and network activities can be found online at www.fivenations.net

PROGRAMME OBJECTIVES

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

Since the first conference in 2000, the Network has enabled dialogue and the exchange of ideas and good practice between teachers, educationalists, policymakers, members of the inspectorate, NGO representatives and young people across the UK and Ireland.

The Network is managed by ACT and is funded by the Gordon Cook Foundation. The Strategy Group oversees the work with two country leads from each of the five nations. The group has developed a strategic plan for the programme, which includes the following six impact goals:

To...

1. bring together teachers, practitioners and other stakeholders from across the five nations so that we can learn from one another about developing high-quality citizenship education that responds to our distinctive contexts;
2. discuss the role of citizenship teachers in responding to the current democratic and political issues, including those where young people occupy prominent roles;
3. review how teachers can make connections between contemporary societal issues and connect to the broader curriculum for citizenship education;
4. explore different teaching approaches that help students to develop informed opinions about these issues;
5. consider the opportunities and challenges in nurturing democratic wellbeing, young people's inner development and political agency, especially in connection with developing active citizenship;
6. encourage new thinking and learning about citizenship education, teaching and practice, and promote dialogue and collaboration across the five nations.

The Network is also a member of 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.



“Democratic wellbeing is both a means to greater social, economic and environmental wellbeing AND an end in itself, impacting directly on personal wellbeing.”

Collective Wellbeing, Carnegie UK, 2022



2

ANNUAL CONFERENCE: 'Can we teach democratic wellbeing? – Exploring the Inner Development Goals and Active Citizenship'

26 – 27 February 2023

CONFERENCE AIMS

The 2023 Five Nations Network conference took place in Castleknock, Ireland. It focused on the FIVE 'Inner Development Goals' (IDGs).

Participants discussed and considered:

- the inner development goals (BEING, THINKING, RELATING, COLLABORATING and ACTING) and how these can be used to support curriculum development, citizenship pedagogy, and active citizenship, and, ultimately, how we can develop democratic wellbeing.
- how using the goals can help move citizenship education forward across the five nations.



"The IDG framework of skills and qualities relate to what is needed in order to successfully work with complex societal issues, in particular those identified in the UN's Agenda 2030 and the 17 Sustainable Development Goals." ”

CONFERENCE ACTIVITIES

The conference programme gave participants the opportunity to listen to a guest speaker on the theme of the 'Inner Development Goals (IDGs), to engage in seminars and workshops over the two days and to meet together in country or mixed country groups. There were also short breaks where participants could mingle, network and reflect on each session.



"I feel like I've found my tribe. I feel like I found somewhere I belong, with people who have a similar mindset to me!" ”

(Teacher, Ireland)

WELCOME/FÁILTE

Conor Harrison, one of Ireland's country leads, welcomed the participants to the 2023 Five Nations conference in Irish, "Tá fíor-áthas orainn-ar Rose agus orm féin-fáilte ó chroí a chur roimh gach duine anseo chuig ár comhdháil bliantiúil den líonra chúig náisiún faoi oideachas saoránachta agus luachanna sa bhliain dhá mhíle fiche is a trí!

(Rose and I are delighted to be able to give you a heartfelt welcome to our annual Five Nations Network Citizenship and Values Education Conference in Ireland in 2023!)

Is é ár mian do gach duine go mbainfidh sibh taitneamh agus tairbhe as an comhdháil, as an chomhlúadar and as an

chraic a bhéas eadrainn thar an deireadh seachtaine anseo i gCaisleán Cnucha!"

(It is our wish that each of you enjoy and benefit from the conference, the company and the craic we are going to have over the weekend here in Castleknock!)

Conor mentioned to participants that there are many similarities and differences in curriculum and education across the five jurisdictions. He also reminded all to consider carefully their use of language, acronyms and jargon when sharing the two days together saying, 'Don't be afraid to ask any of us to explain!'

Time	Conference Programme – Saturday 25 th February 2023
11.00	Pre-Meeting country group activity IDG 1: BEING
12.15	Lunch
13.15	Welcome and Conference orientation Liz Moore, Chief Executive, Association for Citizenship Teaching and Five Nations Network Programme Director
	Guest Speaker – Chris Chapman, Burren College of Art, Ireland The Potential for the Inner Development Goals to stimulate and develop curriculum
14.30	Tea break
15:00	World Cafe activity Facilitated by Cathy Begley, FN Scotland Country Lead Explore understanding of the five Inner Development Goals
15.45	Choice of workshops and seminars:
	IDG 2: THINKING 1. Curriculum Development for critical thinking/ political literacy in Citizenship Ryan Mason, Addey and Stanhope School
	IDG 3: RELATING 2. Strategies for using personal narratives to develop empathy in the citizenship classroom Lesley Emerson, Queen's University Belfast
19.15	Conference Dinner
Time	Conference Programme – Sunday, 26 February 2023
9.15	IMPACTFUL CITIZENSHIP EDUCATION STUDY Dr Lee Jerome, Middlesex University
9.45	Choice of workshops and seminars:
	IDG 4: COLLABORATING 3. Collaborating for Anti-Racist Education Melina Valdelievre, Education Scotland and Rachel Clarke, Diversity and Anti-Racism Professional Learning (DARPL)
	IDG 5: ACTING 4. Active citizenship as a response pedagogy Yanina Fagan, Firhouse Educate Together Secondary Kaitlyn Admirand, Elisha Garrigan, Marcy Kearns, Anthony Connell and Méabh Mearns – Students Helen Blachford, Priory School
10.55	Tea Break
11.10	Post-Meeting country group activity
12.10	Conference close and reflections

Saturday 25 February 2023

WELCOME AND PROGRAMME ORIENTATION

Liz Moorse, Chief Executive, ACT and Five Nations Network Programme Director, welcomed participants to the 2023 conference. She thanked the funders, Gordon Cook Foundation (GCF), for their continued support for the Five Nations Network (FNN) conferences and welcomed the chair and one of the trustees of the GCF to the conference, together with all others, both first-timers and previous attendees.



Liz gave a brief recap on last year's focus on the themes of 'racial and climate justice', saying, "we want to build on these themes – explore different ways of taking those themes forward. This is a safe space to discuss and share your ideas."

Liz explained the aims of the conference and provided an outline of the programme for the two days. She thanked country leads and ACT staff for their help in preparing for the conference.



Liz introduced the guest speaker, Chris Chapman from Burren College of Art, who has designed and led initiatives at Burren to encourage a more creative, collaborative, and inclusive education system. He is a member of the global outreach team for the Inner Development Goals (IDGs) which have been developed to accelerate progress towards the Sustainable Development Goals (SDGs).

GUEST SPEAKER

THE POTENTIAL FOR THE INNER DEVELOPMENT GOALS TO STIMULATE AND DEVELOP CURRICULUM

Chris Chapman, Burren College of Art – Educator and activist

Chris spoke about the formal education system and how it doesn't work for everybody. He emphasised the importance of creativity and asked, "how can we make the Irish education system more creative?" He explained that two major things have been happening in Ireland ...



- (1) Political commitment to a citizens' assembly with young people (2024);
- (2) Dialogue within communities – to have conversations and decide, 'what messages do we want to send to the minister?'

Chris talked about the Burren, an independent art school located on the Wild Atlantic Way on the northwest coast of Ireland.

“

“The Burren – it's magical, absolutely magical – the light, the air, the contrast between the stone – the barrenness of the stone on other side the fertile Ireland, green fields ... extreme climate.

It's a special place, a weird and different place.”

”

The IDGs connect to heritage and nature. Funding from Europe will enable Burren to bring together 'Beacon' communities. There is the need to ask, "How can we do things differently?" He explained that it needed to be a model that can be replicated.

Suggesting that the Sustainable Development 2030 Goals were unlikely to be reached in time, Chris

said that we needed to increase, "our collective abilities to face and effectively work with complex strategies." The IDGs can help us to work with complexity better.

Participants were given a link to a mentimeter and the question, 'How much do you know about IDGs?'



He introduced the IDGs with its 5 dimensions and 23 skills/qualities. Chris talked about the global crisis in education.

He posed the question:

What are the most likely needs that education should be preparing students for during the next thirty years (or so)?

“

“We are educating for enormous crises, challenges, and the unknown.” ”

“

“Creating an inclusive democratic culture in data led schools.” ”



Chris shared the iceberg model referencing the three levels below the surface, which takes us to 'patterns of behaviour, systems structure, and mental models'. This has implications for, "supportive learning environments, supporting and empowering teachers, harnessing the digital revolution and an urgent need for more investment in education."

Sharing the OECD's 'learning compass' – he posed the question, "Where do we want education to be by 2030? We don't know how to get from here to there! So, how do we get from here to there?"

He asked:

- Are these IDGs, potentially, what we need to solve the problems for how to get from 'here to there'?
- How do you measure and evidence the IDGs?
- How do we measure outcomes?

There is an IDG toolkit being developed <https://www.innerdevelopmentgoals.org> and an inner development and self-growth app called 29K, which is free. <https://29k.org>

“

"I'd like to see case studies to help us see the benefits and gains for children/learners and the wider system."

(Anon)

”

“

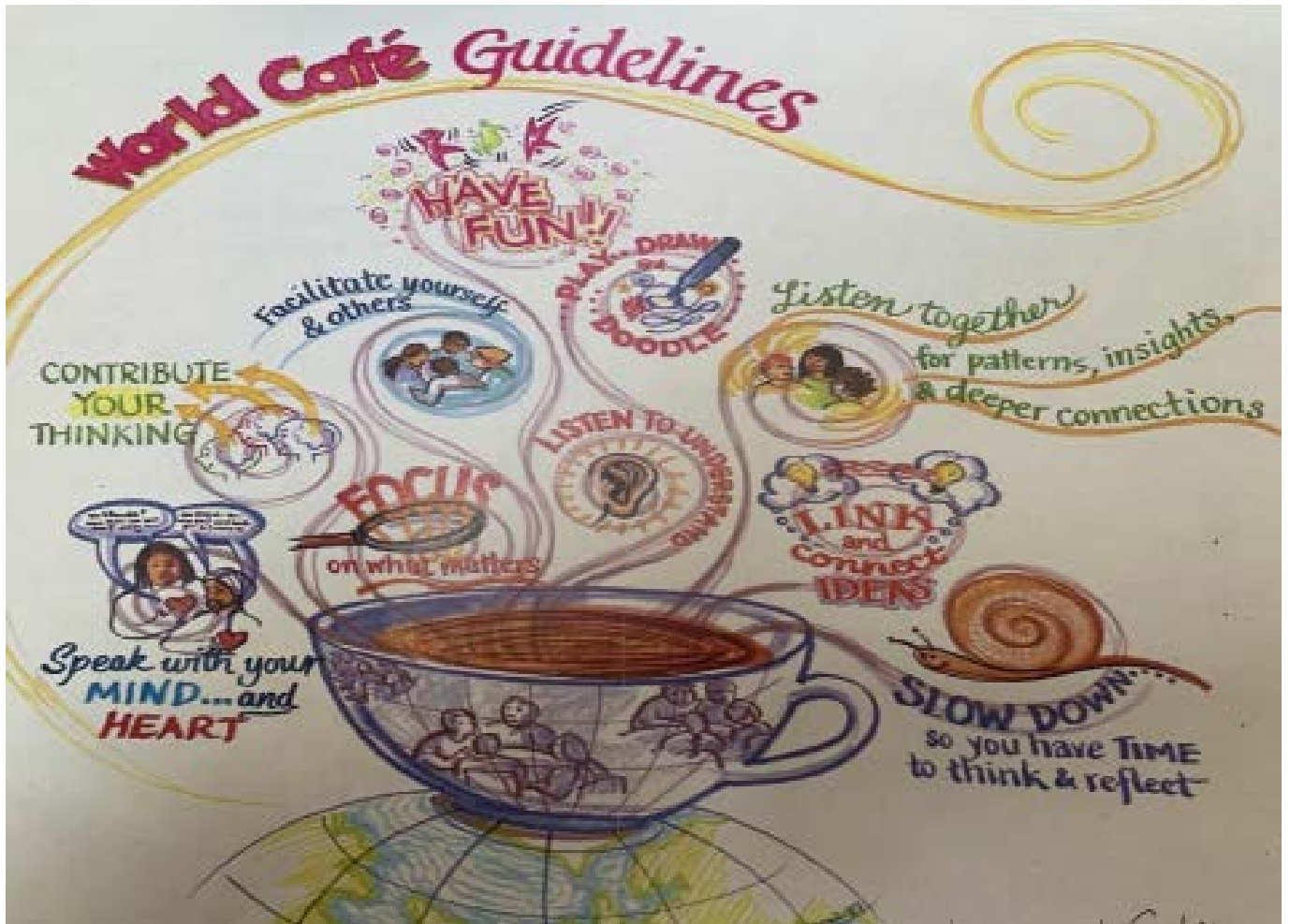
"... I really like this change of focus, and the IDGs could be a way to deal with the existential questions of our time!"

(Teacher, N Ireland)

”

WORLD CAFÉ - FACILITATED BY CATHY BEGLEY, COUNTRY LEAD, SCOTLAND INNER DEVELOPMENT GOALS DISCUSSION

The scene for the ['World Café'](#) was set and facilitated by Cathy.



Cathy explained the purpose of the mixed country groups and how delegates would have the opportunity to meet participants from the other four nations. She encouraged them to focus on the IDG at their table and to engage in conversation about how that IDG resonated with them. Each table focused on one of the five IDGs:


- 1 BEING
- 2 THINKING
- 3 RELATING
- 4 COLLABORATING
- 5 ACTING

The individual groups discussed their understanding of one IDG, whilst writing some of their thoughts, questions and ideas on the paper tablecloths provided. This process encourages and challenges people to think outside the box and captures the diversity of conversations and writings.

BEING

Race Sex Sexuality Class

Faith etc Nationality



How do I view the world?

“What and how is ‘being’ measured?!”


THINKING

Critical thinking – question: Why the way it is? Why? Why? Chains. Why? Because ...

Political
Economic
Social
Technological
Legal
Environment

“Can they see their own perspective?”

RELATING




How we and our young people react to world events. – What do you mean and how can I teach this?

“How we and our young people react to world events.’
‘What do you mean and how can I teach this?’

COLLABORATING


Create genuine opportunities for students and others to collaborate, that builds meaningful change in their communities. If we don’t it becomes as abstract as learning Maths from a textbook. Learning to disagree agreeably.



“Ensuring that the students we teach know how to communicate and articulate the ideas/beliefs they have. It is up to us as educators to model that and give them the chance to collaborate. We need to give them the skills needed to do this, this could be code switching or how to structure a debate.”

ACTING

Building optimism requires appreciation and understanding of reality. Student voices. Safe spaces.



“How have we got to a place where we have to tell kids to be optimistic and keep going? What is the root cause?”

INNER DEVELOPMENT GOAL – THINKING

WORKSHOP 1: CURRICULUM DESIGN FOR CITIZENSHIP EDUCATION IN CONTEXT

Ryan Mason, Addey and Stanhope School – England

Ryan trained as a Citizenship teacher and is currently Curriculum Leader for Humanities. His approach to teaching the subject has been positively recognised by Ofsted. The case study was carried out in this inner London school.



The focus of the KS3 study centred on how political literacy and critical thinking can be built into the school's curriculum design for citizenship education. KS3 has one hour of citizenship per week.

At the start of KS3 pupils are taught key terms and concepts. During KS3 they will develop the following skills:

1. Enquiry and research
2. Critical thinking
3. Deliberation, debate and oracy
4. Advocacy and representation
5. Active citizenship



“Citizenship needs to be current and flexible, so the curriculum is constantly changing.”



Participants were asked to consider the following questions:

- How is citizenship education delivered in your school setting?
- How is the shared curriculum similar or different to your school provision?
- How are topics similar/different?
- Is there anything that you are surprised by?
- Are there any missing topics?



“Citizenship has become very popular in the school.”



Political literacy and critical thinking have been built into the citizenship curriculum. Ryan believes that pupils from the age of 11 can advocate and argue their opinion, so they need to be engaged in topics that they will be interested in. He suggested using a range of case studies, for example, in the Bulger case, ‘What should the age of responsibility be?’

Evaluation from pupils at the end of a lesson can give them some input into the curriculum, rather than just focusing on curriculum requirements.

Pupils also need experiences outside the classroom through a range of events, for example, pupils presented different seminars around the school at a Saturday event for their local MP and other invited guests. Such events give the subject a high profile. “Keep it contemporary.”

Delegates were given a KS3 pupil's piece of work and asked to discuss:

- What links can you make to Thinking-Cognitive skills?
- Can you make links to any other cognitive skills from the IDG Thinking skills?

DISCUSSION-HOWDOWEBUILDCOGNITIVESKILLS?

How do we develop/encourage students to think critically but also creatively in our classroom? Any strategies that you use?

What barriers might/have we faced in developing cognitive skills in students? How might we overcome these barriers?

How do we foster problem-solving skills in our classroom?

How do we develop student's political literacy skills? Or information literacy skills?

How might/do we provide opportunities for students to engage in real life or inquiry-based learning?

“

“... loved the progression of the scheme of work across KS3-4”

(Teacher, England)

”

“

“I would like to learn more of the skills required e.g. active citizenship.”

(Teacher, Wales)

”

“

“The resources – examples would be helpful for my own practice. Where do you start? How???”

(Teacher, Scotland)

”

INNER DEVELOPMENT GOAL – RELATING

WORKSHOP 2: STRATEGIES FOR USING PERSONAL NARRATIVES TO DEVELOPEMPTATHY IN THE CITIZENSHIP CLASSROOM

Lesley Emerson, Lecturer at Queen’s University Belfast – N Ireland

Lesley is a lecturer at Queen’s University Belfast (QUB).

Her research interests seek to make a difference in children and young people’s lives, particularly in the contexts of school and community. This



workshop provided participants with the opportunity to engage in a range of strategies for exploring personal narratives in general, with a particular focus on the accounts of those affected by the conflict in Northern Ireland. This will connect Sustainable Development Goal 16 (promoting peaceful and inclusive societies) and the IDG Relating.

This session focused on strategies for developing an emphasis on empathy in citizenship education and the power of ‘personal narratives’ with a specific focus on ‘IDG 3 Relating’. Lesley demonstrated how one can use certain strategies to unpack the stories of others. She explained that the story they would hear was from the conflict in N Ireland, the north of the island, and that it wasn’t easy to watch! Delegates were asked to think about how one might use such a narrative.

Lesley spoke of a strong tradition of oral histories, stories and hidden memories based on ‘divided societies’, being used in schools and communities in the North of Ireland, and the transition from conflict to peace. Certain everyday objects were transformed. A glass milk bottle became a petrol bomb.

Lesley is currently working with an organisation called ‘Diversity Challenges’. She explained that hearing the stories of others can help young people make sense of the context that they are in. Using political stories from their past, understanding the past, so that they can make sense of the present.

Connecting to SDGs and in particular to IDGs, participants were asked to consider, “How do we promote peaceful, inclusive societies?” and how do they connect to ‘relating’? “The key is in the personal”.

“ Empathy and Compassion

‘Ability to relate to others, oneself and nature with kindness, empathy and compassion and the intention to address related suffering.’ ”

(Growth that Matters AB, 2021, IDG Report)

“ Connectedness

‘Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.’ ”

(IDG Report)

Participants were asked to think about ‘YOU’ and ‘YOUR NAME’. She then shared her name and part of her story saying, “This is my name, and this is my story.” My name is Lesley (with an ‘ey’) Jane Emerson.” She explained that when you say your name in the ‘North’, people make assumptions about who you are, your religious background etc. Participants shared their names in pairs. It is important to own your name. This can be modelled through personal mapping, for example;

PEOPLE:

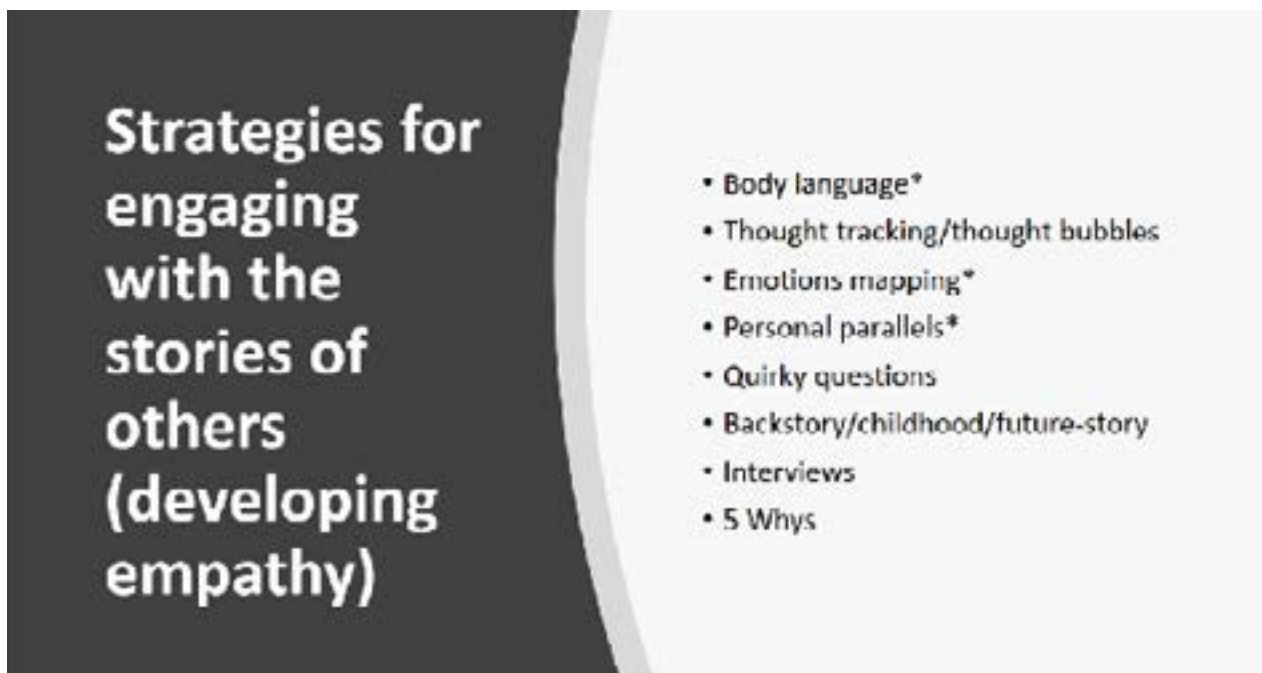
- Who has had an influence on me?
- What key events have had an impact?
- Am I happy to label and share these?

INSTITUTIONS:

- Have they had an influence on me?
- In what way?

It is a way of exploring your own story. These can be gradually added to your personal map. It creates a living graph. This activity can be done with young people, including primary, as appropriate.

Lesley shared some 'strategies' for engaging with the stories of others.



Then she selected the following three to use whilst watching the video:

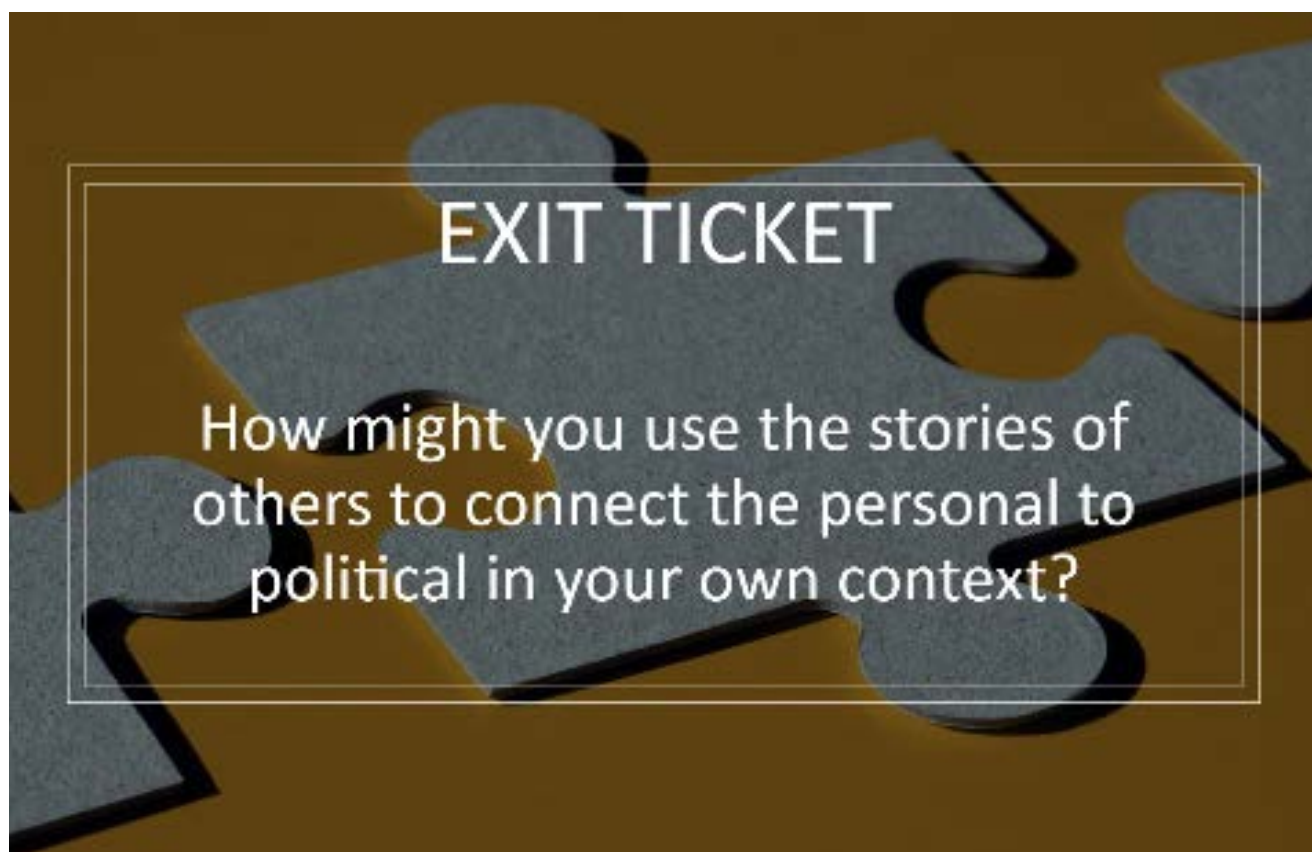
- Body language;
- Emotions mapping;
- Personal parallels;

Participants were asked to focus on one of these, whilst watching the video of Dominic's story. They were asked to just, "listen to someone's story. It is a very powerful and emotional story." After, participants were given a moment to process the story, and share their reaction in groups, using the strategy they had chosen.

She spoke of the 'personal' story with the 'political' behind it, the empathy one has for Dominic as a child, and the use of

terminology such as, 'troubles', 'conflict' and 'war'. Dominic grew up in a very political environment. Some people, like Dominic's parents, were killed by their own people. Their stories need to unfold. "I wonder what? I wonder why?" She explained that teachers could use some strategies, in the moment, or afterwards, to help deconstruct the narrative, for example a Venn diagram could be used to deconstruct this.

Young people can be asked, "If you were going to interview him, what questions would you want to ask him?". These can include 'quirky' questions. Use other strategies such as the 'Five Whys' to dig deeper. This can help create empathy. Discuss the stories you can use to unpack the personal and political.



Gordon Cook Foundation has supported the 'Aftermath' training for teachers. Lesley highlighted the need for more audio-visual materials.

“

“Thought It was fantastic.
Brilliant.”

(Anon)

”

“

“Strategies for scaffolding the sharing of one’s own story;
Strategies for scaffolding active listening to others’ stories;
Strategies for reflecting on and finding the political in the personal, and vice versa.”

(Teacher, Wales)

”

Sunday 26 February 2023

IMPACTFUL CITIZENSHIP EDUCATION STUDY

**Presentation by Professor Lee Jerome,
Middlesex University**

Lee is the research director for the 'Active Citizenship School Programme' with the Association for Citizenship Teachers (ACT), and a former teacher. He presented two pieces of research:



1. [Effective Teaching for Active Citizenship](#): A systematic evidence review by Lee Jerome, Faiza Hyder, Yaqub Hilal and Ben Kisby
2. 20 years of the Five Nations Network: An impact study by Lee Jerome, Faiza Hyder and Yaqub Hilal

Project 1 – Effective Teaching for Active Citizenship

Lee spoke about the report produced by the Association for Citizenship Teaching and Middlesex University as part of the research and evaluation of the [Active Citizenship in Schools](#) programme that is running from 2021-25. There is also a companion report, [The Impact of Citizenship Education](#): a review of evidence for school leaders.

Lee emphasised the importance of 'impact' and how we give an 'account' of our work. So, 'How do we know we have made a difference?' and, 'How do we know it is having an impact on our students?' He stressed that although there is a significant body of literature relating to citizenship/civics, "Unlike other subjects you have to 'dig for it'."

The literature review for this study was;

1. collected data from students to evaluate classroom practice;
2. a focus on 'active' citizenship;
3. explicitly identified as citizenship/civics education (depending on jurisdiction).



'What are the broad impacts that are secured by good quality civics and citizenship education that school leadership might be interested in?'



He listed five things teachers can use from the research that might influence school leaders:

1. Where there is good quality citizenship education, evidenced through the impact of the participative strategies experienced, it has a demonstrable impact on the students and the more they have, the bigger the impact – so there is a pay-off!;
2. A ripple effect – which exudes an ethos of participation within and beyond the school;
3. To teach children 'citizenship knowledge', but the need to do more of it;
4. Active citizenship projects encourage feelings of political efficacy, with both short and long projects. Building a sense of agency demonstrates to children that, "they can do things";
5. Wellbeing through a sense of connectedness. Participation and wellbeing are correlated. Some work from Amnesty suggests that where children are involved in activism, their sense of wellbeing is enhanced.

He spoke of building a 'can do' mentality, which links well with the IDGs, and referred to some, "interesting literature on the efficacy of exploring active citizenship through active 'simulations' – that is possibly underused." Maybe something to consider for the future.

Project 2 – 20 years of the Five Nations Network

This impact study was commissioned by the Five Nations Network Strategy Group and carried out by Lee and two researchers at ACT to map the impact of the network over the past twenty years. The aim to look at what impact we are securing within the teaching profession.

Overview:

To produce an evaluative /historical case study of the FNN focusing on three key objectives:

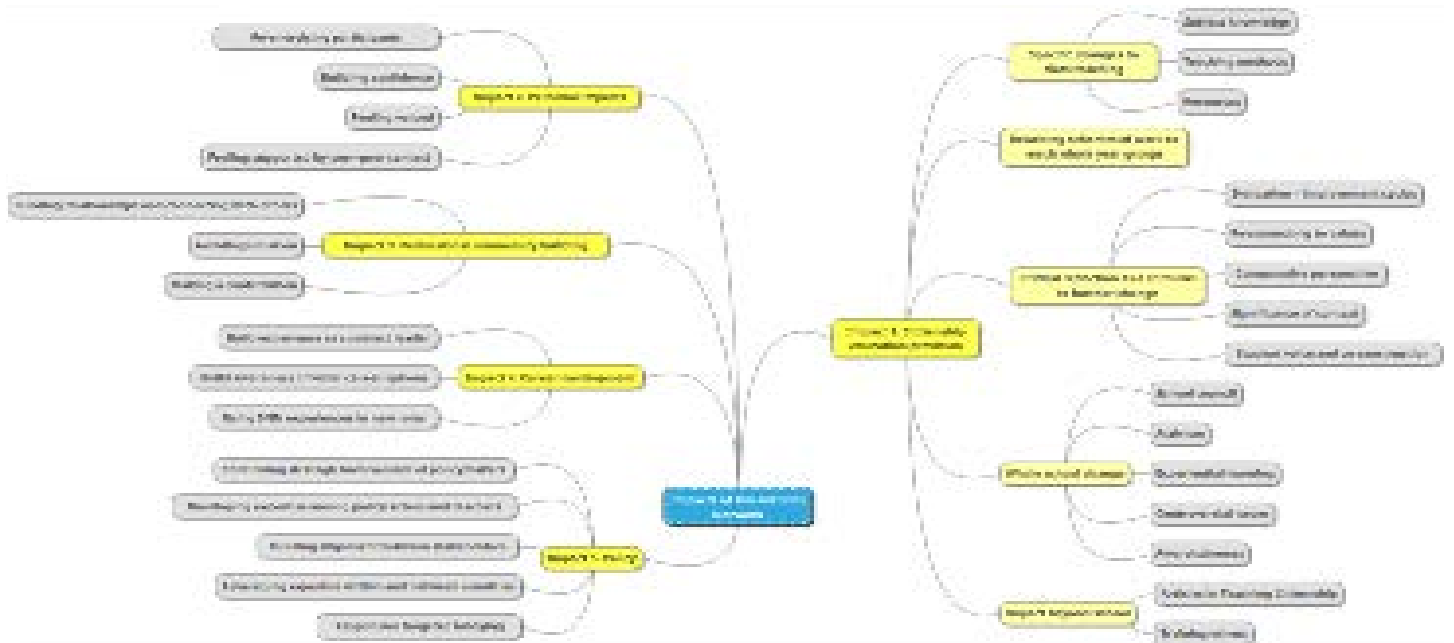
- understanding the changing nature of the activities undertaken within the network;
- exploring teachers' motivations for participation;
- investigating the experiences of the participants with a view to identifying impacts.

Twenty people were interviewed who had either attended:

- one event;
- more than one event over the years;
- years ago, moved on and not attended again.

Questions asked were:

- What does the Five Nations mean to you?
- What creative impact did it have on you?
- Tell us your 'five nations' story.



The main research method employed was ‘narrative’ interviews where those interviewed were given the opportunity to tell their stories without interruption with just a little prompting by the interviewers. He provided participants with some of the quotes from the interviewees.

Five significant types of impact identified were:

1. Direct impact on your citizenship education provision in schools e.g. changing classroom practice, reviewing schemes of work and areas of policy, effecting change across the school;
2. Personal impact – how that made you feel valued, re-energised and helped recharge your batteries;
3. Collegiality, a sense of belonging and sharing practice with your peers;
4. Career development – going for different roles within and outside of school;
5. Policy influence e.g. NASA (North And South Association) – where colleagues and teachers travelled cross-border to share practice, including training.

The 5 ‘USPs’ for joining Five Nations are:



- ✓ FNN makes a difference
- ✓ Ripple effect in school and beyond
- ✓ Knowledgeable teachers
- ✓ Building a ‘can do’ mentality
- ✓ Well-being and connectedness

“

“How can we maintain connections, learning and energy between conferences?” (Anon)
(Anon)

“To use some of the evidenced based research to help justify the importance of active citizenship with senior leaders in school.”
(Teacher, England)

”

INNER DEVELOPMENT GOAL – COLLABORATING

WORKSHOP 3: COLLABORATING FOR ANTI-RACIST EDUCATION

Mélina Valdelièvre, Building Racial Literacy (BRL), (Scotland) and Rachel Clarke, Diversity and Anti-Racism Professional Learning (DARPL) (Wales)



‘Racial literacy is essential to effective teaching of citizenship. Educators require racial literacy to help learners make a sense of racism, its roots, and its consequences, in an age and stage appropriate way’ ”



Mélina lives and works in Glasgow and describes herself as an ‘immigrant of colour,’ whilst acknowledging the contribution of her Indian ancestors, “to making Glasgow the thriving city that it is today.” She co-founded ‘The Anti-Racist Educator’ collective before joining Education Scotland.

Rachel, a Deputy Headteacher, is the granddaughter of the first black headteacher in Wales, Betty Campbell. She has developed anti-racist strategies and programmes across Wales and the rest of the UK.

Being in Dublin, they acknowledged, “the complex history of a land (Ireland) that was both colonised and then benefited from colonisation of land abroad,” and referred to the oppression still experienced by Irish and Scottish Travellers.

The aim of the workshop was to develop a shared understanding of the necessity of collaboration, racial literacy and anti-racist education, through personal and professional journeys. In this session, two anti-racist educators of colour shared the importance of collaboration, supporting Diversity and Anti Racist Professional Learning DARPL in Wales and Promoting Race Equality and Anti-racist education BRL in Scotland.



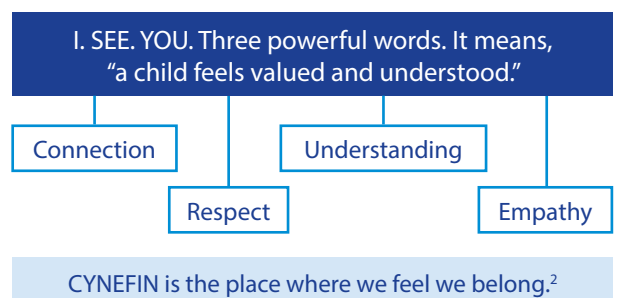
‘There is a need to create safer, braver learning spaces. It is important that children feel understood and understand each other.’ ”

Rachel provided a definition for racial literacy based on the work of France Winddance Twine as a form of anti-racist training with:

- a recognition of racism as a contemporary, not just historical problem
- a consideration of intersectionality (the ways racism intersects with other facts such as class and gender); and
- understanding that racial identity is a social construct; the impact of whiteness; the development of language to discuss race, racism and anti-racism; and the ability to decode race and racial microaggressions.

She spoke of its importance of teaching racial literacy in the teaching of citizenship. Wales has a requirement for ‘Black’ history teaching as part of the Curriculum for Wales and this is an opportunity for significant change! Scotland is also working on an anti-racist curriculum development.

Mélina spoke about how rich and diverse communities must be represented in the Scottish Curriculum. Enacting a curriculum that, “takes learners’ lives and experiences as a starting point, and actively sources and introduces a diversity of perspectives, texts, identities and voices.”

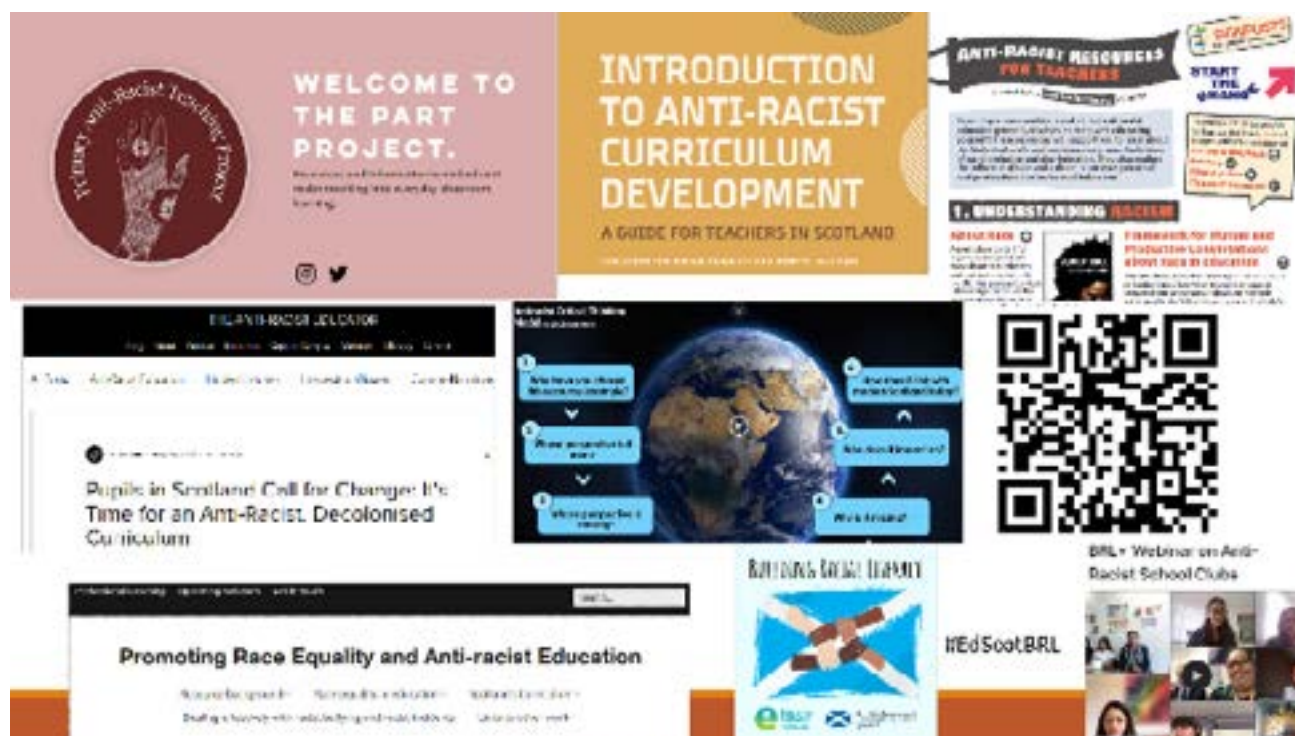


² “Cynefin” is a Welsh term defined by the Curriculum for Wales as ‘the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.’

participants were asked to discuss:

- Who have you collaborated with, so far, for anti-racist/citizenship education?
- What have been the barriers to collaboration?
- What have been the successes?

“Collaboration helps us to see different manifestations of racism and helps us identify anti-racism solutions together.” It is important that educators develop their own sense of racial literacy. Participants were shown a video based on the, ‘Story of the Building Racial Literacy Programme’ (Scotland) <https://www.youtube.com/watch?v=fym76zPoVcE>



Resources from the Five Nations Collaboration for Anti-Racist Education can be found on:

<https://padlet.com/edspil/five-nations-collaboration-for-anti-racist-education-3s4qfclhbk2ld8gu>

“

‘We acknowledge the land because to know our past is to know our present and our future.’ ”

“

“Racism is subtle, it is about internal dialogue and treatment of others.”

(Teacher, Ireland)

”



INNER DEVELOPMENT GOAL – ACTING WORKSHOP 4: ACTIVE CITIZENSHIP AS A RESPONSIVE PEDAGOGY

Yanina Fagan (Teacher), Kaitlyn Admirand, Elisha Garrigan, Marcy Kearns, Anthony O’Connell and Méabh Mearns – Lead Students from Firhouse Educate Together School, (Ireland)

&

ACTIVE CITIZENSHIP IN SCHOOLS PROGRAMME

Helen Blachford, Priory School (England)

Helen is Director of Personal Development and Citizenship in Priory School, Southsea, Hampshire. She explained that it was a diverse school and how it compared to an inner-city school, with the challenges of far right extremist views. The students she works with want to respond to these issues and challenge it themselves. Through active citizenship there are opportunities to respond to these issues on a day-to-day basis. Pupil voice is important and empowers young people to address societal issues.

Helen’s school gave her time to work with the local authority in Hampshire on an ‘Anti-Racism Toolkit’, which has been shared across the county. <https://www.portsmoutheducationpartnership.co.uk/wp-content/uploads/2022/03/anti-racism-toolkit-march-2022-accessible.pdf> Pupils across primary and secondary had a voice, and an important input into the development of the toolkit. “It was important to me to start with some student voice.” Before it went out into other schools, “I gave them back the draft toolkit, to comment on and ... they had some very honest thoughts about what was in it!” The young people who had all heard of Martin Luther King said ... “But, there are other local people ... people in our school ... we want to hear their stories.” Some key stage 4 pupils had an input into writing lessons which will also be shared with other schools. As part of their campaign, they spoke of the importance of empowerment!

ACTIVE CITIZENSHIP AS A RESPONSIVE PEDAGOGY

Yanina Fagan and students (Ireland)

Yanina from Firhouse school introduced her students to the participants, but, before handing over to them, she warned, “they are dealing with some very sensitive content ... you might feel a little bit challenged ... so take time out if you need to.”

The aim of ‘Transition Year’ is to provide young people with experiences that help develop their life skills. The one-year programme offers students a wide range of subjects, many of which are practical. Students talk about their self-esteem and confidence levels increasing as a result of participation in the programme.

Kaitlyn, Elisha, Marcy, Anthony and Méabh are in their transition year - gap year between Junior and Senior Cycle in Irish secondary schools - at Firhouse Educate Together School. They started the ‘Young Social Innovators’ (YSI) project this year. Kaitlyn welcomed everyone to the session and explained how they had identified their project theme, because of certain incidents happening to women that concerned them. They decided to set up a Women’s Safety Team to link in with ‘Women’s Safety Week’ (WSW) for their YSI project. During the session they hoped to take participants through the topics they had focused on in the project.

Macey explained transition year as, “a year dedicated to alternative learning, teaching and growing for all students who participate”. She said it was a good year for “students to come out of their shells ... It is an amazing opportunity for everyone, including teachers.”

Anthony described the ‘Educate Together’ primary and secondary schools as a brand that encourages group learning and acquisition of life skills. All young people are welcomed and unlike regular schools, students don’t have to wear uniforms as they are encouraged to experiment and find their own identity and style.

Elisha outlined the YSI programme and spoke of how projects can focus on a range of injustices that are happening in the world – to look and see what they can do to raise awareness about those issues. There is an award ceremony at the end called ‘Speak Out’. Kaitlyn explained how their project had elements of all the IDGs, but in particular Five ‘Acting’. They hoped that people would see how relevant women’s safety was, and feel empathy and compassion for those women who had suffered attacks, and for some been killed.

“acting was the main goal for our project ... it took a huge amount of courage to tackle such a controversial issue. We tried never to doubt ourselves and to stay persistent, and this mind set, we believe, is what has made our project this successful, so far.”



Méabh then spoke about six women, from across Ireland and the UK, who had either been threatened, sexually harassed, or murdered by a man. She highlighted Women’s Safety Week as, “women, helping women, and most importantly, listening to women!” “We can’t rely on change to happen naturally, without having difficult conversations ...” She called out the names of women in Ireland and beyond, such as; Aishling Murphy and Bruna Fonseca who had inspired them to take part in WSW.

During WSW the students ran a number of events. They invited Sarah Benson, CEO of Women’s Aid to give a talk to the senior cycle year on the new ‘Too into You’ awareness campaign.

“A lot of the response we got, during WSW, from male students was the comment, ‘Not all Men.’”

Kaitlyn then invited three participants to come forward and handed each a cup cake. She told them they could eat it saying that one was poisonous, but which one? So ... “would you trust the cupcake?” She then shared details from a survey in school that asked four questions:

1. Do you feel safe during the day?
2. Do you feel safe at night?
3. Do you feel safe at night with friends?
4. Do you feel this is an important issue within society?

One of the findings was that 63% of males felt safe at night compared to 13% of females!

“

“The maturity of the students is outstanding. Inspired us to take a similar action in our schools.”

(Anon)

”

“

“It seemed particularly powerful because it tackled the male defensive response in a direct way.”

(Academic, England)

”

“

“A brilliant workshop and presentation by the students.”

(Teacher, Wales)

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“

“The session on women’s safety week really resonated with me. This an issue that comes up in my class, it’s great to have a student-led example to share with my students.”

(Teacher, Ireland)

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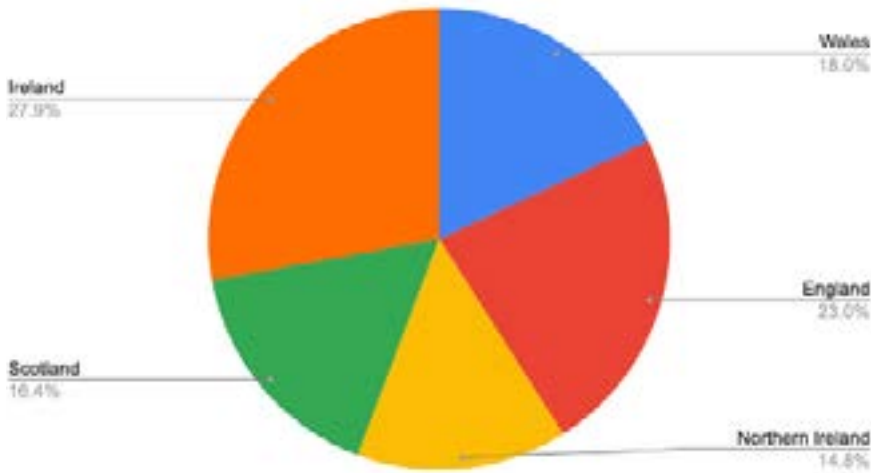
CONFERENCEIMPACT

Attendance at the conference is by invitation only. Country Leads invite participants with the aim to include a high percentage of teachers. A range of different types of schools, from across the five nations, are represented. Representatives from other educational institutions and government departments, including the inspectorate, attended.

The total number of participants at the 2023 conference was 80.

Participants were asked to indicate how many pupils will benefit from what they had learned at the conference. Of those who gave specific numbers, about 28,000 pupils across the five nations should benefit from improved citizenship experience linked to the IDGs, as a result of the conference. Those educators who did not specify numbers of pupils, indicated there would be a very wide impact across classes, year groups, whole schools, organisations and even nations.

Count of Which of the five nations do you work in?



“Superb opportunity for high quality professional learning from the 5 nations perspective. Balance between theory, practice and inspiration, perfect”

(Gov, N Ireland)



2023 Delegate Occupations



CONFERENCE EVALUATION

The annual conferences, which have been running since 2000, are highly regarded by citizenship educators and policy makers across the Five Nations and beyond. The themes are current and closely linked to world events and citizenship issues, resonating with all the nations. Of the 67 participants who responded 85% rated it excellent and 15% rated it very good, 82% found it very relevant to their job.

CONFERENCE FINDINGS

This was the second face-to-face conference since Covid and it was very well received by all the participants. Rapporteur sheets, conference evaluations, video and audio recordings provided feedback from the participants. Overall, participants felt that the aims of the conference were more than met and that they had benefited, personally and professionally, from the seminars, workshops, activities with their own country groups and time to mix, share ideas, practice and network with participants from across the five nations. These are just a sample of the feedback from participants:

QUOTES FROM EVALUATIONS

Takeaways

“Interesting that simulations or small action projects work – so an emphasis on regular small projects rather than always one large one.”
(Teacher, Ireland)

“Amazing content from Lee Jerome – always re-assuring and positive to hear about impact.”
(Teacher, Scotland)

“The key takeaways: good introductory overview of the IDGs and their use in supporting our work going forward; really good understanding of complexity of compartmentalising and the need for more holistic and experiential learning; and good affirmations around equity, inclusion, quality and relevance.”
(Gov, N Ireland)

“Inform evaluation of citizenship education.”
“Link IDGs to Attitudes and Dispositions of the NI curriculum.”
(Gov, N Ireland)

“Will look further into the ACT research.”
“Ryan’s citizenship curriculum is something I am now considering to develop for the Scottish primary curriculum.”
(GCE, Scotland)

What participants thought ...

“The sessions and colleagues who led the sessions were inspirational.”
(Teacher, England)

“Thank you for the invite; it’s been very inspiring and re-ignited the fire to enhance Citizenship provision.”
(Assistant Head Teacher, England)

“The programme struck a really good balance and provided plenty of opportunities to reflect deeply, to network and collaborate and to plan.”
(Senior Leader, Wales)

“Simply wow! Meeting kindred spirits across the five nations. It was Enthralling, Enlightening, Empowering and Inspiring!”
(Teacher, Wales)

“Teacher agency and empowerment is a key factor for enabling change and effective citizenship education.”
(Education Scotland)

“Fantastic balance of conversation and presentation, a great time for networking.”
(Deputy Principal, Ireland)

Participants would like more ...

“Time to network in cross-country groups.”

“Suggestions as to how to implement/embed IDGs at the core of mainstream lessons.”

“Time to debate ideas/have challenging professional dialogue.”

“More time on the world café?”

“Activities to help newcomers get to know people – especially outside of country groups.”

“Application of social innovation be exemplified next year so that we can see the impact.”

And they would like ...

“To hear from more young voices.”

“Maybe a workstation with more ideas on the ground.”

“To see more of what it (IDGs etc) looks like, in practice.”

“A Five Nations Facebook group.”

COUNTRY GROUPS

Country groups met at the beginning of the conference, during which they had the opportunity to get to know each other and discuss the first IDG 'Being'. At the end of the conference they met again, this time to reflect on some of the key messages from the guest speaker and the four workshops. Evaluations and feedback were very

positive and participants appreciated the time they had with other like-minded people to discuss key citizenship issues. The feedback from participants will be used to inform the 2024 conference in England. Here are some of the key points, thoughts and reflections from each country group:

IRELAND

- Better understanding of IDGs.
- Weave the IDGs through modules, schemes of work, in subject areas including CSPE, History and Politics and Society.
- The importance of personal narrative and how they might connect with aspects of the IDGs.
- Strategies for scaffolding the sharing of one's own story, active listening to others' stories and reflecting on and finding the political in the personal and vice versa.
- The study provided concrete evidence-based examples of impact to engage SLT.
- 'Simulations' as an interesting way of exploring issues.
- Knowledge that racism is not just 'being punched in the face' – racism is about the invisible structural barriers and its under representation within society.
- How best to implement and develop approaches and ideas in ways that can best help student teachers to positively experience them, learn from them and use them in their teaching and learning contexts.
- The power of having post primary students presenting to educators and showing unique insights into what they find valuable – their learning and development.
- A very good balance of conversations and presentations. Great time for networking.

N IRELAND

- Anti-racism session - use of language that we need to learn to use when talking about issues related to racism and how that affects practice in schools.
- IDGs encompass the skill of 'critical thinking', a key skill that all young people need to have. However, show us what it looks like, in practice?
- How do IDGs link to 'Attributes and Dispositions', a neglected area of the NI Curriculum: ETI is looking at the NI curriculum - needs to be responsive.
- Provide a gallery with lessons and short presentations/podcasts of teacher's practice.
- The importance of narratives and the power of personal and political stories. In citizenship, we can teach about the root causes of prejudice (such as racism and sectarianism). Both issues are rooted in and based on historical injustices.
- Teachers spoke about their relevance to the Citizenship and History curriculum, but how are they being taught?
- The young students' presentation about 'violence against women' impressed the group. It was inspiring to hear about young people generating and running with a project, taking ownership of it.
- The group liked the idea of a 'Transition Year' and that more holistic approach as in NI there is the exam focus – which 'doesn't leave time for projects'.
- Aftermath Project, training available for teachers.

SCOTLAND

- Read Lee's report – feedback was obvious but good to have it in an academic format.
- Take back anti-racism education and follow-up.
- Ryan's session – and how to develop for the primary curriculum.
- Women's Safety Week – great workshop. Emotive stuff – would like to see more.
- Personal narrative – right level for us, what's the right level for P7? Different approaches for personal narrative.
- Opportunities to talk about common issues. Professional development – encouragement from others.
- Conversations with colleagues from other jurisdictions and different policy contexts. Breadth of their experience. Would like more time to debate and discuss, to access mentoring.
- Support whole school development and improve pupil agency and voice of every child.
- Should we ask participants to bring samples of work influenced by the conference to the next one? Online catch up post conference. An online midway conference maybe?
- Continue networking – WhatsApp group FNN Scotland. How do we share the key messages from the conference?
- Being explicit about what we're doing – change makers. Revisit these notes.

WALES

The Welsh participants felt the conference had reinforced how Wales is leading the way in Citizenship in the UK.

- Main takeaway was 'advocacy'. We need to teach learners how to campaign and advocate for what they believe in.
- Using the IDGs, along with the 17 SDGs, can help learners develop an understanding of the importance of creating a just and sustainable future for themselves and their local, national and global communities.
- 'Human rights education', children and adults need to know and understand their human rights; they need to experience their human rights in their education, and; they need to be empowered with the skills to advocate for their rights and those of others.
- Becoming a 'Rights Respecting' school would provide practitioners with a framework to support and upskill educators from Primary through to Secondary, in using the IDGs to move Citizenship education towards the 'Four Purposes' of the curriculum.
- 'Knowing their Rights' needs to be a 'Golden' thread that runs through all the 6 areas of learning in Wales.
- Sharing the good practice in our settings and what we've discovered through networking at the conference.
- How it is possible, through the IDGs and SDGs, for learners to advocate and enact change. We want our learners to know they can be 'agents of change', to develop a 'can do' attitude and are able to take considered and ethical action.
- Need to have a Welsh Citizenship Conference with the support of ACT to disseminate good practice across Wales.

ENGLAND

- Participants shared updates on issues affecting them at the moment. Post-Covid recovery issues loomed large, especially concerns about misogyny and disinformation.
- A rise in fractured relationships and inter-group tensions which was undermining tolerance and was related to isolation and dependence on online information/social networks. A 'lack of kindness' among students.
- The importance of teachers reflecting on, and being more aware of, their own identities and values, and how these informed their teaching decisions.
- Thinking about young people's beliefs as 'in formation' and reflecting on how to help them develop a politically literate frame for evaluating various beliefs and online influencers.
- Aware of the teacher as 'story-teller' and what narratives to promote, and how to engage with counter-narratives.
- World Café has inspired them to use the method in their own teaching.
- Keynote was helpful for connecting citizenship with 'personal development' – a high profile aspect of the Ofsted framework.
- In the future, focus on aspects of online citizenship. This should involve addressing teachers' knowledge of all things online as well as specific issues (e.g. Andrew Tate)/aspects of pedagogy.
- Explore interdisciplinary learning and building alliances across the curriculum. Collect some case studies from across the five nations to show case different approaches to whatever topics we explore.

3 NETWORK MANAGEMENT AND COMMUNICATIONS

THE STRATEGY GROUP

The annual Five Nations programme grant includes an allowance to enable the Strategy Group to meet regularly during the year. During the pandemic some of these meetings took place online. This has continued with meetings either being face to face, online or hybrid. This has provided more flexibility with the format of meetings. The purpose of the Strategy group is to oversee and develop the Network, and plan the annual conference. The Strategy Group is comprised of representatives, country leads, 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 2022-23, the Strategy Group met face-to-face and online to discuss and plan the theme of the 2023 conference to be held in Dublin.

The Five Nations Strategy Group:

- Lee Jerome (England)
- Amit Puni (England)
- Rose Dolan (Ireland)
- Conor Harrison (Ireland)
- Lesley Emerson (Northern Ireland)
- Anne-Marie Poynor (Northern Ireland)
- Cathy Begley (Scotland)
- Jill Elizabeth Bartlett (Scotland)
- Alan Britton (Scotland)
- Sue James (Wales)
- Shubnam Aziz (Wales)
- Val Gilchrist (Gordon Cook Foundation)
- Liz Moorse (ACT)
- Brendan de Souza (ACT)

ACT continues in the role as programme manager with Liz Moorse as Programme Director.

WEBSITE, COMMUNICATIONS AND PARTNERSHIPS

The Five Nations website aims to provide information about the Network and annual conferences as a means of disseminating information and promoting the impact of the programme. Social media is used as a tool to connect different members of the Network together. It has been suggested this year that a Five Nations Facebook group be set up.

During the year the website was updated and some content reorganised in time for the annual conference in Dublin. There were 1,642 page views and 763 unique visitors to the five nations website. The most frequently visited pages were the home page, followed by the about page, followed by the conferences page. The analytics also show that there were spikes in visitor numbers to the site in October and November 2022, and in the week prior to the 2023 conference.

4 OVERALL OUTCOMES AND IMPACT

ANNUAL PROGRAMME EXPENDITURE

Five Nations Network

Total Income	£98,650
Main Grant	£70,000
Underspend from previous year	£28,650
Expenditure	£98,121
Underspend	£529

Success upon success leading us beyond 2023

The year 2022-23 was the final year of the current contract between the Gordon Cook Foundation and the Association for Citizenship Teaching to lead and deliver the Five Nations Network Programme. This period has been fraught with unimaginable global challenges that persist in their effects on individuals, teachers, pupils and society and prevented the network from having a face to face conference for the first time in over twenty years. However, the programme and the people that lead the programme, in particular the Strategy Group showed incredible resilience and determination. It was with a deft, pivot we put together a highly successful online conference and we were joined in 2021 by more participants than ever before.

It is only with the hard work, persistence and unswerving belief in the power of good Citizenship education from the Strategy Group members that we have been able to continue to support this unique network of teachers and educators to develop a better society based on democracy, fairness, justice and equity for all. It is their commitment and the impact that this leads to for young people across all corners of the UK and Ireland that drives us on to the next phase in the life of the Five Nations Network. ACT is delighted to be beginning a new three year contract to continue this fantastic work into the future. Thank you for supporting us.

Liz Moore, Five Nations Programme Director, Chief Executive, Association for Citizenship Teaching.

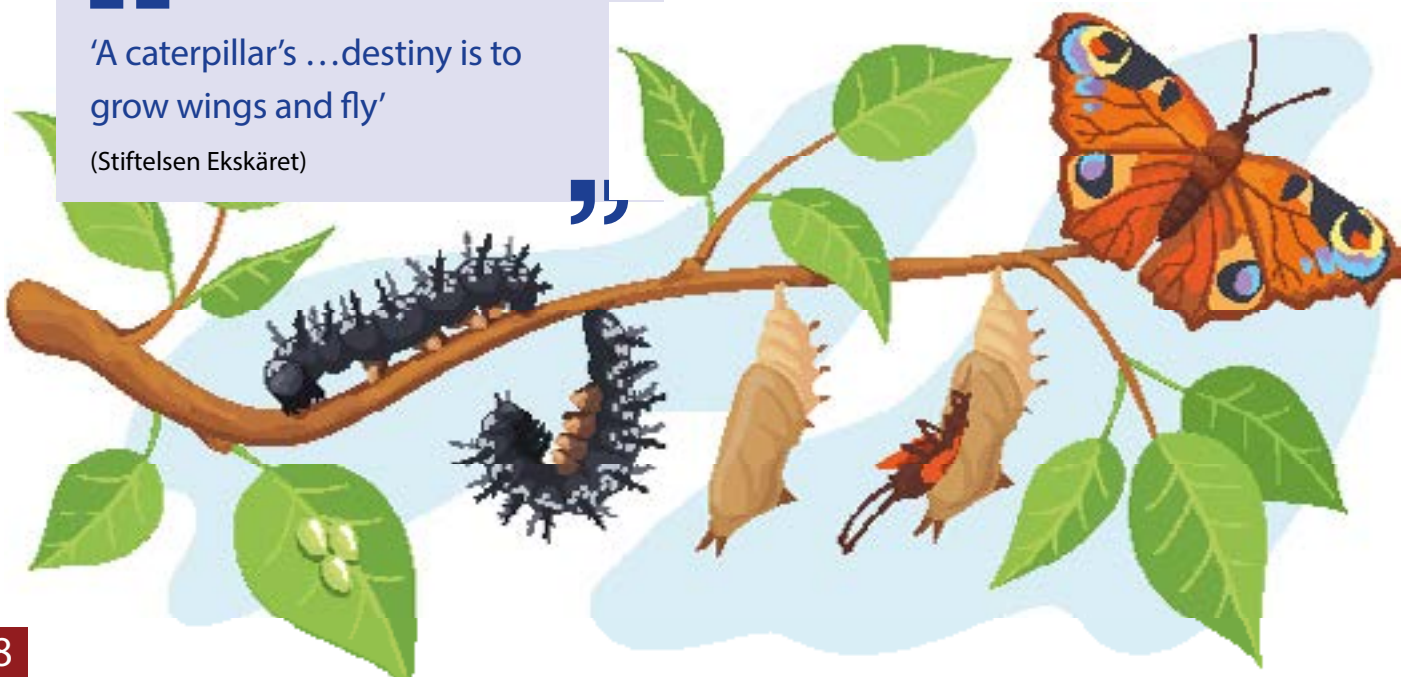
“Beautiful venue, excellent theme, well-chosen speakers and an inspirational conference.”

(Teacher, N Ireland)



‘A caterpillar’s ...destiny is to grow wings and fly’

(Stiftelsen Ekskäret)





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):

Email: fivenations@teachingcitizenship.org.uk

