

# FIVE NATIONS NETWORK



## FIVE NATIONS NETWORK ANNUAL REPORT 2013-14

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

**GORDON COOK  
FOUNDATION**



**ACT** Association  
for Citizenship  
Teaching

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## Foreword



On behalf of the Gordon Cook Foundation, I welcome the opportunity to introduce the 2013/14 report on the work of the Five Nations Network.

The Five Nations conference forms the pivotal event in the annual Five Nations calendar. The 2013 conference was held in Edinburgh, and provided a most worthwhile and extremely stimulating occasion for the 60 or so delegates who attended. I was impressed by the commitment and enthusiasm of all the delegates, and by the sheer determination to improve the lives of young people across all five jurisdictions. The Gordon Cook Foundation is proud of its continuing sponsorship of the conference, and of the Five Nations Programme as a whole.

2013/14 was the fourteenth year of the Five Nations programme, and the second managed by ACT. I am pleased to report that the Gordon Cook Foundation has confirmed its ongoing sponsorship of the programme, under the management of ACT, for a three-year period up until March 2017. I am delighted that The MacRobert Trust has also agreed to provide funding to support the programme.

The Strategy Group, which guides the work of the Five Nations network, continues to grow in confidence, effectively managing the Small-scale Research Initiatives (SSRIs) and advising on the content of the annual conference.

I take this opportunity to thank my fellow Trustees for their continuing support of this flagship project, members of the Strategy Group for their unswerving commitment and dedication, ACT for the effective and efficient way in which it has coordinated the programme, all SSRI participants for their undoubted contributions, and all the key players in the 2013 conference for their skill and hard work.

**Jim Anderson**

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 2013 to March 2014. 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:

- Annual Conference: 'Citizenship and identities: political identity', Edinburgh, Scotland, 2013
- Small-scale Research Initiatives
- Network management and communications including the role of the Strategy Group and ACT
- A look forward to 2014-15

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 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: political identity', Edinburgh, Scotland, 2013

### CONFERENCE AIMS

60 teachers and educators from the five nations gathered in Edinburgh on 6-7 December 2013 for the 14th annual network conference. The conference theme was 'Citizenship and identities: political identity'.

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

- discuss and debate citizenship and identities and critically explore questions about political identity;
- encourage new thinking and learning about citizenship and identities and promote dialogue across country partnerships;
- explore the use of different pedagogies including digital technologies as effective tools for teaching citizenship and identities;
- reflect on the Five Nations Network and its future development.

The conference was also an opportunity to promote and encourage new applications for the Small-scale Research Initiative grants (see more on SSRIs below) and to provide time for country groups to discuss their experiences of the conference and how they might continue their work together between conferences.

### CONFERENCE PRÉCIS

#### The 2013 conference programme

The conference programme was organised over a 24 hour period beginning on Friday 6 December and finishing on Saturday 7 December 2013 in Edinburgh. During the conference, participants took part in a range of activities and discussions. The conference programme is included over the page:



<b>Friday 6 December 2013</b>	
<b>11.00-12.00</b>	<b>Informal Country Group task - Exploring Identities</b> <ul style="list-style-type: none"> <li>• What is identity?</li> <li>• How would you represent your identity?</li> </ul> Groups create a visual representation of 'national identity' to share.
<b>12.00-12.15</b>	<b>Welcome to the conference and programme orientation</b> Liz Moorse and Deepa Shah, Association for Citizenship Teaching
<b>12.15-1.15</b>	<b>Lunch groups</b> Over lunch we discuss: <ul style="list-style-type: none"> <li>• What is identity? What is political identity?</li> <li>• How can/should political identity be explored and taught in citizenship?</li> <li>• What are your experiences of teaching identities? (Successes, failures, learning points)</li> </ul>
<b>1.15-2.15</b>	<b>Workshops Session 1</b>
<b>2.15-3.00</b>	<b>SSRI Market place</b> A chance to learn about the Five Nations Small-scale Research Initiatives (SSRIs) through poster presentations and an opportunity to develop your own research project.
<b>3.00-3.30</b>	<b>Transfer to The Scottish Parliament</b>
<b>3.30-4.00</b>	<b>Workshops Session 2</b> <b>What strategies can we use to engage and educate young people about politics and parliament?</b> <i>Led by the Outreach and Education team at The Scottish Parliament</i>
<b>4.00-4.30</b>	<b>Tour of The Scottish Parliament</b>
<b>4.40- 5.30</b>	<b>Keynote speaker: Dr Rowena Arshad OBE, Head of Moray House School of Education and Co-Director of Centre for Education for Racial Equality Scotland</b> Exploring multiple and political identities in a diverse society
<b>Saturday 7 December 2013</b>	
<b>9.00 - 10.15</b>	<b>Panel discussion session with Keir Bloomer, Alun Morgan, Máirín Wilson and Gary Paterson</b> <b>From interest to engagement and action. What can be done to develop young people's political identity?</b> 'Question time' style session with a range of short contributions from a range of presenters with time for reflection on tables, and questions to the panel.
<b>10.15-11.15</b>	<b>Constituency groups</b> Participants select a group based on interest: Teaching; Continuous Professional Development (CPD); Initial Teacher Education (ITE); Policy and inspection  In groups we reflect further on the questions: <ul style="list-style-type: none"> <li>• What is identity? What is political identity?</li> <li>• How can/should political identity be explored and taught in citizenship?</li> </ul> We also discuss: <ul style="list-style-type: none"> <li>• What is your response to the conference so far?</li> <li>• What does political identity and change mean for you in your role?</li> <li>• What are the implications for citizenship teaching, CPD, initial teacher education, policy and inspection?</li> </ul>
<b>11.30-12.30</b>	<b>Home Country groups</b> Country leads facilitate discussion to include reflection on the conference and the development of local networks to encourage greater working together between conferences
<b>12.30-1.15</b>	<b>Final plenary to include input and closing remarks from Dr Alan Britton</b>



**Opening activity – 'What is identity?'**

The conference began with an opening activity undertaken in Country Groups. Participants talked and worked together to create a visual representation of 'national identity' to share, exploring the key questions 'What is identity?' and 'How would you represent your identity?'. Later in the conference, the resulting collages (above) were shared and discussed.

prioritise identities to understand ourselves, and each other, better.

**Conference welcome and programme orientation**

Deepa Shah and Liz Moorse opened the conference with information for participants on the theme and organisation of the programme.

Liz finished her presentation with a discussion of the role and challenges for citizenship education and teachers exploring identities with their pupils. She urged critical reflection on the deeper identity questions, for example: Where does national identity come from? Why do some people feel excluded or marginalized? Does it matter if some people feel patriotic and others do not? Should government promote a particular view of national identity? Citizenship education should provide the spaces for pupils to explore and experience belonging to and participating in a political community, to help them develop understanding that it is worth being involved in democracy to solve difficult problems, even though you might not always get what you want.

Liz went on to make a short presentation as a starting point for the conference discussions. She highlighted Lord Bhikhu Parekh's book 'A new politics of identity' which asks 'What do we mean by identity?', 'Is it a concept?' and 'If it is, how can it be conceptualized?'

**How can we define identities and political identity?**



'A New Politics of Identity' (2008)  
Lord Bhikhu Parekh

- Defined identities as:
- **Personal** – our unique and distinct characteristics
  - **Social** – roles & members of groups (father, sister; ethnic, religious, national etc)
  - **Human** – universal; membership of the human species in a globalized world.

Liz outlined Parekh's definition of identities at three levels of personal, social and human identity, which emphasizes identities as multiple and changing. In particular, there is the need to go beyond simply acknowledging this and explore how we order and

**Workshops session 1**



Participants chose from a series of five workshops, led by an expert in their field. Each session explored different aspects of political identity and offered practical ways of addressing the topic within classroom and community contexts.



“...made me think, re-evaluate and appreciate the many aspects of citizenship education

<p><b>1. Tony Murphy and Fiona King</b></p>	<p><b>Negotiating individual and collective Identities across Europe through the lens of visual art</b>                  The first phase of the workshop presented an overview of the Creative Connections project involving six partner countries in developing 'connectedness' and an understanding of European identity between schoolchildren across Europe. Workshop participants heard about the Creative Connections website, where students were enabled to respond to their peers using visual artwork as a way of expressing emotional and culturally symbolic ideas. In the second part of the workshop, participants explored the structure, layout, function and quad blogging capacity of the Creative Connections website as a tool for teaching and learning.</p>
<p><b>2. Hamish Ross and Alan Britton</b></p>	<p><b>'Let's take a walk on the Royal Mile: Discovering and deconstructing identities through place-based education'</b>                  This workshop invited participants to visit the Royal Mile outside the conference venue to find evidence of cultural and political identity. Participants used cameras and smartphones to capture their evidence.</p>
<p><b>3. Balbir Sohal</b></p>	<p><b>'Life in the UK' - a journey to citizenship. Would you pass the test?</b>                  Participants explored issues of diversity, identity, citizenship and living together harmoniously in the UK. They learned how to use practical teaching tools such as 'silent debate' to engage pupils in controversial issues and to develop their thinking skills.</p>
<p><b>4. Lesley Emerson with teachers Stephen Jenkins and Simon Lemon</b></p>	<p><b>Negotiating political identity</b>                  This workshop provided participants with the opportunity to explore ways in which young people can be engaged in negotiating the political contours of society. It drew briefly on two initiatives currently operational in post-primary schools in Northern Ireland: 'Civic Voices', which engages young people in interviewing civic actors in their community, and 'From Prison to Peace', which engages young people directly with political ex-prisoners who were involved in the Northern Ireland conflict. These short inputs were used as stimuli to discuss in more general terms ways in which young people can be facilitated in engaging critically with the full spectrum of political views in their communities and assisted in developing their own political identity.</p>
<p><b>5. Jamie Dunlop and Gareth Brown</b></p>	<p><b>Young people, democracy and citizenship</b>                  The Scottish Youth Parliament is the national youth voice of Scotland and works with over 150 MSYPs in 32 Scottish Local Authorities and various National Voluntary Organisations. This workshop gave participants an insight in to the work that the SYP does as an entirely youth led organisation. The Scottish Youth Parliament engages with 10,000 young people each year on a range of topics including citizenship and democracy. Over the next 12 months the SYP will be engaging with young people on information around the Scottish Independence Referendum and participants explored the range of interactive tools SYP use to deliver this.</p>

“Excellent speech from Rowena Arshad... my brain is full of ideas, questions and challenges about identity

**Workshops session 2**

The Scottish Parliament co-hosted part of the conference programme on Friday. The Outreach and Education team provided a short tour of parliament and ran three workshop sessions for participants:

- **'Making Laws'** (legislative process through role play)
- **Health Committee - Minimum Pricing'** (scrutinising the evidence activity)
- **'Young People and Voting – does it matter?'** (interactive workshop exploring voter turnout, incentives to vote and compulsory voting)

The Scottish Parliament also hosted the guest keynote address.



**GUEST SPEAKERS**



**Guest keynote: Dr Rowena Arshad OBE**

Dr Arshad spoke on the theme of 'Multiple and political identities in a diverse society' and what this means for citizenship education.

She acknowledged the contribution of Nelson Mandela (who died the evening before the conference), as one of the most transformative politicians of recent times. She cited him as an example of someone with a clear political identity both as a statesman and political activist, based on his desire for justice, fairness and equality for black people in South Africa. She said Mandela was not afraid of tackling controversial issues and succeeded in bringing unity to a deeply segregated country where others had failed, because of his skills as a negotiator. Through his leadership he created a sense that everyone is valued and belongs.

Dr Arshad challenged the conference to be continually concerned with the struggle for equality and to use

this as a basis for their citizenship education. She spoke of injustices and discrimination that are still prevalent and systematic in our diverse society today in relation to race, age, gender, ability/disability, and belief. Democracy highlights the tensions between unity and diversity, those who count and those who do not. So those who represent us and speak for us really do matter. She encouraged teachers to develop a critical approach when teaching about identities, one that permits rather than avoids the political and contentious issues. Citizenship education should provide spaces for students to voice their concerns, explore different perspectives, develop informed opinions and learn to act together and build alliances to effect real change.

In her concluding remarks, Dr Arshad called on those present to ensure education does not side step issues of identities and territory or local, global or national citizenship. She argued that citizenship education should take a multiple identities perspective to build understanding of identities as complex and changing, and highlighted the dangers of labelling people simply by territory, race, class or other characteristic. Rather, citizenship should help students understand how identities are not static and may not be for life but evolve and relate to contexts, be they local, national or global. Political identity should be based on democratic values of human rights and equality. Students should develop an appreciation of how these issues can be understood differently by different people in a democracy, which is itself an unfinished business.

**Panel discussion session: From interest to engagement and action. What can be done to develop young people's political identity?**

The panel discussion took the form of a 'Question Time' style session with Keir Bloomer (Education consultant, Scotland), Alun Morgan (Education consultant, Wales), Máirín Wilson (Lecturer in Education, Ireland) and Gary Paterson (Member of Scottish Youth Parliament). Panel members responded to questions from the audience.

**Final plenary, Dr Alan Britton, University of Glasgow**



Alan began his presentation by describing his own complex, multiple and still uncertain identity. He suggested that effective citizenship education requires a

“ I am inspired to continue to be informed about the ongoing activities of the network

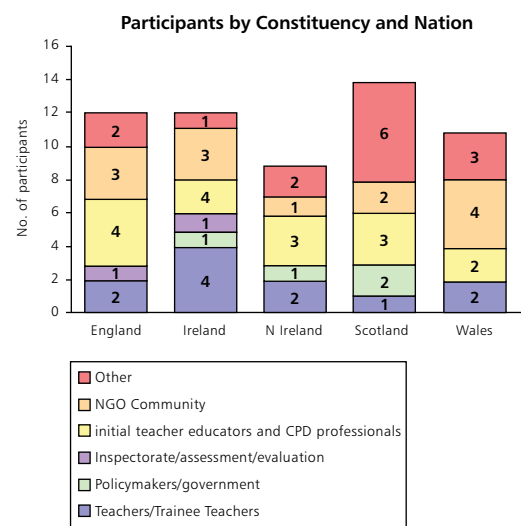
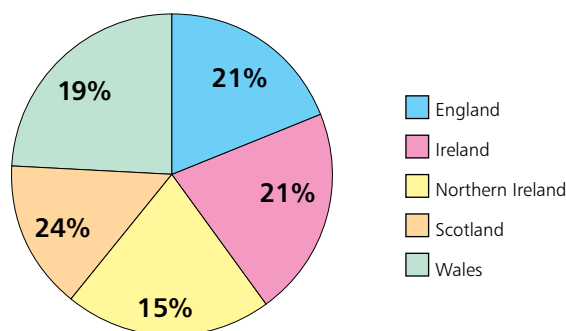
conceptual understanding of political identity as well as opportunities to interrogate other forms of identity (national, local, cultural, and so on). This applies to teachers as much as pupils, and the challenge lies in finding ways to encourage both teachers and pupils to see that highly localised and more cosmopolitan identities and outlooks are not incompatible, nor must they inevitably lead to conflict.

**CONFERENCE FEEDBACK AND OUTCOMES**

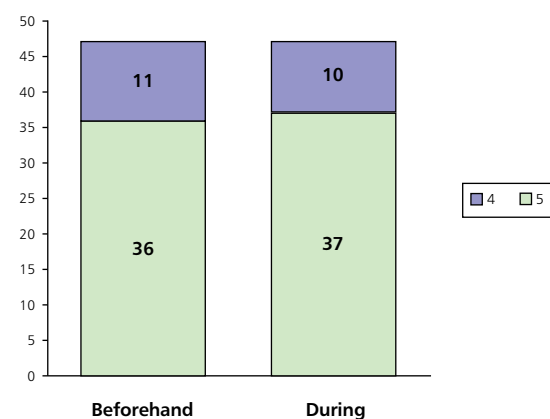
**Participants**

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, Scotland was able to invite up to an additional five participants.

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



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



**Conference outcomes**

The annual Network conference continues to be highly regarded by citizenship educators across the five nations and 50 out of a total of 59 participants (excluding Gordon Cook Foundation and ACT staff) completed conference evaluations. Conference organisation was scored as very good or excellent. This year, for the first time, the conference was held on a Friday/Saturday; this was appreciated by many participants, particularly those in schools.

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

“Great conference – high quality speakers and workshops at Parliament were excellent.” (Headteacher)

“Interesting and complete conference. Have lots to reflect on and hope to participate in future work of the network. Very motivating.” (Teacher)

The conference gave me “a fresh insight on identity – its complexity, shape shifting, richness and inter-disciplinarity.” (Charity Director)

A range of comments were made in relation to possible improvements at future conferences, with no overall consensus about the type of changes that might be useful. Typical comments include:

“more practical application and ways to action the conceptual ideas” (NGO)

“more opportunities to talk in smaller groups about the issues” (Teacher)

“too many questions to the panel speakers” (Charity director)

“more exploration of the conceptual framework and relationship between identity, citizenship and values would be useful” (Teacher)

**Workshop findings**

Rapporteurs were invited to record three or four key ideas for the session they attended.

**Workshop 1. Negotiating individual and collective identities across Europe through the lens of visual art (Tony Murphy and Fiona King)**

The session explored pupil voice and the role of art in exploring identities and citizenship

- Art is an important medium in which to promote deep thinking about and responses to identity and citizenship issues
- benefits have been seen in class and peer relationships as they develop and appreciate ‘local citizenship’
- more difficult to identify ‘European identity’ both for pupils and for staff.

**Workshop 2. ‘Let’s take a walk on the Royal Mile: Discovering and deconstructing identities through place-based education’ (Hamish Ross and Alan Britton)**

Participants took an observational walk on the Royal Mile in small groups and discussed their experiences and how they might use a similar activity with pupils

- places have an important role in identity and citizenship at a variety of scales from local to national, regional and global
- the practical experience of using place, in this case the ‘Royal Mile’, was a good stimulus for teachers but it might be too distracting for pupils!
- the ‘Royal Mile’ is a centre of tourist activity and this results in stereotypical symbols being on display about Scottish identity e.g. tartan, flags, whisky; it’s important to explore what these mean to different individuals and groups
- beyond this, historical and cultural references are also present e.g. the statue of Adam Smith and a Kurdish restaurant, which might allow for a more critical

discussion of Scottish identity with pupils.

**Workshop 3. ‘Life in the UK’ - a journey to citizenship. Would you pass the test? (Balbir Sohal)**

The session explored concepts of diversity and identity and the practical activities that can be used with students to explore these

- different perspectives on the ‘UK test’ were discussed including why it is skewed towards ‘English history’ and the pride of those who complete it and attend the ceremonies to naturalise as UK citizens
- the model UN approach was explored as a way of encouraging pupils to research a ‘country view’ or position on an issue and explore identity perspectives
- ‘silent dialogue’ was tried out as a tool for use with pupils that promotes critical thinking. The technique uses an image in the centre of a flip chart sheet and a silent conversation where pupils write and respond to each other’s questions and record their reflections.

**Workshop 4. Negotiating political identity (Lesley Emerson with Stephen Jenkins and Simon Lemon)**

An exploration of how citizenship helps young people negotiate the political contours of their communities

- idea of ‘political generosity’ and how to develop this, beginning with tolerance and respect
- second idea - ‘truth recovery’ - where good planning should enable young people to have legitimate debates about difficult issues and opportunities to negotiate and challenge perspectives
- risks, when narrative around an issue is too ‘hot’, owned by specific groups in society, requires confident citizenship teachers.

**Workshop 5. Young people, democracy and citizenship (Jamie Dunlop and Gareth Brown)**

The session explored the structure and operation of the Scottish Youth Parliament (SYP) and the kinds of activities used to engage members and young people with issues of political identities.

- Politics is everything and anything and it is important young people realise this
- Barriers to young people’s engagement can exist e.g. language of politics, the image of politics – and this can get in the way so the SYP works to break these barriers down
- SYP has a model of youth participation to provide

structure and mechanism for young people to represent others and influence policy through campaigning. These activities help young people to be political and develop their political identity.

**Group discussions (lunchtime and constituency group sessions) – What is identity? What is political identity? What are the implications for teaching, CPD, ITE and policy?**

During lunchtime and constituency group sessions, participants discussed these central questions. A number of interesting points and further questions emerged:

Defining identities - What is identity? What is political identity?

- Is there a difference between political identity and politicization of identity? What do we mean by 'political'? Is it always 'active' rather than passive? (Harriet Bradley, 1995, 'Fractured Identities. Changing patterns of inequalities'?)
- Political identity can be understood as developing 'change agents' – pupils, trainees and teachers can be agents of change but schools are not always good models of democracy and so the culture of schools needs to be challenged.

Teaching

- Citizenship teaching needs to explore the 'myths' surrounding identity and political identity needs to be unpicked
- Rather than teaching political identity, should we engage students in exploring and debating political identities? Students 'do' politics when they explore issues.
- Is identity less secure in a post-modern world and more multi-layered? If we see that identity is political then can this provide something more concrete for children to hold on to? Whatever the answers, identity should not be neglected in citizenship education.
- Student councils can work well but sometimes students don't know when they are 'being political'
- Critical thinking is key, with questions as starting points
- Migration and changing identities using family links and the local context can be a useful starting point for teaching
- Peer pressure and identity is an issue, where pupils feel they need to 'fit in' rather than 'stand out'

- Role of the media needs critical exploration with pupils as it has the potential to mould a particular view of political identity.

CPD/ITE

- Teachers and trainee teachers need to develop their own political literacy and language and develop the confidence to discuss identities and identify questions with pupils
- CPD needs to shift so that it is developed by and with teachers
- Use of technologies/social media to explore identities is a training issue for some teachers.

Policy

- The formation of the curriculum can be political in itself, and may reflect a particular view of identity and citizenship. The implications of this for policy-making and policy-shaping need consideration.

**2014 Conference, Belfast**

The Strategy Group is planning the second conference on the theme of citizenship and identities, which will take place in Belfast in November 2014.

### 3 Small-scale Research Initiatives (SSRIs)

The Small-scale Research Initiatives (SSRIs) were launched in 2009 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.

SSRI projects each receive a small grant of up to £3000 courtesy of the Gordon Cook Foundation. The grant supports the development of projects that build links between two or more of the nations involved in the Five Nations Network as they undertake cross border developmental research on citizenship and values education. Information about previous projects can be found on the Five Nations website at <http://www.fivenations.net/research-funding>

Three projects completed their work during 2013-14 and submitted their final reports:

- Young Social Innovators North and South (Ireland and Northern Ireland)
- Promoting Values and Citizenship through Human Rights Education (Ireland and Scotland)
- Visualising Citizenship (Ireland and Northern Ireland)

**SSRI market place at the annual conference 2013**

The SSRI marketplace held on the first day of the conference gave participants the chance to learn about some of the current initiatives through a series of short 'poster presentations', and the opportunity to share research ideas and search for cross-border partners.



This was a new item for our conference programme that led to a number of ideas for projects. Two new linked projects were subsequently approved for funding and have just begun their work together.

- Citizenship Education: Learning and Progression (CELP) – England and Wales
- Citizenship Education: Learning and Progression (CELP) – Scotland and Northern Ireland

During 2014-15, some five years after they were established, the Strategy Group has decided to take stock of SSRIs by commissioning a small evaluative study to find out how they work in practice, what are the barriers to new projects establishing, what new knowledge has developed and how the impact of SSRIs can be measured and evaluated.

### 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 2013-14 the Strategy Group met on four occasions in May, September and December 2013 and March 2014. The Group discussed progress being made with on-going Small-scale Research Initiatives and planned the 2013 conference. The Group also worked together to develop a three-year strategic plan for the programme and agreed a focus of 'Citizenship and Identities' as the theme for the annual conference in 2013, 2014 and 2015. A key motivation was to choose a theme that resonated and interested all the jurisdictions in the Network as well as being one that raises important issues for citizenship teaching, the curriculum, pedagogy and policy.

During the year, country representatives provided expert advice on educational issues and changes affecting citizenship education and reviewed new applications for SSRI projects, two of which were approved for funding from the Gordon Cook Foundation.

- Members of the Five Nations Strategy Group
- Marcus Bhargava (England)
  - Karl Sweeney (England)
  - Mary Gannon (Ireland)
  - Conor Harrison (Ireland)
  - Michael Arlow (Northern Ireland)



Lesley Emerson (Northern Ireland)  
 Cathy Begley (Scotland)  
 Alan Britton (Scotland)  
 Liz Thomas (Wales)  
 Chris Thompson (Wales)  
 Jim Anderson (Gordon Cook Foundation)  
 Liz Moorse (ACT)  
 Deepa Shah (ACT)

ACT was invited by the Gordon Cook Foundation to manage the Five Nations programme from April 2012. The ACT team of Liz Moorse (Programme Leader) and Deepa Shah (Programme Coordinator and project manager) was established in the summer of 2012 to ensure the Network and programme is professionally managed and delivered to a high quality. The year 2013-14 is the first full year in which the ACT team has managed the programme.

**FUNDING AND PROGRAMME EXPENDITURE**

For the first time, information about how the programme is funded and how funding was spent during the year is being reported.

In 2013-14, the Gordon Cook Foundation provided programme funding. In 2012 the foundation made a decision to reduce its level of funding from 2014-15 but remains committed and has agreed to continue to fund the Network until March 2017. Following discussions about funding with the Strategy Group, ACT as programme manager began to research and develop funding proposals on behalf of the Group. This has resulted in a new funder, The MacRobert Trust, agreeing to provide an important contribution to programme funding for three years from 2014/15-2016/17. Other trusts are also being approached regarding funding.

A breakdown of the key programme income and costs for 2013-14 are set out below:

INCOME	£	Notes:
Grant	76,929	Main grant £75k plus small one off carry over from Gordon Cook Foundation of £1,929
<b>EXPENDITURE</b>		
Conference venue and travel bursaries	22,820	
Strategy group meetings and travel costs Programme costs and staffing including office rent and overheads, external accountancy support, printing and editorial, post, website	6,052 43,957	
<b>Total</b>	<b>£ 72,829</b>	
<b>Carry forward to 2014-15</b>	<b>£4,100</b>	

**WEBSITE, SOCIAL MEDIA, COMMUNICATIONS AND PARTNERSHIPS**

**Website developments**

In the past year a number of key developments have been implemented to improve the Five Nations Network website. These were:

1. A restructure of the website navigation to make it more user friendly and accessible
2. A re-organisation of the conference section to include videos of speakers, workshop materials and resources
3. The development of a new section on SSRI reports to highlight the impact and work of these projects.

The website sees a peak in visitors when the biannual newsletter and invitations to the annual conference are sent out. In 2013-14, the website saw a total of 1890 sessions.<sup>1</sup> Just over 56% of these sessions were single page visits, while 22% lasted from three minutes to over half an hour. There were 5111 page views during this time period, with almost 80% 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.

Each country has continued to maintain their Twitter accounts particularly in the run up to and during the annual conference. 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 share information about the Network activities.

Throughout the conference, participants used the hashtag #5NN, allowing a collaborative running commentary on events and ideas to emerge @FiveNationsNet

**Network communications**

During the past year ACT has created a new Network e-newsletter. Two editions have been published to keep Network members informed of the latest activities. The

e-newsletter goes directly to 200 Network members. To sign up for the newsletter go to [www.fivenations.net/join-the-network](http://www.fivenations.net/join-the-network)

**New 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 new 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 2014-15**

The year 2014-15 promises to be both busy and exciting with a second annual conference on citizenship and identities in Belfast, this time focusing on the social and economic dimensions of identities, a review of the SRRIs and further work to develop and extend our Network communications activities.

<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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