

FIVE NATIONS NETWORK



FIVE NATIONS NETWORK ANNUAL REPORT 2014-15

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 2014/15 report on the work of the Five Nations Network.

The Five Nations conference forms the pivotal event in the annual Five Nations calendar. The 2014 conference was held in Belfast, and provided a most worthwhile and stimulating occasion for the delegates who attended. The commitment and enthusiasm of all the delegates was impressive, as is the determination of participants 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. 2014/15 was the fifteenth year of this programme, and the third managed by ACT. The Gordon Cook Foundation has agreed to continue its sponsorship of the programme until March 2017, under the management of ACT. The support of The MacRobert Trust is also very much appreciated.

The Strategy Group, which guides the work of the Five Nations network, continues to work effectively, and has this year spent valuable time reviewing and developing the Small-scale research Initiatives (SSRIs), as well as advising on the form and 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 commitment and dedication, ACT for the effective and efficient way in which it has managed the programme, all participants for their undoubted contributions, and all the key players in the 2014 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 2014 to March 2015. It is written for our funders, for members of the Five Nations Network and for others with an interest in citizenship and values education.

This report highlights the key areas of activity, achievements and impact within the Five Nations Network programme and includes:

1. Annual Conference: 'Citizenship and identities: socio-economic inequality, political identity and participation', Belfast, Northern Ireland, 2014
2. Small-scale Research Initiatives
3. Network management and communications including the role of the Strategy Group and ACT
4. A look forward to 2015-16

Further information, materials and videos of network activities can be found online at 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: socio-economic inequality, political identity and participation' Belfast, 2014

CONFERENCE AIMS

More than 70 teachers and educators from the five nations gathered in Belfast on 28-29 November 2014 for the fifteenth annual network conference. The conference theme was 'Citizenship and identities: socio-economic inequality, political identity and participation'.

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

- bring together from across the five nations policy makers, practitioners and other stakeholders with an interest in citizenship and values education
- explore, discuss and debate the relationship between socio-economic inequality, political identity and political participation
- 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 teaching 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 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 2014 conference programme

The conference programme was organised over a 24 hour period beginning on Friday 28 November and finishing on Saturday 29 November 2014 in Belfast. During the conference, participants took part in a range of activities and discussions. The conference programme is included over the page:



Friday 28 November 2014	
11.00-11.45	<p>Informal country group activity</p> <ul style="list-style-type: none"> • Group activity – participants bring ‘symbols’ of socio-economic inequality in their nations (a news headline, image, magazine cutting, anecdote) and discuss the implications for political identity and participation
11.45-12.15	<p>Welcome to the conference and programme orientation</p> <p>Liz Moore and Deepa Shah, Association for Citizenship Teaching</p>
12.15-13.15	<p>Lunch groups</p> <ul style="list-style-type: none"> • What is socio-economic inequality? • What is the relationship between socio-economic inequality, political identity and political participation? • What are the consequences of socio-economic inequality? • How does citizenship education respond to that?
13.15-14.00	Transfer to Parliament Buildings
14.00-15.00	<p>Welcome</p> <p>Roy Beggs, Deputy Speaker, Northern Ireland Assembly</p> <p>Keynote speaker: Professor Pete Shirlow, Queen’s University Belfast</p> <p>‘What is socio-economic inequality? Some implications for political identity and participation.’</p> <ul style="list-style-type: none"> • Time for reflection and questions from the audience
15.15-16.15	<p>Seminars</p> <ol style="list-style-type: none"> 1. Identity, digital platforms and participation 2. Political and citizenship education in a divided society 3. How does social and economic identity influence political representation
16.15-16.45	Tour of Northern Assembly, with overview of history
Saturday 29 November 2014	
09.00-10.15	<p>Seminars/workshop</p> <ol style="list-style-type: none"> 1. Social inequalities and political engagement: How schools can respond 2. Palimpsest - debunking the myth of a single identity 3. Vicious and virtuous circles: how do we bridge the gap between young people and politics? 4. Teaching about Political identity and Equality in schools – Classroom methodologies and whole school approaches 5. Identity of Gypsy Travellers and the Impact of Citizenship Education
10.30-11.30	<p>Keynote speaker: Professor Tony Gallagher, Pro Vice Chancellor, Queen’s University Belfast</p> <p>‘What are the consequences of socio-economic inequality and how can Citizenship education respond?’</p> <ul style="list-style-type: none"> • Time for reflection and questions from the audience
11.30-12.15	<p>Guided discussions in country groups</p> <p>Participants talk through the issues raised during the conference so far and identify three principles for teaching citizenship.</p> <p>Also an opportunity to plan local country network activities</p>
12.15-13.00	<p>Mixed country groups</p> <p>Country leads facilitate discussion to include sharing principles developed during the guided discussions</p>
13.00-13.15	Final plenary, feedback from guided country groups and mixed country groups on principles

Opening activity – ‘Symbols of socio-economic inequality’

The conference began with an opening activity undertaken in Country Groups. Participants talked and worked together to create visual representations of symbols of socio-economic inequality in their nation. Participants were invited to bring images, photos, newspaper or magazine cuttings, anecdotes to help create the representation. Groups also had access to the images of ‘identity’ created by participants at the 2013 conference.



Conference welcome and programme orientation

Liz Moore and Deepa Shah opened the conference with a welcome and information for participants about the conference programme. Liz paid tribute to Jan Newton OBE, a longstanding member of the Five Nations Network, who played a key role in the development of citizenship in England and sadly passed away in 2014 after a long illness.

Liz went on to give participants an overview of the Five Nations Network and some background to how this year’s conference builds on and develops the theme of citizenship and identity. She drew out the profound impact of the Scottish Referendum as a turning point in the development of the UK. The referendum illustrates that young people’s interest in politics is very much like those from across all parts of society, regardless of class or background, and can be rekindled when politics is personalised and people believe their vote might change things.

Liz thanked the Strategy Group for their support in developing the conference programme as well as all those contributing as session leaders and speakers. She also thanked colleagues at the Northern Ireland Assembly for their extensive and enthusiastic support to develop the conference programme and for hosting Friday afternoon.

Lunchtime discussion

Over lunch, participants joined informal round table discussions about the overarching questions for the conference:

- What is socio-economic inequality?
- What is the relationship between socio-economic inequality, political identity and political participation?
- What are the consequences of socio-economic inequality?
- How does citizenship education respond to that?

After lunch, participants transferred to the Northern Ireland Assembly, who hosted the remainder of the programme on Friday.

Welcome to Northern Ireland Assembly and Keynote 1

The Deputy Speaker of the Northern Ireland Assembly, Roy Beggs, gave a warm welcome to the conference and shared his thoughts on the role of the Assembly in educating young people about politics and citizenship.

GUEST SPEAKERS

Guest keynote 1:



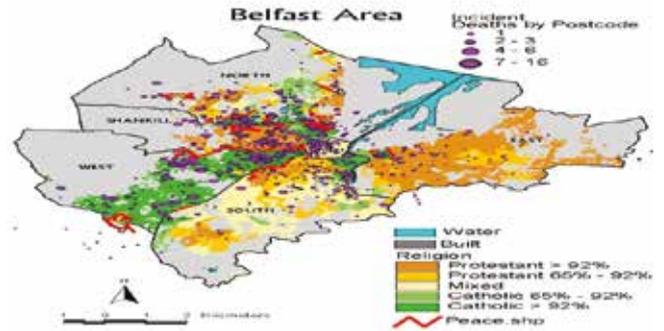
Professor Pete Shirlow, Queen’s University Belfast

‘What is socio-economic inequality? Some implications for political identity and participation.’

In a fascinating presentation, Pete Shirlow focused on citizenship in Northern Ireland in relation to issues of territory, socio-economic status and why groups affected by conflict continue to feel excluded from full citizenship and political participation. He argued for education for citizenship to instil a critical view of history, based on fact and evidence where citizenship is the goal of education, citizenship is key to learning and citizenship enables pupils to explore who they are and where they want society to go.

Using what he termed a ‘map of sorrow’, Pete illustrated the effects of conflict on the city of Belfast in terms of segregation by peace walls, the number of people killed and the socio-economic status of communities in different parts of the city. He illuminated this further with a series of images from murals depicting different views of citizenship and identity where for some an inclusive and equal society itself represents a threat. He summarised his research undertaken over the past six years that followed six hundred Protestant and Catholic families and measured attitudes. The research identified differences

in perception about the future with generally more positive views expressed by Catholics than Protestants, whereas in fact data shows both are experiencing a decline in socio-economic wellbeing. He spoke of the emotions that stem from the conflict of anger, hurt and alienation and continue to run deep. However, progress has been made since the peace process, with more tolerant views, less segregation in workplaces, a rise in 'mixed' marriages and the decline in violence. Identity location rather than identity assertion is a way to enable different communities to find out about the other to help progress continue.



Pete's keynote is available to view on the Five Nations website at www.fivenations.net/keynote-speakers-2014

SEMINAR SESSIONS 1

Participants chose from a series of three seminars, led by colleagues at the Assembly. Each session explored different aspects of socio-economic inequality, political identity and participation.



Tour of Assembly

<p>James Stewart, Education Officer and Chris Eisenstadt, Research Assistant, Northern Ireland Assembly</p>	<p>Identity, digital platforms and participation A seminar looking at research that discusses digital platforms and political participation particularly the "Where is My Public Servant?" project involving young journalists, film-makers, presenters and campaigners.</p>
<p>Marina McConville, Education Officer, Northern Ireland Assembly and Elizabeth Worden, PhD, Fulbright Scholar, UNESCO Centre and Education Research Group University of Ulster</p>	<p>Teaching Citizenship in a Divided Society? A presentation about 'How do Teachers' Social Memory and their Everyday Lives Affect Classroom Practice?: Implications for Citizenship Education in Divided Societies' by Elizabeth Warden. In the second part of the session Marina McConville gave a brief overview of the Assembly Education Service and the issues around identity in a unique political context.</p>
<p>Michael Potter, Research Officer, Northern Ireland Assembly</p>	<p>How does Social and Economic Identity Influence Political Representation? A short presentation highlighting research on economic and social exclusion and diverse identities in relation to politics e.g. socio-economic group, gender, age, sexuality, disability, etc. Participants spent time reflecting on their views of identities within the context of Northern Ireland, England, Wales, Scotland and the Republic of Ireland.</p>

SEMINAR SESSIONS 2

Saturday began with the second set of seminars provided by a range of experts from across the five nations. Each unique contribution developed the conference theme in a different way. Participants chose which to attend.

<p>Jan Eichhorn, University of Edinburgh, Scotland</p>	<p>Social inequalities and political engagement: How schools can respond A presentation of original data from representative surveys of Scottish 14-17 year olds' political attitudes captured in relation to the Scottish independence referendum, to explore the impact of social inequalities on differential political engagement.</p>
<p>John Johnston, Goldsmiths, University of London, England</p>	<p>Palimpsest - debunking the myth of a single identity An illustrated presentation and discussion of research into the visualisation of identity construction drawing on work with beginning teachers and young people from different communities affected by social- political and ethnic conflict.</p>
<p>Martin Price, University of Warwick, England</p>	<p>Vicious and virtuous circles: how do we bridge the gap between young people and politics? A presentation and discussion of a major European research project, MYPLACE, about the barriers to young people's participation in formal politics including the role of class, social capital, education and other demographic variables.</p>
<p>Deidre Toomey, Irish Human Rights and Equality commission and Mary Gannon, Education consultant and Associate of the CDETB Curriculum Development Unit, Ireland</p>	<p>Teaching about Political identity and Equality in schools – Classroom methodologies and whole school approaches An interactive workshop using the framework of the 4 Dimensions of Equality – Equal Opportunities and Outcomes, Respect and Recognition, Participation, and Relationships - to support teaching about political identity and socio-economic inequality, and in strengthening inclusion in schools.</p>
<p>Beverly Stephens, Head of Pembrokeshire Gypsy Traveller Education Service and Kirby Jones, Teaching Assistant, Monkton Priory Community Primary School, Wales</p>	<p>Identity of Gypsy Travellers and the Impact of Citizenship Education A seminar on "Identity of Gypsy Travellers and the Impact of Citizenship Education" that discussed cultural issues including reasons why large numbers of Gypsy Travellers do not continue education after the age of eleven.</p>



**Guest keynote 2:
Professor Tony Gallagher, Pro Vice
Chancellor, Queen's University
Belfast**

**'What are the consequences of
socio-economic inequality and**

how can citizenship education respond?'

Tony Gallagher gave a thought provoking talk that explored the connections between citizenship education and socio-economic inequality through a number of themes. He began by exploring the key questions 'what is education for?' and argued it should not be a competition between one aim and another but that education is for lots of purposes including for individuals to better themselves and achieve full and active citizenship, to contribute to the economy and build human capital and to develop a cultural and intellectual framework in society, the last of these is often squeezed when there is less money available.

In his second theme, Tony considered concepts for thinking about how citizenship might address socio-economic differences and contrasted the coexistence approach that recognises richness in diversity and identities and place a high regard on social cohesion with essentialist approaches that allow privileged and less privileged groups to exist separately, occasionally bumping into each other.

In his third theme, he explored achievement gaps using longitudinal data from Northern Ireland. This shows gaps are increasing across several measures including by socio-economic status, religion, gender and school structure and is becoming a political issue focused on how resources are shared out rather than what are the outcomes we need and what policies will help achieve those outcomes.

In his fourth and final theme, Tony looked at a number of education policies that have attempted to address inequalities including integrated schools, citizenship and shared schools. He argued that too often such policies are given a short two or three year lifespan. In reality educational change takes a long time, more like a generation. Policies need to be in place to create the right environment and support for example to build professional communities with resources targeting human capital (teachers), curriculum, school structures and performance and accountability to have a chance of real impact. Tony concluded it would be too much for citizenship alone to try and tackle socio-economic differences because other factors, not least wealth inequality, are key. Successful citizenship however,

requires a change in the culture and behaviour of schools to act and behave as democratic institutions that promote equality alongside support for teaching.

Tony's keynote is available to view on the Five Nations website at www.fivenations.net/keynote-speakers-2014

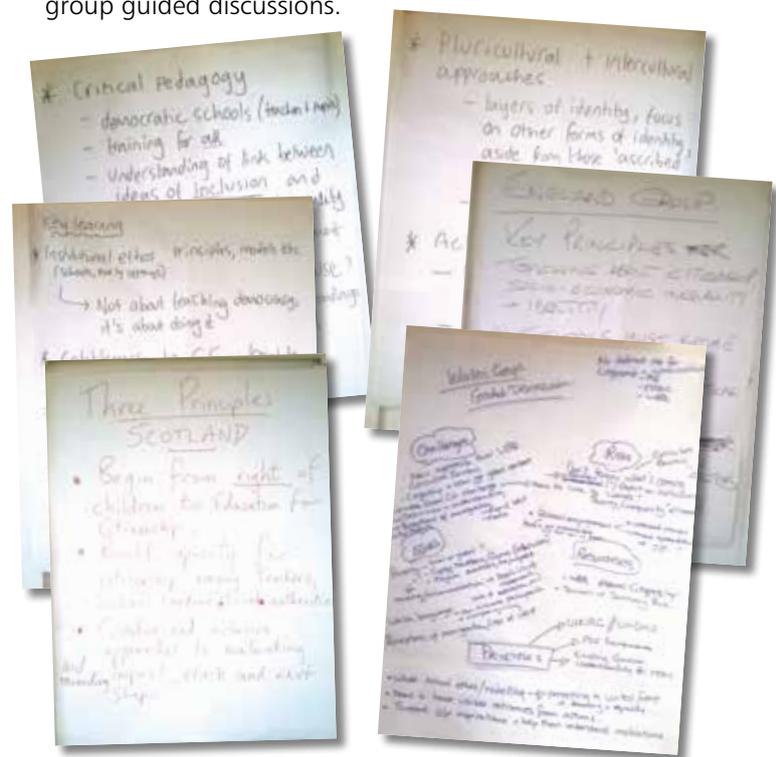
Guided discussions in country groups

Participants discussed a series of questions with the aim of developing three principles for teaching about issues of socio-economic inequality, political identity and participation. The questions included:

1. In the course of the conference so far, were you introduced to new ideas or perspective on socio-economic inequality, political identity and participation?
2. When exploring issues of socio-economic inequality, political identity and participation in the classroom:
 - a) What challenges do teachers face?
 - b) What risks are there in your context?
 - c) What issues would you choose and how would you approach them?
 - d) What resources would you use?
3. Are you aware of any principles for teacher other areas of citizenship? (eg controversial issues)
- va) Do you find these principles helpful and if so, what aspects do you find helpful?
4. Identify three principles related to the exploration of socio-economic inequality political identity and participation that will promote effective engagement with issues of socio-economic inequality.

Mixed country groups

Country leads facilitated a mixed participant discussion and shared principles developed during the country group guided discussions.



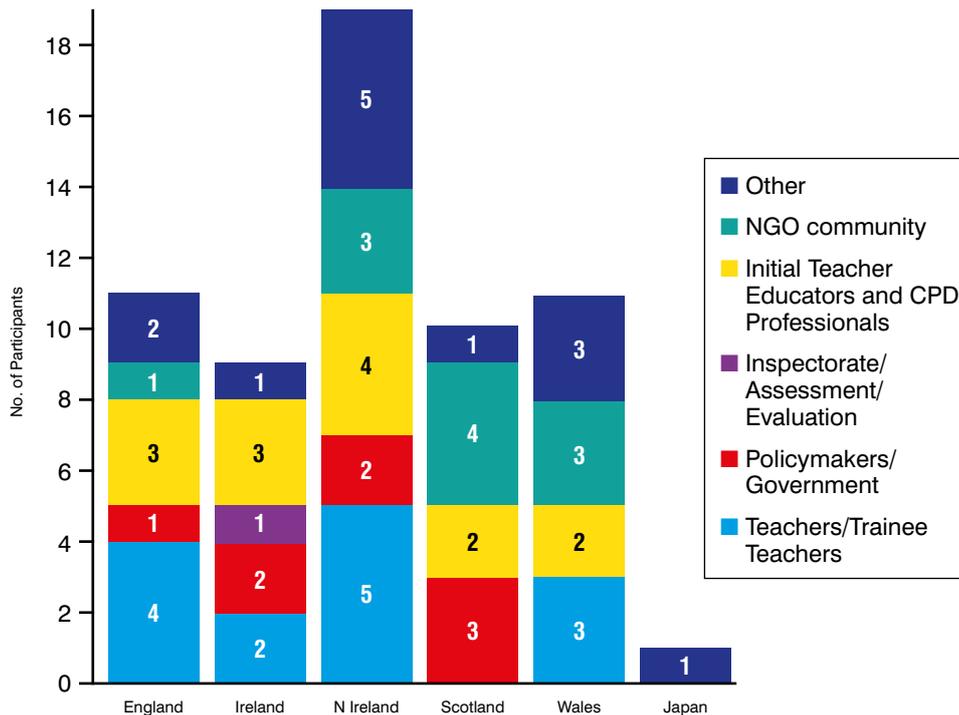
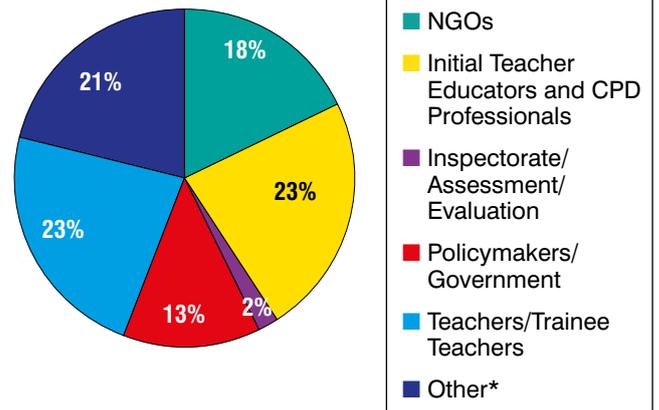
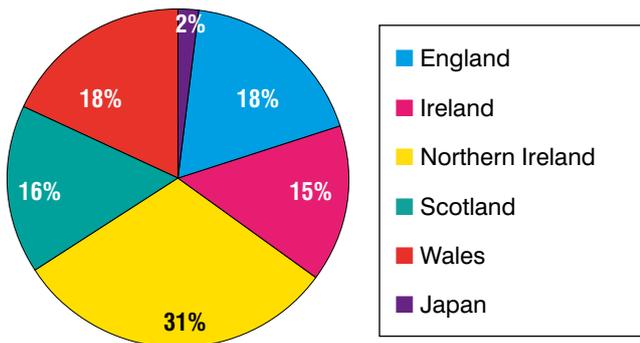
CONFERENCE EVALUATION, FINDINGS AND OUTCOMES

Participants

The Five Nations Annual Conference is attended by invited participants, with the aim of securing representation across the different constituencies in the education field as well as taking the geographic spread of participants into consideration. As the

host country this year, Northern Ireland was able to invite up to an additional five participants.

In 2013, ACT began to collect data on conference participants to help monitor the geographical spread and type of participants in terms of role/constituency. The data for the 2014 conference is set out below.



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

Score	Number of participants
5	24
4	24

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

Score	Number of participants	
	Beforehand	During
5	44	44
4	4	6
3	1	

Conference evaluation

The annual Network conference continues to be highly regarded by citizenship educators across the Five Nations and a total of 50 out of a total 61 participants (excluding Gordon Cook Foundation and ACT staff) completed conference evaluations. In terms of conference organisation 98% thought it was very good or excellent.

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

Learning points from seminars:

"The individual teacher's background can have a significant impact upon Citizenship education."
(Teacher)

"A range of illuminating insights and a deeper understanding of how young people's involvement in sensitive and controversial issues can be developed."
(Education Consultant)

"Practical strategies on how to engage students – and the challenges with this, making classrooms/schools genuinely democratic – student voice etc. How do we treat concept of equality – breaking down our perception/political definitions & student perception."
(Teacher)

"Very interesting session. Made me think about how to resolve conflict through artistic practices, what we can do to try and bring people together – to work together while maintaining individual identity."
(Teacher)

"Insight into the possibilities and potential of digital media."
(NGO)

"This is the first time I have had the chance for prolonged, structured dialogue with professionals in fields related to my work – a great experience!"
(NGO)

"Useful to have a specific focus to identify three key issues. This discussion was then shared in the next mixed country group (good for consolidation!)"
(Initial Teacher Educator)

"Excellent networking opportunities..."
(Initial Teacher Educator)

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:

"Excellent – pacy and well-constructed. Possibly needs a little more risk – that is the potential for open ended outcomes!"
(Teacher)

"I found both speakers very informative, thought provoking. Would have liked some extrapolation for other nations."
(Initial Teacher Educator)

"More time for guided conversation as it felt rushed at times trying to fit so much in"
(Initial Teacher Educator)

"Mostly excellent – I am taking concrete ideas and plans for actions from it. Maybe some discussion sessions could be longer, so that we would have fewer sessions, but discuss more in-depth."
(Researcher)

Conference findings and outcomes

Rapporteurs were invited to record three or four key ideas stimulated by the session they attended. Rapporteur reports have been collated and findings summarised below.

Lunchtime roundtable discussions

Over lunch participants had informal round table discussions in response to the overarching questions for the conference: What is socio-economic inequality? What is the relationship between socio-economic inequality, political identity and political participation? What are the consequences of socio-economic inequality? How does Citizenship education respond to that?

Participants explored the idea of social-economic inequality in terms of income and wealth, access to power and resources, opportunities and barriers to politics and political participation. There were different views expressed particularly around definitions of class with some feeling that term class is often used in place of income. The discussions highlighted a need to better understand the differences of class and the differences between classes as well as between the politics that takes place within for example working class and middle class communities. A re-occurring theme was the Scottish Referendum that was seen as having both re-engaged existing voters and engaged new voters through extending the franchise and creating an atmosphere in which more citizens believed politics matters. Several groups discussed the idea of a 'poverty of aspiration' and the need for greater social justice.

In discussing how citizenship should respond, one group explored the idea that the language of politics can be a barrier to young peoples' political participation and citizenship education has a specific role here. In another group discussions focused on the growth of 'single issue politics' and the range of issues that engage different groups and how this can be used to stimulate deeper citizenship education. Several groups explored the role of citizenship education in creating a sense of belonging and belief that pupils can be politically empowered and this will generate long-term political participation.

SEMINAR SESSIONS 1

Identity, digital platforms and participation - James Stewart, Education Officer and Chris Eisenstadt, Research Assistant, Northern Ireland Assembly

The session explored the "Where is My Public Servant?" (WIMPS) project and the role of digital platforms in promoting participation. Key findings included:

- How WIMPS has been used successfully in youth work to promote political activism and is an example of how a multi media platform can be used to support active, citizenship education
- The project exemplifies how social media can be used by teachers/youth workers to engage with their local community and as a result become more politically active and is something that could be transferred across the five nations.



Teaching Citizenship in a Divided Society? Marina McConville, Education Officer, Northern Ireland Assembly and Elizabeth Worden, University of Ulster

The session in two parts first presenting findings from research in Moldova 'How do Teachers' Social Memory and their Everyday Lives Affect Classroom Practice?' And second introducing the work of the NI Assembly Education Service

- The session highlighted insights into teacher's social memory and experiences on their ideas of citizenship

and teaching practice; in part two the complex issues surrounding identity, citizenship and political participation are in Northern Ireland in relation to providing citizenship education

- The session showed there can be risks in adopting neutrality when striving for promotion and recognition of multiple political perspectives.

How does Social and Economic Identity Influence Political Representation? Michael Potter, Research Officer, Northern Ireland Assembly

The session explored diverse identities in relation to politics e.g. socio-economic group, gender, age, sexuality, disability, etc and theories of representative democracy. Findings included:

- The importance of asking questions about who is missing or excluded from political processes and why certain identities are not represented. And, does it matter if some identities are represented and others are not?
- The session highlighted differences and comparisons of groups represented in different jurisdictions and some ways to address this. For example, in Ireland a mechanism for rectifying underrepresentation of women using quotas has been implemented.

SEMINAR SESSIONS 2

The five seminar sessions allowed participants to focus on a wide range of topics linked to the conference aims. The findings from each are summarised below.

Inequalities and political engagement – Jan Eichhorn, University of Edinburgh

The session considered and discussed research findings based on surveys of 14-17 year olds during 2013 and 2014 in the run up to the Scottish referendum.

- Research data shows in general the political interests and attitudes among young people are very similar to those of adults and that in 2013 the majority had taken part in discussion about referendum and 2014 data suggested that 72% of young people would be likely to vote
- Research findings also showed that school made a difference eg Modern Studies enables politics to be discussed in class and that these opportunities also empower young people to discuss politics with their parents.

Palimpsest – debunking the myth of single identity – John Johnston

The session explored using the process of art to explore identity and in particular the layers of identity and how others influence our identity.

- Who are we really? The layers of identity and peeling back our personal layers to reveal our true identity and history and explore questions such as 'Who are the immigrants?'
- The session highlighted the link between emotion, identity and art to bring true expression.



Vicious and virtuous circles: how do we bridge the gap between young people and politics?

Martin Price

Participants leaned about the research project MYPLACE through a presentation and short film. The research tells us about the barriers for young people that prevent them from participating in politics and helps us explore what this means for citizenship education.

- The research highlighted the disconnect between the views of young people and those in politics
- For young people in the project there is a perception that politicians are elitist, wealthy and have too much influence and its politicians who are apathetic towards young people. Despite this many young people are still engaged
- The research reinforces the importance of education for political literacy and student voice and the need for schools themselves to be role models for citizenship and change the way decisions are made.

Teaching about Political identity and Equality in schools – Classroom methodologies and whole school approaches. Deidre Toomey and Mary Gannon

The session focused on equality and political identity using the four dimensions of Equality (equal opportunities, respect and recognition, participation and relationships) as a framework for teaching.

- Discussions highlighted that sometimes we don't define our individual identity because characteristics seem too obvious to us to use eg gender, race or because we can't or don't want to use them eg religion, sexuality
- The portrayal of working class or any group by media is significant and needs to be considered when teaching citizenship.

Identity of Gypsy Travellers and the Impact of Citizenship Education. Bev Stephens and Kirby Jones

The session focused on gypsy travellers, the negative perceptions of identity that exist and used personal story from a member of the gypsy traveller community to highlight the issues.

- There is an important role for citizenship education in improving cohesion and increasing participation among the gypsy traveller community
- The session raised a series of questions for citizenship educators including: Can you live as you want in society today? What aspects of gypsy traveller lifestyle can the settled community relate to? Where do gypsy perceptions come from? Should resources be available to provide for support for specific groups in the future? In a crowded landscape can a travelling lifestyle be possible? Will Roma always be on the edge of communities?

Guided discussions and country groups

Participants spent two sessions discussing a series of questions with the aim of developing three principles for teaching about issues of citizenship and socio-economic inequality, political identity and participation. The first of these sessions was in country groups where the aim was to generate key points and principles. These points were then shared and reflected on further in the second session in mixed groups.

The key points from the mixed country discussion sessions are summarised below:

- More schools need to be more democratic, modelling citizenship through the use critical pedagogies, ensuring pupils discuss issues in a 'balanced way' and through staff-pupil relationships
- Participation in politics and active citizenship can be a more achievable goal than democracy in some schools
- Involvement of young people in decision making in the schools is key to their engagement
- Taking genuine action must be integral to successful citizenship in schools.
- Rights and a right to citizenship education should be the starting point for effective teaching (a comment particularly reflected in discussions in Scotland, Wales and Northern Ireland)
- Teachers capacity for citizenship remains a challenge and there is a need to develop a deeper understanding and appreciation of the link between inclusion, participation and socio-economic inequality
- Pupils need to develop the language of politics as well as skills and opportunities to become politically literate and active
- Meaningful citizenship and good practice needs

England:

The group developed three key principles for teaching about citizenship, socio-economic inequality and identity:

1. Schools must become genuinely democratic places using 'critical pedagogies'
2. Teaching should enable pupils to question answers not just answer questions
3. Active citizenship is the goal - 'What do you want to do?'

Ireland:

1. It's not about teaching democracy, it's about doing democracy
2. It's important to know how to harness the energy that can come from a single issue.

Northern Ireland:

Key outcome:

"Empowering young people to engage in order to effect meaningful change"

Three actions:

1. Using children young people's right to meaningful citizenship education as a starting point
2. Teachers to be encouraged to share good practice (not theory)
3. Citizenship education needs to be genuine

Scotland:

1. Begin from Right of Children to Education for Citizenship
2. Build capacity for citizenship among teachers, school leaders and local authorities
3. Creative and inclusive approaches to evaluating and rewarding impact, reach and next steps.

Wales:

The context for citizenship in the Welsh Curriculum is currently not defined. The group explored the challenges, issues, risks and resources and out of this distilled some key principles.

Thinking should begin with UN convention on rights of the child and UN declaration on human rights, the existing PSE framework and the common understanding of education for sustainable development and global citizenship (ESDGC). Principles include:

1. Whole school ethos/modelling to present a united front for democracy and equality
2. Need for visible outcomes from actions
3. Support young people's aspirations and help them understand the implications.

greater dissemination including examples where digital technologies and platforms can provide tools for political participation and activism

- Concerns about the impact of wider social issues such as migration and the rise of UKIP and the effects on young people's perceptions of how society is changing are apparent across jurisdictions
- Schools can play an invaluable role in education for citizenship which provides opportunities for learning and active citizenship that promote understanding about inequality, political identity and participation across socio-economic groups
- However, changing policies on curriculum and qualification continue to affect the definition, quality and extent of citizenship education across the jurisdictions and this is likely to continue for some years to come.

2015 Conference in Wales

The Strategy Group is planning the third conference on the theme of Citizenship and identities and this will take place in Wales in November 2015.

3 Small-scale Research Initiatives (SSRIs)

The Small-scale Research Initiatives (SSRIs) were launched in 2010 at the annual conference in Derry/Londonderry. The aim of each project is to facilitate cross-country collaboration and to encourage the sharing of effective practice.

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 www.fivenations.net/research-funding

Two projects completed their work during 2014-15 and submitted their final reports:

- HIV Education: Right or Privilege?
- Enabling Student Voice in the Classroom.

SSRI Evaluation and trial of Five Nations Development Projects

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

As a result the Strategy Group agreed to trial a new approach to SSRIs that will now be known as Five Nations Development Projects (FNDPs). The focus of the new approach is to proactively encourage classroom teachers to undertake small development projects for which they will receive a small grant (up to £750) that they will share at the 2015 conference in Wales. Teachers will be invited by country leads to apply for the small grants and will be required to attend the conference and share their experiences with other participants. The change is designed to ensure more teachers are supported in developing professionally and supported in undertaking projects and that more teachers attend and have a more active role at the annual conference. The strategy group will review the trial at their meeting after the 2015 conference.

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 2014-15 the Strategy Group met on three occasions in June and November 2014 and March 2015. The Group discussed progress being made with on-going Small-scale Research Initiatives and planned the 2014 conference. The Group also worked together to continue to implement the three-year strategic plan for the programme.

A number of changes to the Strategy Group membership took place in 2014-15 and these are indicated in the membership list on the next page. A huge debt of thanks goes to Alan Britton who has been involved in the Five Nations Network for many years. His leadership and commitment to the Network has been extraordinary and we look forward to seeing him as a participant at future conferences. Thanks also goes to Chris Thompson who provided a valuable and insightful contribution to the Strategy Group over a period of two years. The group is delighted to welcome Elaine Watts from University of Strathclyde as a new country lead for Scotland and Dominic Miles, an education consultant who has work for organisations such as Cyfanfyd, as a new country lead for Wales.

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 until November 2014)
Elaine Watts (Scotland)
Liz Thomas (Wales)
Chris Thompson (Wales until September 2014)
Dominic Miles (Wales)
Jim Anderson (Gordon Cook Foundation)
Liz Moore (ACT)
Deepa Shah (ACT)

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

FUNDING AND PROGRAMME EXPENDITURE

In 2014-15, the Gordon Cook Foundation and The MacRobert Trust continued to provide programme funding. The Network is indebted to the ongoing commitment of its funders.

A breakdown of the key programme income and costs for 2014-15 are set out below:

INCOME	
Carry forward from 2013-14	£4,100
Grants (total)	£65,188
EXPENDITURE	
Conference venue and travel bursaries	£19,254
Strategy group meetings and travel costs	£2,393
Programme staffing and overheads (includes external accountancy support, printing and editorial, website)	£44,679
Total	£66,326

WEBSITE, SOCIAL MEDIA, COMMUNICATIONS AND PARTNERSHIPS

Website developments

The website sees a peak in visitors when the biannual newsletter and invitations to the annual conference are sent out. In 2014-15, the website saw a total of 2,933 sessions¹, up from 1890 sessions last year. Just over 79% of these sessions were single page visits, while 8.5% lasted from three minutes to over half an hour. There were 4682 page views during this time period, with 50% involving multiple page visits.

¹A session is the period time a user is actively engaged with the website



Social media

The development of Five Nations Network social media presence on Facebook and Twitter has continued during the past year building on the activities that started in 2013 for the 'Digital Citizenship' Conference. Both the number of Twitter followers and Facebook 'likes' continue to increase.

There was a surge in social media activity in the run up to and during the annual conference. Use of the general Five Nations Network twitter account, the individual country accounts and the hashtag #5NN resulted in an increase in visibility and engagement. The general account alone had 4,333 tweet impressions (the number times a tweet is seen) during that period.

Some country representatives are also using twitter to maintain links with their local network. The general Five Nations Network twitter account has also been used by ACT to find new contacts, build awareness of the network and to share information about the network activities.

Throughout the annual conference, participants used the hashtag #5NN as a collaborative running commentary on events and ideas that emerged @FiveNationsNet

Network communications

Two editions of the network e-newsletter have been published during 2014-15 to keep network members informed of the latest activities. The e-newsletter goes directly to 222 network members. To sign up for the newsletter go to 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.

www.coe.int/t/dg4/education/edc/Who/Whatis_EN.asp

All conference materials, including keynote films, workshop presentations and SSRI reports are available to view on the Five Nations website

www.fivenations.net

5 Look forward to 2015-16

The year 2015-16 promises to be both busy and exciting with the third annual conference on Citizenship and Identities in Wales, this time focusing on the identities of citizenship educators, as well as the implementation of the SSRI evaluation report and further work to develop and extend our network communications activities.

