Ministear airson Ionnsachadh, Saidheans agus Cànain na h-Alba
Meinister for Lear, Science an Scotland's Leids
Minister for Learning, Science and Scotland's Languages
Alasdair Allan BPA/MSP

F/T: 0845 774 1741
E: scottish.ministers@scotland.gsi.gov.uk

Ms Christina McKelvie MSP
Convener
European and External Relations Committee
The Scottish Parliament
EDINBURGH
EH99 1SP

30 July 2013

Dear Ms McKelvie,

Thank you for your Committee's report into Foreign language learning in primary schools. I attach my response to the report in the annex to this letter. I have asked my policy officials to update the Committee three times a year as progress is made towards achievement of this languages policy (the 1+2 languages model) to create the conditions where every child will be given the opportunity to learn 2 languages in addition to their mother tongue by 2020.

I was very pleased that your Committee carried out this inquiry which has helped to promote and raise the profile of our languages policy. I agree with your statement of 'the importance of language skills in an increasingly globalised world and that as a consequence there will be a greater need for language skills amongst Scotland's citizens'. I am encouraged to see that there is widespread support across society – we need to build on this and continue to spread the word about why language learning is so important to coming generations.

The Government recognises that this is a long term commitment. We have pledged £4m additional funds in the year 13-14 for language learning and teaching in Scotland's schools. Funding resource for implementation of the languages commitment has been built into budget planning for next year.

Scottish Ministers accepted in full or part the Language Working Group recommendations and a Strategic Implementation Group(SIG) has been set up to oversee delivery of this commitment. The SIG has now met and all papers and minutes of their meetings will be on the SG website. The Group is to meet again on 1st October and is hosting a National Language Conference aimed at the Local Authority decision makers on 14th November. The Conference will be an opportunity for decision makers to share best practice, learn from good examples and discuss evidence and how to put in place aspects of the 1+2 policy.

I would like to thank all members of the EERC for their interest in our policy. As I explained above, my policy officials will keep EERC informed as the policy progresses. Please do contact me if there is any other information you require.

ALASDAIR ALLAN

INVESTOR IN PEOPLE

REPORT ON INQUIRY INTO FOREIGN LANGUAGE LEARNING IN PRIMARY SCHOOLS: SCOTTISH GOVERNMENT'S RESPONSE

Theme 1	
Funding – how to ensure Scottish and EU funds are used efficiently and effectively to implement the Scottish Government (SG) proposal.	
1. The Committee calls on the SG to provide more detail on how the extra £4m will be allocated by Local Authorities (LAs) following its discussions with COSLA. It also requests more detail on how information on the £4m is being provided to LAs in order to ensure wider knowledge of the funds and the 1+2 initiative. (para 16)	We have worked in partnership with COSLA to agree the formula for distribution of the additional £4m and a letter explaining this is to be sent to Directors of Education later this month. This is a long term, ambitious policy which aims to create an open disposition to language learning in Scottish schools and at a time when overall budgets are reducing. We have committed an additional £4m of funding in 2013/14 to help start developing new approaches, recognising that Local Authorities (LAs) are best placed to decide how best to spend this funding according to local needs and circumstances. We are building a stronger relationship with LAs. We have written to Directors on various issues over the last 18 months and will to continue to do so. In order to develop this key relationship COSLA are members of the Strategic Implementation Group (SIG). SG also work directly with COSLA on specific issues such as distribution of the £4m. We invited a representative of ADES to co- chair the SIG because we value the LA contextual knowledge, decision making and buy in that ADES offer. We are also working hard to build up understanding at decision maker level as they work up their strategic plans. ES have links with the Scottish Association of modern language teachers (SALT) and SG and ES use the SALT network as a means of communicating with practitioners.

2. Once all 32 LAs have completed the forthcoming audit of resources and skills for language learning, it is expected that the SG and its implementation partners will be able to assess what funding, resources and skills are required at the national implementation stage. The Committee expects the SG and its implementation group to transmit the results of this assessment. In particular the Committee looks forward to an indication of whether the SG intends to adjust the funding for future years in response to the audit and further information on how LAs intend to maximise the funding to deliver the languages agenda. (para 27) **Therefore the Committee asks that the SG monitors how the 1+2 initiative is implemented by LAs and also updates the Committee regularly on progress. The Committee strongly encourages the SG and COSLA to work with LAs to ensure a robust implementation plan.(para 30)**	SG will keep the Committee informed about the progress of the 1+2 initiative, the outcome of the audit by LAs and the subsequent assessment and implementation plans. We will do this by providing regular updates on progress following SIG meetings so that the Committee can monitor outcomes. A key recommendation in the Languages Working Group (LWG) was that LAs should undertake an audit of their resources including the number of modern language primary school (MLPS) trained teachers and in which languages so they could see the full implications for funding. As part of this audit LAs will have in mind the sustainability for future years and maximising the funding. The findings of the audits will help to give a complete picture of the resource which will help to inform as fully as possible the debate about funds for future financial years. We have recently reminded LAs, through COSLA, of the significance of this work, encouraging them to share relevant information with SG. The SG process of assessing funding needs will necessarily be revisited annually as part of the Spending Review, taking into account the LA audits and their assessment of the cost of local delivery. In addition SG aims to help LA funding decisions projections by developing a body of evidence of best practice through the work of Scottish National Centre for Languages (SCILT), Education Scotland (ES) and other stakeholders. Much evidence already exists and is available on both ES and SCILT websites, this is constantly being expanded and built upon. In due course it will include the findings of pilot projects and the value and advantages of different solutions.

3. **The Committee notes the strength of existing networks and that considerable support is available from external organisations such as the business, cultural and educational sectors and communities. The Committee considers that there may be potential in stakeholders' suggestions relating to pooling resources and working with external partners such as cultural institutions more effectively. The Committee asks the SG to detail how it could harness and support this work and strengthen communications networks. The Committee asks the SG for regular updates on progress in this area so that Committee can monitor outcomes. (para 31)**	SG will provide regular updates on progress following SIG meetings so that the Committee can monitor outcomes. These meetings are scheduled three times per year and are to be held on the 1st of October and the 4th of February 2014. The SIG meeting on the 7th of May discussed pooling resources and working with external partners such as cultural institutions more effectively. The SIG minute which can be found here reads 'Action 7: SG secretariat will develop a proposal around how to promote, encourage and support collaboration between LAs on languages through pooling resources or other networks to share best practice'. We are in discussion with key stakeholders to develop this proposal. We continue to meet with the Cultural Organisations and LAs organisation (COALA) to share information. In conjunction with a wide range of external partners including business, universities, cultural organisations inter alia, SCILT is developing its website to be the one stop shop for modern languages. It is proposed that at the National Language Conference the range of support on offer will be showcased and we will update the Committee after this event.

4.	
aking the most of resources **The committee asks the SG to** **keep it informed of its reform of** **GLOW and the use of IT to** **support the 1+2 initiative.** **(para 35)**	SG will update the Committee of any further reform of GLOW beyond that which we detail here. It is recognised that Glow has great potential to assist with the 1+2 language initiative, however we appreciate that uptake and usage of Glow has been varied for a number of reasons. The SG and ES are working to address this by updating and evolving the Glow service. In the immediate term, Microsoft Office 365 is being integrated to improve usability and provide modern applications. In parallel and to develop our approach to continually improving and evolving Glow (and following receipt of the ICT in Education Excellence Group's report on the future of Glow), work is being undertaken to establish practice in relation to the use and functionality of learning platforms across the UK and internationally, and to gather user requirements for the future service. ES recognises that Glow needs to offer access to relevant content and resources for educators and learners to enhance and improve their learning. A strategy and process is currently being developed to ensure that the approach to developing this content meets the needs of users across all areas of the curriculum, including languages. As at point 3 above the SCILT website is being developed to fully support the 1+2 initiative (by providing a one stop shop) and it uses GLOW to offer modern languages CPD.

4

5.	
he Committee acknowledges the Minister's recognition that Foreign Language Assistants (FLA)can deliver a wider cultural global citizenship agenda and asks the SG to indicate how it will actively promote Foreign Language Assistants to LAs as an excellent value and holistic approach to delivering languages in flexible ways in individual schools or across clusters. (para 41)	SG recognises the importance of FLAs as one successful method to bring language learning and the culture of a country alive to pupils. SG fund British Council Scotland (BCS) to manage the FLA programme and we are working with them to encourage LAs to take up more FLAs. In June when the FLA deadline closed across the UK, SG continued with BCS to actively promote through the Engage for Education site: click here. There are at present 73 FLAs requested by LAs for 2013 to 2014 and BCS continue to invite more LA interest. Numbers are expected to continue to increase in future years from 59 in 2011-12 and 70 in 2012-13. The LWG considered this aspect and their view can be seen here: Supporting teachers in the classroom *'Children's experience of language learning and teachers' delivery can be enhanced through the use of appropriate adult speakers of the language. In the past, exposure to native speakers of other languages within schools has been seen as valuable if not essential. The employment of FLAs in LA schools has been, year on year, one of the most exposed areas for budget reductions at times of economic pressure. However, it is clear that exposure to native speakers of languages is a desirable part of language learning in schools. The increased use of technology also allows exposure to native speakers of other languages through television or through developing a 'virtual world'. This is even more important at a time of increasing globalisation and of developing markets. Pupils must have a real sense of what the language sounds like when spoken by a native speaker and how to engage in conversation with a native speaker. Much good practice is already in place in many schools. Equality of access by pupils to native speakers is important. Pupils should not be prevented from this contact because of where they live and go to school in Scotland. The WG considers access to native speakers of other languages for both secondary and primary pupils to be of high importance'.* To encourage this support for teachers in the classroom, there will be an item at the National Language Conference, aimed at practitioners and LA representatives, reinforcing the different ways the schools can introduce this exposure to the native tongue. BCS is working with SCILT and the cultural organisations to support the FLAs, to engage with the schools and LAs through Project initiative http://www.britishcouncil.org/scotland-education-fla-school-project-initiative-case-studies.htm and through training, induction and interim reviews. BCS started a 'World Scots' campaign in June 2012 building on an earlier campaign to raise awareness and within this campaign they have set a target to increase the proportion of young Scots participating not only in FLA and English Language Assistants programmes but also Erasmus, Comenius, school linking and twinning programmes. SCILT website also includes a section on ways to support teachers in the classroom on both FLAs and via the use of international students – click http://www.scilt.org.uk/A12ApproachtoLanguageLearning/Supportingteachersintheclassroom/tabid/2251/Default.aspx

6.	**he Committee calls on the SG to provide analysis of the reasons for the decline which may be valuable to the Minister's ongoing efforts to address this issue. (para 42)**	The decision to take an FLA rests with LAs, and practice varies across Scotland. Anecdotal evidence suggests that recent reductions are linked to Local Authority budget decisions. The ring-fenced Languages Fund was rolled into the mainstream local government settlement in April 2008 in line with the Concordat. There was concern that some LAs were devoting fewer resources to modern languages as a result of this. Whatever the reasons, we will continue to work with BCS to promote the value and take up of FLAs in Scotland's schools. BCS is considering a pilot project where schools which did not have a FLA could have a FLA for a one off session to help convince the budget holders at LA level of their value. In this way SG will continue to promote and sustain interest in native speaker options with LA decision makers.
7.	**The Committee would welcome the SG's views on the value of the hub/cluster model, how the SG intends to gain the support of head teachers for the language learning initiative and how the best practice could best be shared. (para 45)**	The Committee narrative refers to the following points which are dealt with one by one: • A hub network to share best practice • A hub network used to maximise resources The value of the hub/cluster model is widely recognised although ultimately, the decision rests with Las to choose the strategy which best suits their particular local circumstances. The hub model is one used by Literacy across Scotland. We believe that there are already at least two models for strategic delivery of 1+2 in Scotland: Edinburgh and the Lothians and Angus, Dundee city and Perth and Kinross Councils who are developing a Pan Tayside model. These networks may have the benefit of both sharing best practice, most effective use of resource and CPD provision. All of which will help to give head teachers confidence and gain their support. • Annual event to share and promote best practice A National Language Conference is to be hosted by the SIG on the 14th November 2013 which will encourage greater momentum going forward with 1+2 and will provide guidance and information highlighting best practice in Local Authority cluster and departmental approaches • Professional support. ES is working to ensure the development of the language curriculum and a consistency of quality of experience for the learner. The SG sponsors SCILT to provide a wide range of support to language teachers to gain the support of head teachers. As we in SG continue to support the delivery of this policy in whatever ways we can, we will of course continue to keep under review what sort of national / central support is available / needed and what more could be done by SG/ ES/ SCILT or indeed other bodies and configurations.

8. In light of the barriers presented in evidence to utilising European Union funds and the SG's commitment to try and simplify the process, the Committee asks the SG to provide an update on how it will seek to resolve these difficulties in the context of the new EU funding programmes for 2014-20. (para 53) **The Committee recommends that the SG gives national direction to ensure teachers and community groups can take advantage of European Union funding opportunities. The Committee also believes that more work is required on how information on the availability of opportunities through Comenius and Erasmus is disseminated to teachers, and asks the SG whether the information could be covered more effectively in teacher training or by sharing best practice by LAs. (para 54)**	The SG is committed to try to simplify the process in order to ensure funding from the Lifelong Learning Programme is distributed to greatest impact across Scotland. Below is an extract of figures received from BCS, the UK National Agency, which shows that on certain aspects Scotland does well and that the figures are improving with for example in 2013 a record 2,590 applications received across all Comenius strands, which is an overall increase of 24% from 2012. BCS also advise that the EU programme budgets are for the whole UK, and as such there are no targets set by the EU for each country within the UK. However, each application is considered on its own merits and the British Council (BC) works to ensure fair take up across the UK.There is therefore no formula for allocating the programme funding between UK regions or countries, but the BC monitors take-up and works to ensure an equitable take-up of the funding opportunities. (As a general rule the share of applications to achieve for Scotland is approximately 8.4% of the UK total as this is the Scottish proportion of the UK population). Regarding Comenius, Scotland has more than 20% of the UK's In Service Training applications; host school applications have increased from 14 to 30 (now 11% of the UK total) in Scotland; the value of Comenius grants to Scotland in 2013 is expected to reach €2,082.916. Regarding e-Twinning, in 2013 to date figures show 936 Scottish schools have registered (this is 9.2% of all UK school registrations); 1,494 Scottish teachers have registered (which equates to 9.6% of all UK teacher registrations) and a total of 737 Scottish schools are involved in an e-Twinning project (12% of all projects involving UK schools). Under the Erasmus programme, in 2011/12 a record 13,663 study and work placements were carried out by UK higher education students, which represents the largest number of UK outgoing student mobilities in the programme's 25 year history. Of these, 1,810 students were from Scottish HEI and projected figures for the current academic year 2012/13 indicate an increase of overall student mobilities to 1,861. Since 2007/08 there has been an increase of study mobilities from 1,121 to a projected number of 1,448 for the current academic year 2012/13. During this timeframe there has been an increase of work placements from 233 to 413 (projected). The value of Erasmus grants to Scotland in 2013 is expected to reach €5,184,000. We are working with BCS and others including SCILT to improve promotion and support to customers. SCILT promote the opportunities via their website and ebulletin. BC work to ensure that opportunities are promoted across Scotland (SALT conference, Scottish Learning Festival, ES roadshows and promotion via BC schoolsonline website/newsletters). In partnership with ES in 2013 BCS are to set up a pilot to explore how involvement in Comenius and e Twinning can support schools' strategic objectives. This year they have also run media campaigns and have 15 eTwinning ambassadors to promote the programme. There is also a new BC website 'Study, Work, Create', - a portal pointing to the international opportunities available to UK students, including the EU-funded programmes:here which received in the first three months 16,000 unique visitors.

In 2013 in response to customer feedback BC have tried to streamline and develop the application guidance on Comenius to make it more user friendly – see website: here. They have also hosted workshops to support applicants for Comenius and start-up webinars to support schools wishing to participate in e-Twinning. The BC works with the 25 HEI in Scotland, disbursing funds and providing support, training and guidance to their Erasmus Officers.

The new Erasmus for All programme from 2014 see here: https://www.lifelonglearningprogramme.org.uk/erasmus-for-all will bring together all EU funded Education Programmes. Led by DBIS, tender work is due to start this July to identify which national agencies will take this forward and a strategy for promotion and improved uptake will be considered and until this work is complete no further update can be provided. However, on balance, Scotland already benefits on some strands in the current programmes above its UK population share, and there will be increased opportunities for Scotland in the new larger programme.

Extracts of Data showing improved figures for 2013 provided by BCS below. See attached annex in tabular format for 2011 to 2013 for whole of UK disaggregated at country level.

Comenius school partnerships (multilateral and bilateral) applications (provisional)		
Applications received 60 - 7% of UK	Applications awarded 52 – 7% of UK €783,657	
Comenius Regio partnerships (provisional)		
Applications received 3 – 6% of UK	Applications awarded 3 – 7% of UK €111,951	
Comenius In Service Training applications (Round 1-2)Results from the second application round are still awaited. One further application deadline 17 September		
Application received 213 – 21% of UK	Application awarded 190 – 21% of UK - €503,780	
Comenius Assistants (fig. shown for approved assistantships and grant values in 2013 are provisional only. A dropout rate of 15-20% is expected as individuals find employment during the 13-14 year.		
Applications received by Host Schools 30 11% of UK Assistants 110 29% of UK	Applications Awarded Host Schools 27 11% of UK Assistants 97 (31% of UK) - € 683,528	
E-twinning		
936 Scottish schools registered – 9.2% of all UK school registrations	1,494 Scottish teachers registered – 9.6% of all UK teacher registrations	737 Scottish schools involved in an eTwinning project – 12% of all projects involving UK schools
Erasmus 2012/13 projected		
Study mobility 1448 (15% of UK total)	Work placement mobility 413 (8% of UK total)	Student mobility 1,861 12% of UK total) Grants €4,806,274

Theme 2
Skills and resources – whether existing and future teaching resources would be sufficient for the new 1 + 2 initiative, and how to approach training teachers.

9. The Committee heard a number of constructive suggestions as to how training and continuing professional development could be reinforced. The Committee asks the SG to take note of these in the context of its plans for national implementation of the 1 + 2 initiative. (para 66)	SG acknowledges the constructive suggestions regarding how training and CPD could be reinforced such as language upskilling and maintaining a record of teachers who had language training as well as ensuring a national standard and use of a hub approach. SCILT is the key body for modern language specific CPD and they have already expanded their menu for primary teachers and will continue to do so. The findings from the pilots will also help shape future modern language training. SCILT website provides a one stop shop where teachers can find information on CPD, promotional material, classroom resources, key messages from research, from SQA attainment data and reports and key documents for planning such as the Curriculum for Excellence (CfE) modern languages principles and practice paper and the key aspects of achievement document published by ES to help identify key areas for development. An audit tool is also available to help plan for the 1+2 approach to Modern Languages aimed at supporting LAs, the tool could be easily adapted to help planning at school level too. As well as online materials, SCILT provides training courses, seminars and outreach events.
10. The Committee recognises the wide range of views on whether teachers should be obliged to have a language qualification and looks forward to hearing the results of the General Teaching Council of Scotland consultation. The Committee asks the SG to keep it informed of the results of the consultation and any ensuing new framework of qualifications when this information is available. (para 71)	The General Teaching Council of Scotland has consulted on this and has adopted an interim position not to require a mandatory requirement for entry. However, we understand they are encouraging universities to expect at least a SCQF level 5 in language (and or a science). Whatever qualification level is finally decided on, we believe it is important that candidates have some kind of input on language learning and language during their initial teacher education, alongside an expectation of continued professional development during a career in teaching. The report Teaching Scotland's Future (Donaldson Review) acknowledged that teachers increasingly require specialist knowledge in a number of areas, including modern languages, in order to teach in the primary school. However, if mandatory requirements are pursued as a policy, we believe it would be for longer term delivery. Delivery of the 1 + 2 policy will require teacher education providers to review current provision while schools and LAs will need to review and build on the strengths of their current CPD programmes.

9

11. **The Committee asks the SG to report back on the best practise in language teaching from its pilot schools for the period 2012-13. In addition, the Committee asks the SG to give consideration and report back on how a more cohesive approach to including community languages could feed into any new or existing models of teaching. (para 77)**	SG has agreed that those pilot projects which began late could extend into 2013-14 in order to run for a full year SCILT and ES will present the available findings from the pilot schools to the National Language Conference and we will share the findings with the Committee at that juncture. The LWG considered the rationale for promoting specific languages but decided not to set a hierarchy of languages. It is felt that the choice of languages which are offered in schools is a matter for schools and LAs to decide, taking account of the local context. SG accepted their recommendation that LAs and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer. As part of this strategy, we believe consideration should be given to teaching modern European Languages, languages of the strong economies of the future, Gaelic and to take account of local community languages of pupils in schools. Languages such as Punjabi, Arabic, Polish and Urdu are part of the diverse range of languages in Scotland. Schools wishing to introduce teaching in an additional language which they haven't taught before (whether a community language, a global language or indeed any other) can turn to both ES and SCILT for signposting advice on how to develop training, resourcing and teaching approaches. For those wishing to introduce Gaelic, advice on resources would be available from Stòrlann.

Theme 3
The importance of learning languages – whether the 1 + 2 initiative was effective; the role of languages in cultural and economic development, and whether specific languages should be targeted.

12. **The Committee asks the SG's implementation group to consider and report to the Committee on how the findings of the EU 2012 survey and the lessons learned from the pilot schools can be used to assist with implementing the 1 + 2 initiative. Additionally the Committee asks the group to consider how the language skills that exist in the wider community In Scotland can be engaged to contribute to the 1 + 2 initiative. (para 83)**	The 1+2 policy and associated LWG recommendations are extremely timely and necessary in light of the general picture of language learning across the EU, summarised in the EU 2012 survey as follows: *1. Language competences still need to be significantly improved, and educational systems must step up their efforts. The exchange of good practice within the Open Method of Coordination will constitute one of the main tools.* *2. Language policies should address the creation of language-friendly living and learning environments inside as well as outside schools through exposure to language through traditional and new media, including the effects of using dubbing or subtitles in television and cinemas and should support that young people in particular, feel capable of language learning and see it as useful.* *3. The wide range of ability among Member States in language competences indicates the rich potential for peer learning in language policy and learning. The Survey points out those educational systems can make a positive difference with an early onset of foreign language learning.* *4. While all languages are not equally relevant when entering the labour market, linguistic diversity remains vitally important for cultural and personal development. Therefore, the need to improve language skills for employability in a globalised world must be combined with the promotion of linguistic diversity and intercultural dialogue.* These can be seen at here. We are aware of the best practice elsewhere in Europe and we recognise the importance of keeping abreast of lessons from abroad. SCILT colleagues have a seat on the Open Method of Co-ordination which is an EU Languages in Education and Training Working Group and harness this knowledge in support of the delivery of the 1+2 in Scotland. On the second point, the SG accepted the LWG recommendation that schools and LAs consider the engagement by schools of other skilled and trained native speakers of additional languages to work under the direct and explicit supervision of the classroom teacher in schools. Scottish Ministers recognise the value that learners can derive from hearing native or fluent language speakers. It is for LAs and schools to decide how to make best use of the contribution that such speakers can bring to their language provision, and again they can approach SCILT and ES for advice. The SG also accepted LWG recommendation that there be further engagement with the FE and HE sectors to look to develop the experience of language learning for students. It is important to maintain and enhance opportunities within FE and HE for people to learn languages in a range of ways and maximise the potential for FE and HE students to help make 1+2 delivery a success within schools.

	On the latter, recent pilot work with Edinburgh University students shows the potential of partnership working between schools and universities, with appropriate training, to provide further opportunities for young children to engage in language learning. In the longer term, SG will engage with Scottish Funding Council and universities to consider what implications may arise from implementation of the 1+2 policy.
13. **The Committee asks the SG how it will promote the benefits of learning languages to both schools and the wider community to encourage the necessary cultural shift to make the 1 + 2 initiative work. In particular, the Committee calls on the SG to explain how it will promote the benefits of language learning for brain development and underline the limitations of only speaking English. (para 84)**	The SIG agreed that there was a need for an engagement strategy to actively promote positive messages around the 1+2 policy and an action from the last meeting was agreed: Action 13 : Communications strategy - It was agreed that there was a need for an engagement strategy to actively promote positive messages around the 1+2 policy. SG secretariat to develop and report back, drawing in SIG members and others as required. This engagement strategy will be discussed at the next SIG meeting on 1st October and all the members will have a part to play in promoting the policy. An engagement strategy must ensure that support of all stakeholders, including cultural organisations, business and employers is co-ordinated and must take account of short, medium and long term objectives required for full implementation by 2020. Part of any promotion will include the promotion of the benefits of language learning for brain development and the limitations of only speaking English. SG has set out a communications plan and will engage with its stakeholders to best promote this ambitious policy using media, Ministerial visits and social media in order to continuously reinforce this message. The SG has set itself seven years to achieve this policy. SG will ensure a group retains oversight of this policy over this period in order to maintain the consistency of message. This issue will require sustained attention as we seek to deliver this policy, responding to any issues which arise and engaging around particular aspects with certain stakeholder groups. To ensure wider knowledge of the funds, SG itself and through its agency Education Scotland (ES), its sponsorship of Scotland's National Centre for Languages and its website and social media Engage for Education has widely promoted the 1+2 initiative.

14. **The Committee notes the current shortage of language skills and its impact on the economy, and that there is some disparity between what languages are being learned, the levels achieved and what languages are in demand by employers. The Committee is of the view that there would be a value in developing greater networks between businesses, higher education institutes and schools.**	The SG accepted the Working Group recommendation that within the Broad General Education (described as pre-school to the end of S3) schools further develop the links between language learning and issues of employability and citizenship. SG will continue to fund SCILT to continue to promote languages and language learning to learners, parents, senior management in schools and LAs, and to the wider community and will support schools to develop a range of partnerships, including links with business via their Business Language Champions Programme. At point 12 above we outline that the SG also accepted LWG recommendation that there be further engagement with the FE and HE sectors to look to develop the experience of language learning for students. This will help to develop networks between HEI and schools.
The Committee therefore asks the SG and its agencies to indicate what support it would be able to provide to promote improved cooperation between business and education providers and support the EU mobility agenda for young people; a possible example being the recently launched Modern Apprenticeship Ambassador initiative by Skills Development Scotland in which language skills could be integral. (para 95)	This issue links with the wider skills agenda throughout education, and ES are keen to support schools' efforts to forge links with local employers as well as supporting teaching in schools which equips learners well for the world of work. This is a growing area of focus to ensure the 1+2 initiative ties in with the wider Government agenda on youth employment, skills development in the young workforce and the EU mobility agenda. One example of the sort of approach wanted is the new SQA award - Modern Languages for Life and Work which provides an attractive package for learners who wish to combine employability skills with learning a modern language for practical purposes.

13

15. On the issue of which language should be learned, the Committee concludes that teaching a broad variety of languages in Scotland is important to allow for the changing needs of students, and also to reflect any future changes in Scotland's cultural or economic needs. Furthermore, the Committee considers that acquiring the skills to be able to learn languages is as important as which language is learned. (para 108)	Continuing to engage with our nearest neighbours in Europe is likely to remain a priority for young people in Scotland. Therefore learning French, German, Italian and Spanish will continue to have an important place. Gaelic has a distinct profile in Scottish language learning and includes education through the medium of the language and Gaelic learner education in both primary and secondary. The SG will continue to promote Gaelic at all levels. It is an endangered minority language and a number of undertakings have been agreed in line with the Council of Europe Charter for Regional and Minority Languages. Ultimately the choice of language learned rests with the Las. See response to para 77 above. In addition the new economies of the future may also be taken into account – as Scotland has already started to do by encouraging the promotion of Chinese.

16. The Committee also believes that it is important that the levels to which a language can be learned are responsive to the learner's needs, and also to the wider need for proficiency in languages from employers. (para 109)	SQA have been looking at the diversification of the types of qualification that are on offer, especially with the new qualifications coming in under Curriculum for Excellence. There are National Qualifications ranging from National 1 Units to Courses at National 2, National 3, National 4, National 5, Higher and Advanced Higher. They have also introduced new qualifications such as the Modern Languages for Life and Work Award, which is available across 10 languages and provides learners with an opportunity to study one or two modern languages in combination with employability skills, while also being able to follow their own interests in a cultural context. The Award can be studied at SCQF levels three and four. It can be taken in Senior Phase or earlier. It puts more emphasis on practical skills such as talking and listening that are brought into a language qualification and seek to deliver communicative competency and to put languages into a context that allows young people to see the many ways that languages are useful in an employment setting. This award is available in 10 languages, three of which previously had no qualification available: Cantonese, Russian and Polish. Gaelic language learning also operates on different levels and we recognise the importance of Gaelic medium education providing young people with the skills to use Gaelic as they move on to further and higher education or to seek employment opportunities in the language.
17. The Committee fully supports the call for greater links in the school curriculum between languages and other subjects, such as STEM subjects, recognises the SG's actions in this area and asks the SG how it intends to develop this work in association with educational	We agree to the call for greater links in the school curriculum between languages and other subjects. This is described as interdisciplinary learning (IDL). IDL is one of the four contexts (modes of learning) recognised by Curriculum for Excellence. ES has issued a practioners' briefing on IDL. This link gives guidance to the practioners about a planned approach to learning which uses links across different subjects or disciplines to enhance learning here. Gaelic medium education also includes the learning of other subjects through the Gaelic language at both primary and secondary.

15

institutions. (para 110)	
18. The Committee is of the view that given the variety of ASN ; the best approach would be to promote greater awareness and sharing of best practice and material - as opposed to a national level programme. The Committee calls on the SG to propose how the 1 + 2 initiative can take into account children with ASN, and calls for implementation of the initiative to ensure that children with ASN are adequately provided for. (para 111)	SG is very aware that research shows that children with ASN can stand to gain from learning a second language. There are a number of examples of good practice in this area, including for example Hollybrook Special School in Glasgow where they are learning German S1-3 and organising trips to Germany for older pupils and French is taught at Pilrig Park Special Secondary school, as well as in some mainstream schools where there is a Department of Additional Support e.g. Glenrothes High School. The 1+2 policy applies to children with ASN as it does to all children. LAs need to take account of this in their language strategies. SCILT will be developing a case study of Hollybrook.
19. The Committee welcomed the Minister's agreement to look further into the issues of sign language and how it could be considered as a language as part of the 1+2 initiative. The Committee calls for British Sign Language (BSL) to be given parity with other languages covered under the 1+2 initiative. The Committee asks the SG to report to the Committee once a decision has been made on this issue, and calls for implementation of the initiative to ensure that children who	The SG **recognised BSL** as a language on 5 March 2011, rather than just a method of communication support, and has always treated it as such. A key recommendation from the Languages Working Group was that LAs should draw up local language strategies. The Group's report noted that Las should acknowledge that for some children their first or main language is BSL SG will report back to Committee when it is informed by LAs of progress achieved to provide for children who wish to study BSL.

wish to study BSL as a language are adequately provided for. (para 112)	

Theme 4
Policy and development – how to implement the SG's proposal effectively; the capacity for further language teaching in the curriculum, the continuity in language teaching between primary and secondary schools, and the need for pupils to be able to continue one language from primary school in secondary school

20. The Committee asks the SG's implementation group to address the disparity of language learning provision across LAs, and how best to provide a national approach to language teaching which would still allow for local flexibility and delivery. The Committee calls for a cultural change in local authority provision of language teaching to ensure greater articulation between primary and secondary schools. (para 118)	As regards the Committee's first point, the LWG report states that inspection evidence shows an inconsistent quality in modern languages practice . The LWG recommends that ES lead on support for Curriculum development in schools to help create a equality of provision: *'There are clear implications for many schools for the development of course materials associated with the roll-out of a 1+2 language policy. Much valuable work is already being done by modern languages teachers to develop materials and activities which are imaginative and relevant and which promote real progression. However, this is not uniformly the case. Where there is poor pedagogy and the use of uninspiring materials, young people are not engaged in their learning and are not motivated to continue with language study. It is important to ensure that language learning is attractive to young people and that they recognise the relevance of language learning skills to their lives and future careers. In secondary schools support for the development of curricular materials and resources for a 1+2 policy, within the context of Curriculum for Excellence, should be led by ES.* Within this context, the SIG minutes from 7th May has recorded an action for ES and SCILT to create learning guidelines for the teaching of the first additional language in primary one to be available by December. ES also have important inspection functions which amongst other things ascertain consistency of quality. In terms of clear targets, CfE has clear Expectations and Outcomes for languages as for other areas, and SQA are the ultimate arbiters of standards through their qualifications. On the Committee's latter point, progression from primary school to secondary school requires effective working together by the different levels of schooling to ensure smooth transition. Before pupils are ready to arrive in S1, the secondary school should have a clear sense of pupils' prior learning in other languages. LAs will need to make sure that primary schools have specific links with their secondary schools. Local language plans/strategies can help ensure that effective account can be taken of prior language learning. The point is that there is existing good practice in other curricular areas which is of relevance to consider when planning to build up what happens in languages. (This is discussed at para 134 also) This emphasis on continuity is also vital for Gaelic medium education.

21. The Committee asks the SG to report to the Committee on how it will provide clarity on the objectives, timescales and targets of the 1 + 2 initiative. This should cover how it will disseminate information to key stakeholders In addition, the Committee asks that the implementation group is cognisant of any European Union policy coordination in relation to Education and Training 2020. (para 119)	The SIG is set up to oversee the achievement of LWG recommendations and once realised we anticipate that the conditions will be in place to accomplish the 1+2 policy commitment. The success of 1+2 will depend upon delivery by LA who will decide realistic targets and timescales to meet the policy commitment. However, the SIG will retain oversight and is considering what may be suitable targets for LAs to aim for, with a view to providing guidance of relevance across Scotland while acknowledging each LA's role and responsibility in its own area. SG will report to the Committee after the SIG interim report in June 2014, which will provide greater clarity on the objectives, timescales and targets. All information will be disseminated through the SIG members organisations to the Las and the key stakeholder organisations. On the second point, as mentioned in connection to para 83, the director of SCILT who is also on the SIG, sits on the EU languages in Education and Training working Group. SG also has its own contacts with in DfE. Through these networks SG and the SIG will be kept informed of any EU policy coordination in relation to Education and Training 2020.

22. The Committee recognises that building capacity among teachers to deliver language learning is crucial to the success of the 1 + 2 initiative. It is clear that there needs to be a long-term strategy to deliver the step change in language learning which the 1 + 2 initiative aspires to. The Committee therefore calls on the SG to consider how resources can be developed and mobilised in a creative way in the short-term to make the best progress possible with the 1 + 2 initiative, for example, by greater use of universities and cultural institutions as working partners, more joint working in hubs/clusters, language assistants from various sources and effective IT resources. (para 128)	SG agrees that it is crucial to invest in the teaching resource to achieve success of the 1+2 initiative. The LWG recommended that teachers with an interest and aptitude for languages teaching be supported in developing the range of languages in which they are qualified or trained to teach. The SG accepted this recommendation agreeing that implementation of a 1+2 approach will require best use of all available resources including the potential for existing language teachers to extend their range of language skills. SG will discuss with LAs what further support can be offered to help build teacher capacity within the system and we will draw on the committee's findings to do that. In the meantime SG has enhanced its support for SCILT to enable it to extend its CPD provision for language teachers. The support provided by SCILT and ES is detailed more fully in response to para 66.

19

23. The Committee acknowledges the scale of the issue of continuity, and asks the SG to report back on the implementation group's progress in this area as the issue is so essential to making the 1 + 2 initiative work effectively. The Committee calls for greater articulation between primary and secondary schools, and asks that LAs ensure that students are able to continue studying at least one language continuously through primary school and secondary school. (para 134)	We accepted the LWG recommendation that primary and secondary schools work effectively together to ensure articulation between the sectors in terms of content, skills and approaches to learning and to enable effective transition, progression and continuity between P7 and S1, particularly for the L2 language. Some primary schools may not yet have specific language links with their secondary schools and this will need to be addressed. Implementation of this recommendation within local language plans can help ensure that effective account can be taken of prior language learning. As referred to in our response to para 118 above, we are aware of some LAs where a cluster approach is being taken forward and all of the feeder primary schools and the secondary school language staff meet regularly to ensure that transition from primary to secondary is seamless. Languages are not the only curricular area where transition between primary and secondary is relevant. there is existing good practice in other curricular areas which is of relevance to consider when planning to build up what happens in languages. For example, Scottish Schools Educational Research Centre supports cluster work with primaries in science, helping to ensure good transitions to secondary. One tool which will help address this transition is the pupil profile. The production of a profile will draw on regular ongoing discussions between learners and staff to sum up and record learners' progress and achievement. Profiles will be produced at the key transition points of P7 and S3 to ensure recognition of achievement and to develop a positive statement of a young person's achievements within and outwith school.

comenius, erasmus statistics

JUly 2013

1. COMENIUS

Comenius School Partnerships (Multilateral and Bilateral): Applications Received

Year	England	Scotland	Wales	Northern Ireland	Total
2011	710 (76%)	60 (6%)	103 (11%)	67 (7%)	940
2012	635 (75%)	63 (7%)	81 (10%)	65 (8%)	844
2013	663 (76%)	60 (7%)	79 (9%)	64 (8%)	871

Comenius School Partnerships (Multilateral and Bilateral): Applications Awarded

Year	England	Scotland	Wales	Northern Ireland	Total
2011	332 (75%)	29 (6%)	58 (13%)	25 (6%)	444
2012	316 (69%)	42 (9%)	53 (12%)	45 (10%)	456
Grants (€)	7,275,000	930,000	1,130,000	980,000	10,315,000
2013	593 (76%)	52 (7%)	69 (9%)	59 (8%)	773
Grants (€)	8,508,276	783,657	1,007,559	895,608	11,195,100

A total of 773 projects were approved for funding at the Evaluation Committee. This represents a success rate of 90%. Figures shown for approved partnerships (and grant values) in 2013 are provisional only.

Comenius Regio Partnerships: Applications Received

Year	England	Scotland	Wales	Northern Ireland	Total
2011	24 (77%)	3 (10%)	2 (6.5%)	2 (6.5%)	31
2012	22 (85%)	1 (4%)	3 (11%)	0 (0%)	26
2013	37 (79%)	3 (6%)	7 (15%)	0 (0%)	47

Comenius Regio Partnerships: Applications Awarded

Year	England	Scotland	Wales	Northern Ireland	Total
2011	19 (79%)	2 (8.5%)	2 (8.5%)	1 (4%)	24
2012	18 (86%)	1 (4%)	2 (10%)	0 (0%)	21
Grants (€)	656,869	45,000	80,062	0	781,931
2013	35 (78%)	3 (7%)	7 (15%)	0	45
Grants (€)	1,247,454	111,951	239,895	0	1,599,300

A total of 45 projects were approved for funding at the Evaluation Committee – equivalent to a success rate of 96%. Figures shown for approved partnerships (and grant values) in 2013 are provisional only.

Comenius In-Service Training (IST): Application Received

Year	England	Scotland	Wales	Northern Ireland	Total
2011	679 (68%)	168 (17%)	65 (7%)	84 (8%)	996
2012	905 (67%)	241 (18%)	71 (5%)	125 (10%)	1342
2013 R1-2	673 (66%)	213 (21%)	43 (4%)	85 (9%)	1015

Comenius In-Service Training (IST): Application Awarded

Year	England	Scotland	Wales	Northern Ireland	Total
2011	495 (64%)	144 (19%)	55 (7%)	74 (10%)	768
Year	England	Scotland	Wales	Northern Ireland	Total
2012	460 (62%)	153 (21%)	41 (5%)	87 (12%)	741
Grants (€)	587,286	450,816	105,111	208,932	1,352,145
2013 R1-2	584 (66%)	190 (21%)	36 (4%)	76 (9%)	886
Grants (€)	1,583,307	503,780	95,958	215,905	2,398,950

55% of all applications received so far in 2013 have been approved for funding. Results from the second application round are still awaited. There will be one further application deadline: 17 September.

Comenius Assistants: Applications Received

Year	England	Scotland	Wales	Northern Ireland	Total
2011 Host Schools	157 (79%)	13 (6%)	15 (8%)	14 (7%)	199
2011 Assistants	135 (61%)	76 (35%)	5 (2%)	5 (2%)	221
2012 Host Schools	174 (81%)	14 (7%)	9 (4%)	16 (8%)	213
2012 Assistants	209 (70%)	68 (23%)	8 (2%)	15 (5%)	300
2013 Host Schools	215 (79%)	30 (11%)	12 (4%)	17 (6%)	274
2013 Assistants	249 (66%)	110 (29%)	10 (3%)	9 (2%)	378

Comenius Assistants: Applications Awarded

Year	England	Scotland	Wales	Northern Ireland	Total
2011 Host Schools	128 (79%)	10 (6%)	11 (7%)	12 (8%)	161
2011 Assistants	101 (59%)	64 (38%)	2 (1%)	4 (2%)	171
2012 Host Schools	138 (84%)	9 (5%)	7 (4%)	11 (7%)	165
2012 Assistants	177 (70%)	58 (23%)	8 (3%)	11 (4%)	254
Grants (€)	1,155,700	379,730	49,530	66,040	1,651,000
2013 Host Schools	189 (79%)	27 (11%)	11 (5%)	13 (5%)	240
2013 Assistants	205 (64%)	97 (31%)	9 (3%)	6 (2%)	317
Grants (€)	1,411,156	683,528	66,148	44,099	2,204,931

Figures shown for approved assistantships (and grant values) in 2013 are provisional only. A drop-out rate of 15-20% is expected, as individuals find employment during the academic year 2013-14.

2. ERASMUS

A table showing percentage change between actuals on and projections

2011/12 - 2012/13: Students	England	Scotland	Wales	Northern Ireland	Total
Study Mobility: 2012/13 (Projected)	7,422	1,448	542	230	9,642
Study Mobility: 2011/12	6,960	1,362	544	228	9,094
Study Mobility: Numbers Change	462	86	-2	2	548
Study Mobility: Percentage Change	7%	6%	-0.4%	1%	6%
Work Placement Mobility: 2012/13 (Projected)	3,955	413	172	220	4,760
Work Placement Mobility: 2011/12	3,771	448	144	205	4,568
Work Placement Mobility: Numbers Change	184	-35	28	15	192
Work Placement Mobility: Percentage Change	5%	-8%	19%	72%	4%
Total Student Mobility: 2012/13 (Proj.)	11,377	1,861	714	450	14,402
Grants (€)	31,224,745	4,806,274	1,908,872	1,378,274	39,318,165
Total Student Mobility: 2011/12	10,731	1,810	688	433	13,662
Total Student Mobility: Numbers Change	646	51	26	17	740
Total Student Mobility: Percentage Change	6%	3%	4%	4%	5%

Student Mobility: Provisional figures for 2012/13 suggest a rise of 6% in UK outgoing student mobility – slightly below last year's rise of 7% (the highest in the 25-year history of the programme).

Work placement mobility: Work Placement mobility has risen by 4% in 2012/13.

2011/12 - 2012/13: Staff	England	Scotland	Wales	Northern Ireland	Total
Teaching Mobility: 2012/13 (Projected)	1,387	225	118	30	1,760
Teaching Mobility: 2011/12	1,325	217	102	33	1,677
Teaching Mobility: Numbers Change	62	8	16	-3	83
Teaching Mobility: Percentage Change	5%	4%	16%	-9%	5%
Training Mobility: 2012/13 (Projected)	448	63	20	5	536
Training Mobility: 2011/12	414	55	26	3	498
Training Mobility: Numbers Change	34	8	-6	2	38
Training Mobility: Percentage	8%	15%	-23%	67%	8%

Change					
Total Staff Mobility: 2012/13 (Proj.)	1,835	288	138	35	2,296
Grants (€)	2,391,519	377,649	186,326	36,827	2,992,321
Total Staff Mobility: 2011/12	1,739	272	128	36	2,175
Total Staff Mobility: Numbers Change	96	16	10	-1	121
Total Staff Mobility: Percentage Change	6%	6%	8%	-3%	6%

Staff Mobility: As in 2011/12, staff mobility has increased by 6% in the UK overall – though this masks variations in the different UK countries.

Bologna Experts: A Bologna Expert based at University of Ulster has recently been appointed and is working closely with colleagues to improve support for further and higher education in Northern Ireland.

In January 2013 the Bologna Expert team delivered a workshop which provided advice and guidance to universities, FE colleges and local stakeholders who wished to take advantage of the opportunities presented by the Erasmus programme. An additional event took place in April 2013 to provide guidance to institutions wishing to apply for the Diploma Supplement.

British Council
July 2013