

# Global Futures 5-year summary report 2015–2020



Llywodraeth Cymru  
Welsh Government



# Context

In October 2015, the Welsh Government published ***Global futures: A plan to improve and promote modern foreign languages in Wales 2015–2020***. The programme aimed to reverse the decline of modern foreign language (MFL) learning and teaching in Wales, improve attainment, and promote MFL as important subjects that can lead to varied and exciting career choices.

Global Futures has successfully provided a wide variety of support and initiatives across Wales. As we look towards our new curriculum, we are taking the opportunity to review the last five years and provide a flavour of some of the work and support that Global Futures has provided.

The introduction of languages in primary schools in Wales, for instance, will be an important factor in helping us address the decline in take-up of MFL at GCSE and A level, by building greater capacity in the system.

We will continue to work closely with our key partners and support the delivery of languages in our schools as we transition to the new curriculum.



“I’m committed to our vision that all learners in Wales, from the earliest stage of their educational journeys, become global citizens, able to speak other languages and appreciate their own and other cultures.

It’s vital we promote the importance of modern foreign languages and the significant life and career opportunities they bring to our young people. Learning languages doesn’t just equip our young people with qualifications, it broadens their horizons, deepens cultural understanding and provides skills they can use both here and across the world.”

**Kirsty Williams MS**  
Minister for Education

## Our partners

Global Futures encompasses a broad range of partners who have overseen and steered the delivery and implementation of the Global Futures Plan and Programme (2015–2020). They look to inspire our schools with a range of expertise and support including training, materials, specialist knowledge and free resources, to improve the learning and teaching of languages in our classrooms.

Our partners include:

- regional education consortia
- teachers
- universities in Wales
- Goethe-Institut
- Institut Français
- the Spanish Embassy Education Office
- Education Department of the Consulate General of Italy in London
- Confucius Institutes
- British Council Wales
- Estyn
- Routes into Languages Cymru
- the Open University in Wales
- City of Cardiff Council International School Linking team
- BBC Wales.

## Aims and actions of the plan

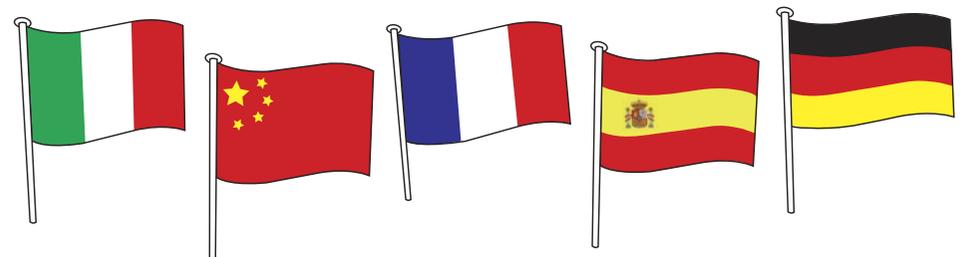
### Strategic aims

- Increasing uptake of MFL at GCSE and A level
- Improving teaching and learning of MFL
- Maintaining and improving attainment in MFL subjects

## Strategic actions

Our strategic actions were guided by three key themes.

- 1** Promote and raise the profile of MFL as an important subject not only at Level 2 but also as a longer-term choice that can lead to exciting and valued career opportunities.
- 2** Build capacity and support for the professional development of the education workforce to deliver MFL effectively from Year 5 onwards, enabling all learners to benefit from the 'bilingual plus 1' strategy via the New Deal/Professional Development for the education workforce, review of ITET and pioneer schools network.
- 3** Provide enhanced learning opportunities to engage and excite learners.



# Action 1

Promote and raise the profile of MFL as an important subject not only at Level 2 but also as a longer-term choice that can lead to exciting and valued career opportunities.

Through the Global Futures partnership of schools and colleges, regional education consortia, higher education institutions and language institutes, there has been increased support for languages and the promotion of languages as an opportunity for young people to progress and open up career opportunities.

## Cardiff University MFL Student Mentoring Scheme

2017 winner of the Chartered Institute of Linguists' Threlford Cup, celebrating excellence in language learning.

Schools participating in the project, managed by Cardiff University, have increased take-up of MFL at GCSE by an average of 50 per cent over the four years it has run.

Over 115 secondary schools have engaged in the MFL Student Mentoring Scheme over 5 years, reaching over 10,000 pupils.

29 schools took part in Digi-languages' e-mentoring platform, extending project reach to remote areas. 43 per cent of pupils who were e-mentored **in the first phase** went on to opt for a GCSE in MFL.

Over 2,340 mentees attended award and recognition ceremonies, celebrating their achievements in language learning over the 5-year period.

## Routes into Languages Cymru

To promote languages, raise expectations, improve motivation and strengthen the persistence and personal resilience of learners studying MFL, since 2016 **Routes into Languages Cymru** has:

- trained over 1,425 Pupil Language Ambassadors from across Wales, to promote and support their language departments
- engaged with over 200 secondary and primary schools from all four regional consortia
- trained over 130 undergraduate university students and 90 college students to become Routes Cymru Language Ambassadors to deliver sessions in schools and support over 200 events organised by Routes Cymru, including A level masterclasses; collaborations with the Welsh Government's Seren Network in organising Year 9 Oxford MFL residential projects; the national Spelling Bee competition; the Language feast event; Ambassador training days and school visits.

# Action 1

The **British Council's Language Trends Wales: Research Report 2019** notes '...there is expanding interest in languages beyond Welsh and English in the primary sector' and provision for MFL/ International languages has increased at primary schools over the Global Futures period from **28 per cent in 2015/16 to 39 per cent in 2019.**



Our **new curriculum** brings language learning together into one area of learning and experience (AoLE) for Languages, Literacy and Communication (LLC), which will introduce additional languages at a much younger age so learners will become excited by international languages at primary school.

Hola

你好

Ciao

Bonjour

Guten Tag

The past five years have seen a surge in the number of young people taking examinations in Mandarin



Introduced in 2015, the QCFs(i) (Qualifications and Credit Framework/Language Pathways) were taken by 120 young people in 2019

Numbers of students taking HSK(ii) qualifications have nearly tripled, from 70 (in 2015) to 201 (in 2019)

In 2019, twice as many young people sat Mandarin GCSE, from 15 (in 2015) to 30 (in 2019)

# Action 1

## Regional consortia

### Encouraging learners to choose MFL subjects at Levels 2 and 3

The following examples include activity common to all consortia regions, undertaken over the course of the past five years of the programme.

#### Annual take-up events

CSC – Over 400 teachers and pupils attended the annual 2019 secondary international languages events at Cardiff City Stadium aimed at increasing pupil take-up at Key Stage 4 in 2019. Over the five years, that is 2,500 pupils and teachers.

#### Careers talks and motivational speakers

EAS – 82 per cent of secondary school pupils have benefited from international languages in careers talks and hearing about how international languages can be an asset to their future.

## Vocational language qualifications

GwE – In addition to GCSE and A level modern foreign language courses, four schools are currently offering the vocational Global Business Communication (GBC) Level 2 qualification. Several workshops and training sessions have been run, which has encouraged interest from a further eight schools in the region. Thanks to the support of Global Futures, a collaborative project has enabled teachers to work together and create resources that have been shared nationally on Google Drive.

## Networking events and continuous professional development (CPD)

ERW – Opportunities to network (more than 25 networking days involving more than 50 teachers across the region) and share best practice have helped foster and increase teacher confidence in raising learner take-up and attainment.



## Action 2

Build capacity and support for the professional development of the education workforce to deliver MFL effectively from Year 5 onwards, enabling all learners to benefit from the 'bilingual plus one' strategy via the New Deal/Professional Development for the education workforce, review of ITET and pioneer schools network.

We have developed school-to-school support for the provision of languages and provided a range of professional learning opportunities for teachers of MFL.

Since 2015, **British Council Wales** has produced the annual Language Trends Wales report, which provides a valuable insight into the state of modern language learning and teaching in Welsh schools. In 2019, **88** per cent of secondary schools responding to the survey had engaged with the **Welsh Government's Global Futures 2015–2020** policy and more than half of respondents think that the initiative has had some impact on the situation for MFL in Wales.

Between February 2017 and November **2018**, in alignment with the development of the new curriculum, the **British Council** funded study visits to **Canada** and **Finland** to look at multilingualism, including what the main policy drivers are for its implementation in these high-achieving bilingual education systems.

## Wales Cymru Confucius Institutes

There are 50 schools across Wales working with the three Welsh Confucius Institutes with the number of Confucius Classrooms rising from 11 in 2015, to 19 at present.



## Action 2

### GwE Consortium

One hundred per cent of GwE MFL departments have been actively engaged in Global Futures collaborative networks. Practitioners have benefited from regular and enriching training opportunities and from effective school-to-school support. They have shared good practice and created a wealth of resources now uploaded on Hwb.

'Teachers are better equipped, better supported and more motivated. Experts in language teaching are invited regularly to deliver sessions to teachers and to develop practice.'

The Hub model has been a real success. On average 70 per cent of all GwE secondary schools attend termly meetings. 'Teachers really value the support provided by our Hub networks, to share good practice, raise concerns and identify needs.' An annual audit completed by 100 per cent of schools helps Hub leaders identify what specific support teachers need.

Forty primary schools have developed successful models of delivery for international languages, in preparation for the new curriculum. 'One of our teachers has become a Teacher Associate for the Open University and is now supporting other primary teachers to introduce international languages in primary.'



### The Goethe-Institut

The **Goethe-Institut** London has supported German in all parts of Wales over the past five years. The official launch of the Goethe-Institut presence at the University of Cardiff's School of Modern Languages in 2017 has supported collaboration events and activities for schools. It has an array of online resources and materials freely available to schools, including those to support the learning and teaching of GCSE and A level German.

The Goethe-Institut's Blended Learning CPD courses (Deutsch Lehren Lernen DLL) are offered by the University of Cardiff Goethe-Institut London presence, to help teachers develop their methodology and undertake action research in the classroom.

The Goethe-Institut is supporting primary school teachers to introduce German to children in a fun and accessible way through the Felix and Franzi programme, which is geared towards non-specialist teachers. They are also providing funded language upskilling courses for primary school teachers on a needs basis to equip non-specialists with a basic knowledge of German.

The Goethe-Institut is also supporting MFL and digital literacy through the development of digital German networks in schools in Wales, which includes the introduction of and training around the use of learning apps that measure pupils' progress.

## Action 2

### CSC Consortium

Within three years CSC's lead primary school has collaborated with over 30 primary schools in their development of international languages in primary settings. Primary teachers have also taken part in a teacher exchange with Castilla y Leon in Spain, exploring multilingualism.

A Languages Passport has been created and is being further developed, refined and trialled in around 10 settings in the region.

Case studies and accompanying resources have been uploaded to Hwb together with a digital toolkit for MFL teachers across CSC to access.

Grants have been awarded for the development of a successful 'bilingual plus one' school system and for developing primary-secondary transition projects in the region.

Secondary programmes have been established and facilitated, focusing on the introduction of international languages (IL) and the pedagogy of IL in line with the new Curriculum for Wales. Programmes include leading and managing an IL department, GCSE French, Spanish and German, A level French, Spanish and German, developing community languages and transition projects.

## Spanish Embassy Education Office (SEEO)



In December **2016**, the Cabinet Secretary for Education, Kirsty Williams MS, signed a **Memorandum of Understanding** with the Spanish Government to create the Spanish Embassy Education Office-Welsh Programme (SEEO-WP) to deliver and support Spanish language learning and teaching in Wales.

In addition, in September 2017 the SEEO opened a satellite office at Cardiff University's School of Modern Languages (shared with the Goethe-Institut), with Welsh Government funding, which has enhanced provision for both learners and teachers and helped raise awareness of the importance of Spanish language skills.

The Spanish Embassy Education Office – Welsh Programme continues to provide workshops on the Spanish language and culture to schools in collaboration with the consortia and Routes into Languages Cymru. Schools can also access a host of free online resources. The SEEO also provides professional development support, working closely with the consortia regions and Cardiff University's School of Modern Languages. The SEEO also connects Welsh and Spanish schools as part of its job-shadowing programme.

## City of Cardiff Council International School Linking

**City of Cardiff Council International School Linking** team supports teachers' visits to countries across Europe to enhance their language learning to provide quality teaching and learning across all age groups. There have been a number of projects to share practice and innovation, including the 'Innovative Language Teaching in minority language countries' project, where schools from the EAS consortium have been working with schools and organisations in Ireland and Galicia, Spain.

## Action 2

### The Open University in Wales

TEachers Learning to Teach languages (TELT) delivered by the Open University in Wales, allows primary teachers to simultaneously learn a new language (French, German, Mandarin Chinese and Spanish), and to develop the skills and confidence to teach international languages in the primary classroom setting, as we transition to the new curriculum. TELT was developed in partnership with the Open University in Scotland and SCILT, Scotland's National Centre for Languages; additionally, since 2018 Global Futures has made funding available for up to 100 primary school teachers across Wales each year to register on the programme as part of CPD training.

### BBC Bitesize



The BBC has invested in the creation of a range of new primary and secondary language resources during 2019 and into 2020 for BBC Bitesize. For primary-age pupils there are resources to support the learning of French, Spanish and Mandarin. For secondary pupils at KS3 and at GCSE level there are resources for French, German and Spanish, in addition to a host of previously published and freely available resources on BBC Bitesize.

### UK German Teacher awards

**Success at the UK German Teacher awards** – recognising excellence in the teaching of German.

At the **2019 Awards**, a CSC primary teacher was awarded the **German Primary Teacher of the Year award**, and an EAS primary teacher received a Special Mention in a ceremony held at the German Embassy in London, hosted by the German Ambassador with keynote speakers, author Julia Donaldson and illustrator Axel Scheffler.

At the **2017 Awards**, two EAS Secondary German teachers received German Teacher Awards at the German Embassy in a ceremony hosted by the Ambassador, with keynote speaker, renowned writer John le Carré.



## Action 3

Provide enhanced learning opportunities to engage and excite learners.

We have developed new approaches to improve engagement with learners, enabling them to experience different ways of studying languages. Together with our partners we have offered different methods and environments, promoting language learning as a viable and exciting option to study. Together with our Global Futures partners, we have provided opportunities that aim to increase take-up, improve engagement and raise attainment.



The **Wales Cymru Confucius Institutes** provide a wide range of cultural activities and extracurricular clubs for learners across Wales. They have increased the number of their fully qualified tutors and volunteers from 26 in 2015 to 36 in 2019.

The **British Council Wales'** Cerdd Iaith/Listening to Languages (2017–18) project involved the BBC National Orchestra of Wales, the University of Wales Trinity St David and the regional consortium ERW working to support teachers to deliver language lessons (Spanish, English and Welsh) through the medium of music and the expressive arts. It has trained 40 teachers and senior leaders.



## Action 3

### EAS Consortium

Over half of all EAS secondary schools have participated in and benefited from Cardiff University's MFL Student Mentoring Scheme and associated activities across the past five years.

In 2019, a successful EAS-instigated pilot: *International Languages Superheroes Day* for primary pupils was launched with Routes into Languages Cymru. The first of its type, it hit 100 per cent capacity, enjoyment and benefit.

Promoting cross-curricular approaches: in 2017/2018, EAS launched successful International Languages and STEM development pilot events/workshops for primary and secondary schools. In 2020, six visiting schools looked at how pupils in one EAS school used French, Spanish, German, Dutch, Swedish and sign language in STEM-based activities.

In the 2016/17 academic year, an EAS comprehensive school won Routes into Languages Cymru Pupil Language Ambassador Team of the Year.

Between 2016 and 2019/20, four EAS schools become the very first UK state schools to obtain German Digital networking grants from the Goethe-Institut.

Forty per cent of EAS clusters are now developing languages in primary with secondary transitioning through mentoring support and guidance from the EAS lead for international languages (IL) or IL Learning Network Schools. Approaches include multilingual literacy and linguistic cross-curricular developments.

### Education Department of the Consulate General of Italy in London



To promote the teaching and learning of the Italian language and culture, the Education Department of the Consulate General of Italy in London continues to supply Italian teachers and free Italian lessons to primary and secondary schools. A multi-annual agreement, which has continued to expand throughout the EAS and CSC consortia regions, has thrived over the past five years. The Education Department is now keen to add more schools to its project and further expand its network of contacts in Wales.

Over the past five years the Consulate's Education Department has seen the number of requested hours for Italian lessons rise from 13 to 20 hours per week. Each participating school has benefited from free Italian lessons for the full school year for a total of 35 weeks.

Collaboration with EAS and CSC schools has also resulted in a rise in Italian GCSE results, with pupils typically achieving A\* to B's. Initially offered to Year 10/Year 11, Italian is now introduced in some schools in Year 9 through an Attendance Certificate of the Education Department of the Consulate General of Italy in London, which promotes progression to learners' final exam. Italian language workshops and stands also feature regularly at regional language events to encourage take-up.

## Action 3

### ERW Consortium

- In the last five years, over 1,000 Pupil Language Ambassadors have been trained across the region.
- More than 1,200 pupils have been given inspirational talks on language and business.
- Primary schools in ERW have trained in multilingual literacy.
- In 2018, A level MFL masterclasses were held across the region.
- Also in 2018, 350 pupils from across the region attended the 'Bilingual to Multilingual' languages conference hosted by BBC news anchor and languages graduate, Huw Edwards.
- In 2017–18, 300 ERW primary pupils were involved in the British Council Wales' successful arts-based 'Spanish through music' programme Cerdd Iaith/Listening to Languages.
- In 2016, an ERW school won the **Arsenal Double Club** national competition for schools with a new learning activity for the **Arsenal Double Club** Languages programme that combines learning French and Welsh.

### Institut français du Royaume-Uni



**The Institut français du Royaume-Uni (IFRU)** – and under its umbrella the Alliance Française de Cardiff (2015 to 2018) – has offered engaging opportunities to learners in primary and secondary schools across Wales to practise and explore the French language and francophone cultures.

The IFRU has participated in numerous events promoting and raising the profile of French language learning in all consortia regions. It has delivered masterclasses for pupils focusing on GCSE, AS and A level examinations in addition to regional CPD sessions for teachers on the same. Between 2015 and 2020, the IFRU delivered a total of 16 masterclasses and 18 CPD sessions.

The IFRU has provided a broad range of free resources for schools including the Primary French Project, the teaching of French through music via the 'Et en plus je chante en français' platform, and the free multimedia digital library Culturethèque. The IFRU also organises the Joutes Oratoires, a UK-wide French debating competition open to Years 12 and 13 students. The IFRU offered free workshops to state-maintained schools to prepare for the competition.

In 2019 three Welsh schools won prizes in the IFRU's annual French Pop Video Competition in association with Francophonie UK, which is open to schools across the UK and offers the chance to compete in three different age-group categories across primary and secondary.

## Next steps

We will continue to provide resources and training to enable currently less confident or non-specialist primary teachers to teach languages to help build vital linguistic capital and capacity in the system, as well as increase the opportunities for learners to experience languages alongside exam courses.

The new curriculum structure will offer exciting opportunities to create a rich and effective multilingual policy for language education in Wales. This will build on the work and progress that has, and will be achieved, by our Global Futures plan. Learning about languages and culture will play a crucial role in our stated aim to develop ambitious, capable learners who are ready to be citizens of Wales and the world.

