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Evaluation of Global Futures: a plan to improve and promote international languages in Wales 2020 to 2022

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Evaluation of Global Futures: a plan to improve and promote international languages in Wales 2020 to 2022

Authors: Martin Jones, Brett Duggan and Joanne Davis



Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government.

For further information please contact:

Schools Research Branch

Social Research and Information Division

Knowledge and Analytical Services

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Tel: 03000256812

Email: SchoolsResearch@Gov.Wales

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Glossary

Acronym/Key word	Definition
A-level	General Certificate of Education Advanced level
All-through school	School for learners aged 3–16/19
Area / AoLE	Area of learning and experience
CfW	Curriculum for Wales
CWRE	Careers and work-related experiences
EAL	English as an additional language
EAS	South East Wales Education Achievement Service
FSM	Free school meals
GCSE	General Certificate of Secondary Education
GF	Global Futures
GwE	North Wales School Effectiveness & Improvement Service
HSK	Hanyu Shuiping Kaoshi (Chinese Proficiency Test)
IL	International languages
ITE	Initial Teacher Education
LA	Local authority
KS1, 2, 3, 4 and 5	Key Stages 1, 2, 3, 4 and 5
LLC	Languages, literacy and communication
MAT	More able and talented
MFL	Modern foreign languages
PLASC	Pupil-level Annual School Census
REC(s)	Regional Education Consortia
SG	Steering Group
SWAC	School Workforce Annual Census
SLT	Senior leadership team
TELT	Teachers Learning to Teach languages
UKAS	United Kingdom Accreditation Service

Executive summary

Introduction

1. This report presents the results of a small-scale evaluation of Global Futures 2020-2022 carried out by Arad Research on behalf of the Welsh Government.

The main aims of this evaluation were to:

- Estimate current international language (IL) provision in primary and secondary schools in Wales;
- Synthesise the evidence from Global Futures 2015-2020 and its impact on schools, providing context for the evaluation of the 2020-2022 strategy;
- Set out how Global Futures 2020-2022 can adapt and align with the new curriculum;
- Outline the next steps for Global Futures.

Methodology

2. The findings presented in this report draw on the following research and analysis:
 - A survey aimed at secondary school heads of international languages (IL) and primary school IL leads, which received 106 completed responses from across Wales;
 - 16 qualitative interviews with stakeholders from the Global Futures steering group;
 - Two focus groups with members of the Global Futures steering group;
 - Interviews with IL leads in four schools to develop case studies;
 - Analysis of Welsh Government data derived from the Pupil Level Annual School Census relating to the take up of IL and data on the teaching of IL from the School Workforce Annual Census (SWAC).
3. It is important to acknowledge the risk of selection bias among the sample of practitioners who completed the survey. The survey was distributed to all schools through multiple channels of communication. However, practitioners who have been most engaged in activities to promote IL may have been more likely to complete the survey. The same applies to the samples of

practitioners and stakeholders who chose to take part in qualitative research. For this reason, the sample of practitioners and stakeholders who contributed to the evaluation should be considered a convenience sample and results interpreted with this borne in mind.

Headline findings

4. The research has identified perceived strengths and weaknesses in the design and delivery of Global Futures during the past two years in terms of its strategic goals of promoting and supporting IL across schools in Wales.
5. It was felt that the programme has provided better IL professional learning opportunities for practitioners and given them access to quality support and resources. The Global Futures steering group is a source of information, advice and dialogue and is seen to have successfully supported regional working and wider partnerships to sustain and promote IL. It is also adding value in areas such as new IL qualifications and how IL can be integrated into the new Curriculum for Wales (CfW).
6. Stakeholders and schools reported a wide range of positive impacts delivered through Global Futures in relation to its key strategic aims 2020-22. In terms of providing clear guidance, principles and awareness-raising to support multilingualism in schools, the programme has supported purposeful engagement and promoted trust and partnership.
7. Lead IL coordinators, practitioners and schools are reported to be working well at a regional and local level. Partnerships are proving to be sustainable and supporting wider IL cooperation between regional consortia.
8. Global Futures has supported an increase in the quality and frequency of regional working to promote and deliver IL and enhanced access to expertise in universities and language institutes. This has allowed for the creation and sharing of new learning practice and pedagogical approaches and boosted practitioners' confidence through professional learning opportunities.
9. It was felt that the quality of the resources produced through the programme has contributed to supporting excellent teaching and learning of IL in some schools across Wales, another key strategic aim of Global Futures.
10. Global Futures has supported a growth in support for primary schools from regional consortia and other IL partners, enabling practitioners and learners to engage with IL through new activities and resources developed. This

support has contributed to the strategic aim of supporting excellent teaching and learning of IL.

11. However, despite these positive outcomes, stakeholders recognise that it has not yet been possible to fully realise the programme's strategic aims, particularly with regard to increasing the number of young learners studying languages at all levels and across all sectors.
12. The steering group considered that Global Futures has had a limited influence on the systemic issues that are linked to the decline in take-up of IL in the secondary phase, such as narrow options choices and lack of progression opportunities. While Global Futures provides support and helps build capacity it does not place requirements on schools to deliver or increase IL provision.
13. Analysis of administrative data reveals that the long-standing decline in provision and take-up of MFL continues. The number of hours spent teaching modern foreign languages in secondary and middle schools has continued to fall, mirroring a reduction in the number of teachers teaching MFL. Prior to the publication of the first Global Futures plan GCSE entries in languages had fallen by 44 per cent between 2002 and 2015. There was a further 42 per cent fall between 2015 and 2021.
14. Stakeholders highlighted other challenges linked to the programme and wider delivery of IL in Wales. The successful impact of Global Futures at primary level highlights the lack of coherence in terms of transition and progression for IL learners as part of the programme. Most secondary schools are not currently building on the progress and aspirations of learners and the enhanced skills of practitioners at primary level.
15. Stakeholders reported ongoing challenges regarding equality of opportunity with learners in socially disadvantaged areas less likely to take languages. While having a positive impact on many schools, Global Futures is perceived to lack a consistent and coherent approach to engaging with all schools in Wales.
16. The current model of year-on-year funding for Global Futures was not considered by stakeholders to allow for a sustainable approach to promoting and developing IL in line with programme aims. Confidence to deliver IL among primary school teachers is reported to be another key challenge and a more coherent, Wales-wide approach, including embedding IL into ITE will be required to build on progress.
17. Stakeholders and practitioners considered that IL qualifications are not currently fit for purpose and there is concern with regards to learner

progression opportunities and careers linked to IL. The Global Futures steering group is working with Qualifications Wales and Welsh Government to address this, through the redesign of IL GCSEs to better reflect the new curriculum.

18. Monitoring and evaluation of the impact of Global Futures has been inconsistent and this has led to a lack of robust evidence of whether the programme is achieving its overarching aims. The lack of terms of reference for Global Futures was considered to hinder its potential for transparency, continuous improvement and effective project management. The advisory nature of the steering group has meant that its role is often perceived as information sharing rather than driving strategic outcomes.
19. The new curriculum for Wales is seen as 'a huge opportunity to embed IL' and provide a foundation with which to support greater promotion and take up of languages. Schools will nonetheless require ongoing support and resources to sustain the positive impact of Global Futures and successfully deliver IL as part of this process.
20. There are opportunities for Welsh Government to ensure an integrated approach to IL teaching and learning alongside English and Welsh within the new curriculum. A revised Global Futures could form part of longer-term planning for all languages within the new curriculum as part of the LLC AoLE as well as linking to the objectives of Cymraeg 2050. This process should include bringing representatives of Welsh and English language teaching and ITE into the steering group and develop Estyn's role relating to IL.

Recommendation 1: Welsh Government should work with the steering group to co-construct a new Global Futures programme, focusing on the provision of IL as an integral part of the new CfW.

Recommendation 2: The next iteration of Global Futures should include clear terms of reference and measurable targets. This should be linked to the recommendation 8 to improve monitoring and evaluation.

Recommendation 3: Regional working has been a successful element of Global Futures. The successor programme should build on this approach, ensuring that resources are provided to sustain and build on the partnerships already in place between regional consortia and schools.

Recommendation 4: The Global Futures successor programme should build on activity at primary level, ensuring targeted transition activities and clear progression pathways into the secondary phase.

Recommendation 5: The next iteration of Global Futures should aim to engage with all schools across Wales in order to ensure equality of access to support for all learners.

Recommendation 6: Welsh Government should consider a longer-term funding plan for future IL strategies as part of a Wales-wide approach to supporting IL.

Recommendation 7: Welsh Government should work with ITE providers and other key stakeholders to explore integrating IL into teacher education.

Recommendation 8: Linked to the development of new terms of reference, Welsh Government and the steering group should put in place new monitoring and evaluation processes to demonstrate the impact and progress of the new IL strategy.

Recommendation 9: Welsh Government should work with key stakeholders across language learning to develop a more integrated approach to supporting Welsh, English and IL teaching and learning.

Recommendation 10: Welsh Government should request that Estyn produce a thematic report focused on IL under the new curriculum arrangements to support good practice and desired outcomes. This would provide a baseline for the development of further IL provision, linked to English and Welsh.

1. Introduction

1.1 This section provides an overview of Global Futures and sets this in the context of curriculum reform in Wales.

Global Futures

1.2 Global Futures is the Welsh Government plan to support all learners to become global citizens, able to speak to people in other languages, to understand and appreciate their own and other cultures and to be able to have access to a wide range of opportunities both here in Wales and across the world.

1.3 The [first phase of the Global Futures](#) programme was launched in 2015 and ran until March 2020.¹ The Minister agreed to publish a revised Global Futures Plan in April 2020. The [plan for this second phase](#) outlined future support for the teaching and learning of international languages (IL) in Wales with actions and targets covering a two-year period until March 2022.² The revised strategic aims for the 2020-2022 plan were developed by Welsh Government in partnership with the Global Futures steering group and defined as follows:

- *Increase the number of young learners studying languages at all levels and across all sectors*
- *Provide clear guidance, principles and awareness raising for all sectors to support multilingualism in schools in Wales*
- *Support excellent teaching and learning of International Languages for all learners.*

1.4 One notable difference between the initial Global Futures programme and the follow-up plan covering the period 2020-2022 was the removal of the specific aim to increase the number of young people choosing to study MFL at GCSE and A-level, and in higher education. The new aims were

¹ [Global futures, A plan to improve and promote modern foreign languages in Wales 2015–2020](#)

² [Global Futures: A plan to improve and promote modern foreign languages in Wales 2020 to 2022](#)

considered to be better aligned the requirements in the Curriculum for Wales framework, which requires that IL are introduced in primary schools.

1.5 Each of the three aims within the Global Futures plan is supported by strategic actions. These are delivered by the Welsh Government and Global Futures partners and are designed to support all schools as they transition to the new curriculum arrangements. The plan supports teachers to introduce an additional language or languages within a bilingual context and seeks to give learners the best opportunity to develop communication skills in IL from primary through to secondary education.

1.6 The delivery of Global Futures is supported and overseen by a steering group. The steering group consists of the representatives from the following organisations:

- British Council
- Goethe-Institut
- Institut Français
- The Spanish Embassy Education office
- Education Department of the Italian Consulate
- Confucius Institute
- Routes into Languages Cymru
- The Open University in Wales
- City of Cardiff Council International School Linking
- BBC Wales
- Careers Wales
- Qualifications Wales
- Cardiff University

Steering group meetings are also attended by IL leads within the regional education consortia, Cardiff University (as lead for the Student Mentoring programme) and representatives of Estyn.

- 1.7 Under the current curriculum, MFL are compulsory for study at Key Stage 3. At Key Stage 2, a non-statutory framework is in place, which means that some primary schools offer another language in addition to English and Welsh, whereas others do not. Primary schools across Wales are able to contact IL leads within their regional education consortia to access the necessary support should they wish to introduce languages in their school.

Context: modern foreign language learning in 2015

- 1.8 It is important to note the context in which the original Global Futures plan sat. Between 2002 and 2015, MFL entries at GCSE level had fallen by 44 per cent. French and German, the most widely taught foreign languages in schools in Wales had seen the sharpest declines. In contrast to the trends in French and German, Spanish GCSE entries had increased gradually (albeit from a low base) and had overtaken German. Decline in take-up of modern foreign languages was not a uniquely Welsh phenomenon. MFL entries in England had seen a similar fall (by 39 per cent) over the same period. A-level entries presented a similar picture: between 2006 and 2015 entries in MFL at A-level in Wales declined by 38 per cent.
- 1.9 Global Futures aimed to take a long-term approach to address entrenched challenges in the take-up of language learning. It sought to do this by building capacity across the workforce to teach MFL from the primary phase upwards, enhance opportunities for practitioners to network and share practice and raise the profile of language learning.

Curriculum for Wales

- 1.10 The new [Curriculum for Wales framework](#) promotes an integrated approach to learning and teaching. It encourages collaboration and cross-disciplinary planning and teaching to enable learners to make links between the different Areas of Learning Experience (Areas) and apply their learning to new situations and contexts. The new curriculum brings language learning

together into one Area for Languages, Literacy and Communication (LLC).³ It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and IL as well as in literature.

- 1.11 The vision for LLC is that different languages ‘should be explored in relation to one another, so too the skills of listening, speaking, reading and writing’.
- 1.12 The guidance notes that schools should encourage learners to transfer ‘what they have learned about how languages work in one language to the learning and using of other languages. This *multilingual* and *plurilingual* approach is intended to ignite learners’ curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world’. Learning and experience in the LLC aims to enable learners to communicate effectively using Welsh, English and IL.
- 1.13 As part of the LLC Area of Learning there is a requirement that all learners will learn at least one International Language from primary school. The Curriculum for Wales guidance sets out descriptions of learning to aid schools in planning for, and understanding, progression in relation to IL.

About the evaluation

- 1.14 The main aims of this evaluation were to:
 - Estimate current international language provision in primary and secondary schools in Wales;
 - Synthesise the evidence from Global Futures 2015-2020 and its impact on schools, providing context for the evaluation of the 2020-2022 strategy;
 - Set out how Global Futures 2020-2022 can adapt and align with the new curriculum;

³ [Languages, Literacy and Communication Area of Learning and Experience](#)

- Outline the next steps for Global Futures.
- 1.15 This report presents the findings of research into the impact that Global Futures interventions have had on schools, and outlines the priorities for Global Futures and partners in seeking to build on work to date.
- 1.16 Section 2 of this report presents the methodology for the evaluation. Section 3 presents the findings from the school survey; Section 4 provides an analysis of the data collected through stakeholder interviews and follow-up interviews with schools. Section 5 presents conclusions and recommendations. Four case studies of schools' engagement with Global Futures are included in Annex A. The survey questionnaire is included in Annex B.

Acknowledgements

- 1.17 The research team would like to express our thanks to all those who gave time and effort to contribute to the evaluation. All contributions – through interviews and written submissions – were greatly appreciated. We are especially grateful to school representatives who contributed to the evaluation survey and to interviews during a particularly busy time. We also thank colleagues in the Welsh Government and members of the Global Futures steering group for their cooperation and support throughout.

2. Methodology

- 2.1 This section provides detail on the research methodology. This includes detail of the fieldwork conducted, the approach to analysis, challenges encountered and limitations of the methodology.

School survey

- 2.2 A questionnaire was designed by Arad's research team, with input from Welsh Government and regional consortium colleagues on the topics and questions covered. The survey included questions on the current provision of IL in schools; schools' engagement with Global Futures and perceptions on the programme's impact; schools' approaches to planning IL as part of the new curriculum arrangements. The survey text can be seen in Annex B.

Survey distribution

- 2.3 A link to an electronic survey was emailed to head teachers in all schools in Wales (census approach) and was publicised via Welsh Government's communication and social media channels, and with the support of local authority and regional consortia communications teams. The survey was aimed at secondary school heads of IL and primary school IL leads. The survey was launched on October 1st and closed on November 12th 2021.
- 2.4 The sample of responses was monitored continuously, and targeted reminders were sent to schools to ensure good representation by sector and region. Primary schools, in particular, were targeted during the final two weeks of the survey period to boost numbers in local authorities where very low numbers of responses had been received. This was done by selecting a random sample in 8 local authority areas.

Survey sample

2.5 In total, **106 completed responses were received to the survey**.⁴ This sample comprised the following groups of respondents which are analysed separately in this report:

- **55 responses** from senior leaders or teachers in **secondary schools**;
- **47 responses** from senior leaders or teachers in **primary schools**;
- **4 responses** from senior leaders or teachers in **all-through (3-16/3-18) schools**.

Survey analysis

2.6 Survey responses from representatives of primary schools and secondary schools are analysed separately in this report. Responses from all-through schools are included in secondary school data. Data is unweighted.

2.7 The chosen method and levels of non-response mean that the sample of respondents cannot be considered a probability sample, and therefore cannot be generalised to the population.

Stakeholder interviews and focus groups

2.8 Arad undertook qualitative interviews with a wide range of representatives from the Global Futures steering group. A semi-structured interview guide was developed to support this approach (see Annex C). The guide included questions on programme design and delivery, impact on schools and the wider education system in Wales, barriers to achieve programme aims and future opportunities to support IL. 16 stakeholder interviews were conducted during the study.

2.9 Arad gave two workshop presentations to the Global Futures steering group. The first, in October 2021, presented emerging findings while the

⁴ This sample of 106 comprised responses from 106 unique schools, i.e. there were no instances of multiple responses from the same school in the sample.

second, in January 2022, provided a summary of the draft final report. Feedback on the findings and additional views from members of the group during these workshops contributed to the production of this final report.

- 2.10 Arad also undertook interviews with IL leads in four schools to develop case studies.

Qualitative analysis

- 2.11 A thematic approach has been taken to analyse the qualitative data collected. This allows structured analysis of the comments, reflecting the themes set out in discussion guides. The broad areas of investigation were: strategic design and programme delivery; impact and effectiveness of Global Futures; and future options for the programme. Evidence was initially reviewed during a briefing session which involved the researchers who conducted the interviews. This enabled the researchers to reach agreement on the key themes emerging, and informed subsequent analysis.

Analysis of administrative data

- 2.12 The evaluation team accessed published data from PLASC via StatsWales to examine trends in GCSE entries in IL over the lifetime of the Global Futures programme. PLASC is an electronic collection of pupil and school level data provided by all maintained schools in January each year. The research also involved reviewing data from the School Workforce Annual Census (SWAC) which compiles information about the workforce in maintained schools in Wales. The Welsh Government receives information on the school workforce directly from schools and local authorities, including information on the subjects teachers teach, teachers' roles and time spent teaching subjects. A bespoke data request was made to the School Statistics team in the Welsh Government's Knowledge and Analytical Services division for data on: GCSE entries by language and by region; GCSE entries by learners' free school meal (FSM) eligibility; the number of teachers teaching IL (in secondary schools); the hours of IL taught by

secondary school teachers. This data was analysed and is included in Section 5 of this report.

Methodological challenges and limitations

- 2.13 In analysing the findings presented in this report, it is important to bear in mind some of the challenges encountered during the fieldwork.
- 2.14 The survey took place during the COVID-19 pandemic, which may have impacted on schools' ability to engage with the research, due to the continuing disruption to schools and time pressures faced by teachers.
- 2.15 There is a risk of selection bias among the sample of practitioners engaged. Although the survey was distributed directly to practitioners via communication channels such as the Dysg newsletter, the survey also relied on headteachers distributing it internally to relevant IL leads. It is important to consider that some head teachers may have been more likely to do so if their school has been engaged in Global Futures activity. For this reason, the sample of practitioners should be considered a convenience sample, and results interpreted with this in mind. The same limitations apply to the qualitative sample achieved. Although schools from all four regions of Wales were interviewed, the information collected from schools should be interpreted with care: it is illustrative of the experiences in those schools and cannot be seen as being representative of the experiences nor the views of schools more generally.

3. Survey findings

3.1 This section presents the findings of the survey of schools conducted in the autumn term of 2021. The questionnaire (which can be seen in Annex A) was structured as follows:

- Profiling questions;
- Current provision of IL and language learning experiences;
- Engagement with Global Futures and its perceived impact;
- Planning IL as part of the Curriculum for Wales.

Profile of respondents

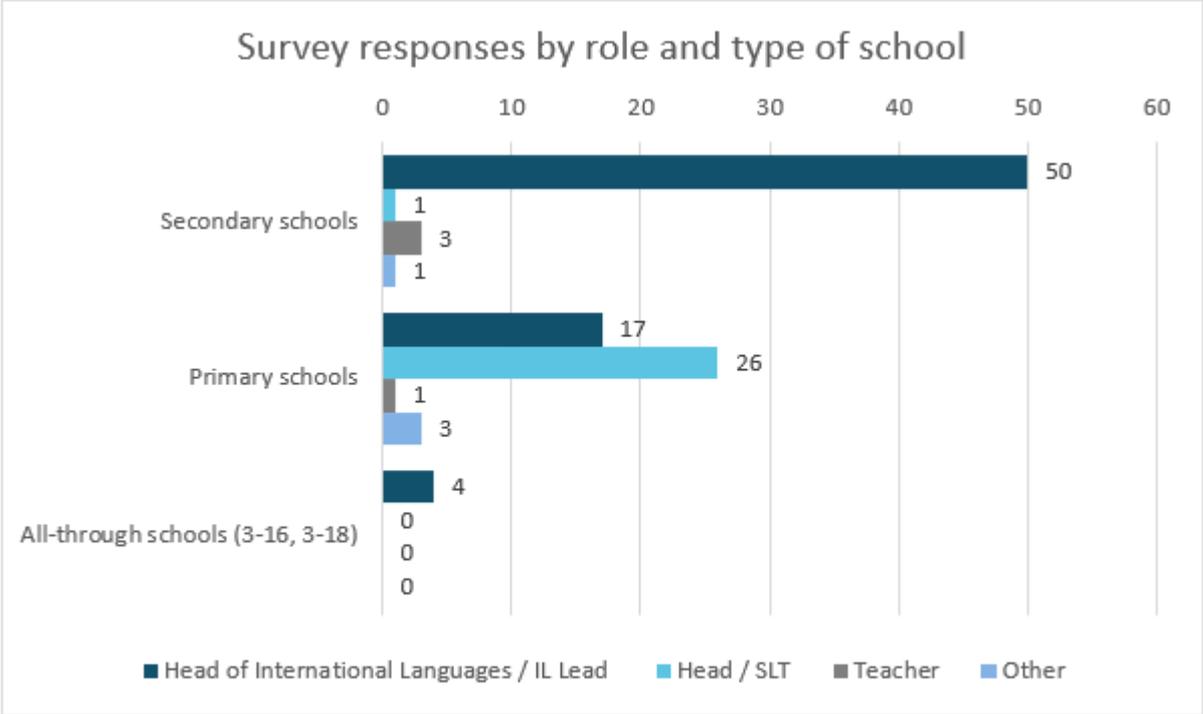
Survey respondents by type of school

3.2 The survey elicited a good response from secondary schools. Responses were received from 55 secondary schools, which equates to over 30 per cent of all secondary schools in Wales. A far smaller proportion of primary schools were represented: 47 which accounts for only 4 per cent of primary schools.

Survey respondents by role

3.3 The majority of secondary school respondents (50 out of 55) identified themselves as 'head of international languages' in their school, revealing that in most cases the survey reached the main target audience in the secondary sector. In the case of primary schools, respondents' roles were more mixed, reflecting the varied way in which overall responsibility for IL is assigned. Over half of respondents (26 out of 47) identified themselves as a headteacher or senior leader compared to just over a third who noted that they were the IL lead in their school.

Figure 1: Survey respondents by role



N=106; Source: Arad Research

Survey respondents by role

3.4 As can be seen in Table 1a, a broadly balanced set of responses were received from secondary schools by region. There was greater representation from primary schools from North Wales and Mid and West Wales. All-through schools are excluded from the table below due to the small numbers of responses received.

Table 1a: Survey respondents by region

	Secondary school survey respondents	Primary school survey respondents
North Wales	14	16
Mid and West Wales	11	15
Central South Wales	13	6
South East Wales	16	8

Source: Global Futures evaluation survey

Current provision of international languages

Primary schools

- 3.5 Primary schools who completed the survey reported that they teach a range of languages. 11 out of 47 schools reported that they do not currently teach an international language. Over half of the schools who responded to the survey (25 out of 47) teach one international language. Under a fifth of the schools who responded teach two languages and three schools reported teaching three IL.

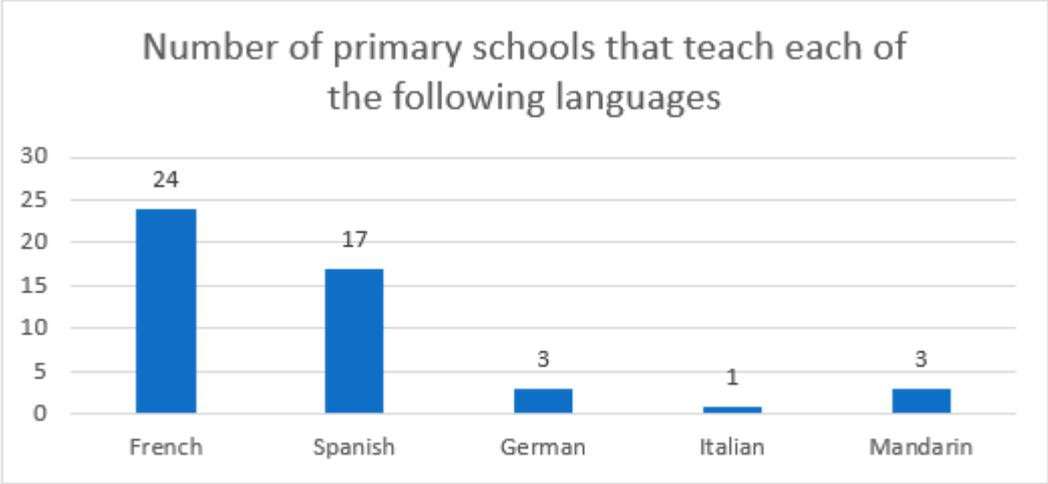
Table 1b. Number of languages taught in surveyed primary schools

Number of languages taught (primary schools)	Schools
0	11
1	25
2	8
3	3

Source: Global Futures evaluation survey

- 3.6 Primary schools were asked to note which IL they currently teach. French was the language most commonly taught (in just over half of primary schools responding, or 24 out of 47 schools). Spanish was taught in 17 schools. German, Italian and Mandarin were taught in smaller numbers of schools. Some schools noted that they had introduced children to community languages, including Polish and Japanese.

Figure 2: Languages taught in primary schools that completed the survey



Source: Global Futures evaluation survey

3.7 Primary schools provided data on the year groups in which IL are taught. Where primary schools do teach IL, in many cases provision extends from Year 3 to Year 6. In view of the small sample of primary schools who completed the survey the data must be treated with a high level of caution, however it appears that schools are introducing languages to younger learners:

- 13 out of 24 schools that teach French introduce the language to learners in the Foundation Phase;
- 10 out of 17 schools that teach Spanish offer the language to learners in years 3 and 4.

Hours of IL teaching

3.8 Survey respondents were asked how much time they spend teaching IL in their school per week. We recognise the difficulties faced by primary school teachers in providing an accurate answer to this question for a number of reasons: firstly, schools noted that IL teaching is often spread across the curriculum, incorporated as part of broad topics which can make it difficult to estimate time spent teaching IL; other schools also noted that IL does not have a place on the weekly timetable but is taught in blocks at various points during the school year; finally, schools noted that they do not calculate the time spent on the use of incidental IL (and incidental Welsh in English-medium schools). However, a

number of schools did provide data indicating the amount of time they spend teaching IL in the Foundation Phase and in Years 3-6.

Table 2. Hours spent teaching IL per week in primary schools

	No. schools that teach IL in the following phase/year				
	Foundation phase	Year 3	Year 4	Year 5	Year 6
0 hours	4	6	6	3	4
0.5 hour	14	10	11	13	14
1 hour	3	11	10	11	11
1.5 hours	0	1	1	1	1
2 hours	2	2	2	2	2
Total responses	23	30	30	30	32

Source: Global Futures evaluation survey

- 3.9 Based on the data provided, schools spend on average 40-45 minutes per week teaching IL in Year 5 and Year 6. As noted previously, this is based on data reported by a limited number of schools and is indicative of the situation in those schools. This data is not generalisable to the overall situation across Wales.

Secondary schools

- 3.10 24 out of 59 secondary and all-through schools responding offer one international language. In most cases, this single language is French. Around half (30) of the schools who completed the survey teach two IL. In 25 of these 30 schools where two languages are taught, the languages are French and Spanish.

Table 3. Number of languages taught in responding secondary schools

Number of languages taught (secondary and all-through schools)	Schools
1	24
2	29
3	4
4	1

Source: Global Futures evaluation survey

- 3.11 Secondary schools were asked to provide data on the languages taught in Year 7, Year 8, Year 9, at GCSE and at A-level. The data provided by 59 schools (55 secondary and 4 all-through schools) is presented below.

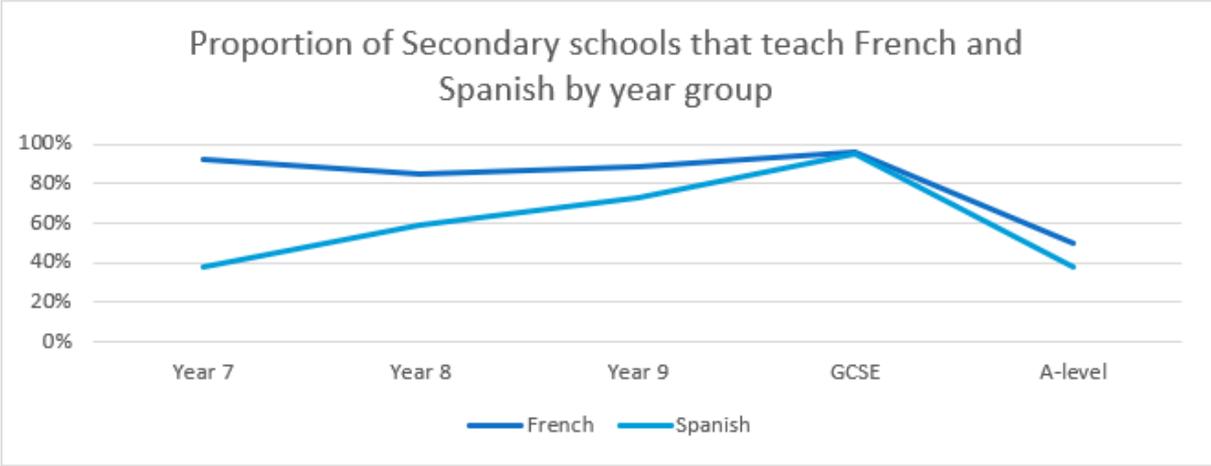
Table 4. Languages taught in secondary schools surveyed by year group

Current international languages provision (secondary and all- through)	Year 7	Year 8	Year 9	GCSE	A-level
French	52	48	50	52	27
Spanish	14	23	28	36	14
German	1	6	6	6	6
Italian	0	0	0	0	0
Mandarin	4	4	2	1	0

Source: Global Futures evaluation survey

- 3.12 Survey data illustrates that the proportion of secondary schools teaching French and Spanish tends to increase up to GCSE level then drops off at A-level. Over 90 per cent of secondary schools teach French at GCSE but this proportion declines to under 50 per cent at A-Level. A similar pattern is seen in respect of Spanish.

Figure 3: Proportion of responding secondary schools that teach French and Spanish by year group



Source: Global Futures evaluation survey n= 52, French, N=37, Spanish: Secondary Schools

Other international languages in secondary schools

3.13 Other languages highlighted by survey respondents included community languages, which are encouraged in a number of schools, with the opportunity to take GCSE in their mother tongue provided for learners. Several secondary schools noted that they had a number of learners doing a community language at GCSE, with one school reporting:

‘EAL (English as an Additional Language) pupils are offered an opportunity to sit the GCSE in their mother tongue, where available. Our EAL contingent currently includes speakers of Arabic, Bulgarian, Portuguese, Polish, Romanian, Turkish, Bengali, Spanish, Russian.’
 (Secondary school survey respondent)

3.14 A further route, reported by one secondary, involves Mandarin. The language is taught at GCSE level (Years 10 and 11) after school in co-operation with the Confucius Institute. Participants’ proficiency is graded through the Hanyu Shuiping Kaoshi (HSK) testing system and is assessed externally through a university.

Hours of IL teaching in secondary schools

3.15 Secondary school survey respondents were also asked how much time is spent in their school teaching IL per week / every two weeks, depending on the school

timetable. The survey asked schools about hours of teaching in Year 7 and Year 8. Table 5 shows that the majority of secondary schools report spending between 1.5 and 2 hours teaching IL in Years 7 and 8.

Table 5. Time spent teaching IL per week in secondary schools

	Year 7	Year 8
1 hour	8	10
1.5 hours	31	26
2 hours	16	16
2.5 hours	0	1
3 hours	3	5
Total responses	58	58

Source: Global Futures evaluation survey n=58, Secondary Schools,

- 3.16 It is interesting to set this in the context of data from the School Workforce Census (SWAC), which was analysed as part of this evaluation.
- 3.17 The number of hours spent teaching MFL in secondary and all-through schools declined by 4.9 per cent between 2019 and 2020. This mirrors a decline in the number of teachers teaching MFL over the same period from 830 to 760.
- 3.18 SWAC also enables a breakdown of all teaching time in and secondary schools and all-through schools by subject. This provides an insight into how much curriculum time is spent on different subjects. In 2020 3.8 per cent of all teaching time was spent on MFL, a small decline since 2019. The time spent teaching MFL in 2020 was equal to the time spent on history. For comparison it is marginally higher than the amount of time spent teaching religious education (3.7 per cent). It is lower than the amount of time spent on design and technology (4.7 per cent).
- 3.19 The data for MFL covers all languages, including French, German, Spanish, Chinese, Arabic, Bengali, Portuguese, Urdu and Other MFL. Sciences, which also include multiple disciplines (but unlike MFL is a core subject within the curriculum) accounted for 14.8 per cent of the teaching time in middle and secondary schools in 2020.

Table 6: Proportion (%) of all teaching time in middle and secondary schools split by subject, 2019-20

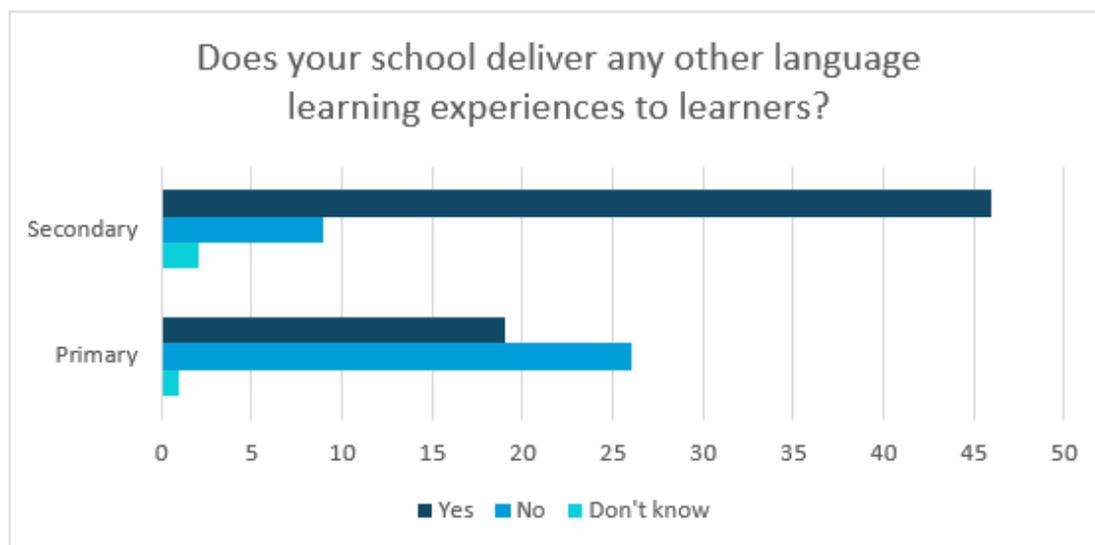
Subject	2019 (%)	2020 (%)
Art	3.6	3.6
Biology	1.5	1.6
Business Studies	1.2	1.3
Chemistry	1.5	1.5
Design & Technology	5.0	4.7
Drama/Theatre	1.9	1.9
Engineering	0.5	0.5
English	12.8	12.9
Geography	3.6	3.5
History	3.8	3.8
ICT	3.6	3.5
Mathematics	13.4	13.4
Modern Foreign Languages	3.9	3.8
Music	2.4	2.3
Other Humanities	1.0	1.3
Other subject	2.8	2.8
Personal & Social Education	0.9	1.0
Physical Education	6.6	6.6
Physics	1.4	1.4
Religious Education	3.8	3.7
Science	10.1	10.3
Social Sciences	1.5	1.5
Vocational Subject	2.8	2.8
Welsh Baccalaureate	3.1	2.9
Welsh First Language	5.1	5.1
Welsh Second Language	2.1	2.2
Total	100	100

Source: School Workforce Census (SWAC)

Other language learning experiences

3.20 Survey respondents were asked if their school delivers any other language-learning experiences, including language clubs, partnerships with international schools or trips. A clear majority of secondary schools (46 out of 57) noted that they did, while just under half of primary schools (19 out of 46) indicated that they did.

Figure 4: Other language learning experiences



Source: Global Futures evaluation survey n= 46, Primary Schools, N=57, Secondary Schools]

3.21 Respondents gave examples of a wide range of activities and events that take place (or have previously taken place) in their schools, providing opportunities for learners to engage with IL. Pre-pandemic, a number of schools ran international trips to France, Germany and Spain, sometimes based on links with twin towns or supported by organisations and institutions such as the British Council, Goethe Institut and the Institut Francais. International trips have been suspended for the last few years but the schools involved expressed a desire to restart these visits when this is possible. A small number of schools noted that they had arranged for learners to communicate with international pen friends in partner schools.

3.22 A number of survey respondents reported that they were involved in Erasmus+ projects, referring to links with schools across Europe aimed at promoting an understanding of other cultures. One school reported a growing interest in studying Mandarin,

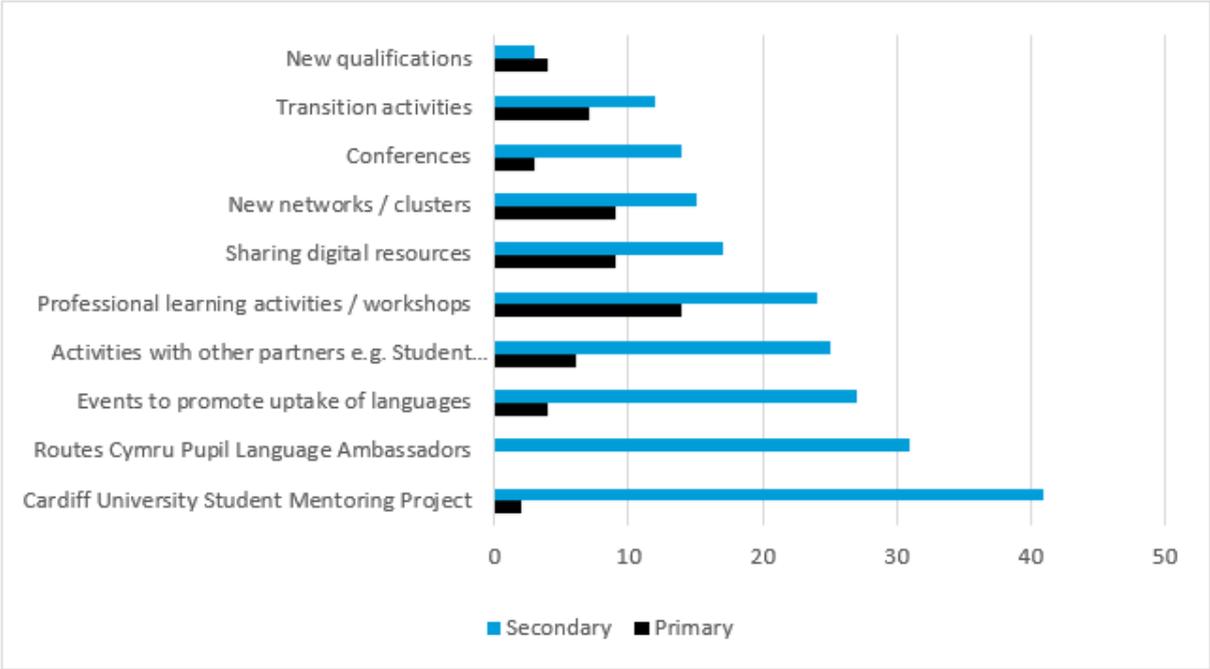
‘we have Confucius Classroom status and have run trips to China with the support of the Confucius Institute. We also offer Mandarin as an extra-curricular activity. Some students have gone on to enter and sit exams successfully.’

3.23 Some schools reported that they run after-school or lunchtime language clubs. These are led by teachers although several schools mentioned working with foreign language assistants from local universities. Examples were provided in both primary and secondary schools. Schools provided examples of activities they deliver as part of European Day of Languages; survey respondents also mentioned guest speakers who have come to the school to talk about languages in assemblies and in lessons. Schools referred to the positive links established with language ‘institutes’ who form part of the Global Futures steering group. Other activities reported included foreign language film viewings and entering national language competitions.

Engagement with Global Futures and its perceived impact

3.24 Survey respondents were asked whether their school had engaged with a number of activities that had been supported by Global Futures. Unsurprisingly, secondary schools reported higher levels of engagement with almost all types of activity. High proportions of secondary schools reported having been involved with the Cardiff University student mentoring project (41 of 59 schools) and Routes Cymru (31 of 59 schools).

Figure 5: Global Futures activities with which primary and secondary schools had engaged



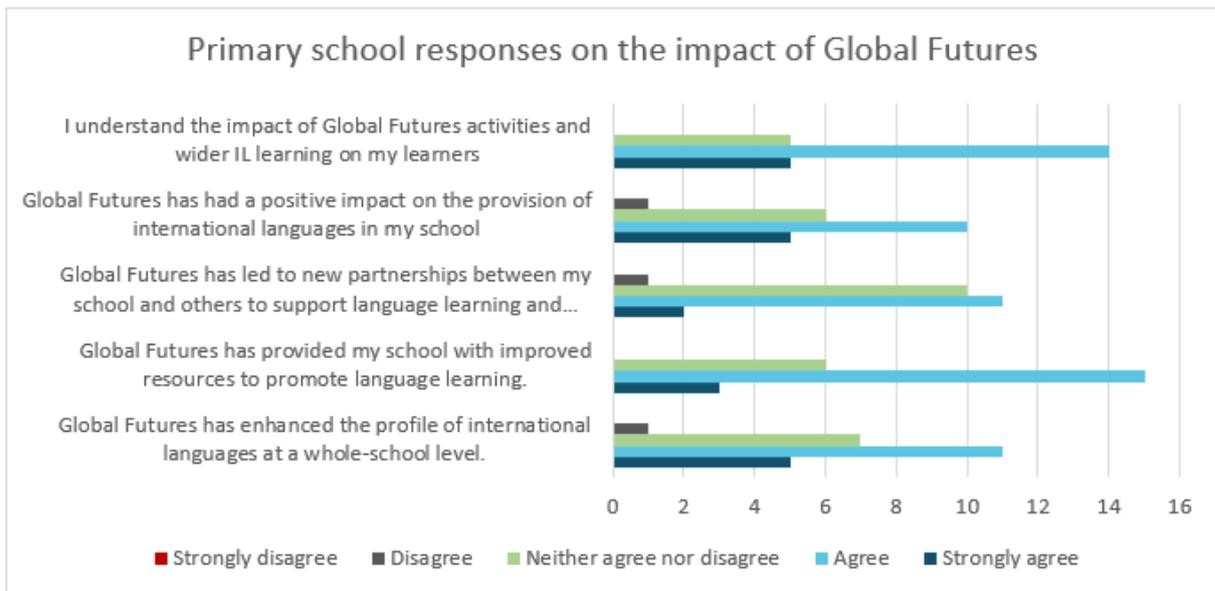
Source: Global Futures evaluation survey N= 46, Primary Schools, N=59, Secondary Schools,

- 3.25 One in three primary schools (14 out of 46) noted that they had engaged with professional learning activities/workshops linked to IL. One in five (9 out of 46) reported engaging in new networks and sharing of digital resources and the benefits of these activities are outlined below. Survey data nonetheless indicates relatively low levels of engagement by primary schools in other Global Futures activities. While this is a small sample, the data indicates that more focus needs to be put on ensuring that all schools are aware of, and have the opportunity to access, the wide range of support in place. .
- 3.26 Some survey respondents provided additional information with regard to engaging with Global Futures activities. Several expressed very positive views on the impact of the Student Mentoring programme, which was described as providing ‘*excellent support*’ by one secondary school. Schools also noted that the ‘*work and dedication of those involved [in the mentoring programme] has motivated our learners.*’
- 3.27 Another secondary school noted that they have developed more sustainable partnerships with their local university as a result of the mentoring programme, leading to careers talks and workshops being arranged. The IL lead in this

school noted that this has *'enabled us to maintain a good uptake of French at GCSE in the face of the current decline at national level.'*

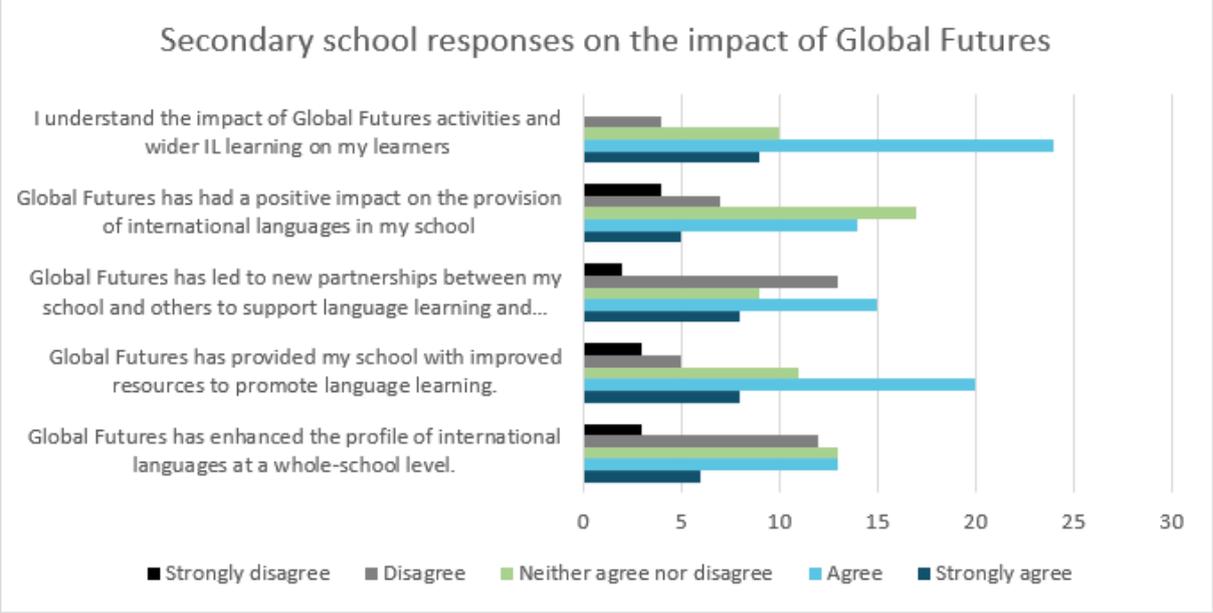
- 3.28 Several other schools reported attending CPD activities and workshops organised by the regional network which included termly meetings with heads of IL departments. A small number of primary schools reported accessing materials from the Open University to support their Spanish teaching.
- 3.29 The majority of respondents from both primary and secondary agreed they understood the aims of Global Futures (20 of 24 primary schools and 45 of 51 secondary schools). About half of both primary and secondary schools were aware of 'good practice delivered through Global Futures in other schools/regions' (14 of 24 primary schools and 31 of 51 secondary schools). A higher proportion of primary schools agreed that Global Futures had enhanced the skills of staff to support IL, compared with respondents from secondary schools. 14 of 24 schools agreed that the programme had enhanced staff skills compared with less than half in secondary schools (20 of 51).

Figure 6: Perceived impact of Global Futures among primary school respondents



Source: Global Futures evaluation survey n= 24, Primary Schools,

Figure 7: Perceived impact of Global futures among secondary school respondents



Source: Global Futures evaluation survey N=51, Secondary Schools,

3.30 A higher proportion of survey respondents from primary schools agreed that Global Futures had ‘enhanced the profile of IL at a whole-school level’ compared with respondents from secondary schools (16 out of 24 primary schools agreed with this statement compared with less than half of secondary school respondents). Stakeholders also expressed similar views relating to the positive impact of the programme on the primary schools it had succeeded in reaching. This is further detailed in section 4.

3.31 This was also the case in responses to the statement ‘Global Futures has had a positive impact on the provision of IL in my school’ where proportionally more primary schools agreed compared to secondary schools (15 of 24 primary, compared to 20 in 51 secondary schools).

3.32 Survey respondents provided a range of qualitative responses indicating where Global Futures had worked best and delivered the most positive outcomes. For primary schools the opportunity to work with other schools has been particularly beneficial. This has allowed them to create and share a range of resources to support IL learning, often in collaboration with secondary schools, mentors, and language professionals. One primary respondent commented,

‘there have been meetings where lead school practitioners share experiences and ideas that facilitate introducing and enhancing teaching IL to a wider community’ while another highlighted the ‘opportunity to have follow up support’. Another primary school noted the ‘resources which support practical and creative tasks for learners.’

- 3.33 For secondary schools, the networking opportunities supported through Global Futures have been of most value in supporting IL teachers to exchange good practice with pedagogical approaches and to promote languages more widely. Professional learning opportunities have also been valued. Several secondary schools also noted the positive impact that the programme provides in inspiring learners with the student mentoring scheme, again highlighted as a key feature of this.

‘Events where staff or pupils are personally involved always provide fantastic opportunities to develop skills, collect and exchange ideas, liaise with other colleagues and motivate staff and pupils, e.g. in schemes for pupils (Mentoring/ PLA etc.) or workshops/ conferences for staff.’ Secondary school respondent

- 3.34 Global Futures has had a positive impact to support transition activities between some primary and secondary schools as part of this networking approach. Several primary schools reported on the benefits on transition activities, with local secondary school students supporting language clubs and teachers providing IL resources to support transition activities. A secondary school IL Lead reported that they have promoted the Open University professional learning course to primary teachers within their cluster and that ‘*Global Futures has allowed us to do much more with primaries and driven more continuity and effort.*’

- 3.35 For other schools however, time available to plan activities, the impact of the Covid pandemic and an ongoing lack of awareness of the resources and partnerships available have limited the impact of Global Futures on IL provision. Several secondary schools noted that that Covid has had a negative impact on their time and capacity to engage with the programme. Others noted that while Global Futures has had a positive impact on some of their engaged learners there has been little impact on wider take up of IL. One commented, ‘*there has not been much impact (yet!) on those who are already disaffected and do not*

see *the value of IL.*' Another highlighted that a lack of senior leadership support meant that impact '*would always be limited at a whole school level*'.

'There has been no change in the provision of international languages in my school over the last five years. Our numbers are consistently small post-KS3 and I have been informed recently that this cannot continue if we are to keep offering them at KS4 and KS5.' Secondary school respondent

- 3.36 A slightly higher proportion of primary schools also agreed that 'Global Futures provided my school with improved resources to promote language learning' compared with responses from secondary schools. Primary schools provided further qualitative responses to illustrate how these resources are supporting effective teaching practice. For example, one primary school received additional Global Futures funding to produce French resources including activities, videos, and vocabulary practice on PowerPoint for teachers from the cluster group. This approach is further detailed in case study 2 in Annex A.
- 3.37 Another primary school noted that it was given encouragement and ideas on how to introduce languages in physical education and art through resources and advice provided by their REC IL lead. The school is now part of a group of primary schools that has worked with the consortium to develop a 'start-up pack' aimed at primaries who are just beginning to plan their IL provision and are looking for ideas and resources. This approach is further detailed in case study 4 in Annex A.
- 3.38 Several secondary school respondents also provided additional comments to support their positive views on the resources and partnerships provided through Global Futures. For one secondary school respondent the programme has:
- 'helped to improve the MFL profile in the school. We have been allocated an extra hour a fortnight for all classes in year 9 as SLT recognise the benefits of language learning.'
- 3.39 Another secondary school illustrated the benefits for learners, '*those who have engaged with Global Futures events have responded positively and for some it has strengthened their decision to continue with MFL at GCSE.*'
- 3.40 Schools reported that resources from the Goethe Institut 'provided very practical support and resources about the benefits of studying German. They focused on transition, school visits in year 9, links to careers, good resources to organise extra classes in school, helping teachers to sell the subject.' IL lead (Case study

4). The majority of both primary and secondary school respondents agreed with the statement, 'I understand the impact of GF activities and wider international language learning on my learners'. 19 out of 24 primary schools and 36 out of 51 secondary schools agreed that '*GF has led to new partnerships between my school and others to support language learning and enhance learners' experiences.*'

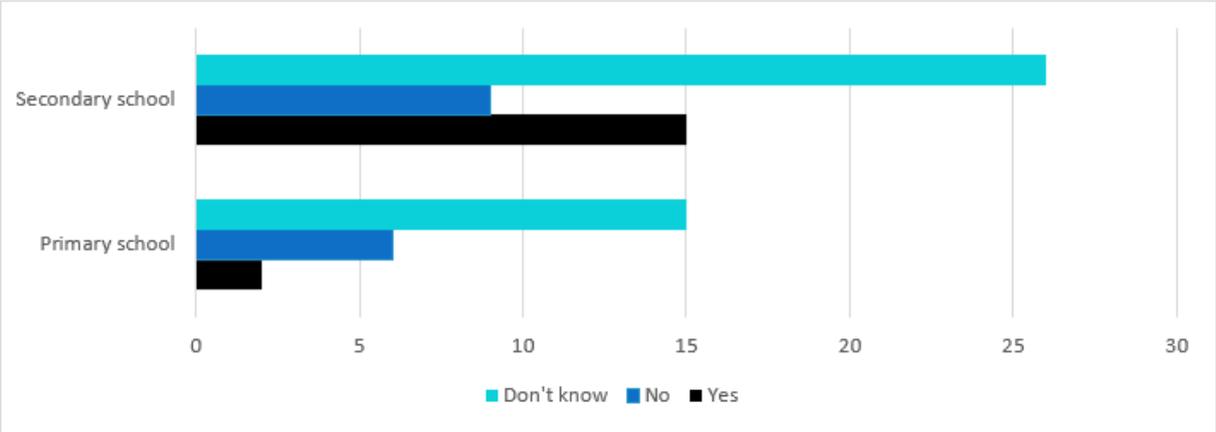
3.41 Some respondents added further qualitative comments to explain their views. For those who expressed positive opinions regarding Global Futures activities and professional learning opportunities there was strong awareness of the potential of the programme to support their IL Provision. One secondary school respondent noted the '*outstanding conferences and workshops/ working parties, providing or resulting in hand-on and instantly applicable information and resources.*' A respondent from a primary school added that engaging with Global Futures has '*provided lots of practical support and resources to support us in delivering international languages.*'

3.42 However, as illustrated by the survey, a minority of schools do not agree that Global Futures has provided professional learning opportunities or the sharing of good practice to support their provision, while others neither agreed nor disagreed. This suggests that Global Futures and the support it can provide is not understood in all schools across Wales, as illustrated elsewhere in the survey responses and reported by stakeholders in section 4.

3.43 One secondary school commented, '*we haven't really engaged, mainly due to lack of understanding of what was available and time to investigate.*' Another secondary school stated:

'I would welcome a better network of understanding where the good practice is across Wales as I am limited by the amount of time that I can have to be released for visits.'

Figure 8: Are there any gaps in support currently provided by Global Futures?



Source: Global Futures evaluation survey N= 23, Primary Schools, N=50, Secondary Schools

3.44 The majority of both primary and secondary schools that responded answered ‘don’t know’ to the question of whether there are gaps in support currently provided by Global Futures. Again, this suggests schools are unsure as to what types support may be useful or it indicates a lack of understanding about the programme aims and objectives.

3.45 For those that replied ‘yes’, some provided further suggestions to address current gaps in Global Futures support. Two secondary school respondents outlined the need for further support to integrate IL into the new curriculum e.g. support that would enable them to develop their own new schemes of work. One secondary school called for further support for international partnership development while another wanted Global Futures to address the perceived lack of focus on careers and IL. A couple of schools, primary and secondary, wanted further support for IL learning resources while a secondary school addressed the issue of qualifications reform.

‘Age-graded resources to develop a cross-school teaching approach. Training for teachers who are not language leaders in the primary - developing the attitude and confidence of teachers who need to teach (IL) in the classroom.’ **Primary school respondent (translation)**

‘A GCSE course that has a stronger focus on using language in the real world and developing fluency and accuracy with important structures (similar to the 2nd Language Welsh GCSE). A national minimum weekly/fortnightly timetable allocation for international languages (& Welsh Second Language) would be helpful. This would encourage schools to prioritise 2nd language learning as an important skill for our students who live in an increasingly connected world.’ Secondary school respondent

3.46 Surveyed schools were asked to identify the ‘main challenges in promoting and increasing international language learning’ in their schools. Sixteen primary schools provided a qualitative response. The responses below link to some of the views outlined by stakeholders in later sections of this report regarding the systemic issues facing IL teaching and learning in Wales.

3.47 The most common challenge reported was that of time, with respondents highlighting their lack of capacity and opportunity to plan for the integration of IL into the curriculum. Lack of language knowledge from practitioners was the other key challenge for primary school respondents. This has been one of the key areas for focus for Global Futures and, as illustrated in other sections, there has been a positive impact for some teaching staff and their skills. There is also clearly more progress to be made to ensure more practitioners have the confidence and capacity to deliver IL at primary.

‘(The challenge) is time. Time to cover all topics is limited and it is very easy to push an international language to one side when other demands take precedence. (Also) a lack of ability and confidence of all staff to deliver lessons in different languages.’ **Primary school respondent (translation)**

3.48 43 secondary schools provided a qualitative response to what are the main challenges for promoting and increasing IL learning in their school. The main challenge identified by respondents is the limitation on learners through narrow option choices at the end of year 9 and the ‘competition’ with other subjects, particularly STEM. This was considered to impact negatively on the numbers continuing to study languages. Comments from IL leads also expressed concern that schools’ strategies and management of the options process illustrated the lack of priority given to the study of languages and a lack of recognition of the value of IL among senior leadership in some schools.

‘Pupils have only a few choices at options and know that uptake at KS5 is dependent on numbers and (therefore) often select something different in advance to avoid being disappointed. Some go elsewhere to study IL. Competition from ‘new’ GCSE subjects such as Media, Business, Health and Social Computer Science, Law, Engineering etc which pupils see as not requiring prior knowledge.’ Secondary school respondent

‘Lack of value for languages in wider society is the biggest challenge we face. Accountability and data measurements do not encourage senior

leaders to prioritise international languages, and this often results in insufficient curriculum time allocation.’ Secondary school respondent

- 3.49 For some respondents this is leading to learner ‘apathy’, while a few also noted that the requirement to study Welsh to GCSE was considered by learners as sufficient in terms of language learning. Other challenges linked to this include that languages are considered ‘difficult’ at KS4 and post-16 and this makes it harder to promote the subjects. This perception is reported to filter down to learners in KS3. For some respondents the current IL qualifications lack relevance and appeal for learners, a point that was also identified by wider stakeholders. A further challenge is the lack of careers advice to promote awareness of progression routes linked to IL.

‘Pupils still feel that they are not able to use the language they study (especially orally) in the "real" world even though they pass the exam with excellent grades.’ Secondary school respondent

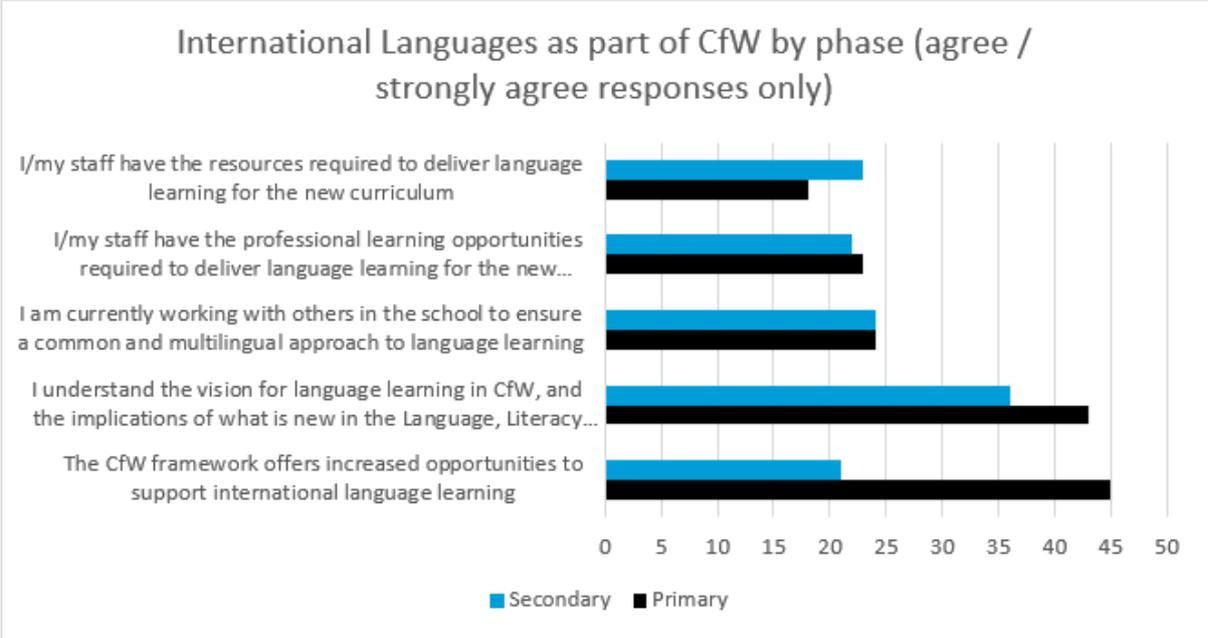
‘(Challenges are) lack of commitment from senior teams to the initiative, lack of qualified or specialist teachers to teach international languages, content of teaching and learning programmes and qualifications unsuitable for learners, boring content or not sufficiently challenging / of interest to learners.’
Secondary school (translation) Secondary school respondent

‘(The challenge is) the belief that languages are unnecessary for careers not traditionally linked to IL (particularly amongst pupils who wish to study medicine or veterinary science).’ Secondary school respondent

Planning international languages as part of the Curriculum for Wales.

- 3.50 The majority of both primary and secondary schools that responded, agreed that they ‘...understand the vision for language learning in CfW, and the implications of what is new in the Languages, Literacy and Communication AoLE’ (43 out of 46 primary schools, compared to 36 out of 51 secondary schools).

Figure 9: International Languages as part of CfW by phase



Source: Global Futures evaluation survey N= 46, Primary Schools, N=51, Secondary Schools,

3.51 In contrast, however, less than half of both primary and secondary schools agreed they had the ‘resources required to deliver language learning for the new curriculum’, and around half of both primary and secondary schools agreed that they ...’have the professional learning opportunities required to deliver language learning for the new curriculum’. This indicates that there are still gaps with regard to resources and professional learning to develop and sustain IL in schools and this is further outlined by additional survey comments below.

‘I would have liked to have seen some of the resources and case studies from the IL departments involved in the Pioneer Schools. I don’t think practitioners need a prescribed curriculum as obviously that is not the aim of CfW, however resources to highlight examples of learning experiences, literature, how to take a holistic approach to the ‘what matters statements’ is needed.’ Secondary school respondent

3.52 Primary schools in particular thought that ‘The CfW framework offers increased opportunities to support international language learning’, nearly all primary schools agreed (45 out of 46) compared to less than half of secondary schools (21 out of 51). When asked if they required ‘further support to plan and design international language learning as part of your new school curriculum’, the majority of both primary and secondary schools (about 3 in 5) responded ‘Yes’.

Proportionally more primary schools responded no (about 1 in 3) compared to 1 in 5 of secondary schools.

3.53 Around half of the primary and secondary schools that responded agreed they are ‘...currently working with others in the school to ensure a common and multilingual approach to language learning.’ Several secondary schools provided additional details, noting their partnerships with colleagues in English and Welsh and the development of new resources and activities to encourage learners to work across languages.

3.54 One school noted that they ensured that incidental language linked to IL is being introduced to accompany the incidental Welsh that the pupils and staff already use daily. Another school highlighted their ‘*strong emphasis on the Welsh language*’ throughout the school, developing learners’ confidence in it as a second language and noted that IL were considered part of this approach to language development.

‘We already work as a Languages department with Welsh second language and international languages co-designing curriculum content in preparation for CfW. We also have a close working relationship with our English department, looking at how we can support learning across all 3 languages.’
Secondary school respondent

3.55 These findings indicate that, while the new curriculum is seen as an opportunity to support and integrate IL and a wider multi-lingual approach in Welsh schools, resources and further professional learning will nonetheless be required.

3.56 Primary and secondary schools both provided a range of additional qualitative responses identifying this further support required to plan and design international language learning as part of their new school curriculum and deliver a multi-lingual approach. For primary schools resources such as case studies of good practice and online resources along with guidance and professional learning were considered to be the most essential elements of future support.

‘Dedicated courses, a pool of details of people who would be able to support us, visits that would be suitable for learning about language culture, provision of case studies and examples on how other schools have planned interesting lessons.’ Primary school respondent (translation)

3.57 For secondary schools, the LLC Area of Learning was seen as a good opportunity to deliver these aims for IL learning. Respondents noted, however, that they required more time to plan and collaborate with colleagues in Welsh and English departments in order to develop resources and activities for classroom use and consistent assessment of progress tools. One respondent considered this approach should be widened to include community languages.

‘More to be done inter-departmentally / at whole school level to celebrate language diversity within our community. (There are) not enough opportunities for the teaching of community languages.’ Secondary school respondent

4. Findings from qualitative research

- 4.1 This section presents findings from the individual interviews and focus groups with members of the Global Futures steering group.

Design and delivery of Global Futures

- 4.2 For stakeholders, the key aim of Global Futures (GF) has been to enhance the profile of IL in schools and the wider education sector. It was also described as a '*display of solidarity*' with IL practitioners, to provide them with better professional learning opportunities, access to support and resources and to make languages more visible.
- 4.3 The delivery of Global Futures was overseen by a steering group made up of IL stakeholders from organisations and institutions in Wales and the wider UK (see section 1.6 for details). Stakeholders emphasised the value of the SG as a forum providing expertise, networking opportunities, a source of information, advice and dialogue for all those with an interest in the teaching and learning of IL. The SG is considered to have supported regional working to sustain and promote IL and developed a range of new partnerships with international language institutes.

'There is more credibility for IL as a result of the formation of the steering group. It has removed barriers to partnership-working and provided direct support for teachers.' (Stakeholder)

- 4.4 The diversity of the SG partners has encouraged cooperation, creation and sharing of resources and allowed for further partnerships to develop outside its original remit in areas such as future IL qualifications. One stakeholder commented that the SG is now '*more responsive and considers the longer term needs of IL.*' For some stakeholders, this process represents the added value provided by the SG, giving Welsh Government a better understanding of the issues relating to IL provision and opportunities to enhance their development in Wales through expertise and sharing of good practice.

4.5 For other stakeholders, however, the advisory nature of the SG was felt to have limited its impact and the lack of targets and desired strategic outcomes has led to perceptions that it lacks authority and influence in the context of the wider education sector. These stakeholders noted that the SG supports a range of beneficial activities but considered that its main role has revolved around information sharing rather than strategic planning to enhance the promotion and delivery of IL.

‘The programme has lacked a strategic focus from the outset while the mission statement lacks an operational plan to support delivery.’
(Stakeholder)

4.6 Others noted that, while the resources produced through partnerships with SG members provide valuable support for schools, there has been no coherent plan to enable an understanding of their impact on teaching and learning. Monitoring and evaluation processes for Global Futures were considered to be lacking rigour and consistency and this is further covered in section 4.23.

4.7 A minority of stakeholders expressed additional concerns about the lack of an effective communications strategy to highlight the value of IL and awareness of the Global Futures programme in schools. Others disagreed with this view, pointing to the new networks and activities developed in schools with one outlining, *‘communications have improved massively, and this has been a positive aspect of the programme.’*

Impact of Global Futures

4.8 Stakeholders reported a wide range of positive impacts for Global Futures with regard to its key strategic aims during 2020-22. The programme is considered to have supported purposeful engagement with schools, promoting trust and partnership, with lead IL coordinators, practitioners and schools working well at a regional and local level. Initiatives such as the Cardiff University student mentoring programme, Routes into Languages and the Open University professional learning programme are reported to have had a positive impact and ensured IL teachers feel supported and valued.

4.9 They noted that initial partnerships created through Global Futures are proving to be sustainable and have supported wider IL cooperation between regional consortia, for example through the creation of professional learning resources. SG members are also contributing to Qualifications Wales' subject level working group for IL. These positive outcomes are in line with one of the main strategic aims of GF, namely to provide clear guidance, principles and awareness raising for all sectors to support multilingualism in schools in Wales

4.10 Stakeholders reported that Global Futures has supported an increase in the quality and frequency of regional working to promote and deliver IL. This has allowed for the creation and sharing of new learning practice and pedagogical approaches and boosted practitioners' confidence and awareness of IL pedagogy and content through professional learning opportunities. Several other stakeholders considered that this sharing of learning practice and pedagogy may have happened organically without the programme, but that GF has supported more effective and consistent partnerships.

'[The regional consortia] have worked really well together, that's been a major positive of the programme. There are really good structures to build on and some schools have had a lot of support.'

'The whole regional approach has been a good idea and supported a more proactive and pan-Wales approach to engaging learners.'

Stakeholders

4.11 The quality of the resources produced through the programme is reported to have had a positive impact on the teaching and learning of IL. Stakeholders provided a wide range of examples including high quality, interactive resources, revision booklets and toolkits to support IL homework as well as the opportunity to engage with IL experts through presentations and share good practice. Stakeholders also noted the development of blended learning and online materials to support distance learning of IL through the pandemic, which was considered an indication of the responsiveness of the overall programme.

4.12 Global Futures was considered to have had a particularly strong impact with regards to improved access to universities for schools and the resulting academic expertise to support IL teaching. These resources and the networks

developed to design and use them have contributed to support excellent teaching and learning of IL in schools across Wales, a further key aim of Global Futures.

'GF has supported purposeful engagement, promoting trust. Initiatives like the Cardiff University mentoring programme have been really powerful. Lead practitioners from different schools have worked together as a result.'

Stakeholder

4.13 Stakeholders considered that Global Futures has promoted a growth in support for primary schools and in opportunities for learners to engage with IL, thereby partially contributing to the aim of increasing the number of young learners studying languages at all levels and across all sectors.

4.14 Stakeholders highlighted the resources and workshops that have been disseminated across primaries and reported that these have led to the development of new provision and IL activities. They also noted the contribution of the Open University Teachers Learning to Teach languages (TELT) programme, which has engaged over 140 teachers from across the four regions. These findings link to those expressed by primary schools in the survey, which noted the value of resources and professional learning to develop and enhance their IL provision.

'Primary is a key base for IL learning – it can provide the foundations for enrichment and progression, and through, secondary.' Stakeholder

4.15 However, despite these positive outcomes the overall impact of Global Futures was considered by stakeholders to have been affected by the plan's limited remit and influence in relation to issues that have driven the decline in languages in recent decades. This is especially with regard to addressing the systemic issues around the decline of IL take up at secondary level and illustrates why, the views of most stakeholders, the programme has not fully met its aims with regard to increasing the numbers of young learners studying IL.

'You have to be honest here, if MFL is not compulsory up to GCSE then there's no way it was going to achieve its aims. The targets were therefore unrealistic. People have worked unbelievably hard but it hasn't had the desired impact in terms of increasing the numbers of IL learners.'
Stakeholder

- 4.16 While the survey and views from stakeholders indicate Global Futures' positive impact on IL provision in primary schools this has not had the same impact at secondary level. This decline pre-dates Global Futures, as noted in the introduction to this report, however the programme has not delivered any discernible impact in addressing this.
- 4.17 As reported in British Council Wales' Languages Trends report⁵, take up of IL GCSEs and A levels has continued to fall year on year since 2015. GCSE entries for French and German have declined by almost half between 2015 and 2021 while entries in GCSE Spanish have been '*erratic*' during the same period although an increase between 2020 and 2021 is observed (p12). Entries in French, German and Spanish A-levels have also declined during this period although the 2021 data indicates some stabilisation (p15). Section 5 provides further information on trends in take up of IL between 2015 and 2021.
- 4.18 Stakeholders and secondary school survey respondents highlighted the current structure of the curriculum, which is considered to act as a barrier to IL take up, with narrow options choices and the lack of progression opportunities to further study considered central to this ongoing decline at secondary level. There were thus frustrations that Global Futures has not been more directive and able to influence decisions made at school level as part of an effective national IL policy to address these challenges.
- 4.19 Stakeholders also reported ongoing challenges regarding equality of opportunity, with learners in socially disadvantaged areas perceived as less likely to take languages. This again links to findings in British Council Wales' Languages Trends report, which notes the '*big negative impact*' of the pandemic on language learning in schools in areas of social deprivation (p6). Despite the positive impact of some primary and secondary schools' engagement with Global Futures some stakeholders, including REC IL coordinators, noted that this has not happened in a consistent way across Wales.

'Reach is an issue (for Global Futures) and it is difficult to access all schools. Those who work with the RECs are getting good support but there are other

⁵ [language trends wales report 2021.pdf \(britishcouncil.org\)](https://www.britishcouncil.org/language-trends-wales-report-2021.pdf)

schools who have lost contact. We have been developing support and training and offer training, but we aren't responsible for schools' progress.' Stakeholder

- 4.20 Stakeholders reported that the positive impact of Global Futures at primary level highlights the lack of coherence in terms of transition and progression for IL learners. While there are some examples of primary and secondary schools working well together stakeholders pointed to gaps in awareness of IL provision, which is not building on the progress and aspirations of learners and the enhanced skills of practitioners at primary level. This was also reported by surveyed schools and is highlighted as an ongoing challenge in several of the case studies.

'Global Futures can be a tool for change but there is still not enough awareness of it – there is not that level of communications required. It funds things but people don't understand it – it has made lots of small steps but no massive impact yet.' Stakeholder

- 4.21 The current model of year-on-year funding for the programme was not considered by the majority of stakeholders to allow for a sustainable approach to promoting and developing IL in line with programme aims. Confidence of teachers is reported to be another key challenge. While Global Futures is recognised as having provided good quality resources and support, stakeholders consider that a more coherent, nation-wide approach, including embedding IL into ITE will be required to build on progress.
- 4.22 Stakeholders and some survey respondents also considered that IL qualifications are not currently fit for purpose. The content of GCSEs in particular is considered to be weak and lacking relevance and topics in line with pupils' aspirations. There was also concern with regard to progression to further study and potential careers in, or using, IL. As noted in section 4.9 this is now being addressed at steering group level and members are working with Qualifications Wales and Welsh Government to support the redesign of IL GCSEs to better engage and support learners.
- 4.23 Monitoring and evaluation of the impact of Global Futures has been inconsistent and this has led to a lack of robust evidence of whether the programme is achieving its overarching aims. The lack of terms of reference for Global

Futures was considered by stakeholders to hinder its potential for transparency, continuous improvement cycle and effective project management.

‘We are lacking evidence regarding whether the support we have provided to schools has been useful. There should be more work here to ensure schools feedback to their regions and that expectations to do this become embedded into their practice.’ Stakeholder

Future opportunities for Global Futures and IL provision

- 4.24 Stakeholders reported that Global Futures has delivered a range of positive outcomes in line with the aims and objectives of the programme from 2022. However, they considered that the programme has not succeeded in addressing the systemic issues affecting IL take up within schools in Wales.
- 4.25 A range of improvements to Global Futures for the future promotion and teaching of IL have therefore been suggested by stakeholders in the context of the new curriculum and other opportunities, while building on the positive outcomes delivered. In some cases, these are linked to the suggestions provided by survey respondents reported in section 3 such as professional learning and resources alongside more focus on revised strategic aims and objectives for the programme.
- 4.26 There are a range of opportunities to consolidate the progress and partnerships made through GF, for example with regards to the introduction of IL into primary schools and the resources developed for this purpose. For stakeholders, sustaining this progress should be a key focus through transition activities, supporting secondary schools to take into account learner progress and momentum from primary.
- ‘Global Futures has allowed for collaboration that can be built on – the access to institutes and universities has been really good.’ Stakeholder
- 4.27 Stakeholders considered that this process would require clear language progression pathways and resources to be developed for KS3 learners, with the aim of increasing participation at KS4 and bridging the gap to A level language study. They suggested that this could be undertaken by more targeted partnership work with universities and Careers Wales from the current steering group membership alongside employers and business representative

organisations. Enhancing the recognition of language learning within the Careers and work-related experiences (CWRE) element of the new curriculum could also be part of this process.

4.28 The new curriculum itself is seen by stakeholders as '*a huge opportunity to embed IL*' and ensure an integrated approach to IL teaching and learning alongside English and Welsh. This approach would support all learners to gain a deeper understanding of how languages work.

4.29 A revised Global Futures could thus form part of longer-term planning for all languages within the new curriculum as well as linking to the objectives of Cymraeg 2050. Some work is already being done in this field through Global Futures as outlined in the examples provided in section 3.50 and in case study 4. A further example in one region is Welsh-speaking primary leads modelling how IL can support the teaching of Welsh and vice versa, thereby supporting trans-linguaging and pluri-lingualism.

'Global Futures should build on the platform that has been created to enhance the messaging about languages and keep them established, visible and part of the broader learning experience within the new curriculum.'

'IL need a prominent and fair place within the (LLC) AoLE so that the links between the three languages can be clear, and the application of skills too.'

Stakeholders

4.30 The proposed reform of GCSEs in languages such as French, German and Spanish and the planned introduction of new 'mini' qualifications was also seen as an opportunity by stakeholders. There were calls for more flexibility with assessment, a more consistent learning approach and for new qualifications (including a renewed focus on level 2) to be made more relevant and achievable. Global Futures and any successor plan is seen as a platform for Welsh Government and others to continue to work proactively with Qualifications Wales on this.

4.31 Stakeholders considered that the schools that have demonstrated leadership in IL and engaged positively with Global Futures will continue to do well. They reported that it is therefore necessary to consider equality of opportunity for engagement with languages across all areas and schools in Wales. Building on the regional partnerships and clusters supported by the programme was

considered to be a sustainable approach to supporting greater equality of engagement while addressing some of the challenges regarding take up of IL in socially-deprived areas.

‘There has to be equity of opportunity and common design principles for IL qualifications. There is currently more financial support in England and consistency with its programme of study for IL and focus on KS1 and 2.’
Stakeholder

- 4.32 Some stakeholders outlined that the role of Estyn needs to be considered in light of the new curriculum requirements and that it should play a more central role. It was suggested that Welsh Government should request that Estyn produce a thematic report focused on IL under the new curriculum arrangements to support good practice and desired outcomes. This would provide a baseline for the development of further IL provision.
- 4.33 The confidence and capacity of practitioners to deliver IL remains an important consideration. Views from the survey indicate they will need further resources and professional learning opportunities to improve learning experiences and take a broader view of languages through the Languages, Literacy and Communications (LLC) AOLE. Global Futures has provided the impetus for a range of quality professional learning activities and IL resources. The partnerships between RECs, language institutes and universities that have created these resources can be built upon in future, acting as a repository for IL expertise.
- 4.34 To further support this process, stakeholders considered that languages should be embedded into ITE in order to develop and accredit language skills. This can contribute to improving the quality of teaching and learning and allow practitioners to take responsibility and drive languages within their respective schools.
- 4.35 The management and delivery of Global Futures was considered to require a rethink by some stakeholders. They called for a clearer remit for the steering group with new terms of reference and a revised action plan containing measurable outcomes and regular monitoring and evaluation. There were also calls for the SG to bring in new members e.g. representatives of Welsh language teaching, Initial Teacher Education (ITE) and employers. More focus

was also called for on developing internal working groups with measurable objectives, such as action research projects on IL pedagogy and the role of digital in IL teaching.

‘There is no accountability for improving IL, that needs to be changed. It is simply not enough for it to be a requirement on the curriculum framework.’
Stakeholder

5. Administrative data relating to international languages over the period 2014/15 to 2020/21

- 5.1 Analysis of secondary data collected through the Pupil Level Annual School Census (PLASC) provides further context and reinforces the primary research findings presented in the preceding chapters.
- 5.2 This section presents data on GCSE entries in IL; GCSE entries in selected languages by region and gender; and commentary on GCSE entries by free school meal (FSM) eligibility.

GCSE entries in international languages

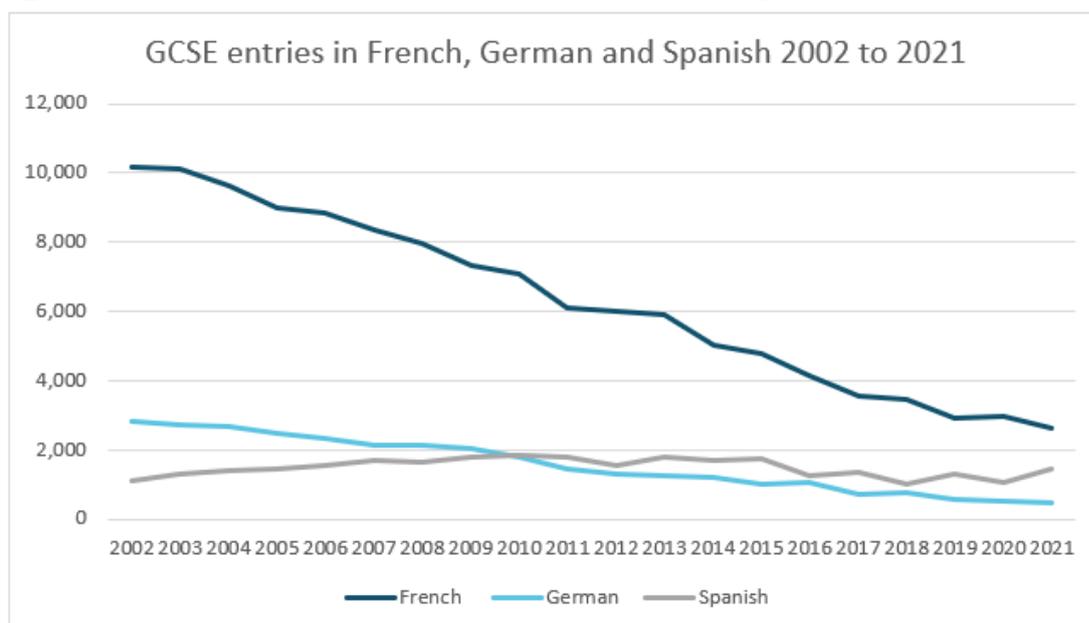
- 5.3 The decline in GCSE entries in IL that had been seen since the years preceding the publication of Global Futures continued between 2014/15 and 2020/21. As noted in Section 1 of this report, GCSE entries had fallen by 44 per cent between 2002 and 2015 (see Figure 10). There was a further 42 per cent fall between 2015 and 2021.
- 5.4 Entries in French fell by over 45 per cent, and German by 53 per cent. German GCSE entries were under 500 for the first time in the academic year 2020/21. Spanish entries have fluctuated and show an overall decline of 16 per cent between 2015 and 2021.
- 5.5 The numbers of boys studying languages at GCSE continues to be lower than girls in all languages. The rate of decline in language learning at GCSE level is sharper among boys. GCSE entries among boys fell by 47 per cent between 2015 and 2021, compared with a 39 per cent fall among girls.

Table 7. GCSE entries in international languages 2014/15 to 2020/21

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Change 2014/15-2020/21 (%)
French								
Boys	1,764	1,486	1,237	1,180	1,007	978	849	-51.9
Girls	3,029	2,638	2,321	2,262	1,937	1,980	1,762	-41.8
French total	4,793	4,124	3,558	3,442	2,944	2,958	2,611	-45.5
German								
Boys	430	474	271	367	237	251	222	-48.4
Girls	594	598	446	393	324	294	258	-56.6
German total	1,024	1,072	717	760	561	545	480	-53.1
Spanish								
Boys	600	451	436	357	434	359	479	-20.2
Girls	1,145	801	915	672	885	688	981	-14.3
Spanish total	1,745	1,252	1,351	1,029	1,319	1,047	1,460	-16.3
Other languages								
Boys	197	198	199	226	152	78	35	-82.2
Girls	197	245	248	216	152	106	39	-80.2
Other total	394	443	447	442	304	184	74	-81.2
All languages boys	2,991	2,609	2,143	2,130	1,830	1,666	1,585	-47.0
All languages girls	4,965	4,282	3,930	3,543	3,298	3,068	3,040	-38.8
All languages	7,956	6,891	6,073	5,673	5,128	4,734	4,625	-41.9

Source: Welsh Government, PLASC

Figure 10. GCSE entries in French, German and Spanish 2002 to 2021



Source: Welsh Government, PLASC

5.6 It is interesting to set the data on IL GCSE entries in context and compare entries and trends with other non-statutory subjects. Table 8 shows low levels of take-up at GCSE in IL subjects compared with other subjects and significantly sharper declines in entries between 2014/15 and 2020/21.

Table 8. GCSE entries in selected non-statutory subjects at Key Stage 4 2020/21

Subject	GCSE entries 2020/21	Change in GCSE entries between 2014/15 and 2020/21
Religious studies	10,138	- 10.6%
Art and design	9,190	+ 2.4%
History	8,933	- 23.4%
Geography	7,433	- 24.6%
French	2,611	- 45.5%
Spanish	1,460	- 16.3%
German	480	- 53.1%

Source: Welsh Government, PLASC

GCSE entries in selected languages by region

5.7 Table 9 presents data on GCSE entries by region. It presents data on French, German and Spanish, the three main languages studied. It excludes other languages in view of the small numbers of entries on a regional level. The data reveals notable variations in the rate of decline between regions and across the different languages.

Table 9. GCSE entries in selected languages by region, 2014/15, 2017/18 and 2020/21⁶

Region	2014/15				2017/18				2020/21			
	French	German	Spanish	Total	French	German	Spanish	Total	French	German	Spanish	Total
North	1,006	220	202	1,428	717	180	150	1,047	607	163	161	931
Mid & West	1,450	192	471	2,113	1,159	96	348	1,603	780	78	340	1,198
Central South	1,277	411	468	2,156	1,046	371	307	1,724	923	200	527	1,650
South East	806	109	397	1,312	517	110	221	848	307	40	432	779

Source: Welsh Government, PLASC

⁶ This table on GCSE entries does not include results for pupils in independent schools nor pupils who do not speak English and entered the education system in Wales within 18 months of the GCSE examination period. These data may therefore not be consistent with other data published online or included in other tables in this report.

Table 10. Percentage change in GCSE entries by region, 2014/15 to 2020/21

	Change in GCSE entries between 2014/15 and 2020/21		
	French	German	Spanish
North Wales	-39.7%	-25.9%	-20.3%
Mid and West Wales	-46.2%	-59.4%	-27.8%
Central South Wales	-27.7%	-51.3%	+12.6%
South East Wales	-61.9%	-63.3%	+8.8%

Source: Welsh Government, PLASC

5.8 Regional data in relation to GCSE entries in **French** between 2014/15 and 2020/21 reveals that:

- There was a decline in GCSE entries in French in all four regions;
- Entries fell most sharply in the South East Wales region (the number of GCSE entries reduced by 61.9%);
- The lowest fall was in Central South Wales, which saw a 27.7% reduction in French GCSE entries between 2014/15 and 2020/21.

5.9 Regional data in relation to GCSE entries in **German** between 2014/15 and 2020/21 reveals that:

- There was a decline in GCSE entries in German in all four regions;
- Entries fell most sharply in the South East Wales region (the number of GCSE entries reduced by 63.3%) – in 2020/21 only 40 entries in German were recorded;
- The smallest fall was in North Wales, which saw a 25.9% reduction in German GCSE entries between 2014/15 and 2020/21.

5.10 Regional data in relation to GCSE entries in **Spanish** between 2014/15 and 2020/21 reveals a more mixed picture at the regional level:

- There was a decline in GCSE entries in Spanish in North Wales and in Mid and West Wales. In contrast there was an increase in the number of GCSE entries in Central South Wales and South East Wales between 2014/15 and 2020/21 – although numbers had fluctuated during the intervening years.

- Entries fell most sharply in Mid and West Wales (the number of GCSE entries reduced by 27.8%);
- The highest increase in GCSE entries in Spanish was in Central South Wales, where entries increase by 12.6% between 2014/15 and 2020/21.

GCSE entries in selected languages by region and gender, 2014/15, 2017/18 and 2020/21

5.11 Table 11 presents data on the take up of French, German and Spanish between 2014/15 and 2020/21 by region and by gender. In the case of French and Spanish the number of female GCSE entrants continues to be significantly higher than male entrants in each region. The ratio of female to male GCSE entrants in these subjects has increased, as a result of the sharper decline in entries among boys during this period. There were over twice as many GCSE entries in French and Spanish among females compared with males in 2020/21, a broadly consistent pattern in all four regions.

Table 11. GCSE entries by region and gender⁷

	2014/15			2017/18			2020/21		
	French	German	Spanish	French	German	Spanish	French	German	Spanish
Female									
North Wales	625	131	129	486	97	105	399	79	98
Mid and West Wales	967	122	312	771	46	233	537	42	233
Central South Wales	797	218	333	669	190	212	622	112	354
South East Wales	494	64	245	334	59	122	206	25	296
Wales	2,883	535	1,019	2,260	392	672	1,764	258	981
Male									
North Wales	381	89	73	231	83	45	208	84	63
Mid and West Wales	483	70	159	388	50	115	243	36	107
Central South Wales	480	193	135	377	181	95	301	88	173
South East Wales	312	45	152	183	51	99	101	15	136
Wales	1,656	397	519	1,179	365	354	853	223	479

Source: Welsh Government, PLASC

5.12 In the case of German there is a slightly more nuanced picture: there were less marked differences in the number of female and male GCSE entries in all four

⁷ This table on GCSE entries does not include results for pupils in independent schools nor pupils who do not speak English and entered the education system in Wales within 18 months of the GCSE examination period. These data may therefore not be consistent with other data published online or included in other tables in this report.

regions. Indeed, there was a slightly higher number of entries among males in 2020/21 in the North Wales region. It should be noted, however, that this is in the context of very low numbers of overall entries in German in all regions.

Table 12. Percentage change in GCSE entries by region and by gender, 2014/15 to 2020/21

	Change in GCSE entries between 2014/15 and 2020/21		
	French	German	Spanish
Female			
North Wales	-36.2%	-39.7%	-24.0%
Mid and West Wales	-44.5%	-65.6%	-25.3%
Central South Wales	-22.0%	-48.6%	+6.3%
South East Wales	-58.3%	-60.9%	+20.8%
Male			
North Wales	-45.4%	-5.6%	-13.7%
Mid and West Wales	-49.7%	-48.6%	-32.7%
Central South Wales	-37.3%	-54.4%	+28.1%
South East Wales	-67.6%	-66.7%	-10.5%

Source: Welsh Government, PLASC

5.13 Analysis of the changes over time reveals some notable regional differences in entries between females and males.

- **French** GCSE entries among males fell more sharply than among females in all four regions. The highest fall was seen among boys in South East Wales (entries fell by 67.6 per cent between 2014/15 and 2020/21). The lowest fall was seen among girls in Central South Wales (which declined by 22 per cent over the same timeframe).
- **German** GCSE entries fell marginally more sharply among females than among males between 2014/15 and 2020/21. For both females and males, however, the picture is bleak, with the number of entries having fallen by more than half since 2015. The sole exception at the regional level are the figures for male entries in North Wales where numbers have broadly maintained their level, falling by only 5 per cent.
- **Spanish** GCSE entries presents a mixed picture, with some encouraging data at the regional level. Entries fell among both females and males in North Wales and in Mid and West Wales between 2014/15 and 2020/21.

However in Central South Wales GCSE entries in Spanish increased by 6 per cent among females and by over 28 per cent among males. In South East Wales, entries rose among females but declined among males.

GCSE entries in selected languages by region and free school meal (FSM) eligibility, 2014/15, 2017/18 and 2020/21

5.14 Table 13 presents data on GCSE entries by region, indicating the number of entries in French, German and Spanish by learners eligible for FSM and entries by learners not eligible for FSM. In 2020/21 there was a combined total of 428 entries in French, German and Spanish by learners eligible for FSM. This compares with a corresponding figure of 450 entries in the same subjects in 2014/15. The numbers of FSM eligible learners studying GCSE Spanish has increased in three out of four regions between 2014/15 and 2020/21, in contrast to a fall in overall entries over the same period.

Table 13. GCSE entries in selected languages by region and FSM eligibility, 2014/15, 2017/18 and 2020/21⁸

	2014/15			2017/18			2020/21		
	French	German	Spanish	French	German	Spanish	French	German	Spanish
FSM Eligible									
North Wales	49	11	13	32	14	15	46	20	12
Mid and West Wales	95	16	35	82	*	16	67	*	39
Central South Wales	94	15	41	65	14	39	91	11	62
South East Wales	56	5	20	35	*	10	44	*	36
Wales	294	47	109	214	28	80	248	31	149
FSM Not Eligible									
North Wales	957	209	189	685	166	135	561	143	149
Mid and West Wales	1,355	176	436	1,077	90	332	713	70	301
Central South Wales	1,183	396	427	981	357	268	832	189	465
South East Wales	750	104	377	482	108	211	263	36	396
Wales	4,245	885	1,429	3,225	721	946	2,369	438	1,311

Source: Welsh Government, PLASC

⁸ This table on GCSE entries does not include results for pupils in independent schools nor pupils who do not speak English and entered the education system in Wales within 18 months of the GCSE examination period. These data may therefore not be consistent with other data published online or included in other tables in this report.

5.15 One important question is how proportionately FSM eligible learners are represented among GCSE entries in these subjects. This can be calculated – relatively crudely – by comparing the proportion of GCSE entries among FSM eligible learners with the overall proportion of learners eligible for FSM in all secondary schools in Wales. In 2020/21, 21 per cent of secondary school learners (all year groups) were eligible for FSM. However, a far lower proportion of GCSE entries in French, German and Spanish – a little over 9 per cent – were by learners eligible for FSM. This discrepancy or relative under-representation of FSM learners among GCSE entrants exists across all regions in a similar pattern (see Table 14).

Table 14. Proportion of all learners eligible for FSM and proportion of language entries among FSM learners, 2014/15 and 2020/21⁹

	% of learners eligible for FSM 2014/15	% of entries in French, German and Spanish among FSM eligible learners 2014/15	% of learners eligible for FSM 2020/21	% of entries in French, German and Spanish among FSM eligible learners 2020/21
North Wales	15%	5%	18%	8%
Mid and West Wales	16%	7%	19%	9%
Central South	19%	7%	23%	10%
South East Wales	19%	6%	22%	10%
Wales	17%	6%	21%	9%

Source: Welsh Government, PLASC

⁹ The percentages of learners eligible for FSM indicated in this table are for all year groups. The percentage of learners in Y11 eligible for FSM may be slightly different to the data shown in the table.

6. Conclusions and recommendations

Design and delivery

- 6.1 The research has identified perceived strengths and weaknesses in the design and delivery of Global Futures in terms of its strategic goals of promoting and supporting IL across schools in Wales.
- 6.2 It is felt that the programme has provided better IL professional learning opportunities for practitioners and given them access to quality support and resources, in line with its strategic aims. The GF steering group is seen as a source of information, advice and dialogue and has successfully supported regional working and wider partnerships to sustain and promote IL. It is also adding value in areas such as new IL qualifications and how IL can be integrated into the new Curriculum for Wales.
- 6.3 The new curriculum itself is seen as '*a huge opportunity to embed IL*' and provide a foundation with which to support greater promotion and take up of languages. Schools will nonetheless require ongoing support and resources to sustain the positive impact of Global Futures and successfully deliver IL as part of this process.

Recommendation 1: Welsh Government should work with the steering group to co-construct a new Global Futures plan, focusing on the provision of IL as an integral part of the new CfW.

- 6.4 Despite its positive achievements, the Global Futures steering group has not yet been able to realise fully the programme's aims in the face of the many other factors that impact on the provision of IL in schools. The advisory nature of the steering group means that its role is often perceived as information sharing rather than delivering strategic outcomes.

Recommendation 2: The next iteration of Global Futures should include clear terms of reference and measurable targets. This should be linked to the recommendation 8 to improve monitoring and evaluation.

Impact of Global Futures

- 6.5 Stakeholders and schools reported a wide range of positive impacts for Global Futures in relation to its key strategic aims 2020-22. In terms of its strategic aim

of ‘providing clear guidance, principles and awareness raising to support multilingualism in schools’, the programme has supported purposeful engagement and promoted trust and partnership. Lead IL coordinators, practitioners and schools are working well at a regional and local level. Partnerships are proving to be sustainable and supporting wider IL cooperation between regional consortia.

- 6.6 Global Futures has supported an increase in the quality and frequency of regional working to promote and deliver IL and enhanced access to expertise in universities and language institutes. This has allowed for the creation and sharing of new learning practice and pedagogical approaches and boosted practitioners’ confidence through professional learning opportunities. The quality of the resources produced has also contributed to supporting excellent teaching and learning of IL in some schools across Wales, contributing to the strategic aims of the programme.

Recommendation 3: Regional working has been a successful element of Global Futures. The successor programme should build on this approach, ensuring that resources are provided to sustain and build on the partnerships already in place between regional consortia and schools.

- 6.7 However, despite these positive outcomes, the overall impact of Global Futures has been impeded by the programme’s limited remit. This is particularly with regards to addressing the systemic issues around the decline of IL take up at secondary level. While Global Futures provides support and helps build capacity it does not place requirements on schools to deliver or increase IL provision.
- 6.8 Analysis of administrative data reveals that the long-standing decline in provision and take-up of MFL continues. The number of hours spent teaching MFL in secondary and middle schools has continued to fall, mirroring a reduction in the number of teachers teaching MFL. Prior to the publication of the first Global Futures plan GCSE entries in languages had fallen by 44 per cent between 2002 and 2015. There was a further 42 per cent fall between 2015 and 2021.

6.9 Global Futures has not therefore stemmed the decline of IL take up at GCSE and A level and has not been effective in addressing systemic barriers to IL take up such as narrow options choices and the lack of progression opportunities to further study. This ongoing decline is not unique to Wales and given the limitations of the programme's remit noted above this is not an unexpected outcome.

6.10 The successful impact of Global Futures at primary level highlights the lack of coherence in terms of transition and progression for IL learners. Secondary schools are not currently building on the progress and aspirations of learners and the enhanced skills of practitioners at primary level.

Recommendation 4: The Global Futures successor programme should build on activity at primary level, ensuring targeted transition activities and clear progression pathways into the secondary phase.

6.11 Stakeholders also reported ongoing challenges regarding equality of opportunity with learners in socially disadvantaged areas less likely to take languages. While having a positive impact on many schools Global Futures is perceived to lack a consistent and coherent approach to engage with all schools in Wales.

Recommendation 5: The next iteration of Global Futures should aim to engage with all schools across Wales in order to ensure equality of access to support for all learners.

6.12 The current model of year-on-year funding for Global Futures was not considered by stakeholders to allow for a sustainable approach to promoting and developing IL in line with programme aims. Confidence to deliver IL among primary school teachers is reported to be another key challenge and a more coherent, Wales-wide approach, including embedding IL into ITE will be required to build on progress.

Recommendation 6: Welsh Government should consider a longer-term funding plan for future IL strategies as part of a Wales-wide approach to supporting IL.

Recommendation 7: Welsh Government should work with ITE providers and other key stakeholders to explore integrating IL into teacher education.

6.13 Stakeholders and practitioners considered that IL qualifications are not currently fit for purpose and there is concern with regards to learner progression opportunities and careers linked to IL. The Global Futures steering group is working with Qualifications Wales and Welsh Government to address this, through the redesign of IL GCSEs to better engage and support learners through the new curriculum. This is the type of proactive collaboration that the group can lead in the future, if given the means.

6.14 Monitoring and evaluation of the impact of Global Futures has been inconsistent and this has led to a lack of robust evidence of whether the programme is achieving its overarching aims. The lack of terms of reference for Global Futures was considered to hinder its potential for transparency, continuous improvement cycle and effective project management.

Recommendation 8: Linked to the development of new terms of reference, Welsh Government and the steering group should put in place new monitoring and evaluation processes to illustrate the impact and progress of the new IL strategy.

Opportunities under the new curriculum

6.15 There are opportunities for Welsh Government to ensure an integrated approach to IL teaching and learning alongside English and Welsh. A revised Global Futures could form part of longer-term planning for all languages within the new curriculum as part of the LLC AoLE as well as linking to the objectives of Cymraeg 2050. This process should include bringing representatives of Welsh and English language teaching and ITE into the steering group and develop Estyn's role relating to IL.

Recommendation 9: Welsh Government should work with key stakeholders across language learning to develop a more integrated approach to supporting Welsh, English and IL teaching and learning.

Recommendation 10: Welsh Government should request that Estyn produce a thematic report focused on IL under the new curriculum arrangements to support good practice and desired outcomes. This would provide a baseline for the development of further IL provision, linked to English and Welsh.

Annex A: Case Studies

Case Study 1

Background and engagement with Global Futures

The school is a secondary school, (11-18 years) in the Education Achievement Service (EAS) region which currently offers French for learners in Year 7 to A level and German for learners in Years 8 to A level. Year 7's receive 3 hours IL teaching a fortnight rising to 4 hours from Year 8. The school's engagement with Global Futures is led by the IL lead.

Activities taking places under Global Futures

The school has engaged with a wide variety of activities supported through Global Futures. These have included developing and sustaining transition activities with local primaries, professional learning activities for staff, engaging with flagship programmes such as Routes Cymru Pupil Language Ambassadors and Cardiff University Student Mentoring Project.

Global Futures has also supported the school developing new networks and activities plus sharing digital resources with some of the key partners such as British Council Wales, Goethe Institut and Institut Français. Resources from the Goethe Institut were particularly appreciated, *'they provided very practical support and resources about the benefits of studying German. They focused on transition, school visits in year 9, links to careers, good resources to organise extra classes in school, helping teachers to sell the subject.'*

The school is a lead school within the regional cluster so they have also led on aspects such as promoting the Open University course to primary teachers, developing further IL resources for primary schools, and interpreting IL's place within the new curriculum for Wales as part of school planning. *'Global Futures has allowed us to do much more with primaries and driven more continuity and effort.'*

Impact on school and teachers

The IL lead reported that Global Futures has enhanced the skills of school staff to be able to support and teach IL. The SLT have provided time and support for engagement with Global Futures professional learning and as a lead school they have disseminated resources and developed a network of teachers willing to support each other and share

good practice. The resources include videos supporting teachers to integrate languages in the curriculum, examples of good practice such as what does a good unit of work look like and online tutorials. The mentoring programme led by Cardiff University was reported to have been very successful but has been negatively impacted recently by the pandemic recently.

'Routes into Languages videos showed how careers can be developed using IL, they are tailored to your school and are really good quality.'

Impact on learners

Of particular value for learners have been A level masterclasses and turbo tutoring, which have *'really improved confidence and aspirations of A level pupils and developed their exams skills base.'* These were considered to be particularly vital given the costs of employing language assistants, which is now considered to be unaffordable. There has been less focus on key stages 4 and 5 and the lead considers that this could be a priority for a revised Global Futures.

The transition activities and resources for primaries are leading to positive impacts for learners in years 7 and 8. *'They are confident learners and can identify learning points of relevance to IL in the content of English and Welsh too. It's a new way of learning that can be further supported.'* However, the lead notes that there is still no common base level for IL learners in year 7 and therefore the scheme of learning is starting from zero. *'You could be starting at higher levels but there is no primary-secondary dialogue as happens, for example, in maths and this therefore needs SLT engagement to sustain learner enthusiasm.'*

Future challenges and opportunities

For all the positive impacts the IL lead did not consider that Global Futures has enhanced the profile of IL at a whole-school level. They noted that an overcrowded curriculum at KS4 and narrowing of curriculum at KS5 makes it difficult to promote the subject. For the IL lead unless languages are prioritised they will continue to be sidelined. To address this, they suggested that IL classes with small numbers of learners should be allowed to run. The new curriculum has been identified as an opportunity but also a challenge.

'Those who are enthusiastic will run with IL and GF is doing a great job supporting them. Where is the consistency though, not all schools are embracing IL, what happens to them? It's just pockets of good practice otherwise.'

Case Study 2

Background and engagement with Global Futures

The school is a primary in the GwE region, which currently offers French for learners in years 3, 4 and 5 for 1 hour a week. The school's engagement with Global Futures is led by the IL lead. This individual was initially invited to set up a French club in 2015 and this led to the school being involved in regional education consortium's lead school initiative for IL and her new role teaching French across year groups in the school.

'This has gone from strength to strength – the children love it and so do the parents.'

Activities taking places under Global Futures

The school has benefited from a range of activities supported through GF including professional learning activities such as IL workshops for staff, support with developing new networks across their region, events to promote uptake of languages amongst learners and the creation and sharing of digital resources. The IL lead also received funding through Global Futures to produce 'one stop shop' French resources for the GwE website. This includes activities, videos, and vocabulary exercises for teachers across the region.

Impact on school and teachers

The IL lead outlined that Global Futures has enhanced the skills of staff to be able to support and teach IL. The lead has also successfully completed the Open University course, funded through Global Futures. *'The pedagogy element of it was great and very detailed - they suggest really immersing learners in the culture, so lots of games and activities.'* Global Futures has allowed her to connect with other teachers teaching IL across the region and Wales. Lead school practitioners share experiences and ideas that facilitate introducing and enhancing teaching IL to a wider community.

'It's nice not being in isolation and we are working with other teachers, encouraging them to say 'I'll learn with you' to the pupils.'

Impact on learners

Tide 360 and Power Languages are considered to be good resources and were introduced through the GwE IL lead. The resources provide progression statements, monitored assessment and oracy-based activities and progression paths. The IL lead reports that they also invent games with the learners to keep language learning fun. The school has developed cross-curriculum activity linking IL to health and well-being, art, literacy and listening skills. Learners are also immersed in the culture of France through history and sport.

'It's lovely seeing how each different age group respond – they want to learn and they help plan the lessons, giving their ideas. Natural progression is a key element to what

we do – kids have a great attitude to French and always look forward to the next challenge.'

Future challenges and opportunities

The school is committed to continuing to support IL and the lead is currently working with others in the school to ensure a common approach to language learning across year groups which will include provision for more IL. The foundation phase is also now involved.

As a lead cluster school, the school provides resources, content and advice for other schools across the network. The IL lead also produces webinars for the cluster and contributes to evaluating resources. A key challenge for the school and the wider cluster to address is that *'some learners can go backwards in transition to secondary school as learners are not all at the same level. They should be considering streaming kids when they go to secondary in order to build on their IL progress.'*

Case Study 3

Background and engagement with Global Futures

The school is a secondary school, (11-16 years) in the GwE region which currently offers French for learners in Year 7 to 11. Year 7's receive 3 hours IL teaching a fortnight, similar to other non-core subjects. Prior to Covid a Russian lunchtime club was also offered. The school's engagement with Global Futures is led by the IL lead. All EAL pupils are offered an opportunity to sit the GCSE in their mother tongue (where available) and the contingent currently includes speakers of Arabic, Bulgarian, Portuguese, Polish, Romanian, Turkish, Bengali, Spanish and Russian.

Activities taking places under Global Futures

The school has engaged with a variety of activities supported through Global Futures. These have included professional learning activities for staff, sharing resources, attending regional conferences e.g. supporting more able and talented (MAT) learners, transition activities and engaging with flagship programmes such as Routes Cymru Pupil Language Ambassadors and Cardiff University Student Mentoring Project. The IL Lead noted a range of *'useful ideas and resources'* coming out of these activities but highlighted limited resources and time to fully engage as other key challenges are faced.

'It would be really good to see some events being hosted nearer to home - e.g. at schools in Flintshire / Wrexham areas or in Glyndwr University - to allow schools from the north east of Wales to have better access.'

Impact on school and teachers

The IL Lead reported that Global Futures has led to new partnerships between the school and others to support language learning and enhance learners' experiences. IL Teachers have attended professional learning activities and workshops organised by the REC while the IL Lead in the schools has met several times with other IL leads across the network. The professional learning opportunities have been 'good' and welcomed by staff, providing them with new ideas to enhance their teaching skills and develop resources. Global Futures is also reported to have had a positive impact on the awareness of IL in the school.

Impact on learners

The IL lead reported that learners who have engaged with Global Futures events have responded positively and for some it has strengthened their decision to continue with IL at GCSE. Activities involving MAT learners have also allowed them to work across different languages. The school is also working to support ideas for careers pathways for IL using the United Kingdom Accreditation Service (UKAS) website. Further support was considered to be needed, however, with planning the KS3 curriculum to create 'a *lasting impact*' for languages within the school. The IL Lead also noted that there has been less impact on disaffected learners and that it remains a challenge to engage with these groups through current resources.

Future challenges and opportunities

The IL Lead would like clearer messages from Welsh Government with regards to the economic and political importance of support for languages. Building on the call for greater focus on KS3 resources the IL lead called for access to '*authentic materials that are linguistically and emotionally appropriate for year 7 learners*'. These include supporting transactional exchanges, role play, conversations, which all link to a more practical and engaging approach to language learning. More attention is also required for careers and links to employers to support those who lack confidence in potential progression opportunities for IL. The IL Lead also called for more clarity regarding the new Curriculum for Wales and the future of IL qualifications.

'We are feeling very uncertain of what the new curriculum will actually look like for languages, and very uncertain of how much we really need to change. We really need to know what the plans are for KS4 / GCSE so we know what we are aiming at in the long term and where to place the balance.'

Case study 4:

Background and engagement with Global Futures

The school is a small rural primary school in the GwE region with mixed year groups taught in the same classes across the Foundation Phase and Key Stage 2, led by the head teacher. The school has increased its IL provision in recent years, drawing on the support from the regional consortium. The school places an emphasis on integrating language learning as an enjoyable part of curriculum delivery. As the head teacher reported,

“We want children to enjoy languages, to be excited and stimulated and to appreciate diversity. By learning words in other languages, this also encourages them to think more deeply about Welsh and English and enriches their literacy skills more generally”

The school was given encouragement and ideas on how to introduce languages by the regional consortium, as part of the Global Futures programme. The consortium’s IL lead has delivered to primary schools in the region on how to use languages in art lessons and physical education. The school is now part of a group of primary schools that has worked with the consortium to develop a ‘start-up pack’ aimed at primaries who are just beginning to plan their IL provision and are looking for ideas and resources.

The headteacher believes that schools need further encouragement but ‘access to support and resources can give them confidence to try new things.’

Activities taking places under Global Futures

The school introduces languages in two ways. Firstly, through games and activities that are played regularly in class. These include: songs that teach children to count, colours and to learn the months of the year in French; bingo, played to reinforce number and colour vocabulary; simple greetings and phrases to express emotions – which are displayed in the classroom. Secondly, French is introduced as part of each term’s topic.

‘We have a new topic each term - during each term we introduce 6 words in French and use them as part of the theme. This term’s theme is about the human body and healthy lifestyles. We have taught the children how to say six fruits in French. They already know how to count and how to say ‘je voudrais’ and ‘s’il vous plaît’. So they feel very pleased when they suddenly realise that they can form sentences.’

Every primary school in Wales was given a copy of the Geiriadur Lluniau i Blant / Illustrated Dictionary for Children which brings together useful vocabulary in five languages: Welsh, English, Spanish, French and German. This dictionary includes

words linked to family, the human body, clothes, food, plants, our planet, transport, houses, school, jobs and sport.

Impact on learners

The headteacher – who also teaches a mixed year group with children from years 3-6 – explained that providing early experiences of plurilingualism can help break down the myths that languages are difficult. The headteacher noted that for many years IL used to be the only subject that Year 7 learners had no experience of prior to beginning secondary school.

“Children have experience of science, geography, art, music, drama in primary school. It’s only fair that they have opportunities to develop skills in international languages before they move to secondary education.”

The headteacher also reflected on the advantages of mixed year groups in a small school environment.

“When we play games using languages, the older children take a lead in coaching and helping the younger children. It’s nice to see the pride they take in being able to use vocabulary and help younger learners. We often put them in teams for games so that older learners are coaching and supporting the younger children.”

Annex B: Evaluation of Global Futures: school questionnaire

Background

1. Name of school [required, open text]
2. Your role in the school [drop down]
3. Your name [open text, optional]
4. Which of the following is your school?

Primary school	
Secondary school	
Special school	
PRU	
All-through school (3-16, 3-18 school)	
I do not work in a school	
Other (please specify)	

5. In which local authority is your school?

Section 1: Current international languages provision

[Filter - Primary schools, all-through schools]

6. Which languages do you teach as part of your planned curriculum delivery? Tick all that apply

	Foundation Phase	Year 3	Year 4	Year 5	Year 6
French					
Spanish					
German					
Italian					
Other (please specify)					

7. How much time do you spend teaching languages in your school per week? (If more than one international language taught, please include all)

Year 4: [drop down: 0.5 hrs; 1 hr; 1.5 hrs; 2 hrs; more than 2 hrs]

Year 5: [drop down: 0.5 hrs; 1 hr; 1.5 hrs; 2 hrs; more than 2 hrs]

Year 6: [drop down: 0.5 hrs; 1 hr; 1.5 hrs; 2 hrs; more than 2 hrs]

[Filter: Secondary schools, all-through schools]

8. Which languages are taught in your school? Tick all that apply

	Year 7	Year 8	Year 9	GCSE	A-level
French					
Spanish					
German					
Italian					
Mandarin					
Others e.g. community languages (please specify)					

9. How many hours of languages are Year 7 and Year 8 learners taught in your school per week / every two weeks (depending on your school timetable)?

10. Does your school deliver extra-curricular activities that involve or promote international languages? (e.g. language clubs, partnerships with international schools, trips)?
 [Yes / No / Don't know]

If 'Yes', please provide brief examples of these activities, noting which year group(s) and languages they involve and who leads on provision.

Section 2: Engagement with Global Futures and perceived impact

11. Which of the following Global Futures activities has your school engaged with? [Tick all that apply]

- Transition activities
- Professional learning activities / workshops
- New networks / clusters
- Conferences / events
- Sharing digital resources
- Activities with other partners e.g. Goethe Institut, Institut Français, Confucius Institute, British Council Wales, Routes into Languages Cymru, Student Mentoring Scheme (please specify)
- New qualifications

Please provide any additional information or examples to support your answers.

[Free text]

12. To what extent do you agree or disagree with the following statements? [Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree]

- I understand the aims and objectives of Global Futures and the type of activities it supports
- I am aware of good practice delivered through Global Futures in other schools/regions
- Global Futures has enhanced the skills of staff in my school to be able to support and teach international languages.

Please provide any additional information or examples to support your answers. [Free text]

13. To what extent do you agree or disagree with the following statements? [Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree]

- Global Futures has enhanced the profile of international languages at a whole-school level.
- Global Futures has provided my school with improved resources to promote language learning.
- Global Futures has led to new partnerships between my school and others to support language learning and enhance learners' experiences.
- Global Futures has had a positive impact on the provision of international languages in my school
- I understand the impact of Global Futures activities and wider international language learning on my learners

Please provide any additional information or examples to support your answers. [Free text]

14. Global Futures has worked best or has delivered the most effective outcomes where....

[free text]

15. The main challenge in promoting and increasing international languages in our school is...

[free text]

16. Are there any gaps in the support currently provided by Global Futures? [Yes, No, Don't know]

If 'Yes', please outline below:

Section 3: International languages as part of the Curriculum for Wales

17. To what extent do you agree or disagree with the following statements? [Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree]

- The new curriculum arrangements offer increased opportunities to support and deliver international language learning
- I understand the progression steps envisaged for international language learning and how they can fit into my teaching practice / practice in my school
- I/my staff have the professional learning opportunities required to deliver language learning for the new curriculum
- I/my staff have the resources required to deliver language learning for the new curriculum

Please provide any additional information or examples to support your answers. [Free text]

18. Do you require further support to plan and design international language learning within the new curriculum arrangements?

[Yes / No / Don't know]

If 'Yes', please note the support you require.

[free text]

Annex C Global Futures evaluation: stakeholder interview guide

Section 1: Overview of the evaluation aims and introduction

- Probe awareness of/involvement with Global Futures and background to their organisation

Section 2: Views on design and delivery of the programme

- To what extent does Global Futures align with or complement education reforms in Wales?
 - Does Global Futures fill a gap or offer a new innovative approach to the teaching and learning of international languages?
- How effectively has the programme been designed?
 - Is it focused on the right priorities?
 - Does it target resources and support appropriately?
- How effectively is the programme being delivered at national, regional and local levels?
- Effectiveness of the steering group approach?

Section 3: Impact of Global Futures on the education system in Wales

- Has it contributed to increased the number of learners studying languages at all levels and across all sectors?
- Has it provided clear guidance, principles and awareness raising for all sectors to support multilingualism in schools in Wales?
- Has it contributed to supporting excellent teaching and learning of international languages for all learners?
- Has it contributed to the development of new networks/partnerships to support international language provision?
- How does it complement current Welsh Government policy e.g. international strategy?
- Have there been any barriers to achieving the aims of Global Futures?

Section 4: Future of programme

- What elements of Global Futures should be sustained/built to support international language provision in schools?
- How can any future programme support the introduction of the new curriculum and assessment arrangements?

- What additional challenges and opportunities should future programmes be looking to address?
- Is Global Futures in its current form the best way of addressing these challenges? If not why not and what changes should be made?