British Council school programmes in Scotland: An impact study

Final Report

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1| Executive summary

This report evaluates the impact of British Council programmes in Scottish schools, particularly their contribution to closing the attainment gap for students from different socioeconomic backgrounds.

British Council Scotland works with approximately a third of all schools in Scotland through programmes, including Erasmus+, Connecting Classrooms, e-Twinning, and Modern Language Assistants, that enrich curriculum, pedagogy and professional development with a global outlook. Despite a variety of definitions and treatments, there is growing attention to global citizenship education and sustainability education as important curricular goals across nations and systems.

The Scottish Government has placed high priority on achieving excellence and equity in pupil's academic attainment. Through its Attainment Challenge and associated initiatives, the Scottish Government aims to address the disparity between areas of high and low deprivation in literacy, numeracy and health and wellbeing outcomes for pupils. There are two risks associated with these developments: firstly, a potential narrowing of the curriculum; and secondly, the audit culture that can emerge around efforts to measure and evidence progress towards targets. While the British Council (BC) programmes serve as a counter-narrative to the former, they are exposed to the latter's accountability pressures.

The research reported herein sought to document the impact of BC programmes in Scottish schools, and its contribution to the Attainment Challenge's focus on achieving both excellence and equity. It used a mixed methods approach of quantitative data analysis (using open national data and individual pupil data) in combination with qualitative case studies of differently positioned schools and interviews with senior staff in key stakeholder agencies.

The quantitative phase revealed weak but statistically significant relationships between schools' levels of engagement with BC programmes and their attainment in literacy and numeracy within Scotland's Curriculum for Excellence. Higher levels of engagement with BC programmes were significantly (but weakly) related to deprivation, with those in the most deprived areas of Scotland being less likely to engage.

The second phase of quantitative data analysis explored the Greater Glasgow Area (8 local authorities) in more depth, modelling pupil data. This analysis of SQA data (school's SCQF level 5 and 6 attainment) revealed that higher levels of BC engagement were linked with higher educational outcomes. However this effect was only evident for those schools not in an Attainment Challenge local authority. For schools in Attainment Challenge local authorities within the Greater Glasgow Area, the picture appears to be more complex, with higher BC engagement being associated with lower outcomes in SQA qualifications when compared to schools with lower BC engagement in those same authorities. Comparisons could not be drawn to a control (non-participating) group at present. Further research is required to understand more about this last finding.

In brief, the quantitative findings offer empirical support for a positive association between participation in BC programmes and higher educational attainment. However, there is an interaction

with deprivation and Attainment Challenge local authority status, meaning that more must be done to promote engagement in more deprived areas of Scotland. In addition, more support may be needed from the British Council to implement multi-programme engagement in Attainment Challenge local authorities and other areas of higher deprivation.

The qualitative study profiled British Council programme engagement in 7 case study schools (4 primary, 3 secondary) across 5 local authorities (Attainment Challenge and non-Attainment Challenge). The case studies involved semi-structured interviews with headteachers, members of the senior manager teams, coordinators of BC programmes, teachers and pupils as available in each site. The case studies document the variety of histories (in terms of mature versus recent engagement with BC programmes), motivations and modes of enactment of BC programmes in the different schools. The views of 5 stakeholders from 3 key educational agencies in Scotland about the BC programmes' impact were also gathered.

The qualitative data provided a deeper insight into how engagement in the British Council programmes was making a contribution to pupil learning in literacy, numeracy and health and well-being in the case study schools. The analysis of the data showed that there was significant variation in how each Case Study school engaged with the BC programmes and how they impacted on the teachers and pupils. This variation in approach to the BC programmes is in line with the flexibility afforded to schools to select approaches to Curriculum for Excellence that are appropriate to learning and teaching within their specific context. This meant in relation to the qualitative data the variation of impact of the BC programmes was noticeable been all 7 case studies rather than between Attainment Challenge and non-Attainment Challenge schools. The data gathered showed that the headteachers, Senior Management Teams and teachers in schools within Attainment Challenge local authorities purposefully used BC programmes to build aspiration and school engagement for students.

All the school leaders and teachers found it difficult to distinguish the particular contribution of the British Council programmes beyond the motivation and authenticity they generated for pupils in classroom activities, and the contribution to teachers' professional learning. This made identification of evidence of a direct link between the BC programmes and improvement in attainment problematic, particularly where the work of the programmes in the Case Study School was embedded across the curriculum. However, being more embedded across the subjects may be construed as a positive attribute as it becomes part of the ethos of the school (as evidenced in the more mature cases, 2, 3 and 7) and potentially more impactful on pupils' and teachers' learning. The analysis of the data, particularly in these 3 Case Study schools, identified as mature engagers in the BC programmes, indicated that they had embedded the programmes across the curriculum areas and had purposefully sought to involve a number of teachers in the programme activities. This appears as a key characteristic for sustainability of international education in the school beyond the availability of BC funding and support through the programmes. It would overcome the challenge of sustainability noted when a single enthusiastic teacher engaging in the BC programmes moves on to another school and the focus on international activities in the school they leave diminishes.

Despite the challenges of identifying direct impact, there was evidence of impact on literacy and health and well-being identified by the teachers and pupils in all the schools. This was evidenced through examples of development in pupils' learning. There was less evidence of impact in the Case Study schools on numeracy with specific examples only provided by 2 of the schools. More direct links to impact were evident in relation to engagement in the Language Assistant programme. Examples provided by the teachers and pupils in Case Study schools 3 and 4 indicated impact on attainment in speaking and listening in French and Spanish. In all the Case Study schools, teachers and pupils also provided strong examples of curriculum enrichment and in relation to broadening pupil horizons, raising aspirations and confidence, increasing motivation and developing awareness of cultural

diversity and respect for others. This impact seemed most closely linked to pupils' development of the 4 Curriculum for Excellence capacities (successful learners; confident individuals; responsible citizens and effective contributors). This offers a counter narrative to views of curriculum narrowing as a consequence of features of NIF. British Council programmes offered opportunities not only for curriculum enrichment but also school leader and teacher professional development. For example, pedagogic innovation through sharing ideas and working in partnership with teachers across the school and in other countries. British Council support for school leaders and teacher professional development should build on these opportunities for both development in priority areas of the curriculum and opportunities for innovation.

Key themes emerging from the case studies were:

- Important differences in how schools enacted the different BC programmes, and different ecologies created in relation to other curricular goals

- The difficulty in isolating and evidencing the particular impact of BC programmes in more embedded and interdisciplinary ecologies

- Enthusiastic accounts of the enrichment, authenticity and motivation that BC programmes add to classrooms, to language and literacy pedagogies, and to student health and wellbeing in broad terms

- The high value teachers placed on the professional learning they accrue from BC professional development and engagement

- The role of school leadership in instigating, sustaining and growing engagement with BC programmes and the vulnerability of BC programmes when key staff move on if engagement in the programmes is not shared between teachers across the school.

While there was evidence from the quantitative and qualitative data of impact arising from the British Council Programmes and the resources, more attention could be paid to supporting school leaders and teachers to plan more carefully how the programmes link to the priority areas of literacy, numeracy and health and well-being and how they monitor impact on attainment in these areas and more generally. The interviews with the key stakeholders from the educational agencies provided a range of suggestions for better monitoring which should be considered and discussed further in collaboration with them. More guidance is needed before schools begin their engagement in the British Council programme to plan for measurement of impact, during the programme and after engagement to monitor and analyse data collected in order to identify impact more explicitly. This data collection could be linked with monitoring processes already in place in the schools to gather evidence in relation to for example, NIF drivers of improvement or other relevant QIs used as part of the school self-assessment processes. This would enable British Council to work with schools to gather evidence of the impact of their programmes on policy priorities and use the data to encourage non-engaging school by highlighting evidence of the benefits for teacher and pupil learning. Another key factor for ongoing monitoring of impact is maintaining a more coherent set of data of the schools' engagement in BC programmes. The data file provided (separately) as part of this Impact Study provides an example of a more comprehensive and coherent set of data that could be used as a template to collect data about programme engagement in future.

A list of recommendations is made below for enhancing the contribution that BC programmes make to Scotland's curricular goals of excellence and equity. In addition, recommendations are made for future

data collection to help monitor and evidence the impact of the British Council programmes in Scotland's schools.

2| List of recommendations

For the purposes of increasing the impact of British Council programmes on literacy, numeracy and health and wellbeing outcomes, particularly in areas of deprivation, it is recommended that BC Scotland:

1) work more directly with schools in more deprived areas and their local authorities to promote engagement with BC programmes;
2) support engaging schools in Attainment Challenge local authorities to better integrate their enactment of BC programmes with relevant curricular aims;
3) facilitate sharing of good practice and exemplars that use BC programme engagement to enrich classroom practices promoting literacy, numeracy, and health and wellbeing curricular outcomes.

For the purposes of future data collection, it is recommended that the British Council:

4) use SEED code identifier to confirm school details such as name and postcode and link to open datasets in the gov.scot databases;
5) ensure all programmes are collated centrally, and at standard time points in the school year (to ensure a longitudinal time series approach can be used to better pinpoint impact of specific programmes over time);
6) designate a person to whom programme information is 'fed up' through the system; such that they can enter data on the aggregated spreadsheet, and each record will represent an individual engagement with BC;
7) keep track of those schools not engaging with BC (or not presently engaged with BC) on the central spreadsheet (for a clear 'control' comparison);
8) be clearer about the role split between lead and additional schools in BC programme partnerships;
9) consider creating a measure of commitment required/shown for specific programme engagements which would be helpful to quantify BC engagement in future. It would be informative to further quantify the extent of engagement on specific programmes;
10) consider using standardised survey measures such as belonging/inclusion, well-being, cultural literacy for staff-pupil outcomes.

For the purposes of increasing the uptake of British Council programmes in Scottish schools, it is recommended that the British Council:

11) develop a strategic communication plan that includes raising awareness of the potential impacts of engagement in the BC programmes on teacher and pupil learning, raises awareness of the BC, its programmes and resources with all teachers and schools;
12) consult regularly and engage with all the key educational agencies in Scotland to progress shared goals.

For the purpose of supporting school leader and teacher professional development:

13) work directly with school leaders and key agencies supporting school leaders to raise greater awareness and understanding of the importance of BC programmes having strong

leadership and whole school curriculum planning and monitoring to identify and gain impact in literacy, numeracy and health and well-being

14) provide further support for teacher professional development to raise awareness and identify potential approaches to linking British Council programmes to learning in literacy, numeracy and health and well-being and to IDL
15) facilitate sharing of good practice and exemplars that use BC programme engagement to enrich classroom practices promoting literacy, numeracy, and health and wellbeing.

3| Introduction

This is the Final Report of the research project: *Impact Study: British Council school programmes in Scotland* commissioned by the British Council (BC) Scotland. The project was conducted by a team of researchers in the School of Education, University of Glasgow. The research team included:

Professor Kay Livingston: Co-Leader

Professor Catherine Doherty: Co- Leader

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4| British Council programmes in Scotland

British Council Scotland works with schools in Scotland to offer a range of programmes that aim to support learning, teaching and school improvement. In addition, the programmes aim to broaden learners' horizons, open their eyes to global thinking, and help support the development of core skills relevant in today's global economy. Currently British Council Scotland works with approximately a third of all Scottish schools through programmes including Erasmus+, Connecting Classrooms, e-Twinning, and Modern Language Assistants. These offer opportunities for learning through:

- participation in international curriculum-relevant projects;
- partnerships through international linking, including online collaborations to benefit teachers, pupils and the whole school community;
- support for language learning and teaching under Scotland's '1 + 2' language policy;
- support for teachers' and school leaders' professional development to internationalise their curriculum; and
- a range of classroom resources to support Scotland's Curriculum for Excellence.

It is the impact of these particular programmes that is the focus of this research project.

5| Policy context

The project sought to determine the impact of British Council programmes in Scottish schools, particularly their contribution to the Scottish Government's policy focus on achieving excellence and equity in pupils' academic attainment. The intent of such policy is to improve pupils' literacy and numeracy, and also improve their health and wellbeing. By including the wellbeing of pupils as one of its high-level foci, the Scottish Government is seeking to act on the research evidence that academic attainment cannot be isolated from broader economic, social and cultural issues.

This 'joined up' understanding of academic attainment is also reflected in how Scotland approaches the school curriculum. *Curriculum for Excellence* (Scottish Executive, 2004 and 2006; Scottish Government, 2008) takes a broad general education approach to the curriculum. Subject or discipline areas are understood as evidentially and epistemologically related, with the potential for them to be experienced, explored and understood through inter-disciplinary learning activities.

However, as in many post-industrial (particularly anglophone) nations (Wilkinson & Pickett, 2010) there is a noticeable gap in the academic attainment of Scottish pupils, in line with their different socioeconomic circumstances. That is, pupils from affluent areas tend to be associated with high levels of academic attainment, whereas pupils from economically 'deprived' areas tend to be associated with low levels of academic attainment (OECD, 2015). The challenge for the Scottish Government is to break these associations so that low academic attainment is not specifically associated with geographical areas of deprivation. In addition, following a recent dip in performance as measured by the OECD's Programme for International Student Assessment (PISA) (Scottish Government, 2016), there has also been renewed effort to raise the academic attainment of the Scottish school system as a whole. The Scottish Government recognises this 'gap' and 'fall' as its *Attainment Challenge* (Scottish Government, 2017). Indeed, it has named education and redressing these attainment issues as the single defining measure of its own performance as a government.

This attainment challenge has spawned a number of government policies and initiatives. *Getting it Right for Every Child* (Scottish Government, 2008) established a national approach to improving outcomes and supporting the wellbeing of all pupils. Its joined-up approach includes working with parents and the involvement of a range of services, not just those provided by schools. *Developing the Young Workforce* (Scottish Government, 2014) put renewed emphasis on increasing the number of young people reaching a positive and sustained destination as a key element of the Curriculum. The *National Improvement Framework* 2018 (Scottish Government, 2017) was introduced with a renewed vision:

> to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs. (p. 4, emphasis added)

Among its ambitions, the *National Improvement Framework* (NIF) has been introduced to monitor pupil performance, so that the government and the Scottish education system can determine both the extent of the attainment gap and also whether this gap is closing or widening. The NIF has six key drivers of improvement that provide a focus and structure for gathering evidence to identify where further improvements can be made. The six drivers are:

- School Leadership

- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information (Scottish Government, 2017).

A range of data is collected in relation to each of drivers including teachers' professional judgements of student progress. A feature of the NIF is the introduction of national standardised assessment (a national test) created by the Australian Council for Educational Research (ACER).

Nine local authorities in Scotland are currently designated as *Challenge Authorities* and are the primary focus in these initiatives. The focus of the Scottish Attainment Challenge is thus particularly on improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It also supports and complements a broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. The *Challenge Authorities* are supported by funding through the *Attainment Scotland Fund*, the *Innovation Fund* and the *Pupil Equity Fund* and by initiatives such as *Interventions for Equity*, which is based on the English Education Endowment Fund (EEF) philosophy of making available 'off the shelf' interventions that 'work' in schools. Other initiatives include *Children's Neighbourhood Scotland*, which takes a whole of community (or neighbourhood) approach to improving the lives of children in those communities, including how well they are doing at school.

Some of these policies and initiatives have met with criticism, by Scottish opposition parties but also by the research community (Gale & Parker 2018). For example, research from other post-industrial nations (for example, Nichols & Berliner, 2007) has shown that the introduction of national standardised tests has the effect of widening the gap between the academic attainment of pupils from different socioeconomic backgrounds. Such research suggests that national tests do not simply monitor performance; they influence performance and narrow the curriculum, while changing what is regarded as important to learn and failing to assess all of what pupils have learned.

Criticism has also been levelled at a 'what works' approach to teaching and learning. 'Off the shelf' interventions are always models of 'what worked' not 'what works', so they come with no guarantees that they will work with different pupils, on a different day, implemented by a different teacher in a different context. A good example of this is evident in 'the first large scale quasi-experimental study that aimed to be able to relate particular pedagogical innovations to pupil outcomes on a large scale' (Menter & Thompson, 2017). This study of 'what works' in English classrooms, funded by the EEF, found that 'the majority of the interventions showed no effect greater than existing good practice' (Churches et al., 2017). In their report, 'Closing the Attainment Gap in Scottish education', Sosu and Ellis (2014, p. 5) argued for a more nuanced appreciation of 'what works, for whom, in which contexts, and why'.

A third broad area of concern is with how the NIF and other policy instruments will be interpreted by schools, with the potential to produce an audit culture focusing teacher activity on measuring and 'evidencing' pupil performance (sometimes in relation to relatively intangible things such as wellbeing) and diverting teachers away from activity focused on pupil learning.

These same challenges exist for British Council programmes. The extent to which they are able to contribute to addressing the Attainment Challenge will be mediated by this same policy context. As a way in which to investigate their potential impact, this research project will include both Attainment Challenge local authorities and non-Attainment Challenge authorities.

Another relevant priority in the contemporary policy landscape is the importance given to promoting a more sustainable future through education. Such policy is expressed through international

agreements such as the United Nations Sustainable Development Goals. Within Scottish education, Learning for Sustainability (LfS) has been an ongoing priority since the establishment of the 'Eco-schools' movement in Scotland in 1995. Currently, the General Teaching Council for Scotland requires all teachers to address, 'Learning for Sustainability' to fulfil the GTCS Professional Standards.

The British Council has been active in supporting and progressing LfS in Scotland through a dedicated LfS Connected Classrooms programme developed in collaboration with the University of Edinburgh and the organisation, Learning for Sustainability Scotland (LfSS). This programme focuses on providing professional development for teachers, with links to the National Improvement Framework and the Curriculum for Excellence.

6| Literature review

In this section we position the British Council programmes in the larger context of growing attention to cultivating global citizenship in school curriculum. The literature review draws out a variety of definitions and dimensions of global citizenship education that would foreground different aspects of what it means to be a global citizen. This brief review allows us to understand the British Council programmes as proactively contributing to these efforts.

Global citizenship education (GCE) is topical everywhere, as reflected in a growing body of scholarly literature (Davies et al. 2005). Yates and Grumet (2011), in their introduction to the *World Yearbook of Education 2011*, highlight the widespread work in 'the configuring and reconfiguring of curriculum today, and the issues of nation and global context, of political change, of new identity and cognitive demands this world has now generated' (p.7). Though everyone seems to agree that GCE is a good idea, the concept attracts a variety of different, sometimes contradictory or conflicting meanings (Mannion et al. 2011; Oxley & Morris 2013).

Oxley & Morris (2013) identify two broad conceptions of GCE in the literature: *cosmopolitan types* (encompassing political, moral, and cultural dimensions); and *advocacy types* (social, critical, environmental, and spiritual). These incorporate a range of possible curricular content for GCE, for example democracy (political), human rights (moral), international development (economic), civil society (social), and sustainable development (environmental).

Third sector organisations are active in this space. Through its *Education 2030 Agenda and Framework for Action* and *Sustainable Development Goals*, UNESCO has maintained a keen advocacy for GCE.[1] UNESCO's approach to GCE orients to how 'human rights violations, inequality and poverty still threaten peace and sustainability.'[2] As such, UNESCO sees GCE as 'empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.' [3]

More locally, the International Development Education Association Scotland (IDEAS), a non-government network promoting global citizenship, defines a global citizen as someone who is 'aware of the wider world and has a sense of their own role as a world citizen'; 'participates in the community at a range of levels, from the local to the global'; 'is willing to act to make the world a more equitable and sustainable place' and 'takes responsibility for their actions.' [4] Global citizens under this definition need to be 'flexible, creative and proactive ... able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups'. Global citizenship education aims to encourage 'young people to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference.'[5]

These versions of GCE invoke an ideal (and deeply normative) global citizen. Pashby articulates this as:

[1] https://en.unesco.org/themes/gced/definition

[2] https://en.unesco.org/themes/gced

[3] https://en.unesco.org/themes/gced

[4] http://www.ideas-forum.org.uk/about-us/global-citizenship

[5] https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship

> a strong vision that a 'global' citizen is one who 'responsibly' interacts with and 'understands' others while being self-critical of his/her position and who keeps open a dialogical and complex understanding rather than a closed and static notion of identities. (Pashby, 2011, p. 428)

Such understandings of GCE as concerned with finding solutions to global problems stand in opposition to more neoliberal conceptualisations of GCE as preparation for economic competitiveness in a global market of opportunities. Mannion et al. (2011) describe GCE in terms of a 'curricular global turn' that is the result of the convergence of three educational sub-fields - environmental education, development education, and citizenship education:

> The official turn towards the global is founded on a rationale that requires pupils to make an *economic* and a *cultural* response to perceived current circumstances in ways that mask possible political concerns. The call is generally phrased as 'the challenge of preparing pupils for life in a global society and work in a global economy'. (Mannion et al. 2011, p. 449)

Rizvi (2007) characterises the curricular approaches dedicated to global competitiveness as 'economic instrumentalism' (p. 392) and criticizes them for their lack of the same moral dimensions that distinguish the global problems conceptualisation. The two polarised orientations produce very different narratives in 'what the schools are saying to pupils about their worlds and about their places in it' (Yates & Grumet, 2011, p. 9).

7| Methodological approach

Research approach

The British Council (BC) programmes are designed to enrich curriculum, support innovative pedagogy and contexts for learning, and offer professional development opportunities for teachers and school leaders. Given the complexity of schools, their many parties and the multiple factors that ultimately contribute to student outcomes, it is difficult to isolate the effects of these programmes from other contextual qualities such as school culture, community and leadership. However, in identifying schools for this research, we considered schools that have sought out, continued or grown their involvement with BC programmes over time. Interviews in these sites help understand and document the added value schools gain from their participation in BC programmes, and how these programmes might contribute in the context of the National Improvement Framework. In addition, the research utilises complementary open data to explore the relationships between schools' engagement with BC programmes, school attainment and quality.

A mixed methods approach was taken to investigate the impact of the BC programmes. The quantitative phase characterised schools by the level of their engagement with BC programmes. The qualitative phase characterised schools more broadly as 'recent' or 'mature' engagers. In both phases, there was also consideration of whether the schools and their local authorities were those identified in the Scottish Attainment Challenge.

Ethical approvals

The quantitative and qualitative research phases required different ethical approval applications. Regarding the quantitative phase, the University of Glasgow's School of Education has privileged access to 10 years (2006-2015) of ScotExed school pupil data for the Greater Glasgow area (8 local authorities in total). This access pre-dates the commission from British Council for this project. For this reason, the processes for ethical approval to conduct the quantitative and qualitative phases of the research were undertaken separately. Ethical approval was provided for local authorities, schools and individuals to be named in the quantitative phase but not in the qualitative phase. Thus, codes are attached to the participating local authorities to mask their identities in the latter but not in the former. Similarly, any identifying details mentioned in the qualitative data have been masked to protect confidentiality in their reporting.

The following sections analyse the quantitative and qualitative data respectively.

8| Quantitative Phase

Overview

The quantitative phase of the project utilised open data sets of educational outcomes in Scotland to explore the impact of BC programme engagement on school attainment. This was supplemented with more detailed, school-level modelling of pupil attainment as SQA outcomes in the Greater Glasgow area, covering 9 years of SQA data (2006/7 to 2014/15). This data was housed in the Urban Big Data Centre. This section reports on the following outcomes of the quantitative phase:

1) an **aggregated dataset** of all schools engaging with BC programmes over a 10-year period, with associated meta-data;

2) **correlation analyses, using open educational data** to explore the association of total programme participation with available open data on school attainment (Curriculum for Excellence, Quality Indicators) and deprivation (SIMD);

3) analysis of programme participation, modelled at the **pupil level for the eight Greater Glasgow Area** local authorities.

This third analysis explored educational outcomes of BC programme participation, while controlling for variables such as area deprivation and the impact of other factors such as local authority Attainment Challenge status. These outcomes are followed by a quantitative summary and recommendations for future compilation of data and analyses. The full details of variables, analyses and evidence to support findings are outlined. Headline findings are presented in the quantitative summary.

Output 1 - Aggregating the data for schools' engagement with BC programmes (2007-2017)

For the initial stages of data preparation, all spreadsheets sent by the BC were compiled into a single dataset by school (row) and programme participation (with additional rows by year). The relevant information retained for each record of engagement with BC included school name, postcode, local authority, year and programme (where available). These details were used to look up the school SEED code, and confirm identity. There was an initial total of 5,477 records of schools' engagement with BC programmes for raw data analysis. A cleaned dataset, including detailed meta-data on treatment of data, and 'exceptions' tab for schools not able to be analysed has been supplied to the British Council alongside this report as a separate file. Recommendations for onward data collection are an essential outcome of this report, and can be found in the summary of findings below.

SEED code identifiers

To ensure reliability of school status and contact details, the first step in data cleaning was to link schools to their unique SEED code identifier. This was obtained from the gov.scot website (September 2017) by matching school postcode, name and local authority. The application of SEED codes to the

records of engagement allowed for reliable identification of the individual schools and searches of the relevant open data. There were some instances where the school as recorded by BC was not found in the gov.scot data marked as 'Open at September 2017' but was subsequently found in the 'Schools Opened/Closed' sheet. Of the 5,477 records of engagement collated from BC's files, 633 were removed because they lacked a SEED code. Any records that could not be identified with a SEED code were eliminated from the analyses but can be found under the 'exceptions tab' (tab 3) of the final data file.

The remaining 4,844 records were reorganised into a clean dataset along with all relevant open data for BC's continued use. Of these, 150 records related to special schools were subsequently removed because they fell outside the scope of the study. The final sample comprised 4,694 records of engagement with BC, which involved 1,284 unique primary and secondary schools.

Calculating the variable of schools' 10-year engagement with BC Programmes ('BC Engagement')

Schools' engagement with BC programmes was operationalised as the total number of BC programmes engaged with over the full 10 year period, yielding a total 'BC engagement' score. Values for this score ranged from **1 to 53, but were capped at 30+ for reporting purposes** to avoid potential identification of individual schools. For example, a single school engaging in 1 programme per year, over 10 years, would receive a score of 10. However, a school engaging in 5 programmes for only 2 years, would also receive a 10. Please see the dataset for exact engagements by schools over the 10 year period. The data were collated and transformed to present a database of the individual records of engagement with BC programmes in a single row, on a by-year and by-programme basis (potentially yielding several rows for a single school). Therefore, the calculated total variable 'BC engagement' can only be viewed as a sum total of participation, and does not indicate the temporal dimension of mature versus recent engagement as discussed in the qualitative section.

Output 2 - Open data correlations of 'BC engagement' total with educational achievement and deprivation

This section offers the technical explanation of correlational analyses of open schools-related performance data. A user-friendly synopsis is given in the summary below. The correlation analyses used existing open data (made available by Scottish Government and its data sources, ScotExed, Education Analytical Services and their Tableau public-facing service) to examine the relationship between engagement with BC programmes and various pupil achievement outcomes. The most recent available open data was obtained for variables including deprivation, achievement of Curriculum for Excellence (CfE), and school quality indicators.

Deprivation

The *Scottish Index of Multiple Deprivation* (SIMD) provides a means of identifying areas of multiple deprivation across Scotland, which enables a better understanding of the associations between engagement and school outcomes. Publicly available SIMD data were sourced from the gov.scot website (August 2016). Datazones were assigned to the schools based on full postcodes, enabling them to be linked to the corresponding SIMD rank and vigintile.[6]

[6] See https://www2.gov.scot/Topics/Statistics/SIMD/BackgroundMethodology for further details about how the SIMD is calculated.

Open attainment metrics

Curriculum for Excellence (CfE) sets out guidance on the experiences, outcomes and levels expected to be met by pupils in Scotland over the course of their schooling, so they are equipped with the skills they require throughout their lives.[7] In this study the variable, 'Achievement of Curriculum for Excellence Levels', reports the percentage of pupils in each school that have achieved the expected CfE level in four key areas. These areas are English Reading, English Writing, English Listening and Talking, and Numeracy. The most recent (2016/17) CfE results for Primary 1, 4 and 7 (P1, P4 and P7) combined, and Secondary 3 (S3) were obtained from Scottish Government Education Analytical Services. Thus, the study used two measures for school CfE achievement from the available open data: the combined measure for stages P1, P4 and P7; and the measure for stage S3. These measures were assigned to the respective schools under study. The CfE achievement give us an indication of which schools are performing to the expected levels, according to teacher professional judgements at June 2017.[8] We included both primary and secondary schools in the analyses.

Inspection reports for schools across Scotland allow for an evaluation of quality and improvement in education, as set out in the established quality frameworks (Education Scotland, 2015). Upon visiting a school, inspectors use a set of Quality Indicators (QIs) to inform and record their professional evaluations, which are presented on a six-point scale (Education Scotland, 2015). All such data are made publicly available. QIs for schools relevant to this study were obtained from Education Scotland Enquiries. We submitted a data request to ensure all recent QI outcomes were obtained, which was particularly important because QIs prior to 2016 are not comparable to the 2016 QI.[9]

Correlation analyses

Analyses were performed using the statistical software package R (R Core Team, 2017). A correlation assesses the strength and direction of the relationship between two or more variables. The outcome of the analysis is expressed as Spearman's 'rho' and Pearson's 'r' correlation coefficients. Both of these statistics range in numeric value from 0 (= no relationship) to 1 (= perfect relationship/same phenomenon), with a valence of positive or negative indicating the direction of the relationship. For instance, -1 would indicate a perfect negative or 'downhill' linear relationship between variables (as one goes up, the other goes down).

Each statistical correlation coefficient (that is the value for rho or r) will have an associated probability (p) value. This p value indicates whether the hypothesis of a relationship can be accepted or rejected (or in fact the probability that the 'null hypothesis' is true, and there is no relationship between the variables of interest). For instance, p=.000 means there is no chance that the null hypothesis is true, so we can accept our alternative hypothesis that there is a relationship between the variables. The traditional convention is to accept a p value of less than .05 to accept the hypothesis that there is a relationship between variables. In summary, when testing for a correlational relationship, a larger effect size of the relationship r (or rho), and a lower p value (less than .05) suggest a stronger and significant correlation.

Schools' engagement with BC Programmes correlates negatively with school area deprivation

As the SIMD and BC Engagement variables were not normally distributed, Spearman's rank correlation analyses were performed to examine the relationships between engagement with BC programmes

[7] See https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence

[8] See (https://www2.gov.scot/Topics/Statistics/Browse/School-Education/ACEL) for further details on its calculation.

9 See (https://education.gov.scot/improvement/self-evaluation/hgios4) for further details on indicators.

and relevant school outcomes. Results of the Spearman correlation for BC Engagement (total) and Deprivation (SIMD) of school region (Table 1) indicates a **significant negative association** (all p < .01) whereby higher engagement with BC programmes is associated with areas of lower deprivation.

Table 1: BC Engagement - deprivation correlation

Correlation	p-value	Rho (ρ)
Engagement - SIMD	< .01	.10*

**A lower value equates with higher deprivation*

Engagement with BC programmes correlates positively with achievement in Curriculum for Excellence

Results of the Spearman correlation for schools' total engagement with BC programmes and most recent CfE achievement indicate that there are significant associations (all p < .001) between schools' level of engagement with BC programmes and the percentage of pupils achieving CfE levels for their relevant stages. **Higher BC programme engagement is significantly associated with higher CfE benchmark achievement in schools.** This association is strongest for English Writing (r_s = .27) and weakest for English Listening and Talking outcomes (r_s = .16).

Table 2 (below) illustrates the correlation coefficients or effect sizes (Rho) between schools' BC programme engagement and their achievement of CfE levels for English Reading, English Writing, English Listening and Talking, and Numeracy, as well as the associated p values. The total sample was 1,126 schools (including 12 schools which had both primary and secondary results). As can be seen from the indicators below, the effect sizes are weak in general, but the relationships are statistically significant and therefore warrant further investigation.

Table 2: Scottish Schools' BC Engagement - CfE achievement correlations

	Effect (Rho/R_s)	p
English Reading, Engagement	.22	< .001
English Writing, Engagement	.27	< .001
English Listening s Talking, Engagement	.16	< .001
Numeracy, Engagement	.21	< .001

A partial correlation allows the relationship between two variables to be explored while statistically controlling the effects of a third variable (in this case, deprivation). In essence, this third variable is statistically 'held constant' to partial out, or control for, its effects and gauge the direct relationship between two variables of interest (in this case, BC engagement and CfE achievement).

A partial correlation, controlling for the effects of deprivation, was conducted to better explore the relationship between schools' BC engagement and their CfE achievement in English Reading, English

Writing, English Listening and Talking, and Numeracy. This partial correlation indicated that the associations remain significant and largely unchanged independent of deprivation effects, as shown in Table 3. Correlation coefficients demonstrating relationship effect sizes with their associated significance levels (p values) remained statistically significant. Again, the sample included 1,126 schools. These results suggest that **when engagement with BC is high, the proportion of pupils achieving CfE levels is also high irrespective of any effects of deprivation.**

Table 3: Scottish Schools' BC engagement - CfE achievement partial correlation, controlling for effects of deprivation

	Effect (Rho/R_s)	p
English Reading, Engagement	.21	< .001
English Writing, Engagement	.26	< .001
English Listening & Talking, Engagement	.15	< .001
Numeracy, Engagement	.20	< .001

Open data findings for Scotland
In Scotland, higher school engagement with BC programmes is significantly (albeit weakly) associated with more positive educational achievement in CfE, but not with better school Quality Indicator (QI) reports.

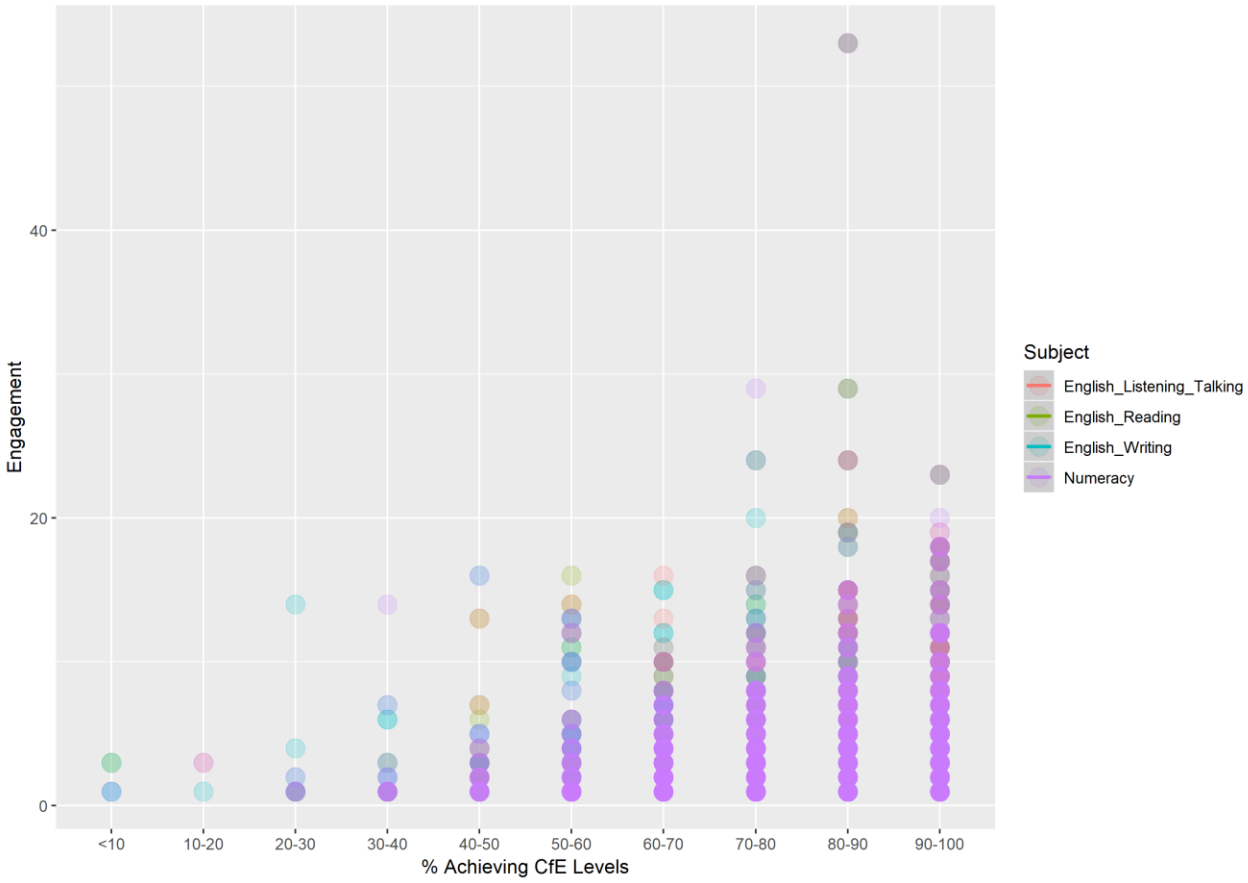
Limitations of the open data

The quality limitations described earlier also apply to open school-level data. It is likely that educational achievement, at the level of individual pupils and aggregated to school level, will be affected by variation among individual pupils (for example, in ability, background and demographics) and between school variations as well (for example, in terms of assessment, staff-pupil ratio, socio-economic context and funding). Nevertheless, the correlations above indicate that BC engagement is associated with CfE achievement. However, these results do not imply any directionality, meaning that we cannot conclude that BC engagement 'causes' higher CfE achievement. We can only interpret that the two variables are weakly but significantly associated, higher engagement being associated with higher CfE benchmark achievement.

Visualising the relationship between schools' engagement with BC programmes, CfE achievement and SIMD deprivation

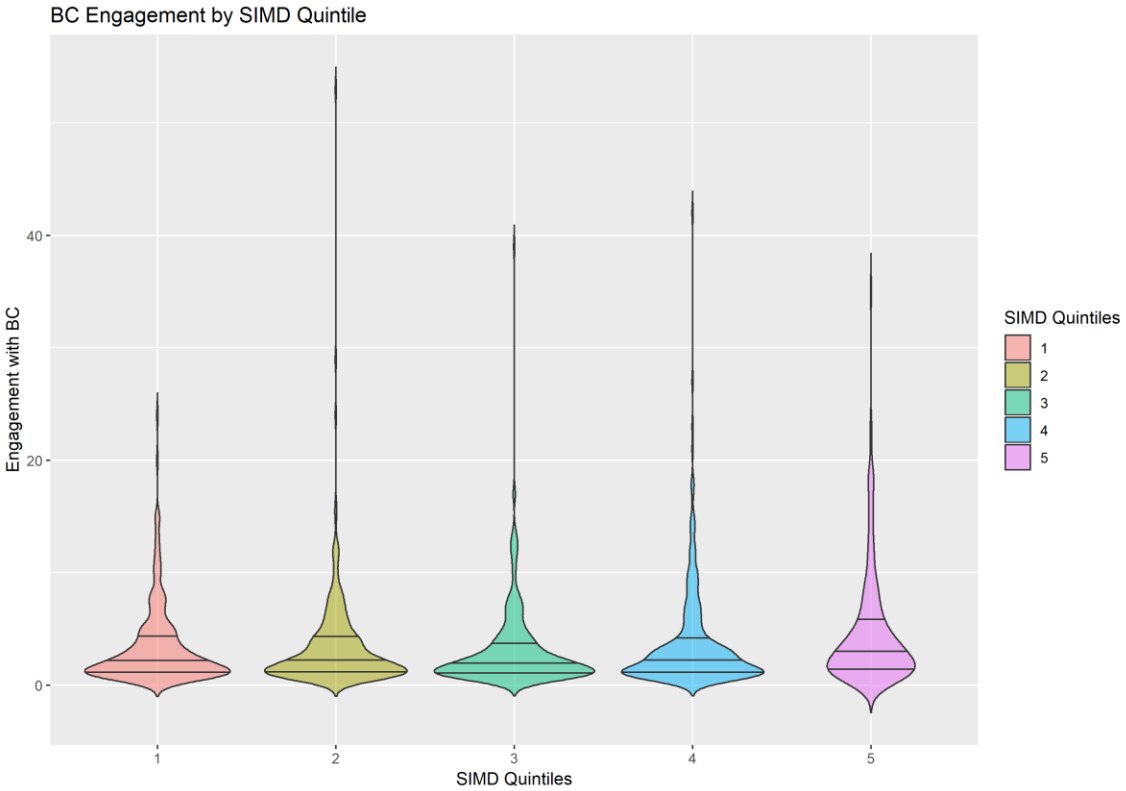
The distribution of average engagement with BC programmes in schools was graphed using a 'bubble chart' alongside CfE benchmark achievement. The dots in Figure 1 below indicate the linear relationship between higher engagement and higher CfE benchmarks. Different colours represent achievement on different CfE subjects, and these are 'overlaid' such that not all coloured dots can be seen. However, the 'upward' linear trend can be visualised, such that the dots become increasingly present on the right upper side of the graph. The high 'positive' bubbles, indicate the 'outliers' of some very highly engaged and highly achieving schools.

Figure 1: Plot demonstrating average engagement in BC programmes for schools in areas by CfE benchmark achievement



In addition, the distribution of average engagement with BC programmes in schools was graphed alongside deprivation of school area in Figure 2 below. We can see from the 'violin' plot below, that although there is a linear relationship with a higher overall mean (middle average) for the least deprived quintiles (evidenced by the taller thinner pink violin on the right), there is great variation, as illustrated by the tall 'tails'. This is particularly the case in the second most deprived quintile (the yellow violin). It can be seen that although on average BC engagement is lower in the second quintile than the least deprived (purple) violin, there are indeed some highly engaging schools in the second quintile. Therefore, it is important to note, that a general pattern (of shorter fatter violins on the left of the graph) is a generalisation, and some schools in the most deprived, and even more so in the second most deprived, areas are nevertheless highly engaged.

Figure 2: Violin plot demonstrating average engagement in BC programmes for schools in areas by deprivation (SIMD quintile)



Engagement with BC programmes is not correlated with Quality Indicators (QIs)

After establishing the significant correlations between the BC and CfE data, we then explored the relationships between total BC programme engagement and quality indicators (QIs) from school inspection reports. The 2016 change in how QI indicators were assessed limits the sample of schools to 124. However, as the new QIs are rolled out and schools receive their new QI outcomes, this data will be expanded and available for future analyses.

The results of the Spearman correlation for BC programme engagement and QIs indicated **no significant associations** between the extent to which schools engage with BC programmes and school quality indicators from inspection reports. We also controlled for deprivation (as above) but partial correlations revealed no significant association between BC engagement and Quality Indicators of schools. This may be due to the small sample size, or it could be because the QI indicators are aggregated school/institution-level measures, and therefore are not as sensitive as those of students' academic outcomes such as CfE achievement.

Output 3 - Modelling BC engagement effects on SQA attainment outcomes in the Greater Glasgow Area

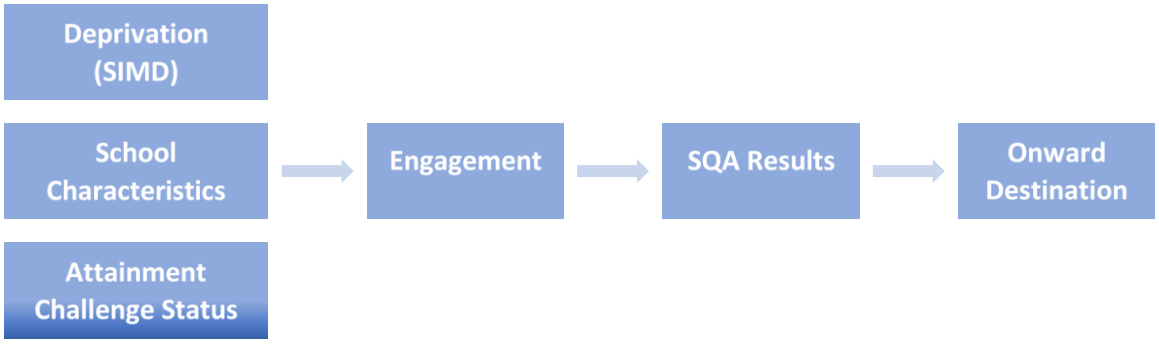
What follows is the technical explanation of analysis of securely held pupil data, but a user-friendly synopsis is given in the summary below. A sub-sample of ScotExed data held at the Urban Big Data Centre was selected for in-depth modelling of individual pupil performance on SQA exam results. The pupil and school data are anonymised, but permission to use them was granted by the Education Data Access Panel, having confirmed that these research outcomes fell within the scope of the original Data Sharing Agreement. BC Engagement values for secondary state schools (omitting private schools) were linked for the 107 secondary schools in the Greater Glasgow Area (GGA), yielding 86 schools (80.4%) with some engagement and 21 (19.6%). with none. The numbers of secondary schools in each local authority engaging to some extent in BC programmes are as follows:

East Dunbartonshire	6
East Renfrewshire	6
Glasgow	29
Inverclyde	3
North Lanarkshire	18
Renfrewshire	7
South Lanarkshire	12
West Dunbartonshire	5

Correlation analyses mirroring the open data correlations reported above, indicate that there is no relationship between whether a school engaged with BC programmes and the SIMD (vigintiles) of school neighbourhoods (all $p > .05$). In 2014/15, 40% of GGA schools participated in one (15%) or two (25%) BC programmes, and were classified as lower engagers. Those schools engaging in three or more programmes over the 10-year period were classified as higher engagers; most schools in this group engaged in at least four programmes (6.7% engaged in three programmes).

Figure 3 illustrates the hypothesised causal relationships between the variables under study, which form the basis of the analyses reported below. The boxes represent the constructs under investigation. The direction of relationship is indicated by the arrows, such that it was hypothesised that deprivation and school characteristics inform the level of engagement in BC programmes, which in turn influence SQA results then pupils' onward destinations.

Figure 3: A multivariate analysis of the effects of BC Engagement on SQA outcomes in the Greater Glasgow Area



Modelling pupil data for the Greater Glasgow area (using securely held data)

This section contains the full statistical explanation of 'multivariate' analyses conducted using pupil data securely held in the eDRIS Safe Haven. A user-friendly synopsis is given in the summary below. It comes in two parts outlining the regression analyses run to test the model above as fully as possible, with a more specific analysis of variance to hone in on specific variable interactions displayed in the pathways above. Summary boxes are provided however it is important to demonstrate the empirical evidence from which these conclusions are drawn.

Multivariate regression is a statistical tool that allows models such as the flow chart above to be tested. These analyses were conducted in the eDRIS Safe Haven, where several 'predictor' variables (in this case, BC Engagement, as well as moderating variables of Attainment, Deprivation and School Characteristics) were selected. The variables were then entered into the model to try to predict the outcome in SCQF levels 4-7 exam results for the most recent year. Although there were no direct effects of BC Engagement on SQA outcomes, there was some evidence that including Attainment Challenge status of the local authority, and modelling the effects of deprivation increased the significance of BC Engagement on SQA results. Although the model was significant, it appeared that engagement with BC programmes was initially non-significant, until the Attainment Challenge status of the local authority and deprivation (SIMD) were added into the model as predictors. This meant that all boxes on the left of Figure 3 were entered alongside the engagement box of Figure 3 to see how they combined to predict the SQA outcomes box. It should be noted that school characteristics, such as religious school status and staff-student ratio were not significantly contributing to explaining SQA outcomes. Therefore, this combined 'mediation effect' led to a statistical approach called Analysis of Variance being applied, to better explore specific interactions of the above-named 'interacting' variables - BC programme engagement, attainment challenge status, and area deprivation - as outlined in the next section.

Following the testing of the 'overall model' in Figure 3 (though without 'onward destination' data), we tested the more specific hypothesis: that schools' level of BC programme engagement is associated with improved SQA outcomes. This was explored using 2-Way ANOVA, but only modelling the effects of Attainment Challenge status and deprivation. The initial regressions did not reveal any significant impact of school characteristics (such as staff-pupil ratio). However, deprivation is a school-level variable. ANOVA allows differences between groups (in this case, higher versus lower BC engager schools) to be explored in relation to outcomes (in this case, schools' SQA results). Unlike a t-test, ANOVA allows more than two groups, and the effects of more than one variable to be explored. In this case, the second variable was Attainment Challenge status, coded as 'yes' or 'no'. ANOVA also provides the opportunity to control for, or partial out, the effects of deprivation as we did with the open correlations.

Analysing securely held data or Greater Glasgow Area 1
In the Greater Glasgow area, higher levels of school engagement with BC programmes revealed higher attainment on SQA exam outcomes (for example, on SCQF Levels 5 and 6), but only for schools not in an Attainment Challenge local authority.

To explore the relationship indicated on the flow chart above from schools' level of BC Engagement to pupil attainment on SQA exam results, we utilised a statistical approach with two independent variables, each with two groups; namely, BC engagement (coded as higher or lower) and Attainment

Challenge status (coded as yes or no). This ANOVA test explored differences in most recent exam achievement for the pupils, specifically on SCQF Levels 5 (National 5) and 6 (Higher) outcomes. These analyses were conducted in the eDRIS Safe Haven and the results released with permission from Edris. These are best explored using the graphs below.

The analysis of SCQF Level 5 exam outcomes revealed no direct effects of BC Engagement on SQA attainment on its own ($p>.05$). However, there was a significant effect of Attainment Challenge status, whereby those not identified as Attainment Challenge local authorities are achieving more highly in general ($p<.05$). In addition, there is a significant interaction between these two variables ($p<.05$)[10]. For instance, schools in non-Attainment Challenge local authorities seem to benefit the most in their SCQF level 5 outcomes from engagement in BC programmes; higher engagement is associated with the highest outcomes in these LAs. Alternatively, schools in Attainment Challenge local authorities that are higher engagers in BC programmes have the lowest SQA exam outcomes. Their results are lower than those of 'low BC programme engagers' in Attainment Challenge local authorities. Interestingly, deprivation alone cannot account for these outcomes. As found above, when controlling for the effects of deprivation (using a tool called ANCOVA- Analysis of Covariance), these results remained significant.

In addition, the same interaction pattern is found for SCQF Level 6 exam outcomes[11], whereby the highest achievement is found in non-Attainment Challenge local authorities, for those with higher engagement with BC programmes, and the lowest achievement is found in Attainment Challenge local authorities, in schools highly engaged in BC programmes.

Analysing securely held data or Greater Glasgow Area 2
Outcomes from Attainment Challenge schools that were highly engaged with BC programmes yielded lower attainment on SQA exam outcomes. We cannot comment on whether these schools outcome were higher or lower than non-engaged (control) schools.

Limitations of the securely held data analysis

These results must be viewed as preliminary findings only. The data were not modelled over time. Instead aggregate scores of BC programme engagement were compared with most recent SQA (SCQF) exam outcomes. In future, better data on when programmes begin and end, and programme specific details could lead to time series analysis to see if participation affects exam performance during specific exam periods.

[10] Model 1: SCQF Level 5
Engagement (1, 76) = .01, p>.05
Attainment Challenge LA (1, 76) = 30.66, p<.001
Interaction (1, 75) = 7.58, p<.01
[11] Model 2: SCQF Level 6
Engagement (1, 75) = .03, p>.05
Attainment Challenge LA (1, 75)= 10.06, p<.001
Interaction (1, 75) = 5.89, p<.01

Figure 4: Interaction of Schools Engagement with BC Programmes (high vs low) by Attainment Challenge Local Authority (yes vs. no) impact on SCQF Level 5 outcomes

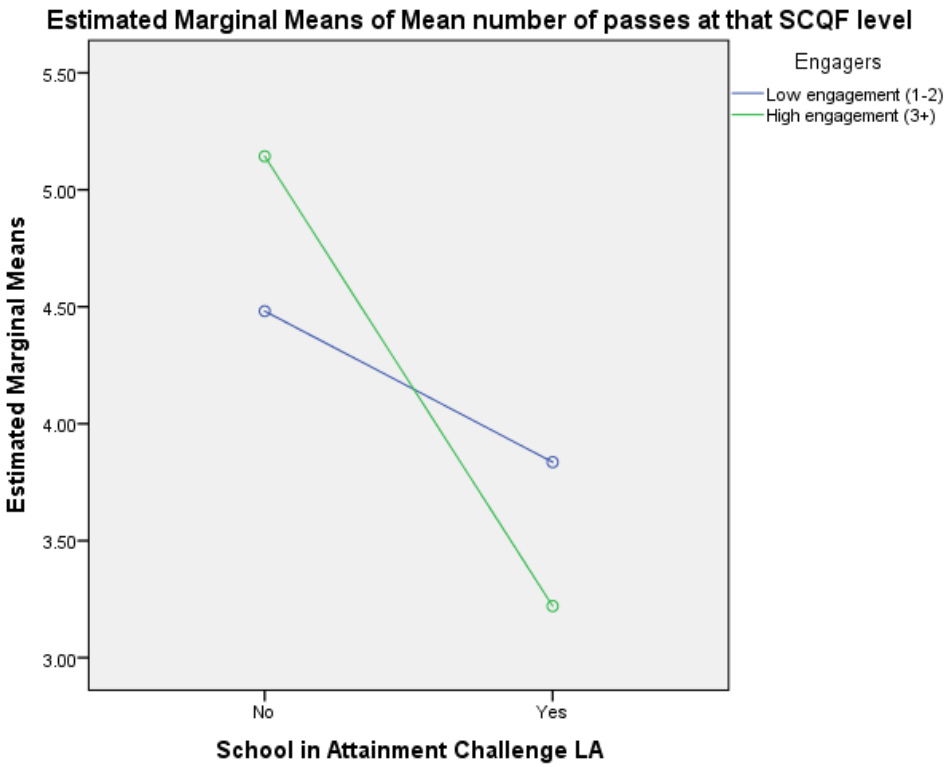
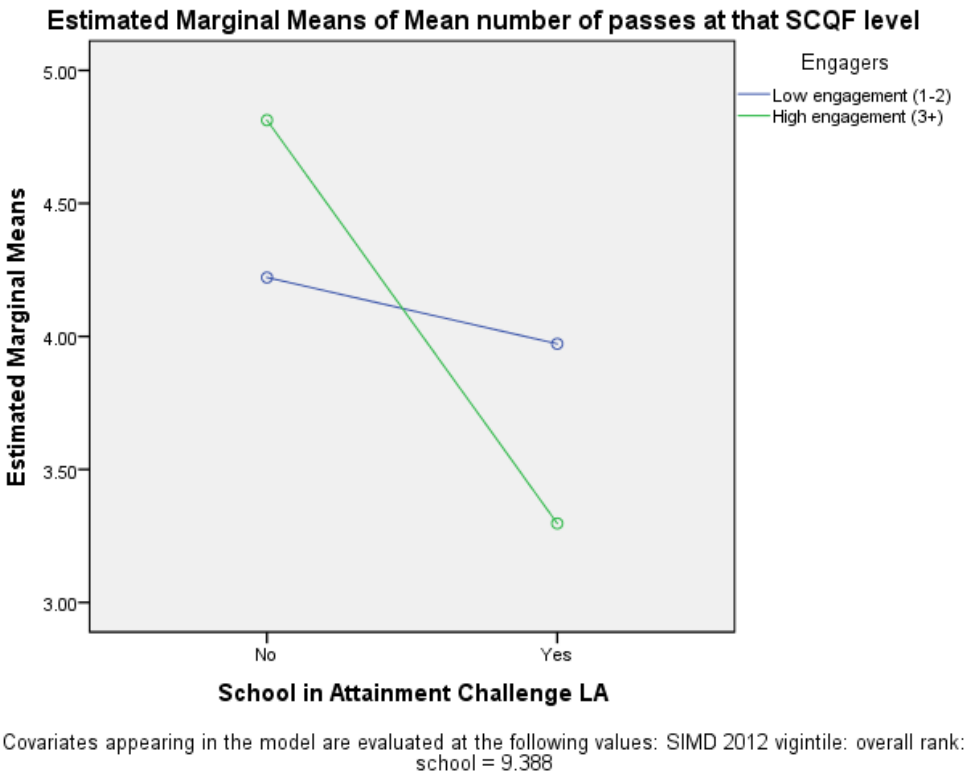


Figure 5: Interaction of Schools Engagement with BC Programmes (high vs low) by Attainment Challenge Local Authority (yes vs. no) impact on SCQF Level 6 outcomes



As can be seen in the Figures 4 and 5, the non-Attainment Challenge local authorities, for both higher and lower engaged schools, have higher means (on the left side of the graph), than Attainment Challenge local authorities (on right side of the graph). However, there is a disparity between the blue and green lines (indicating lower and higher BC engagement respectively), which illustrates the interaction described above. It can be seen that it is the higher BC engagers that show differential SQA exam outcomes and that the lower BC engagers do not vary across type of local authority on outcomes. However, it should be noted that there is no difference between higher and lower BC engaged schools, when not considering deprivation or Attainment Challenge status. This is in contrast to the open data analysis, where a simple relationship existed. Instead here differences between levels of BC engagement emerge within consideration of deprivation and Attainment Challenge status.

Therefore, we suggest future analyses of schools' engagement with BC programmes might consider issues of deprivation of school datazone, as well as Attainment Challenge local authority status for a clearer idea of where high BC engagement yields the most impact. It should be noted that although the data were modelled using individual exam outcomes, the patterns above are indicative only of school attainment in general, for the most recent year. Future research could more closely model direct impacts of programmes on pupils participating in the programme, rather than at school-level.

Output 4 - Quantitative summary

The stories emerging from both the open data and the controlled individual-level pupil data indicate some preliminary findings regarding the impact of engagement in BC programmes on educational outcomes, while acknowledging the limitations of the data and the inability to draw conclusions about causality. These findings can best be summarised as follows:

- In general, according to the open data, throughout Scotland, higher school engagement with BC programmes is significantly (albeit weakly) associated with more positive educational achievement (CfE) but not with better school quality reports (QIs).
- There is also a statistically significant negative association between schools' total engagement with BC programmes (as calculated in the variable 'BC engagement') and the level of deprivation of schools' location in Scotland.
- The controlled SQA outcome data indicate some relationship between schools' engagement in BC programmes and educational attainment at SCQF Levels 5 and 6 in the Greater Glasgow Area. However, this association is only statistically significant when including the Attainment Challenge status of the local authority, such that those schools not in an Attainment Challenge local authority revealed advantages of higher BC engagement on SQA exam outcomes. For schools in Attainment Challenge local authorities, higher BC engagement was associated with lower SQA exam outcomes for the most recent year.
- When modelling pupil results, those in the non-Attainment Challenge local authorities who were highly engaged with BC programmes yielded the highest SQA exam achievement outcomes.
- By contrast, pupils in Attainment Challenge local authorities, who were highly engaged with BC programmes, exhibited the opposite pattern, yielding the lowest SQA exam achievement outcomes. However, we cannot yet comment on their comparison to a non-engaged control group of schools.

In summary, findings from the aggregate open data and from the school-level attainment data on SQA exams, provide empirical evidence for the association of BC participation with improved educational outcomes at a national level, and specifically for those in non-Attainment Challenge local authorities in

Greater Glasgow. However, it is also indicated nationally that BC engagement is more likely to occur in schools in less deprived datazones, so further consideration should be given to promoting BC engagement in more socially deprived datazones in Scotland. Interestingly however, consideration should also be given to how such schools are supported when engaging highly with BC programmes. An unexpected finding is that schools in Attainment Challenge local authorities in Greater Glasgow, which are highly engaged with BC programmes, may be associated with lower educational attainment (particularly when in a deprived datazone). Thus, the implementation of BC programmes, particularly if schools are engaging in multiple programmes in an Attainment Challenge area and/or a datazone of high deprivation, may warrant further support. However, the narrative remains clear that, despite the limitations of the data, and in some cases the lack of statistical strength, there is empirical support for a relationship between schools' engagement with BC programmes, and higher school achievement nationally, and attainment regionally in Greater Glasgow for those in non-Attainment Challenge local authorities.

The interaction between deprivation and Attainment Challenge local authority status suggests that the British Council Scotland could consider promoting engagement more in schools located in the most deprived areas of Scotland. It also suggests that a more nuanced approach, analysing specific programme engagement per year, by SQA outcomes in that year, may be needed for BC to pin-point positive impact. In addition, the analyses suggest future support might be needed when schools in Attainment Challenge local authorities and other areas of higher deprivation engage with multiple programmes, with consideration of possible impact on SQA outcomes.

Recommendations for future analyses

For the purposes of future data collection, it is recommended that the British Council:

1) use SEED code identifier (to confirm school details such as name and postcode and link to open datasets in the gov.scot databases for the year);
2) ensure all programmes are collated centrally, and at standard time points in the school year (to ensure a longitudinal time series approach can be used to better pinpoint impact of specific programmes over time);
3) designate a person to whom programme information is 'fed up' through the system; such that they can enter data on the aggregated spreadsheet, and each record represents an individual engagement with BC;
4) keep track of schools not engaging with BC (or not presently engaged with BC) on the central spreadsheet (for a clear 'control' comparison);
5) be clearer about the role (split) of lead versus additional schools in BC programme partnerships;
6) consider developing a measure of commitment required/ shown for specific programme engagements would be helpful to better quantify BC engagement in future;
7) consider using standardised survey measures such as belonging/ inclusion, well-being, cultural literacy for staff and pupil outcomes.

For the purposes of monitoring the impact of BC programmes on literacy, numeracy and quality indicators, the above changes would enable CfE benchmarks to be added to the spreadsheet annually. To this end, we have begun adding the new Quality Indicators (post 2015) which are available from school inspection reports. These can contribute to predictive models of literacy and numeracy above and beyond the open data analysis presented here. Better data linkage would allow conclusions to be drawn on initial destination post-secondary school.

In summary
Analyses of national data available from Scottish Government revealed: **1) Higher school engagement with BC programmes is related to higher pupil achievement of CfE benchmarks;** **2) No relationship was found between schools' engagement with BC programmes and school Quality Indicator reports;** **3) Engagement with BC programmes tends to be higher in areas of lower deprivation across Scotland.** **Analyses of Greater Glasgow Area, securely held data revealed:** **4) Schools with higher levels of engagement with BC programmes had significantly higher attainment in SQA exam outcomes;** **5) However, this pattern was only for schools in local authorities *not* holding Attainment Challenge status, schools in Attainment Challenge local authorities demonstrated the opposite effect.** **Future research could:** **6) Model specific programme engagement against specific exam outcomes for the relevant year;** **7) Explore the above impacts in comparison to a matched control group of schools who have not chosen to engage in BC programmes;** **8) Explore further the attributes of Attainment Challenge schools, the average number of programmes engaged in per year, and support available for BC programmes.**

9| Qualitative phase

Selection of case study schools

The initial design aimed to recruit ten schools sampling across two categories:

- 'mature'(M) partners which had a longstanding (3+ years) and multi-stranded engagement with BC programmes; and
- 'recent' (R) partners that have engaged with the BC programmes this academic year only (from August 2017).

In addition, the design for selection of schools aimed to include both primary (P) and secondary (S) schools, spread purposefully across five different Local Authorities – two Attainment Challenge authorities (A, B), two non-Attainment Challenge authorities (C, D) within the central belt of Scotland, and an additional non-central belt authority (E). This design can be summarised in the following table and codes:

Table 5: Intended sampling design for qualitative phase.

	Local Authority	Mature partners - M	Recent partners - R
Attainment Challenge	**A**	1 secondary - AMS	1 primary - ARP
	B	1 primary - BMP	1 secondary - BRS
Non-Attainment Challenge	**C**	1 secondary - CMS	1 primary - CRP
	D	1 primary -DMP	1 secondary - DRS
	E	1 primary - EMP	1 secondary - ERS

Working from data sets provided by the British Council that detailed which schools participated in which programmes over the last ten years, possible candidate schools that met the criteria for each cell in the table above were identified.

An application for ethical approval for the qualitative phase was submitted to the University of Glasgow, College of Social Sciences Ethics Committee on 26 February 2018, outlining the layers of permissions and informed consent necessary from the Local Authority Directors, Head Teachers, teachers, pupils, parents and policy officers. Approval (Project number: 4001700126) was granted 28 March, 2018.

With ethical approval in place, the Directors of Education (or equivalent) in the five selected local authorities were contacted. We outlined the research aims and intentions of the project, and asked permission to contact candidate schools. An open letter from the British Council to the local authorities was also provided when seeking permission from the Directors.

As permission was granted from each local authority to contact schools over the month of April and May we contacted the schools selected according to the criteria for the two categories (recent and mature). We emailed and phoned the headteachers seeking their permission to approach teacher and pupil participants in their school community. Each school received information outlining the aims of

the project and what would be required regarding their participation in the research. The school letter from BC was also sent to the headteacher of the schools identified.

Gaining permission from the schools proved more difficult and time-consuming than anticipated. Although interested and supportive, two of the schools approached declined to participate '*at this time due to current pressures and other commitments' (*email response*)*. The pressures reported included undergoing HMI inspections. Such responses meant the selection of schools had to be revisited to identify further participant schools. Two other schools approached as mature cases (according to BC 2017 data) informed us that they had recently ceased their involvement with BC programmes and declined to be involved. In both of these cases, the International Coordinator had moved to a different school and the headteacher did not feel they could contribute to the research. This highlights the importance of the role of a school's International Coordinator. Some schools approached did not respond to the invitation to be involved in the Impact Study. This meant a further round of school selection was necessary to identify qualifying primary and secondary schools (according to the selection criteria) in each of the 5 local authorities. These schools were contacted in June. Some agreed to participate but did not want the interviews to take place until after the summer break as their existing commitments made it impossible to free up teachers and pupils for the focus groups. It was agreed with the British Council that the timescale for the study would be extended to November 2018 to enable schools in each of the 5 local authorities to be involved.

Amendments to the criteria for categorisation of BC engagement

Not all of the schools fitted the **mature/recent categories** as initially envisaged. For example, one of the schools identified in the 'recent' category was in its second year of participation in the BC programmes. However, in discussion with the local authority it was recommended that this school was in the early stages of participation and should be identified as a recent engager. In another case a school that had been identified as having 'recent' involvement in the programmes had more than 3 years engagement but was involved in only one programme. For this reason, the initial criteria for categorising engagement were revised in the following way:

- 'mature'(M) - longstanding (3+ years) engagement with one or more BC programmes; and
- 'recent' (R) - engagement with one BC programmes for less than 3 years.

Notwithstanding the challenges and delays in recruiting schools and the adjustment to the categories, we interviewed headteachers, coordinators of BC programmes, teachers and pupils in 7 schools (4 primary, 3 secondary) across 5 local authorities, as summarised in Table 6:

Table 6: Sample of schools recruited

	Local Authority	Mature partners - M	Recent partners - R
Attainment Challenge	**A**	AMS – Case study 3	ARP – Case study 1
	B	BMP – Case study 6	
Non-Attainment Challenge	**C**		CRP – Case study 5
	D	DMP – Case study 3	DRS – Case study 4
	E	EMS – Case study 7	

In 3 schools the teachers were interviewed a second time to add to the richness of the data, clarify earlier points made, and update the account of progress. The second visit to schools also enabled a focus on examples of pupil work carried out as part of their engagement in the programmes or work

stimulated by the programmes. The delay in data collection in the other schools due to the challenges of selection outlined above, meant the first visit to the school was too close to the end date for the data collection making a second visit impossible.

Interviews were also conducted with members of staff from 3 key education agencies in Scotland.

All interviews were transcribed for analysis and to prepare qualitative case studies. The following 7 case studies draw on interview data from headteachers (HT) and deputy headteachers (DHT), members of senior management teams (SMT), teachers (T) and pupils (P) to characterise how the BC programmes were integrated into the school's curriculum, and how they were understood to contribute to attainment and achievement in each site.

The interviews with key stakeholders (KS) in Scottish education agencies were all transcribed for analysis. In order to maintain anonymity of individuals and agencies these are presented together without identifying the organisations.

Case study 1 – primary school, recent engagement, Attainment Challenge local authority.

Case study School 1 is an urban primary school in an **Attainment Challenge** local authority, which has only **recently** engaged with the British Council programmes but has done so enthusiastically and ambitiously in its first two years of engagement.

The school initially had a Spanish language programme, but 'we just felt as if there was something lacking, something we could do a wee bit more' (DHT). Given the school's context of socio-economic disadvantage, the school's head teacher actively seeks out ways to enrich the school curriculum:

> … trying to do things that are different, um, and I think one of obviously the kind of main reasons for that is where we are in [Local Area]. The opportunities are fairly limited for children, for families, so we're always seeking to do something which is different, something new … quite often we are the people trying to pick up the tab on developing their aspirations, you know? … what we're trying to do is trying to tell them there's a bigger world out there, you know? (DHT)

After attending an event to showcase British Council projects, the school applied for an **e-Twinning** partner in Spain. The first partnership was not successful: 'Very patchy … it just went really flat' (DHT). Though 'disheartened' the school leader persevered and a second more successful partnership was established with a Spanish school whose experienced leader 'seemed to really push things forward … what it has done, it's opened up a lot of possibilities for us' (DHT).

This school leadership team understood their involvement in BC programmes as about more than language learning:

> It was really more to do with the kind of cultural side of things, that there's more to life than just [Local Area]. You know, there's a big world out there that you can be part of. There's a whole host of, you know, cultures and different, um, you know, people with different backgrounds doing different things, and it was just to open up that, open up their eyes that there was something bigger. (DHT)

Being located in an Attainment Challenge local authority meant this school maintained a close watch on literacy and numeracy achievement and pupil **health and wellbeing**. The Deputy Headteacher could articulate where the British Council involvement contributed to health and wellbeing goals in particular:

> … our Attainment Challenge is predominantly based around literacy and numeracy where we are. That's been our kind of goal for the last two years of doing the Attainment Challenge. … Our major focus is our health and wellbeing aspect of our Attainment Challenge. Um, it's the kind of, almost like the holy trinity of the, you know, literacy, numeracy, health and wellbeing. So with health and wellbeing, we are looking at more to do with the social aspect of things and the mental wellbeing approaches. And projects like this, first of all, it's getting kids excited. It's getting kids interested. They're engaged. … at one point we had a child in Primary 7 singing a song in English to these children in Spain and they were singing, like joining in and things, you know? So it was things like that. And they all seem to be…They're all laughing and joking about it and having a really good time …

The teachers confirmed this greater **engagement and interest** in learning evident in their classes: 'The kids are always wanting to send their stuff over, which is really nice. You can see that they enjoy doing it' (T3). The teachers reported that the e-Twinning activities contributed to the school's Attainment Challenge outcomes by enriching classroom activity with curiosity ('I didn't know they would – if they wanted to and if they were interested in other countries, but they were, and then had lots of, like, really great, interesting questions, which they'd obviously sparked from them learning about Spain. … Yeah, definitely.' (T2). Their BC engagement also provided an audience for sharing new learning:

> when I had Primary 6 last year, we were, we had, uh, done a topic to do with, like, William Wallace and, um, the kind of history of Scotland basically, and the Spanish school were wanting to learn about castles in Scotland, so, like, that was quite a good link as well because then you could talk about obviously all the main points of the whole history of Scotland … so it means that, meant that we could obviously teach them about that, so it does fit in really well with. (T1)

We were shown examples of engaging multimedia texts produced as digital books to share with the Spanish classmates, providing evidence of the pupils' development of digital literacy skills. More broadly, the teachers reported pupils' developing **confidence** and organisation skills:

> I've got kids obviously preparing … to video conference with the Spanish children and teach them. Like, you can see that, um, you know, …an increase in their confidence in wanting to be organised and wanting to deliver the lesson a certain way because, I mean, I suppose it's like, it's working on their presentation skills and stuff like that as well … (T1)

One teacher described a change in the pupils' attitudes towards difference: 'I feel like the children are trying harder to kind of speak Spanish, and they know that it's a respect thing as well, trying to actually speak Spanish rather than just going straight in and speaking English type thing.' (T1). Another teacher shared a pupil's comment: 'One of my kids had said, "I love learning about Spain and having Spanish friends." '(T3)

The teachers also spoke of their own learning curve, and how they had learned to incorporate dimensions of global citizenship and awareness in their day to day practice:

> I think it just shows you how easy it is to implement this into what we're learning because we are doing these topics … I think it doesn't really matter what topic you're doing. It's something that you can bring in. So I think maybe at first kind of being told about it, you're a bit like, "Oh, when am I going to do that? Like how am I going to do that?" But, like, when you kind of think back, you think, "Well, I was doing that, and, well, yeah, we could have been doing this and speaking about this and it does link in really well." So we were doing things like that, but now this is us just really implementing it. (T2)

> I also did a topic with Primary 2/3 on Guatemala because I wanted the children to know it's not just in Spain where they speak Spanish, so we did a wee topic in Guatemala … and they really loved that, you know. (T4)

We would suggest that this kind of **professional learning and elaboration** show how schools move from recent engagers to more mature engagers who are keen to explore more ambitious strategies:

> It's made me kind of think about, well, if we're linking up with a school from Spain, then like for other topics and stuff, I've thought about, well, it would be good to link up with a school, like, from another country depending on the topic that we're doing. So it's definitely kind of made me think about that in another way as well. (T3)

> I think as time goes on, it will probably get easier and easier. (T4)

The teachers described maintaining classroom displays that featured the e-Twinning partner school to reinforce language learning and make **interdisciplinary links**:

> The eTwinning display we've got is…The kind of, the topic for the term is more a focus on geography for us, so we've got a map, basically zoomed out of where our school is in a kind of Scottish context and then we've got a map zoomed out of where their school is in a Spanish context because obviously the focus was geography. But we've also got, like, all different things that they've taught us, like, so when we were learning about, like, numbers and colours and stuff, we've got all that kind of language displayed type thing as well. (T1)

The school had originally included e-Twinning as a major focus in their school improvement plan. For the current year, they understood the BC involvement as contributing to their focus on digital literacy:

> the way it's fitting into our school improvement plan this year and also into next year is primarily through our digital learning focus. Our school improvement plan is really, um…the third priority is looking at digital learning and the impact it has on children and how we can basically raise attainment through digital learning. (DHT)

For the pupils, their participation in e-Twinning contributed to other learning and broader dispositions:

> P1: See when you're … when you're, like, uh, researching other languages…for instance, when we were making posters about Scotland, Glasgow, we're learning just as much about, like, Scotland as well as learning about Valencia. So it is quite good.
> P3: Because, like, learning languages, if you go to a different country, if they were to come over and speak Spanish and we didn't know how to speak it, we'd be like, "Can you speak English?" But if they haven't learned, then they don't know, so it's like if we go to Spain, then we should be speaking some Spanish. It's polite.
> P1: It's good to communicate.

Having the connection with the Spanish pupils added authenticity to their language learning: 'It would be like a Spanish teacher coming in (one day) and teaching us, but now, like, we're actually talking to people that actually know the language more better than them' (P2). They described the relevance of language learning to the more mobile future lifestyles they imagined:

> P1: Well, it is quite important to learn a language, like, through because say you want to go and live somewhere else and work somewhere else when you're older, like, it's quite important to know that language.
> P2: Because, like, as he said, you want to work somewhere else. How are you going to speak to your boss, like, how are you going to even, like, apply for a job if you don't know how to write in, like, in their language and, like, to speak it also?
> P2: I want to be a footballer.
> P3: If you're a footballer, you'd be moving quite a lot to, like, different places so you might need to know some different languages as well.
> P2: Like, as footballers, they move. They transfer to different teams so, like…some people, like, they transfer to, like…
> P6: Dubai.
> P2: …Barcelona,… like [Footballer 1], like [Footballer 1] did. He needs to know French a little bit.

> P3: Sometimes in, like, football teams, you might get transferred to a different team. Like, say I, like, you played for Celtic and you had to go to Barcelona, you'd have to speak Spanish, so it would be different to learn a language like that.

Though this school had only recently engaged with the BC programmes, it successfully applied for **Erasmus** funding to allow the upper primary pupils to travel to Spain and then host a return visit from their partner school. The process was 'a lot of work' (HT) and learning about the application requirements, but the success of their application galvanised this school's commitment to the language programme and its contribution within the School Improvement Plan:

> It's still a big part of our school improvement plan again this year. We're at kind of stage 3 of our, um, school improvement plan. I think that's the digital learning … And then the process of, or now the process of embedding, what's called embedding into the school. So for the last few years, we've been developing things, consolidating things. Now we're really looking to embed it into all forms of the curriculum, but certainly there will be a massive focus on the kind of Spanish side of things. (DHT)

To summarise this case study, this school, situated in an area of multiple deprivation, benefitted from resilient and ambitious leadership, for whom the **disadvantaged nature of the pupil body added impetus** to engage with the BC's curricular enrichment. Their status as an Attainment Challenge school informed a vibrant vision to enrich schooling with innovative curriculum such as that offered by the BC's eTwinning and Erasmus programmes:

> I think one of the biggest things closing this equity gap is it's … These kind of projects, it's all about creating opportunities, you know, for kids. Opportunities that they'll never experience, particularly again where we are, which also then leads into kind of developing those aspirations, you know, you're saying to kids, 'There's something more out there. There's a bigger world out there. There's things that you actually can access and see and do and immerse yourself in.' And I think that's a key component because we do have a number of children, for example, with all sorts of, you know, difficult backgrounds and whatnot, who aren't maybe really understanding that there's more out there or that they're able to achieve this … Certainly through projects such as the Spanish one we're doing right now, that's what it's creating for these children. It's experiences, you know? (DHT)

Case study 2 – primary school, mature engagement, non- Attainment Challenge local authority.

Case Study 2 is a large primary school in a non-Attainment Challenge Local Authority. It has sustained involvement in a number of the British Council programmes. This school thus serves as a case of a **mature primary** BC engager. Teachers at this school have engaged with BC professional development programmes, hosted and participated in Connecting Classrooms exchanges, and partnered with both English-speaking and French-speaking settings through e-Twinning. The initial impetus to participate in the first Connecting Classrooms partnership came from a proactive headteacher who had herself participated in an international exchange. A subsequent change in headteacher has maintained the interest and commitment to international links, providing renewed energy. Involvement of other teaching staff has since grown with regular reciprocal visits, and created an appetite for other opportunities to enrich the school's curriculum:

> the connection started with the Connecting Classrooms, moved in to the sort of rights respecting element, the fair-trade element, the Eco-Schools Scotland element, and then it's moved on again further with the sustainability. (SMT1)

The school has a strong curricular ethic of embedding such value-adding experiences into an interdisciplinary curriculum:

> I think in our school, what we're always looking for is to embed things and to make interdisciplinary links rather than add-ons. So when it's anything, whether it be eco work, whether it be our international work, our rights respecting work, we want to embed it into literacy, numeracy and health and wellbeing, not have it as an add-on. (SMT1)

> It's taking away the boxes, isn't it? Instead of thinking, 'This is literacy, this is numeracy, this is sustainability,' you're looking at different topics and how can you integrate not everything because it doesn't work that way, but how can you make it part of your, your day instead of confining it. (SMT2)

The teachers also spoke about how there was strong resonance between the BC programmes and Curriculum for Excellence and local authority initiatives. This practice of infusing additional resources into the existing curriculum and the involvement in multiple external programmes made it difficult for the interviewees to isolate and distinguish the British Council impact from that of other initiatives: 'It's hard, it's hard to evidence' (T1).

In terms of impact, the British Council professional development programmes were regarded as a major source of inspiration and **capacity-building for teachers**:

> So there's two members of staff, myself and another Primary 1 teacher, we did the 10-week course, the online course, and that's in partnership with British Council. Um, and we both loved the course. We were completely inspired by the course and are both going for GTC recognition, so continuing it on. (T1)

> Doing the course in sustainability made me integrate those issues throughout the curriculum … it just seems to flow far more naturally for me throughout the curriculum. I can see opportunities in all the different areas instead of thinking, 'This is my social studies topic' or 'This is my week project on air or under the sea.' And it's just been, it's just been a kind of perception shift for me on how to approach it. (T2)

> there's quite a few who are hoping to go on it, so it's kind of spread by enthusiasm and word of mouth. (T2)

More informally, the British council involvement pushed teachers' thinking and practice:

> So I think it's that global element. It's that "How can I take my classroom and, you know, make it bigger across the world?" (T1)

> I think it makes you think a wee bit more creatively as well, so, um, having that opportunity to share ideas, but also thinking, like, how can I make this meaningful? … I think it is just about that kind of creative thinking as well, and thinking of new ideas and thinking of things that would motivate the children and … (T2)

Teachers also talked about the **personal value of the comparative lens** to challenge and enrich their professional thinking:

> To see another part of the world I wouldn't have the opportunity to, uh, anyway. And just to expand my horizons slightly because I feel that…I've been at this school since I qualified as a teacher, and I just wanted to be, you know, have a different experience and see how, you know, the education system works in different areas and schools and countries. (T1)

> I think, um, personally, I think it was good to go and actually see what was happening in another country's education system. Some tips that I thought, "That would really work well to transfer over to the Scottish context." … so even just seeing the [nationality] teachers, where a lot of learning was rote learning, which doesn't promote deeper learning, but for some aspects of, it was really good just to come back and to remember that that is still a perfectly acceptable methodology for some areas. It was good then to just incorporate that. (T2)

One teacher who had participated in an exchange was less certain about bringing back professional practices:

> I think that the children benefitted from the experience and I benefited personally from the experience, but on a professional level, it was good to examine the differences between different education systems, but I don't feel there was things that I would have brought back and used within my classroom apart from the sort of, the rote learning … (T2)

When asked how the British Council involvement was understood to impact on pupil achievement, teachers highlighted how e-Twinning created a **meaningful and motivating context** for learning:

> T1: being able to write a letter in French and giving it real meaning by sending it off in the post to an actual French person, someone that exists …
> T2: Now them writing a letter in their jotter and it not going anywhere.
> T3: … it's the motivation of pupils as well that's…It's application of skills, um, for them.
> T1: Making it meaningful.
> T3: Uh-huh. I think that's a big…it's the kind of motivation and their kind of engagement in tasks has increased dramatically by doing that.
>
> I think that is, it's hard to unpick it, isn't it? From – It's like any kind of project you do. It's quite difficult to unpick all the facets and just have a control group and a non-control group. … But, as I said, it's quite difficult to unpick what is causing that, but I would say in terms of motivation, it absolutely makes a difference for the kids. (T2)

Language and literacy learning was facilitated through **events and tasks generated through involvement** in the British Council programmes. All interviewed staff at this school mentioned the success of an online daily blog maintained while teachers were abroad on exchange. This was shared with the pupils, giving them a rich vicarious experience. The blog was designed to be interactive:

> We had the teachers doing a blog … but actually the one where the head teacher was there, it was an interactive blog, … so the children in Scotland had to ask questions, and then the children in [country] responded. (T1)

> The children were really enthused. (T2)

Other activities generated by involvement in the British Council programmes included individualised pen-pal exchanges, and the preparation and presentation of videos and books to their partner schools. These activities entailed **digital, oral and literacy skills**:

> The children wrote letters and the children in [partner country] wrote letters back to the children, um, and, um, you know, that was a project that did work, that we were able to get communication back and forward, but it is, it is that delay of your being a pen pal. It can take a long time. (T1)
>
> our older learners, they wrote a workshop about being plastic clever, and they delivered that from nursery all the way to Primary 7, and, um, they were able to lead learning and inspire the younger learners all about being plastic clever. (T1)

Numeracy was less evident in the teachers' talk about their involvement in British Council. The only explicit mention was the impact of the head teacher's observations whilst on exchange:

> our head teacher was blown away with how well the children could recall, uh, number facts, multiplication tables and she actually changed our practice in school to try and make our children better at that, because that really impressed her, how well they could do that. (T2)

In terms of **health and wellbeing**, the teachers often described pupils' positive emotions to highlight the impact of 'the engagement factor' (T2):

> I think that's probably one of the big things is the motivator, for children as well. So the children used to get very excited, you know, if there was letters coming in …There would be video clips sent backwards and forwards as well, so it was a real motivator for them in the classroom to work on their literacy and numeracy skills, et cetera, and then share that with somebody else. I think that's obviously a really important product of it. (T3)
>
> They were communicating with one child, and they went, "Oh, they've got that and that in [country] as well" or "I've never heard of this", and they go and do homework for eight hours. (T1)
>
> I think there was the high level of engagement with the project from the pupils. There was a real buzz around the school. I feel that some of even my reluctant writers - I'm thinking of [pupil A] - I'm thinking that that was great for him because he was a real reluctant writer but the fact that he had this goal to write to a child in another country … (T2)

The 7 pupils we interviewed described their participation in a range of tasks and events designed to stimulate and share their learning with others, then reflected on what it was they had learnt from these experiences. By their reports, the activities had cultivated a sense of active citizenship, and learning about both sameness and difference in their eTwinning participation. Again, beyond learning a particular modern language, it was difficult for them to isolate what experiences had derived specifically from the British Council programmes. Nevertheless, the pupils could articulate the impact of the programmes in terms of the larger themes and purposes of global citizenship:

> P3: Um, so it, like, teaches us, like, that there's a lot that the environment needs us to do for it to be able to stay in living condition.
> P4: It teaches us to, like, respect the environment around us, and also to, um, respect others and that they might not be going through the same thing.
> P3: I also think that's also helping because a couple years ago, you could see our world was too big for people to sort of notice what's happening, but these couple, past couple years, because different documentaries that are showing how bad the planet's getting, I think it's brought everyone sort of thinking, so in a way, the world's sort of gotten smaller because we're sort of teaming up instead of just being, doing action with our own country.

> P4: I think it's a good idea because, um, because the population of the world's getting so big, eventually one language might just take over, and if that's the language you've learnt, then you'll be able to communicate, and you'll be able to get a job easier.

Going forwards, this school has appointed a member of staff as international coordinator who outlined plans to build more international connections through teaching staff's personal networks, rather than using the British Council contacts:

> Yeah, we thought about, with him and I sort of revamping things this year, we thought about, let's start from what we know. Let's send an e-mail out to staff and ask who, what schools, you know, 'Do you know schools internationally?' We've had lots of little links. (T1)

In summary, the British Council programmes in this school were understood to impact on teacher learning (formal and informal), their capacity for curricular interdisciplinarity, pupil motivation, and the generation of meaningful tasks and events for language and literacy learning. As a mature case, the BC programmes had become blurred and entangled with other curricular enrichment programmes promoting global awareness and environmental sustainability, thus were difficult to isolate. Rather, the teachers had developed impressive skills in embedding such curricular enrichment across their formal curriculum and infusing the larger theme and spirit of active global citizenship across their curriculum. The maturity also showed in the school's capacity and confidence to branch out and develop their own international networks independently in the future, using the model but not the oversight of the British Council.

Case study 3 – secondary school, mature engagement, Attainment Challenge local authority.

Case Study 3 is a large secondary school in an urban location in an **Attainment Challenge Local Authority**. The school meets the '**mature**' classification as the teachers and pupils have been involved in British Council programmes for more than three years and the school has a strong international focus. The school engages in eTwinning, Connecting Classrooms and Language Assistant Programmes.

Recognition of global issues is part of the ethos of the school. According to the headteacher, 'it's actually crucial to its success, and we are a very successful school.'

> the whole issue of how we deal with people who aren't born and brought up beside us, is, you know, is a real live political issue. …you can't come here and not recognise what it is to be a member of the world.' (HT)

Global citizenship and international education are not seen as separate from the rest of the curriculum. It is viewed by the headteacher as 'always implicit' in the school improvement plan. The embedded nature of international education was also emphasised by the DHT, who is new to the school. She said she thought 'there would be an international education strand in the school, but it's everywhere. It's everywhere, and it's embedded across the curriculum'.

> When something is embedded, then it becomes less obvious, but it actually isn't. (HT)

Global citizenship is included explicitly in curriculum for first and second year pupils in line with the Curriculum for Excellence capacity - developing young people as global citizens. It is included in the teaching of modern languages and social sciences. The DHT emphasised that global citizenship within the curriculum 'dovetails' with the British Council programmes and other activities in the school to develop and maintain the school as a 'rights respecting school'.

> 'we moved into actually teaching first and second years global citizenship' … we put it into Modern Languages and then we involved Social Studies and then we got to both. And it's still, it's still embryonic, but I think that's again a recognition that we consider that an important aspect of who we were, and that we recognise that to be a global citizen is to be, well, it's to be who we are.' (HT)

The school has been involved with the British Council Programmes for many years. Over this time 19 teachers have been involved in the participating in one or more of the programmes. The headteacher and the DHT with responsibility for coordinating international education in school anticipate that there will be even greater involvement through **eTwinning** in the future because 'all the kids have iPads and we're all wified'. Their view is that better Wifi connections and pupil access through their individual iPads will enable pupils to develop collaboration internationally to an even greater extent. The headteacher said that the benefits of eTwinning are already 'quite considerable. … they're (the pupils) using computers to connect with others in the world, so that's, that's really important.' The emphasis was particularly placed on the potential of the iPads to enable pupils in the school to connect **directly with pupils in other countries**:

> … that's (eTwinning) a really important thing because young people can then talk directly to young people, and I think that's, that's great. (HT)

This view was shared by a teacher with responsibility for coordinating eTwinning. For the past 10 years eTwinning has been embedded into the first and second year pupils' ICT curriculum at the school. Selected classes in first and second year link with a school in another country or countries. For

example, a strong link has been established over a long period with a school in France and another with Germany. A more recent eTwinning initiative has enabled links to be developed with the school in France and three other schools in different countries (Greece, Italy and Romania). The five schools have worked together on a project for the year. The specific activities are decided in collaboration before the project starts. Communication is maintained using Skype or FaceTime. The schools have **twin space to share the work they engage in**. The activities develop '**skills in ICT and digital literacy and bring modern languages and health and wellbeing**.' (T1). The eTwinning projects have different purposes and involve different subject areas in the curriculum. This provides evidence of the teachers in a 'mature engager' school recognising the ways that international partnerships and activities can enhance learning in their own curriculum area and enrich the pupils' learning more generally. Monitoring of the eTwinning Projects has provided some evidence of impact:

> I have been tracking, as we track all our first and second year classes anyway, in terms of ICT and technologies. So I've been tracking that way … I've recognised where there are, uh, there are other aspects of the curriculum. So what I've found with the pupils **in terms of their literacy** is that because they have, uh, an audience – you know, they're posting work onto the twin space – they're checking each other's work. (T1)

The sense of having an audience motivated the pupils to take pride in and take greater care in presenting their work to other pupils in a school in another country. This encouraged peer-assessment and support to improve the quality of the work uploaded to the twin space. Alongside ongoing monitoring of the development of skills in ICT and technologies the teacher involved in the eTwinning project coordination also conducts a specific survey via a Survey Monkey evaluation tool at the end of the year with the pupils involved in the project with the school in France. In addition to the **development of digital literacy,** there was some evidence of **impact in attainment in speaking French** and in the **development of cultural awareness**. The teacher involved said:

> We like to try and finish with a video conference … one of the comments that I really liked was, "It felt good when the French pupils understood my French." So…they're seeing a purpose of learning a modern language, that there are other pupils, there are other kids out there that like the same video games as they do, like the same films, play the same kind of sports, the same kind of hobbies, but they speak a different language. (T1)

The pupils who had been involved in the eTwinning Project with Germany also emphasised the impact on their confidence to speak the language:

> I felt like it definitely made me feel a lot more comfortable, like, talking to new people. … it definitely helped me a lot with my German skills and definitely just talking, like, basic skills. It definitely just helped me. … It made me feel a lot more confident in my classes as well. (P3)

The school also participates in the **Language Assistant Programme** and has French and Spanish Assistants. The headteacher's view is the difference the Language Assistant make is considerable, again particularly in relation to the pupils' contact with someone speaking another language. According to the headteacher, impact is seen through the opportunities that the Language Assistants offer for the pupils to have direct contact with a native speaker of the language being learned and find out directly about similarities and differences they have with young people from other cultures.

> You know, it's…I don't think it can be underestimated. And it's to do with, it's to do with young people seeing, not just hearing the language, and teachers feeling comfortable that they're getting the grammar right and being up to date in their vocabulary. But it's also that young people see other people from another world, from another part of the world, speaking and

> talking about their cultures. So it's also that, the whole understanding of another culture that comes with someone who's working with them. (HT)

The pupils who were interviewed who had worked with the Language Assistants reinforced the view that they had an impact on their language skills and confidence,

> I did a lot of my Higher German speaking work with xxx (Language Assistant) because she was quite a big help for that because the teacher didn't have enough time to work, like, one on one with all of us. (P4)

> It's just the fact that they're a native, um, French speaker, and they've got such a better grasp of the culture over there and even the way their language works. So I think it's good to have the opportunity to engage with them and to even just practice speaking. (P1)

The headteacher's view is engagement with the Language Assistants has impacted on pupil attainment.

> … I cannot help but argue – I know it's not data, but you can work that one out – the impact in terms of their (pupils') **speaking grades and their listening grades**, and also their writing and reading, because the vocabulary's coming through and the whole thing merges. So, you know, it's again, that's a significant, significant impact from our point of view. (HT)

The school has also been participating in the **Connecting Classrooms Programme** for many years. The focus of this programme has been on a link with a school in Africa. The engagement in the Connecting Classroom Programme enables a visit to the school in Africa. The programme has a 18-month cycle of planning and implementation starting with pupils in their first year. Pupils are selected and participate in weekly meetings every Friday during the 18-month cycle. The teacher who is the leader of the programme explained that the pupils work in small groups to produce a handbook and a video:

> with the idea that it **helps with their digital literacy**. … You have script writers, you have people in charge of production, editing, filming it, and over the weeks and months, they then take part in that. So certain Fridays, they go to the computer room and they … certain people work on the script, and then they think about where they're going to film it. Is it going to be in the classroom? Is it going to be outside? Uh, in the past, people have taken it home and they've done posters. They've got suits and they're suited and booted … and they really go for it. So again, it works their digital literacy, but it also comes back to their **literacy**. (T2)

T2's view was that the impact went beyond digital skills and literacy explaining that the pupils worked with their peers to research different topics, such as sustainability, and they do presentations at the British Council which gives them **experience of public speaking and raises confidence linked to health and well-being**. Also, throughout the 18 months, the pupils engage in fundraising which puts a focus on developing their **numeracy skills**. T2 also expressed the view that for the pupils it is an '**aspirational and life-changing' experience**. Data has been collected about the pupils pre- and post trip as part of another initiative that T2 is involved in with support from the Principal of Achievement and Attainment in the school. 'The pupils do Cognitive Ability Tests and the idea is to investigate how they've moved on and the effect that the xxx trip has on their literacy and numeracy.' (T2)

The pupils interviewed who had been on a previous trip to Africa explained that their eyes had been opened to a different way of doing things and to the differences in opportunities that they have compared to the pupils in Africa. It also made them reflect on

> I think it just kind of really opened our eyes up to see how, like, different and how kind of lucky we were … I think probably my favourite part about it was going to the school because it

> was so, like, it was so different. And the way they kind of do things over there is completely different. Like, we went there and we got paired up with a buddy, and just they were all so excited because it was so different for them … they just wanted to talk to you and they just wanted to kind of get to know you really well, … the age range was like different, there could be 14-year-olds in a class, but there could also be a 28-year-old in the same class because you have to pass that level to, like, kind of move up, and it was really interesting. (P2)

The pupils recognised that the work they did in preparation for the trip enabled them to get to know the pupils they were travelling with and gave them some insight into where they would be going and the different cultural aspects. They were not so certain it had an impact on the development of skills, particularly skills related to their exams.

> I'm not too sure because, like, they seem like two completely different projects. I didn't…I wasn't really conscious but maybe, maybe subconsciously maybe it did have an impact on just maybe how maybe we view the world and… (P1)

> I think it made us appreciate the world as a sort of wider thing more than…more than a…more than sort of…more than a sort of contributory factor to our exams. (P2)

The pupils were clear that it had broadened their horizons and helped them to reflect on cultural differences, particularly when they returned back home from the visit to Africa.

> going back to reality and you kind of think about what you were, like, what kind of position you were in and what you saw and stuff and it didn't really hit you until you'd left there. (P1)

Broadening their pupils' horizons was a particular emphasis raised by the senior management team, the teachers and the pupils which linked to the National Improvement Framework vision regarding positive destinations for all young people. The headeacher said,

> when kids are leaving school and they might want to go on and do engineering, or they might want to go on and do anything, their, their outlook is not limited to working in … Scotland. There are people who want to go, and they want to go over the world. And I think that that impact is perhaps greater than actually taking on languages. You know, I think that **their understanding is of what is out there is broader**. (HT)

The DHT reinforced this point, 'the young people are here, there and everywhere, and it's, like, "Yeah, I'm going here. Yeah, I'm going there." And it is very, very much the world is their…oyster.'

The breadth of the activities going on in the school in relation to the development of global citizenship and international was recognised as a strength but also a challenge in terms of monitoring the impact. The members of the senior management team emphasised, 'it's so embedded it's difficult' (HT) and 'It's everywhere. I was actually sitting thinking how would you pull that out? Because it's difficult to pick a subject where they're not involved in some way or another.' (DHT). This highlights the challenge of attempting to monitor the impact on learning of a broad range of opportunities, experiences and activities. In relation to identifying impact on closing the poverty-related attainment gap this was also recognised as a challenge.

> We know where that gap is. Our data makes that explicit and our bottom 20% are the ones where we need to work … I don't know if they've actually been involved in the British Council Programmes. But what I will say is – that the atmosphere, the ethos that's generated by having that support from the British Council means that those young people are welcomed into the school and if they want to participate in these opportunities, then we will support that. So it's … I can't say it's direct … But it's to do with the, it's to do with the **expectations**

> **and the aspirations that teachers have that's created** by the fact that we are engaged in so much international work that **people see children as individuals** rather than as coming from particular countries or whatever, and therefore we see them and want to develop that talent and whatever that skill is. … I do know that the impact of the programmes have made a difference in terms of our psyche, in terms of, you know, our understanding of each other. (HT)

Considering all the activities across the school the **critical mass** in terms of the number of teachers who have participated in the BC programmes is recognised by the senior management team as an important condition for developing and maintaining the international perspective in the school. It is not dependent on one teacher or one subject area nor is it only dependent on the BC Programmes or the funding they receive through the programmes. Nevertheless, the importance of the British Council as a catalyst for international education was recognised. The headteacher pointed out that 'there's things that we do which are not part of the British Council'. However, the view is that without the BC programmes, which have acted as a stimulus for international activities, there would not have been the same impact.

> We wouldn't have had the same really positive impact, but the fact that other people are then doing other things, I think is great because it means that it's actually organic in its growth rather than instructed. But that's because international education has been allowed to be promoted through the British Council initially, and it's become embedded, so it then, it then grows and develops, which I think is healthy because if it was just – and I don't mean to belittle because it's far from it – but if it had stayed as that … it is about sustainability. (HT)

In summary, Case Study School 3 has strong leadership from the headteacher and deputy headteacher for engagement in international education for all children and young people in the school. The development of young people as global citizens and access to developing global awareness was embedded in the curriculum and in all aspects of school life for pupils and teachers. There was a critical mass of involvement of teachers which meant that the development of international education and participation in the BC Programmes was not limited to an individual, a particular department or subject. This enabled sustainability of the work and expansion of the work to pupils across the school from high achieving to those who were receiving specific support as part of the Attainment Challenge. There was some evidence of impact on modern language learning, particularly increased confidence in speaking and listening. There was also some evidence of impact on digital literacies and broadening the young people's horizons in relation to understanding other cultures and opportunities for future employment beyond Scotland. Moving forward the school is developing a 3 year plan of development to further embed international education and link it more clearly with other initiatives such as 'rights respecting schools'. There is also a plan to further encourage pupils who are most disadvantaged in terms of closing the poverty-related learning gap and their parents/guardians to participate in international activities.

Case study 4 – secondary school, mature engagement, non-Attainment Challenge local authority.

This Case Study school is a large secondary school situated in a suburb of a central belt city within one of the non-attainment challenge local authorities. This school is involved in 1 British Council (BC) programme which is the Language Assistant Programme. It has been involved in that programme for more than 3 years so 'mature' in its participation in BC programmes.

The motivation for the school's participation in the Language Assistant Programme was to improve pupils' attainment in Modern Languages. The local authority's support for the school's engagement in the Language Assistant Programme was deemed to be 'absolutely vital' by the senior teacher interviewed. Over the years of involvement in the BC programme and in the current academic year the school has both French and Spanish Language Assistants.

One of the main examples identified of the impact on attainment provided by all 4 of the teachers interviewed was improvement in pupils' speaking ability in French and Spanish. A phrase used by the teachers when describing the impact on pupils was, 'they are at ease with speaking' with the Language Assistants. This was linked to the teachers' perceptions that the pupils were more relaxed with the Language Assistants and more motivated to speak to them. The teachers identified impact on improvement of the pupils' ability in speaking in the results of both the prelim and the national examination speaking assessment.

> … it's just that sense of bringing language to life and it's also a massive support for us in preparation for speaking exams, so it has an impact on both motivation and attainment. (T2)
>
> … the pupils were more confident in their final speaking exam. (T3)

The teachers pointed out that this is in line with the emphasis in Curriculum for Excellence on developing young people **as 'Confident Individuals'**. An example provided included pupils working toward the National 4 and 5 examinations who were reluctant to speak and lacked confidence in speaking.

> I had a National 4 class, some of them did not want to speak at all so it was tricky to achieve the units that had to be done. We were able to introduce the assistant into the class … and just that personal contact with someone (from the country) – it was just the impetus I needed when I was beginning to feel how are we going to achieve this. It just made a world of difference. (T4)

The teachers made the link between **language learning and the pupils' health and well-being**. For some of their pupils they had to overcome low self-esteem. One teacher explained for some pupils there is 'a genuine feeling that they just could not speak Spanish. They couldn't do it.' The teacher's view was that the Language Assistant gave these pupils a sense of self-worth - 'somebody (from another country) is interested in me and wants to develop my language.' (T3) The teacher measured the impact of this through the pupils' achievement - 'they got through their units and they got their National 4.' (T3)

The Language Assistants worked with pupils in small groups, in pairs and one to one. All the teachers said this teaching approach encouraged the pupils to speak freely as they were more relaxed and willing to speak than in a whole class setting. One teacher summed up this view saying, 'the pupils are very comfortable with the idea of sitting in groups and speaking French and discussing various topics that will be invaluable when they come to do exam stuff next year'. (T1) While all the teachers agreed that the main impact of the Language Assistants was on improving pupils' motivation for language learning and on increasing their confidence and ability in speaking they also said working with the Assistants improves pupils' listening and social skills, 'just by interacting with them one to one.' (T1)

Other impacts noted included: enhancing pupils' understanding of cultural aspects and providing access to new up to date vocabulary as language use is always changing. The teachers emphasised that the Language Assistants could bring 'aspects of culture to the school - for example, through music and poems and through culture in their country, traditions and towns and so on'. One of the reasons identified for the Language Assistants' success in motivating the pupils was identified as they are 'not far away from the senior pupils in age'. (T1) This was felt to be relevant for motivation for language learning generally and for improving exam results, particularly in speaking because the pupils became more confident discussing current issues in French and Spanish. The pupils' awareness of current topics and the opportunity to discuss them in French or Spanish was recognised by the teachers as particularly important for pupils preparing for a speaking exam. 'The Advance Higher (pupils), for example, who are talking about current issues and events … employability, home, family circumstances and so on - the Assistant can bring new vocabulary.' (T1) Keeping up to date with language and culture was identified as a 'key thing'. (T1) The teachers interviewed said 'language changes and new words come into French and Spanish all the time … they (Language Assistants) can bring that to the pupils'. (T2)

The Language Assistants worked predominantly with 3rd, 4th, 5th and 6th year pupils. Although there were opportunities to work with pupils in 1st and 2nd year (and with primary pupils when possible) as part of the 1 + 2 language policy. In this secondary school the pupils in 1st and 2nd year have experience of learning French and Spanish and when the senior pupils are on exam leave.

> Pre-exam time, we try and prioritise the older ones and fit in as many of the younger ones as possible, but since the exams we sort of change to give the younger ones more opportunities to meet them. (T1)

Several references were made throughout the interviews with teachers to the difference a 'good' Language Assistant can make. They indicated that they had been lucky to have 'good' Assistants over the years. However, this may be because the teachers in the language department recognised that 'a lot of our job is getting the best out of the Assistant' and 'It's not just what you get it's what you give as well'. (T2) The teachers in this secondary school provide professional development opportunities when the Language Assistants first arrive in September to introduce them to Curriculum for Excellence. The Assistants work with the teachers in their classrooms in more of a team-teaching approach - 'right at the beginning, you know, you're opening-up a dialogue with them, seeing where they are in their own particular personal development and why they're here and what we can do for them.' (T2) The learning extends in both directions the Assistants learn from working with the teachers in the secondary school and the teachers in turn benefit from constantly updating their language. The teachers explained that it was a means of maintaining their own language skills. They could continually have a conversation in French or Spanish every week. 'I found that really useful over the last few years, especially a sort of younger person, with, like, current ways of phrasing things and that sort of thing.' (T2) The teachers also said they benefited from the support they received from the Language Assistant in preparing up-to-date resources in relation to topics such as politics and music.

The pupils interviewed included pupils preparing for National 4 and 5 and for Higher and Advanced Higher in either French or Spanish. The pupils confirmed the comments made by the teachers regarding motivation to learn a language and improvement in their confidence to speak French and Spanish. For example, the impact on improvement in speaking in preparation for a Higher exam was evident in this pupil's remarks:

> I think for me personally, it was my speaking exam that it really helped with because, like, we could record him doing his presentation and questions and then we could learn, like, the way to say it like, intonation, like, pronunciation of the words. (P2)

The pupils all said they found it helpful to work with the Language Assistants in smaller groups or one to one. It gave them greater confidence to speak and enabled them to improve their speaking ability

and develop their cultural understanding. Their view was that the Language Assistants gave them a more real insight into the way that the language is used. One pupil explained:

> She'd, like, take us away in little groups and work on pronunciation, which I found it useful. And she'd do, like, presentations about her life and that, and how her school was and that, which gave us an insight on her, like, Spanish culture, and that was quite interesting as well. I was doing the Nat 5 prelim when she was here, so I was in here a lot of the time with her, and when she would, like, say the stuff and that, I would understand it better and, like, when she came to the lesson, I was able to understand that better because I heard it from, like, an actual Spanish person. (P3)

The Advanced Higher pupil also found the one to one dialogue with the Assistant an important element of his exam preparation and for learning language generally. All the pupils interviewed commented on the link between language learning and culture.

> It helps you to understand the culture as well as the language, and when you understand the culture and the people that speak a language from that kind of background understanding, it's much easier to actually learn the language. Because obviously language is communication, so you need to be able to communicate with the, you know, the whole lot rather than just the words, so in that regard, it's very useful. And also to hear the intonation and the…the dialogue and everything of that sort, I think it's very, very useful. (P1)

Comments made by the pupils showed that they viewed language learning not only about passing their exams. They felt it is important to have the opportunity to just have a conversation with someone who is French or Spanish. Working with the Language Assistants give them access to different words and phrases that they had not come across. This appeared to give them a better sense of purpose of learning a language. One pupil expressed her view as, 'we're learning…we're learning French or Spanish, not learning how to pass the exam. Um, so obviously colloquialisms are an aspect of the language that you need to learn, so I think it's…it gives you a more, a more real understanding of the language.' (P2).

Similar to the comments made by the teachers the pupils believed that the impact of the Language Assistant went beyond improving their speaking skills. One pupil said there was also an impact on her written French. Another pupil went further indicating that working with the Language Assistant had improved her writing, reading and listening skills.

> I done the Nat 5 prelim, so when I was doing the writing part, they (Language Assistants) helped me a lot, like, with what to write. (P3).

> It's definitely listening as well, but I think that's, like, transferrable onto your writing and reading skills because then, like, if you understand what they're saying, if you know the words, then you're learning new things all the time, so then when you see that word in a reading paper, you go, "Oh yeah, my…my French assistant, um, we were talking about that subject," and that's in the reading exam. (P2)

In summary, the Language Assistant programme in this school impacted on teacher learning in relation to up-to-date French and Spanish language and culture. There is some evidence to suggest that the programme impacted on pupil attainment in French and Spanish, particularly speaking and listening as well as increasing confidence in using the language to engage in conversation and developing cultural awareness. The positive engagement between the teachers and the language assistants was identified as important and expressed as a two-way learning process by all the teachers interviewed.

Case study 5 – primary school, recent engagement, non-Attainment Challenge local authority.

Case study School 5 is an urban primary school in **a non-Attainment Challenge** local authority which nevertheless has a significant number of children receiving free school meals and Pupil Equity Funding. The teachers commented on the lack of ethnic mix in the school community despite the demographic change in schools around them. This absence of diversity created a sense of purpose in the school's internationalisation efforts such that the school had a designated international education coordinator (TC in following). The school's relationship with the BC partnership had been **episodic** over time.

The teachers talked of formative experiences with BC programmes 10 or so years earlier. One teacher outlined her past participation in a weekend event convened by the BC which brought teachers from Scotland and France together to initiate classroom exchange. A 'proactive' headteacher at that time had encouraged participation. Though the partnership forged at this event did not prosper, the teacher was able to partner with a Swiss school, through professional links outwith the BC arrangements. These communications were intended to be cultural exchanges building on curricular topics to which the pupils in Switzerland would reply in English:

> we used it really as kind of a stimulus for writing to do with the topic ... It was a good way for us, for our children to acquire the knowledge so that they could then impart it to someone else … it stimulated our children, uh, to write more, if you know what I mean, give them a purpose for their writing. (TC)

Another teacher had participated in a British Council Erasmus exchange to France for language immersion. She described this as 'fantastic': 'I had done French at high school, so I had it as a higher, but I felt that that gave me much, much more confidence to teach it to the children' (T2). She described taking on teaching French across primary 5 to 7 in the school and felt that the BC grant had made this possible. Though engagement with BC programmes was not sustained over the intervening years, 'the enthusiasm that came from them' (T2) did, and they have actively recommended such British Council programmes to others: 'not everybody knows that the funding's there' (T2). Other teachers had participated in BC professional development opportunities but had subsequently moved elsewhere.

With Scotland's 1+2 modern language policy, instruction in French has been extended to all years and a second language introduced so the teachers felt that there had been progress across the board in modern language proficiency. This school had not incorporated the BC involvement in the current school improvement plan which concentrated on literacy and numeracy. 'it [BC engagement] has now kind of gone down the, the list' (TC).

The school is currently involved in e-Twinning with a French partner school in the early primary years. This partnership between two teachers is now in its third year. They use the BC online tools with varied success, depending on schools' technological setup and the teachers' own confidence with technology. For the early primary years, the schools have exchanged teddy bears and dolls (via traditional post) whose vicarious experience is documented and shared. One activity was to have the French doll visit children in their home, then document the visit with a photo of the doll at the family meal and the recipe of what they had for dinner. The menus, recipes and photos are then shared on the e-Twinning site. The pupils interviewed could recall the recipes they shared. The recipes were fairly extended texts for this stage, with lists of ingredients and instructions. They found writing their recipes and reading the French recipes in exchange 'hard … but we learned, we learned some words out of it' (P8).

The teacher coordinating this also had responsibility for **health and wellbeing** across the school and outlined how she brought these elements together:

> when I had health and wellbeing classes, I thought, 'Oh, I can get away with doing the recipe thing … and stuff like that and the hygiene and let's make something, and I could bring a bit of French into the health and wellbeing.' And that is part of the health and wellbeing programme, food from other cultures and all this kind of thing, so I did that. (TC)

The partnership also prompted joint literacy tasks:

> The children love getting things in the post as well. They love opening up an envelope and actually having physically a letter from another child in their hands. So, we decided that that was the main thing was that we would have the link and if we could get other things on the e-Twinning portal, that would be a bonus. So, like I managed to, uh, managed to do a video of the class reciting a Burns poem and managed to get that sent. (TC)

Other activities were inviting parents to send videos of the doll with them, 'so it was a nice wee home-school link' (TC). Across the years, this partnership has explored themes of 'celebrations' and 'where we live' comparing housing. The coordinator was planning to pursue the doll exchange with the early years class, and 'celebrations' as a theme for the P6 class exchange 'and maybe getting them to do a bit of actual writing, e-mailing' (TC). In this way the BC engagement was understood to enrich the literacy curriculum.

The language expectations in the early years are modest, 'introducing French to them … you certainly don't want to be making French a chore' (T3). In the upper primary years, 'I'm hoping to kind of use more of the kind of more interactive and the videos and things that I learnt on the French courses that are kind of a bit more lively than the [curriculum] French programme' (TC). More broadly, the partnership was understood to give the language curriculum authenticity and purpose: 'And I think having other French children that they're communicating with, I think it just makes it so relevant. I think that's the key thing about it is the relevance. Why would you be learning French in school?' (TC).

The teacher who acted as internationalisation coordinator could articulate the motivation for such work, firstly from her own personal experience in travelling and meeting people, but then from a larger perspective:

> I kind of strongly felt that we should have kind of international dimension in school… I think even just with the whole Brexit Europe thing going on just now, I think it's important to be … that children have widened horizons and that we have these links and we have these friendships and we have these … and it just adds so much more to life, you know? (TC)

She highlighted what she herself had gained from the BC engagement:

> It has improved my French and it's improved my technology and it's improved my sort of – hopefully your enthusiasm transfers to the children and you're bringing relevance to them. Whether it improves their literacy skills, I don't know. (TC)

She considers herself 'lucky' in the way the relationship with the partner has grown organically:

> I think I've been lucky, I've been very lucky. I seem to click with [French teacher] even though I don't know her. We're kind of quite respectful of each other and we're kind of not trying to put too much demands on the other person, too. We're just kind of trying to sort of feel our way through it and we're gradually getting to know each other better, and that's lovely. It'll be super going to her school and I'll maybe invite her back here. (TC)

On one level this Case Study is the story of motivated teachers for whom the professional development worked, encouraging them to pursue other opportunities and to persevere. However, such an account overlooks the mediating role of a proactive local authority assisting schools to engage with these opportunities:

> an opportunity came from [Local Authority] that I think the British Council were doing, were setting up, uh, more sort of formal links with schools. So for example, [Local Authority] has been linked with [part of France], and I think different schools in different parts of the country have been linked with different, different places in France. So myself and another colleague … we went along to that meeting and we both, uh, got linked with a school in France. This was three years ago.

This teacher had initiated a 'Global' Student Committee. The pupils explained what the Committee involved:

> P3: … we'll, like, talk about stuff and all that….
> P2: Um, it was like fair trade.
> CD: What do you mean by fair trade?
> P2: Fair trade is like when…people from other countries make food and they don't get enough money for it. Um…

The young pupils expressed interest in learning a language in high school, with the common rationale in travel, for example: 'Because I really want to go to France' (P2); 'When you go to a different country, it's like a whole new adventure because you don't know what will happen. You don't know where it will happen.' (P4).

In summary, this school with the support of the local authority had invested in teacher learning, and this had sparked ongoing enthusiasm in the participating teachers. Though the current BC engagement was low key, limited to one e-Twinning partnership, the teacher and pupils involved could describe the curricular enrichment in language and literacy, and explicit links to health and well-being learning. However, this Case Study is an example of the engagement with BC limited to a small number of teachers and if they were to move to another school there is a risk the engagement may not be sustained.

Case study 6 – primary school, recent engagement, Attainment Challenge local authority.

This school was a small **primary** school in an **Attainment Challenge** local authority in a rural location which had introduced a European language across the school, from the Nursery class to P7, as part of their '1 + 2' language policy implementation. The headteacher explained how this drove their interest in accessing what the British Council offered through shared funding arrangement with their local authority: 'we were really keen to get a foreign language helper in the school. It came to us, um, a couple of times to apply to the [local authority] to get one.' The school expressed interest but were not successful initially. On their second application, the school was allocated a language assistant for one day a week. Though keen to continue, the school has been unsuccessful since then and opportunities to bid through the local authority seem to have diminished. Thus there is an **unmet demand** for this programme in this school.

The headteacher described the way the school embraced the language assistant: 'It worked out that [language assistant] joined in with the whole life of the school … She became very much part of our sort of school family kind of thing' (HT) working with all pupils in the school:

> she came on trips that we were doing kind of thing … she was timetabled across the school, so she started in the nursery in the morning, um, just doing games and, um, and songs and all the kind of things in the nursery on a very, like, small group, like, d'you know, two or three children at a time, that kind of thing. Then she was in the classrooms. Um, sometimes she would do a kind of lesson, I suppose, but not, um, maybe a traditional 'stand at the front' lesson, but – and then other times, she was supporting the class teacher because the class teachers obviously were doing French as well, but it was giving them a bit more confidence with, um, their teaching of French. (HT)

In this way, the headteacher considered that the BC engagement had impact on both pupil and teacher learning:

> in terms of the kids and the impact on the children, um, it…it probably went from … Prior to [language assistant], we did, um, bits of French, and we were literally dipping our toes in it … After [language assistant] came, it just gave us that, um, impetus to make sure that it was happening right throughout the school … And I think it gave the staff…more confidence in what they were doing in terms of – simply – Because primary school staff, we can't be masters of everything, but, um, so it gave them confidence in things like pronunciation. (HT)

Beyond contributing to the modern language programme, the language assistant contributed to other **interdisciplinary learning** opportunities:

> The other things that [language assistant] was involved with was we then did, like, what I would call IDL topics, an interdisciplinary learning topic, so, um, we did, basically, learning everything about [European country] and whatever. Um, so she was very much involved in that. We had, um, she had obviously contacts with, um, a [nationality] chef, so he came out to the school and we did cooking and whatever and they had the [ethnic dishes] … (HT)

From this base, the school is implementing another European language for the 1+2 policy:

> I suppose from my point of view as a headteacher, it allowed L2, our second language, to become, um, more embedded in the school, and then it's allowed us now this year to move on

> to looking at what our L3 is, um, with a bit more confidence because I can say, 'Right, I'm fairly confident that L2's happening throughout the school. I can now look … we're trying to do L2 and L3. We're trying to do them well. (HT)

The headteacher also talked about a broader agenda in employing a language assistant: 'We don't have a wide, um, spread of cultures within the school. So again, that's a good thing, having someone like [language assistant] in to broaden the kind of, the offering that we can give to children.'

When asked about the contribution to **literacy** outcomes, the headteacher described the interdisciplinary impetus and interest generated for writing in the upper primary years:

> At that point … they were actually writing about issues in [European nation] because the Primary 6-7s … they were doing persuasive writing…they were writing, um, about current, um – this is two years ago … They were writing about things like the [refugee crisis] … Some of them, that was the more, the more able ones were getting their head around it.

With reference to any impact on **health and wellbeing**, the headteacher outlined general confidence, and explicit curriculum treatment around healthy eating in other cultures. When asked about **numeracy**, he recalled a school event which involved setting up a café:

> we did a [European] café as part of it … they did have the till and they had the euros and they had, the children came in with, um, basically they came in with money and we exchanged it for euros, fake euros if you like, and then when they came to the café, they then bought their [food item] or whatever they did, whatever we had going that day, um, so they, they paid … (HT)

The school is involved in other curricular enrichment projects related to environmentalism and citizenship, but the headteacher expressed continued interest in hosting a language assistant:

> I would – if it came up, yeah, immediately we would apply for it again. Um, and hopefully it will come around again. (HT)

In summary, this case study demonstrates how a small school made the most of their opportunity to host a language assistant, and how this investment energised a whole school approach to language learning. The language assistant was also instrumental in creating and resourcing interdisciplinary learning opportunities, in particular the café event, which is a rare example of an elaborated numeracy application in this study.

Case study 7 – secondary school, mature engagement, non-Attainment Challenge local authority.

This **secondary** school was situated in a small town in a **non-Attainment Challenge** local authority outwith the central belt. The school had sustained a **mature** engagement with the British Council through a Global Curriculum Project then Connecting Classroom programmes over years with the same partner school in Africa. This partnership involved regular staff exchanges and trips to Africa by about 20 senior pupils with 2 to 3 staff members every two years or so: 'ours has just gone from strength to strength' (T1). The trip is scheduled during term time, returning before holidays, so the whole school can share the excitement and learning. The engagement is renewed by inviting new members of staff to come on a trip, then lead the following one, thus broadening the knowledge base and commitment across the school community. We interviewed two members of staff who had each been on multiple trips, and 3 ex-pupils who had participated in the most recent trip.

A former headteacher had encouraged all staff to incorporate some curricular work pertaining to global citizenship and the African partner community in their curriculum, 'so every single department was asked to do some form of lesson that involved [Country]' (T1). The teachers reported a variety of such curricular experiences:

> a full unit in Geography … a reciprocal project in Science … everybody did make an effort. Because I'm thinking as well that Maths did a survey, uh, here and then across in [Country]… they drew graphs and pie charts and things and made a display. So everybody did make an effort, I think.

The English department had invested in two sets of books set in Africa that highlighted issues such as HIV, AIDS and poverty for class study:

> … most of the pupils had heard about [Country] from the pupils and the teachers who'd gone across, but it was also a story that was trying to kind of, um, recreate life and it was life for orphans and various other themes, um, in [Country], and so it's kind of part of our English curriculum … I persuaded another teacher in my department who hadn't taught it and she taught *The Heaven Shop* last year and really enjoyed it.

The travelling Scottish pupils participated in building projects, donated school supplies, and led workshops on different topics such as physical education, climate change, health issues and gender relations for the African pupils when visiting. The teachers described how they could see the Scottish pupils grow in confidence over these experiences. On their return, 'We always get them to do assembly or one or two, well, a couple of assemblies when they come back to kind of report their findings and show, tell what they've done.' (T2)

For this school, ideas of global citizenship foregrounded understanding and empathy:

> I suppose we've viewed it as kind of making the links in different subjects and kind of getting pupils to make the links in different subjects. Um, and through that kind of exposing them to a world that they're not necessarily used to, but, um, try and be able to empathise with in really important ways so they can put themselves in the footsteps of their peers when they, if the ones that go … have got a degree of understanding and for the ones that don't, they, they're at least knowledgeable to the extent about the issues that will face, um, their peers and just the kind of country. (T2)

These activities and attitudes construct the relationship as one of charitable service, enabling contributions on a larger scale than the school's similar involvement in charity projects such as Mary's Meals and the Backpack Project.

The teachers talked about what pupils gained from the travel experience in a general sense: 'teaching the kids that the world is your oyster' (T1), but also about how particular pupils were changed by their encounters: 'I would say there's not one that's not gone that's had, you know, a kind of lifelong experience that's going to affect them in a lot of different ways' (T2).

With regard to pupils' curricular learning and achievement, the pupil-lead workshops required careful preparation by the pupils before their trip and there was conscious effort to enrich curricular contents:

> … in Geography, I will always use when we're going development and health and population studies, I will always use, always bring [Country] into it. And I think having the connection, having the link with the school, I think it means more to them. So I think the information sticks more easily, because of that (T1).

Beyond these more explicit links, the learning achieved could be applied to other tasks:

> …. we'd say in terms of as an experiment for those who've gone, uh, it's kind of being able to cope with situations and obviously something of a CV job application orientated thing, there'd be something there … When it's been with, like, an older class, we do a kind of assessment or pieces that we use for the folio of writing, so that's come into play when kids have had to produce a personal reflective essay to send away as part of their folio … Before in Standard Grades and Higher English, but now kind of National 4, 5 or Higher English – that quite often happens … (T2)

Interestingly, when asked about what impact the BC programme engagement had had, the teachers described the impact on girl's achievement in the African school:

> … the headmaster, he's convinced that our link has really made a big difference to their achievement, particularly with girls … I mean we were made aware of pretty much right from the start that girls' role was different from boys' role in the society. Trying to change that was not straightforward. Um, and trying to, you know, not necessarily their fault, but encourage them to view school as really important. …We've always done kind of some gender workshops, um, we've kind of encouraged money that's going across, and[Headteacher]'s been brilliant at doing that, kind of building girls' toilets (T2) … and a hostel … (T1)

Three past pupils were interviewed by Skype who had participated in the most recent trip to Africa (while still pupils). One of these pupils was studying in the US with plans for more study travel. The world was indeed her oyster, something which she directly attributed to the school travel experience:

> … being abroad to me really kind of reinforced to me that I just wanted to be in a new culture. I wanted to, like, throw myself in the deep end. I didn't want to be able to be around anyone I knew and, like, the school trip really showed me that. (P1)

This pupil described the workshop on climate change that she led, and how she came to understand it differently through her African peers' eyes:

> my group focused on climate change… it's obviously a universal issue. It's really interesting to see how, um, they perceive their impact on the world. Um, I think it was just really interesting to like, from, like, um, kind of like our perspective, how, um, wasteful we are as a society versus, like, how resourceful they are. Um, that was really interesting to see. Um, just like also

> like, like the ways, like, climate change impacts their society I feel is more, like, direct in terms of, like, rainfall, like, washing away their crops. Like, they're growing crops because, like, they have to eat, versus, like, it's a very indirect impact to a lot of people from our school because, um, we're very privileged in the sense that we have, like, the opportunity to be able to, like, buy fruit from supermarkets and have that comfort … (P1)

She went on to articulate the sense of privilege she took from the experience:

> I think it really taught me, like, really, um, just be more grateful. Um, really recognising my privilege is, like, um, a really big thing … I don't think you really understand the extent of your privilege until you're put in a situation where you're forced to reflect upon it… (P1)

Another pupil articulated a similar sense of self-awareness: 'I think … just not taking anything for granted now, um, because we've seen what the different culture difference is around the world' (P3). The third pupil described the impact on his perspective and relative sense of self:

> … it was a total eye-opener going there. It totally changes your perspective of what, like, how other people live and how other people, like, are educated in the school and how lucky we are… the way of the opportunities we have, uh, for education. (P2)

In addition to the trip itself, the pupils outlined the rich programme of meetings, workshops and planning in the years leading up to the trip, visits from the African partners over the years, and the other curricular treatments that had broadened their horizons.

When asked if they became aware of any similarities between themselves and their African peers, one pupil reflected on aspiration:

> similarities could be that they're like, they're so driven and so, like, keen and eager to learn, to get more opportunities and, you know, to, like – You'd ask one of the kids in the class and they'd say, 'I want to be a doctor when I'm older.' It was all like, it's very ambitious, you know. They really wanted to go far … (P2)

The BC engagement has been featured in this school's improvement plan though not this year. The school is preparing a portfolio of evidence to apply for an International School Award. The teachers have shared ideas with other schools interested in similar opportunities and been invited to speak in community forums to organisations who are keen to contribute.

The staff described a recent change in funding rules that would impose more conditions which do not suit their partnership, 'because we're way beyond that.' (T1). Though disappointed, they will nevertheless continue by raising their own funds. Such confidence in proceeding without the oversight of the British Council was also documented in the mature primary non-attainment challenge school (Case Study 2). This school intends to continue its partnership though risk management is becoming more stringent and costs are rising. Restrictions on visas are also making it more difficult to arrange a reciprocal visit:

> 'I suppose that's the big challenge, to keep it going. Keep it a little bit of momentum, little bit of momentum, keep it going for, and have people involved and doing it and take it on and get new people involved and get, you know, obviously get the kids involved' (T2).

In summary, this case of a mature secondary school in a non-Attainment Challenge local authority was premised on deep commitment and wide ownership of the long-standing partnership with the African school community. The engagement had enriched the curriculum for all in the school, and provided an opportunity to engage with people differently positioned in global problems in a way that dignified

both differences and similarities. As past senior pupils, these 3 young people could articulate the intense impact and personal learning achieved on them as people.

Key stakeholders

Senior staff in key educational agencies in Scotland were invited to participate in the study by providing their views on the impact of the British Council programmes in schools, their views on development of young people as global citizens and their views on the impact of international education more generally. Five key stakeholders from three agencies participated. The responses from each agency were coded (KS1, KS2 and KS3) analysed separately and then cross analysed. The responses from the five key stakeholders are presented together organised around the themes that arose and the range of views within each theme. Each participant was also assigned an individual code which was added to their agency code (for example, KS1.1, KS1.2).

Partnership and engagement

The stakeholders' comments on the impact of BC programmes was dependent on their level of engagement with BC and their awareness of the BC programmes in schools. There were differences in the key stakeholders' views about schools' engagement with the British Council (BC). The views ranged from a sense of **willingness of BC to engage with the agency** and actively seek 'ways to strengthen, the relationship' through joint activities (KS1.2) to a belief that **BC needed to do more to engage** and '**give all parts of the system a clearer awareness of what it is they can offer'** (KS2.4).

There were examples of joint work between colleagues from BC and a key stakeholder agency plus activities exploring specific topics together, such as **employability or global citizenship** 'where there will be **mutual benefit'** (KS1.2). The view of this agency was that BC 'have a very good understanding of [the agency] and Curriculum for Excellence and our policy context, and they've used this to good effect' (KS1.1). The range, depth and value of their ongoing engagement with BC was expressed in comments made by the stakeholders:

> what I have valued is that chance to talk to the Director and the Senior Team in looking at what is interesting them as the British Council and is interesting us and trying to find new ways and new connections … for example going back to the employability agenda, um, and it's trying to understand and marry the British Council's work with the educational thinking about the future. And that may not always chime in directly with the central policy thrust.' (KS1.2)

The exploratory discussions, joint activities and international study visits with a specific focus on topics of interest were highlighted as helpful in 'achieving our objective of influencing the future direction of policy' (KS1.2). The planned study visits with senior colleagues were identified as particularly impactful,

> We have good examples of it [study visit] impacting on inclusion, impacting on HWB, impacting on early years … um, also on STEM … so we're using that international knowledge and experience, um back into our policy. So British Council are supporting, um, that system-wide impact, too. (KS1.1)

Where the engagement with the agency was not as strong, there was less awareness and understanding of the specifics of the BC programmes which made it difficult for stakeholders to comment on their impact in schools. It was felt there was a strong need for BC to do more to communicate any impact that the programmes have in schools via a more comprehensive communication plan:

> British Council need a strategic plan to communicate their programmes. That may be our lack of understanding, but certainly in our engagement with the end users in the system … it does seem to be if you happen to know someone who engages with the British Council then you can tap into that resource …' (KS2.4).

Contexts for Learning

While there was variation in the level of engagement with BC and understanding of the impact of specific programmes, all the stakeholders agreed that **international activities and experiences** offer valuable contexts for learning:

> Obviously, the international context in terms of a fantastic learning experience, a motivating learning opportunity … so that if you're learning about literacy and numeracy, or your health and wellbeing, you're sharing it with others nationally and internationally and it's those kind of, those kind of approaches to how you stimulate and improve learning and teaching that we would be helping the British Council with. (KS1.2)

An example was provided where following a poor inspection report a school 'used the international context to motivate staff, to get the school on board, to engage the community' (KS1.1). Increasing motivation was also mentioned as a focus of international activities with pupils. Emphasis was placed on the policy of developing excellence and equity in Scottish education - enabling all children to benefit from engagement in international experiences not only academically able children and young people:

> it's very easy to grab a group of academically able, middle-class S6s who have had an international experience. … Um, but we're really looking at other young people, and, um, getting them involved, and schools have done that quite well in a number of ways, … but it's, it's about the internationalisation and that understanding that it can add that dimension in terms of confidence, self-worth, aspiration. … we think that, that every child in Scotland should have an international experience, not necessarily going to another country, but engaging, um, with other cultures and countries … (KS1.1)

> BC is helpful in supporting schools not just to target academic attainment but attainment more broadly. The danger is that the focus in schools is only on academic attainment, focusing learning in silos, such as social studies, modern studies. CfE was designed to help build a broader range of attainment beyond exams. (KS3.5)

International perspectives as a context for learning were recognised as important by all the stakeholders particularly in today's globalised world: 'I do think the whole international dimension, because of the world we live in now, has increased in importance and that's not going to lessen in years to come' (KS2.4). Value was recognised in the opportunities international approaches afforded to reflect globally and locally. For example,

> I think one of the beauties of BC programmes where you are involved with an international aspect is the whole compare and contrast which offers a better understanding of societies globally and a better opportunity to reflect on a society in which you live. (KS2.4)

> Deeping understanding in any context in international [education] provides opportunities to learn about global issues and priorities. (KS3.5)

The comments about the participation in British Council programmes as a valuable context for learning also highlighted the opportunities to use the programmes as **a frame for interdisciplinary learning (IDL).** There was recognition that there are certain subjects in CfE where the inclusion of international

perspectives is recommended at both broad general education and qualification stages, and also as a 'cross-curriculum tool to further learning in any subject and develop an appreciation of global perspectives' (KS3.5):

> The policy view is supportive if schools use British Council approach to develop attainment in literacy, numeracy and HWB. The way Curriculum for Excellence works, schools have flexibility to frame learning in a way that is appropriate for their own context – for example increasing learning in literacy through an international context. (KS3.5)

While there was agreement about international perspectives offering a rich context for learning and a frame for IDL, there were comments that suggested the British Council could do more to achieve further impact by supporting the teachers to make links between their international work and pupil progression:

> I have no doubt that staff involved in these programmes get something personally out of it. I think that I have questions about the depth of impact that it then has on their practice and the children and young people they teach … (KS2.4)

There was high praise for the quality of the resources that British Council have produced but the comments suggested that more could be done to raise awareness in schools about the resources available and about how these might be used to support progression.

> So the education resources they produce would get used in schools, but I do think the schools' awareness of those resources isn't always very good. (KS1.3)

> Uptake of resources and progression across the years in school - I think that's, that depends on whether we've got an enthusiastic teacher or if we've got something embedded in their improvement plan as being important to their local context. And I think if it's an enthusiastic teacher, um, other teachers will pick up their ideas and copy them, which is a good first step, but we want a lot more. If it's part of the improvement plan and it's a priority, then you see that progression, that thought, the building on the skills, um, and it, you know, it's much more integrated and that's what we would, um, like to see. (KS1.1)

> I do think that teachers are looking for more opportunities to see what the links are across various aspects of education and getting more coherence and understanding themselves of how the programmes that they can experience actually directly or more overtly can help to direct them to support children and young people, whether it is developing an international understanding or developing learning for sustainability, appreciation of other cultures in different societies and so on. Teachers can make some of those links themselves but at a time when there is so much happening just now there is an added-value for an organisation bringing something to the table that already makes the links … (KS2.4)

Measuring the impact on raising of attainment

All the stakeholders recognised the challenges of monitoring and measuring the impact of schools' engagement in the British Council Programmes and attainment. The conceptual challenges around differences in understanding of global citizenship, IDL and attainment were also acknowledged as making measurement of impact even more difficult:

> How you define attainment differs – xxx's view is defining it against the 4 capacities so it is broader than attainment just in exams. It goes beyond that. Young people should not only be strong in academic attainment; broader attainment is also needed in relation to the 4 capacities. (KS3.5)

> IDL is a nebulous concept for a lot of people and a very misunderstood concept. (KS2.4)

> I've been actually looking at the, um, last year's, uh, National Improvement Framework evidence report … and there's no direct cause and effect in there actually from any particular initiative and this is the difficulty. Like the number of ideas, it's a whole contributory analysis you've got to get at in there. Um, what the report does talk about quite a bit are improved attitudes of learners, improved confidence of young people in being able to talk to teachers, um, talk to external agencies and so on, and, um, that's all part of Curriculum for Excellence you could argue, but we know that for some young people, international could be the ideal vehicle for that. (KS1.2)

The measurement of the impact of initiatives that raise confidence and improve attitudes to learning is considered difficult not only in relation to the impact of British Council programmes but more generally:

> So when we're talking about raising attainment, closing the gap, these are the soft things which are hard to demonstrate. (KS1.1)

There was also recognition that schools are involved in many initiatives beyond actions related to the Attainment Challenge, including engagement with other organisations focusing on, for example, sustainability issues and/or the promotion of Rights Respecting Schools:

> All programmes have the potential to bring something. Disassembling the impact from British Council programmes is difficult. (KS2.4)

One suggestion made by a stakeholder was better recognition of British Council programmes as part of a 'chain of impact':

> I developed what I called **the chain of impact**, and I think this is very pertinent to the British Council, but you know, all the, the list that you went on, Beautiful Scotland or Britain and all of that, it is about the chain of impact and, um, the British Council's work is part of that chain. They might not be the direct driver in the classroom that is making a difference to that child's literacy, but as part of the chain, they can be increasing the quality, the diversity, the range, helping motivate, um, so that the literacy will be improved, um, and I think a lot of our work on health and wellbeing and other areas (in) this chain of impact is an important idea. (KS1.1)

The stakeholders had a variety of suggestions about how impact might be better measured by the schools and about how BC might better support the schools in doing this as well as suggestions for improving their own data collection. One key stakeholder suggested that **clearer planning** for measurement of the impact on teachers' and children's learning would be helpful:

> Identifying cause and effect is difficult in relation to BC programmes and impact on attainment. International approaches offer opportunities to engage learners and it may be an approach schools choose to use to motivate learners in particular subjects and plan for that … First to aid progression within the different disciplines approached. Plan to add progression within that subject whatever that subject might be then planning how IDL will aid progression in that subject, plus identifying and promoting real world skills and linking different skills. (KS3.5)

In relation to impact of the BC programmes on literacy, numeracy and health and well-being the stakeholders had several suggestions. For example, through better use of the monitoring and evaluation processes already in place in school which could include monitoring linked to the NIF six

drivers or more targeted approaches in relation to the difference specific programmes made to learning in particular curriculum areas:

> It [measuring impact of international activities] would be just the same as any other monitoring process - we'd be looking for clear outcomes so the children and young people can demonstrate what they're doing. (KS1.1)

> … British Council in future might want to support the schools to get the information back that they want. And if that could be linked to some of the, um, six drivers in the national improvement framework … it would help their reporting matching with what's happening elsewhere. You know, they're doing a lot of work now in the, um, increasing the kind of health and wellbeing side of things and mental wellbeing and all these kind of, kind of issues … (KS1.2)

> There might be a way to target some of that kind of thing because both with Connecting Classrooms, but also with the Erasmus work about school partnerships, in both those cases, the schools involved have a common theme that they will work on together, … for example, working on the health and wellbeing theme with their partner school and very likely with Erasmus partnerships, you might find a theme of, say, joint literacy work between the two schools involved. Now, if British Council knew which of their partners have that as a particular theme, it might be possible to approach an individual school and say, 'What was the difference?' (KS1.3)

Similarly, in relation to teacher engagement in the online courses the suggestion was that BC could follow up with teachers to find out the consequences of their participation in the course.

> … what have you been able to do in your school? What's changed about your professional practice as a consequence of doing that? (KS1.3)

> They (British Council) need to show the impact because that will help them persuade schools why they should get involved. Because if British Council can prove that there's a beneficial impact on attainment from the kind of work they do, that'll help persuade teachers to get into it. (KS1.5)

It was recognised that teachers should be reflecting on their own professional practice, 'reflecting on the professional standards' (KS1.2). However, another stakeholder emphasised that BC could do more to publicise the impact of the programmes on teacher development and highlight the possibility to go on and apply for professional recognition.

> I think there is more possibly that can be done in publicising the programmes and publicising the output or the impact of the programmes with teachers. They might see them as an incentive to get involved with the British Council if they see that there is something at the end of it for them. (KS2.4)

Another stakeholder organisation also thought that BC could support schools more to identify the impact of the programmes through ongoing support. However, it was felt that the challenge of being able to identify impact was made even more difficult by the lack of coherent data.

> I think another difficulty … is that every set of data is separate. You know, so they'll have one set of data that relates to Erasmus Key Action 1. They'll have an entirely different set of data relating to Connecting Classrooms and school partnerships then different data again relating to XXX and the online course and it is all recorded in different ways. It may use regions rather

> than local authorities. You can't' actually draw all the data together in a sensible place and have one definitive spreadsheet that actually gives you it all. (KS1.3)

It was also highlighted that a lot of the international work that goes on in schools might actually be unrelated to British Council programmes: 'We can't just assume that because it's international, British Council have got a hand in it' (KS1.1). The school leaders and the teachers confirmed the point that that it is challenging to separate the impact from different initiatives they are engaged in and that not all international activities are directly linked to British Council. However, Case Study School 3 did indicate that BC had been a significant catalyst for their international activity. The fact that they have international activities that are not now linked directly to BC was seen as a positive because while the programme engagement had served as an enabler, sustainability of international education was recognised to be dependent on their own endeavours as a school by embedding it in their everyday work.

The stakeholders also recognised BC as an enabler for their work.

> They're (British Council) using their research and their knowledge through 110 countries to help us, um pick countries where we'll see practice that is useful. (KS1.1)

To summarise, these interview accounts from senior staff in key stakeholder agencies suggest that the BC offerings are widely valued and known to contribute in the 'chain of impact' even though that contribution might be hard to isolate and quantify. The interviewees highlighted the BC's affordance in facilitating IDL and enriching learning environments with global perspectives and high-quality resources. It was clear that there is policy support for flexibility for schools to select the most appropriate approaches to develop learning in relation to literacy, numeracy and health and well-being to close the poverty-related learning gap. The BC are also valued as partners in ongoing dialogue around policy priorities. The interviewees were however sensitive to the uneven awareness and uptake of what BC had to offer schools. Their accounts of awareness spreading by word of mouth recommendations rather than a comprehensive communication plan resonated with the comments made by teachers in the case study schools. The other major recommendation was that intentional planning of progression in identified skills and learning outcomes facilitated through BC programmes would help to track and monitor impact.

Cross-case analysis

The qualitative case studies give insight into how the programmes are taken up, how they are enacted or 'recontextualised' in diverse settings, and how their impact is thus differently experienced, understood and evidenced. The case studies in this report suggest three distinct ecologies for the British Council programmes – infused, fused and targeted.

In Case Studies 2, 3, 6 and 7, the goals, and processes of the BC programmes were embedded and **infused** through an interdisciplinary curriculum that melded Curriculum for Excellence with other programmes for curricular enrichment. Interviewees found it hard to distinguish the particular contribution or impact of the British Council programmes beyond the motivation and authenticity they generated for pupils in classroom activities, and the contribution to teachers' professional learning. Though perhaps the deepest and most sustained engagement with BC programmes, the infused model was also the most difficult in which to 'evidence' distinct impact. This is understood to be a challenge for interdisciplinary learning per se. Being more infused and embedded across the subjects may be construed as a positive attribute as it becomes part of the ethos of the school (as evidenced in the more mature cases, 2, 3 and 7) and potentially more impactful on pupils' and teachers' learning. However, the more embedded across the school subjects and activities the programmes are, the more challenging it becomes to identify the specific impact of the British Council Programmes. Impact of the programmes could potentially be claimed when schools such as these mature cases have embedded internationalisation and global perspectives (initially supported by BC programmes) to such an extent that they no longer need to rely on the British Council to sustain and resource this work. During the interviews with the policy stakeholders they made several suggestions about how to better evidence impact across curriculum areas through better planning for evidence gathering and greater clarity about the purpose of the learning and outcomes sought. Nevertheless, they acknowledged the challenge of evidencing the impact of BC's work when it is embedded in the curriculum.

In Case Study 1, the British Council engagement initially presented as an opportunity to develop a modern language programme, but the school had explicitly **fused** this curricular focus and motivation with its programme and ambitions in digital literacy skills. The e-Twinning partnership generated curiosity, interlocutors and exchanges that were enabled by the school's investment in iPads, creating purpose, authenticity and audience for both purposes. This case study thus lends itself to more explicit **planning and monitoring** of intended literacy outcomes.

Impact was easier to identity in some cases. Case Study School 4 had maintained a long-standing involvement in the Language Assistant programme, in a **targeted** and purposeful strategy to improve pupil attainment in Modern Languages, particularly in Nationals 4 and 5 and in Higher. Similarly in Case Study 3 members of the senior management team suggested that it was possible to evidence impact of the Language Assistant programmes on language development, particularly in speaking and listening.

The case studies also offer **contrasts** in how particular BC programmes were enacted. Modern Language Assistants were used in Case Study 4 mainly to improve pupil achievement in spoken language assessments. This contrasts with the account in Case Study 6 of how the presence of the language assistant enabled and catalysed a variety of whole school events involving teachers across the school. These in turn offered opportunities for literacy, numeracy and health and wellbeing learning, and a more generalised promotion of language learning. This contrast could of course be explained by the difference degrees of curricular flexibility afforded in secondary (Case Study 4) and primary (Case Study 6) settings. Despite the contrast, both case studies reported unmet demand for language assistants.

Another telling contrast is how the Connecting Classrooms partnerships were interpreted and enacted. In both Case Study 2 and Case Study 7, the Scottish schools were partnered with English-

medium schools overseas, so the exchange did not foreground language learning opportunities, but rather, intercultural competence and global perspective for teachers and pupils. The account of the new International Coordinator in Case Study 2 gave a sense that the initial partnership had served its purpose, and the school was looking to cultivate new partners elsewhere. This contrasts with Case Study 3's and 7's deep and ongoing commitment to their overseas partners in Africa. These different narratives imply different criteria for what counts in partnerships.

When schools explained their motivations for engaging with the global perspectives of BC programmes, there were **contrasting but equally compelling rationales** given. Staff in Case Studies 1, 5 and 6 argued that the relative lack of diversity in their school population made it all the more important to engage and introduce their pupils to a broader world of difference. In contrast, Case Study 3 argued that they adopted and resourced a global perspective because of the high diversity in their pupil population. Either way, the schools are investing in learning about diversity.

Across the case study schools, **different versions of global citizenship** emerged. Case Study 2 was deeply invested in environmental issues as the face and site of global citizenship. Case study 7 was oriented to poverty as a global issue. Case studies 1, 3, 4 and 5 were oriented to intercultural awareness. This could be considered different facets of global citizenship that are highlighted according to the nature and affordances of their partners.

Across the case studies, there are some important **commonalities**. The success of **partnering** with overseas schools is shown to be conditional on multiple factors. These factors include operational considerations such as technological and time-zone compatibility, and also the more human conditions of reciprocated enthusiasm, persistence and availability. Case Studies 1 and 5 give accounts of unsuccessful initial attempts at partnering followed by renewed efforts to re-partner to achieve the kind of exchange and impact they had envisioned. There is the possibility that some schools would not persist if the initial attempt to partner was not successful.

Another important commonality emerging from the set of case studies is the importance of school leadership in initiating, supporting and sustaining engagement with BC programmes. In case studies 1, 2, 3, 6 and 7 strong leadership from either the headteacher, senior management team or senior teachers (and in some of the cases all of these leaders) in relation to international education was very evident and was also acknowledged by the teachers involved. Strong leadership and mature engagement offer greater potential for the sustainability of engagement with the BC programmes or with international engagement generally, particularly where the leadership had led to a relatively significant proportion of staff engagement (for example in Case Study 3, what was termed a critical mass of up to 19 teachers had been involved in BC programmes, while in Case Studies 2 and 7, different teachers had opportunities to engage in the programmes in rotation). Where there were only one or two engaged and enthusiastic teachers without strong leadership at the level of the whole school any change in their employment (move to another school or retirement) becomes a moment of vulnerability for BC programmes. There was evidence of schools not agreeing to participate in the BC Impact Study because their international coordinator had moved. Despite evidence suggesting they had been engaged in BC programmes previously, the engagement had ended when the teacher moved to another school.

Finally, another contrast across the schools was **the pupil group** involved in the BC programme opportunities. The primary schools (Case Studies 1, 2, 5, 6) involved whole of school and class groups. Similarly, Case Study 7 as a secondary school had embedded treatment of their BC partnership work across the school curriculum. Case Study 4 with its targeted ecology limited the pupil group to those studying Modern Languages mainly in the upper secondary with more limited opportunity at the broad general education stage. Case Study 3 had a very different strategy. The focus was involvement of all pupils with a more recent specific focus to engage pupils who were most disadvantaged and lowest in attainment in their international education/eTwinning, and to engage hard-to-reach parents.

Key themes emerging from the case studies were:

- Important differences in how schools enacted the different BC programmes, and different ecologies created in relation to other curricular goals.
- The difficulty in isolating and evidencing the particular impact of BC programmes in more embedded and interdisciplinary ecologies.
- Enthusiastic accounts of the enrichment, authenticity and motivation that BC programmes add to classrooms, to language and literacy pedagogies, and to student health and wellbeing in broad terms.
- The high value teachers placed on the professional learning they accrue from BC professional development and engagement.
- The role of school leadership in instigating, sustaining and growing engagement with BC programmes and the vulnerability of BC programmes when key staff move on if engagement in the programmes is not shared between teachers across the school.

Recommendations from the qualitative phase

1) work directly with school leaders and key agencies supporting school leaders to raise greater awareness and understanding of the importance of BC programmes having strong leadership and whole school curriculum planning and monitoring to identify and gain impact in literacy, numeracy and health and well-being
2) provide further support for teacher professional development to raise awareness and identify potential approaches to linking British Council programmes to learning in literacy, numeracy and health and well-being and to IDL
3) work more directly with schools in more deprived areas and their local authorities to promote engagement with BC programmes
4) support engaging schools in Attainment Challenge local authorities to better integrate their enactment of BC programmes with relevant curricular aims
5) facilitate sharing of good practice and exemplars that use BC programme engagement to enrich classroom practices promoting literacy, numeracy, and health and wellbeing curricular outcomes
6) develop a strategic communication plan that includes raising awareness of the potential impacts of engagement in the BC programmes on teacher and pupil learning; and raises awareness of the BC, its programmes and resources with all teachers and schools
7) consult regularly and engage with all the key educational agencies in Scotland to progress shared goals.

10| Conclusion

Combining the qualitative analysis and the quantitative analysis

High political importance is placed on efforts to improve equity and excellence in pupil attainment to address the poverty-related attainment gap. The *National Improvement Framework* (Scottish Government, 2017) has been introduced so that the government and the Scottish education system can determine both the extent of the attainment gap and also whether this gap is closing or widening. British Council commissioned this Impact Study to better understand and evidence the contribution that their programmes and resources make in supporting the current policy priorities. British Council are aware of the contribution that programmes they developed are making to support the Scottish Government's policies in learning for sustainability and in 1 + 2 language learning. However, they wanted to further scrutinise this and the role that their programmes have in following areas:

- improving attainment in literacy, numeracy and health and well-being
- supporting interventions that are aimed at closing the poverty-related attainment gap
- teacher professional development and leadership.

Nine local authorities in Scotland are currently designated as *Challenge Authorities* and are the primary focus in initiatives these 3 areas.

This Impact Study involved the analysis of two phases of data collection – quantitative and qualitative. The quantitative phase involved the analysis of national data available from Scottish Government and the analysis of securely held data from the Greater Glasgow area. The qualitative phases involved data collected via interviews and focus groups in 7 Case Study schools (3 secondary schools and 4 primary schools). The Case Studies schools are drawn from 5 local authorities (3 located in Attainment Challenge local authorities and 4 in non-Attainment Challenge local authorities). The qualitative phase also involved collecting data from stakeholders in 3 key educational agencies in Scotland.

The quantitative and qualitative data gathered have provided evidence of impact of the British Council programmes on attainment in literacy, numeracy and health and well-being as well as attainment and achievement more generally to some extent. There is also evidence from the qualitative data analysis of impact on teacher professional learning and leadership to some extent. However, there is data to suggest that the British Council could do more to maximise the contribution that their programmes make on the priority policy areas. The set of recommendations arising from the analysis of data in both the quantitative and qualitative phases is set out at the end of this section.

Curriculum for Excellence (CfE) sets out guidance on the experiences, outcomes and levels expected to be met by pupils in Scotland over the course of their schooling, so they are equipped with the skills they require throughout their lives. In this study the variable, 'Achievement of Curriculum for Excellence Levels', reports the percentage of pupils in each school that have achieved the expected CfE level in four key areas. These areas are English Reading, English Writing, English Listening and Talking, and Numeracy. The most recent (2016/17) CfE results for Primary 1, 4 and 7 (P1, P4 and P7)

combined, and Secondary 3 (S3) were obtained from Scottish Government Education Analytical Services. Thus, the study used two measures for school CfE achievement from the available open data: the combined measure for stages P1, P4 and P7, and the measure for stage S3. These measures were assigned to the respective schools under study in the quantitative phase. The analysis of this open national data revealed weak but statistically significant relationships between schools' levels of engagement with BC programmes and their attainment in literacy and numeracy within Scotland's Curriculum for Excellence (CfE). Although there are limitations with the use of open data as explained in the quantitative phase section of this report (see Limitations of Open Data, p20) nevertheless, the correlations above indicate that BC engagement is associated with CfE achievement. However, these results do not imply any directionality, meaning that we cannot conclude that BC engagement 'causes' higher CfE achievement. We can only interpret that the two variables are weakly but significantly associated, higher engagement being associated with higher CfE benchmark achievement.

Securely held data also enabled analysis of engagement with BC programmes effects on SQA attainment outcomes in the Greater Glasgow Area. However, there are also limitation with these results. The data were not modelled over time. Instead using the data available aggregate scores of BC programme engagement were compared with most recent SQA (SCQF) exam outcomes. The controlled SQA outcome data indicate some relationship between schools' engagement in BC programmes and educational attainment at SCQF Levels 5 and 6 in the Greater Glasgow Area. However, this association is only statistically significant when including the Attainment Challenge status of the local authority, such that those schools not in an Attainment Challenge local authority revealed advantages of higher BC engagement on SQA exam outcomes. For schools in Attainment Challenge local authorities, higher BC engagement was associated with lower SQA exam outcomes for the most recent year. This was a surprising finding which needs further investigation. The finding highlights the importance of identifying schools that do not engage in BC programmes in both the Attainment Challenge local authorities and the non-Attainment local authorities. A control group of schools to compare attainment outcomes may have shed some light on this surprising finding. It is clear from the analysis of the quantitative data that, despite the limitations, and in some cases the lack of statistical strength, there is empirical support for a relationship between schools' engagement with BC programmes, and higher school achievement nationally, and attainment regionally in Greater Glasgow for those in non-Attainment Challenge local authorities. For the purposes of maximising the impact of BC programmes on pupil achievement in areas of relative deprivation, the open data analysis calls for more outreach nationally to inform schools in the most deprived areas about the BC programmes and opportunities.

The qualitative data provided a deeper insight into how engagement in the British Council programmes is making a contribution to pupil learning in literacy, numeracy and health and well-being in the case study schools. The visits to schools enabled not only opportunities to talk to school leaders, coordinators of the BC programmes, teachers and pupil but also examination of some of the pupils' work as an outcome of their participation in one of the programmes. The analysis of the data showed that there was significant variation in how each Case Study school engaged with the BC programmes and how they impacted on the teachers and pupils. This variation in approach to the BC programmes is in line with the flexibility afforded to schools to select approaches to CfE that are appropriate to learning and teaching within their specific context. This meant in relation to the qualitative data the variation of impact of the BC programmes was noticeable between all 7 case studies rather than between Attainment Challenge and non-Attainment Challenge schools.

All the school leaders and teachers found it difficult to distinguish the particular contribution of the British Council programmes beyond the motivation and authenticity they generated for pupils in classroom activities, and the contribution to teachers' professional learning. This made identification of evidence of a direct link between the BC programmes and improvement in attainment problematic,

particularly where the work of the programmes in the Case Study School was embedded across the curriculum. However, being more embedded across the subjects may be construed as a positive attribute as it becomes part of the ethos of the school (as evidenced in the more mature cases, 2, 3 and 7) and potentially more impactful on pupils' and teachers' learning. The analysis of the data, particularly in these 3 Case Study schools, identified as mature engagers in the BC programmes, indicated that they had embedded the programmes across the curriculum areas and had purposefully sought to involve a number of teachers in the programme activities. The headteacher of Case Study 3 used the term 'a critical mass' of teachers. This appears as a key characteristic for sustainability of international education in the school beyond the availability of BC funding and support through the programmes. It would overcome the challenge of sustainability noted when a single enthusiastic teacher engaging in the BC programmes moves on to another school and the focus on international activities in the school they leave diminishes.

Despite the challenges of identifying direct impact, there was evidence of some impact on literacy and health and well-being identified by the teachers and pupils in all the schools. This was evidenced through description of examples of development in pupils' learning. There was less evidence of impact in the Case Study schools on numeracy with specific examples only provided by 2 of the schools. More direct links to impact were provided in relation to engagement in the Language Assistant programme. Examples provided by the teachers and pupils in Case Study schools 3 and 4 indicated impact on attainment in speaking and listening in French and Spanish. In all the Case Study schools, teachers and pupils also provided strong examples of curriculum enrichment and in relation to broadening pupil horizons, raising aspirations and confidence and developing awareness of cultural diversity and respect for others. This impact seemed most closely linked to the 4 CfE capacities. This offered a counter narrative to views of curriculum narrowing as a consequence of features of NIF. British Council programmes offered opportunities not only for curriculum enrichment but also pedagogic innovation through sharing ideas and working in partnership with teachers across the school and in other countries. British Council support for school leaders and teacher professional development should build on these opportunities for both development in priority areas of the curriculum and opportunities for innovation.

While there was evidence from the quantitative and qualitative data of impact arising from the British Council Programmes and the resources, more attention should be paid to supporting school leaders and teachers to plan more carefully how the programmes link to the priority areas and how they monitor impact on attainment in these areas and more generally. The interviews with the key stakeholders from the educational agencies provided a range of suggestions for better monitoring which should be considered and discussed further in collaboration with them. Also, some of the school leaders and teachers commented on the complicated application process for some of the BC programmes, particularly Erasmus+ programme. It is recognised that British Council offer guidance and resources at the application stage to support the process when schools find it difficult. However, more guidance is needed before engaging in the programme to plan for measurement of impact, during the programme and after engagement to monitor and analyse data collected in order to identify impact more explicitly. This data collection could be linked with monitoring processes already in place in the schools to gather evidence in relation to the NIF drivers of improvement or other relevant QIs used as part of the school self-assessment processes. This would enable British Council to work with schools to gather evidence of the impact of their programmes on policy priorities and use the data to encourage non-engaging school by highlighting evidence of the benefits for teacher and pupil learning. Another key factor for ongoing monitoring of impact is maintaining a more coherent set of data of the schools' engagement in BC programmes. The data file provided separately, as part of this Impact Study provides an example of a more comprehensive and coherent set of data that could be used as a template to collect data about programme engagement in future.

The recommendations arising from the project are as follows:

For the purposes of increasing the impact of British Council programmes on literacy, numeracy and health and wellbeing outcomes, particularly in areas of deprivation, it is recommended that BC Scotland:

1) work more directly with schools in more deprived areas and their local authorities to promote engagement with BC programmes;
2) support engaging schools in Attainment Challenge local authorities to better integrate their enactment of BC programmes with relevant curricular aims;
3) facilitate sharing of good practice and exemplars that use BC programme engagement to enrich classroom practices promoting literacy, numeracy, and health and wellbeing curricular outcomes.

For the purposes of future data collection, it is recommended that the British Council:

4) use SEED code identifier to confirm school details such as name and postcode and link to open datasets in the gov.scot databases;
5) ensure all programmes are collated centrally, and at standard time points in the school year (to ensure a longitudinal time series approach can be used to better pinpoint impact of specific programmes over time);
6) designate a person to whom programme information is 'fed up' through the system; such that they can enter data on the aggregated spreadsheet, and each record will represent an individual engagement with BC;
7) keep track of those schools not engaging with BC (or not presently engaged with BC) on the central spreadsheet (for a clear 'control' comparison);
8) be clearer about the role split between lead and additional schools in BC programme partnerships;
9) consider creating a measure of commitment required/shown for specific programme engagements which would be helpful to quantify BC engagement in future. It would be informative to further quantify the extent of engagement on specific programmes;
10) consider using standardised survey measures such as belonging/ inclusion, well-being, cultural literacy for staff-pupil outcomes.

For the purposes of increasing the uptake and impact more generally of British Council programmes in Scottish schools, it is recommended that the British Council:

11) develop a strategic communication plan that includes raising awareness of the potential impacts of engagement in the BC programmes on teacher and pupil learning, raises awareness of the BC, its programmes and resources with all teachers and schools;
12) consult regularly and engage with all the key educational agencies in Scotland to progress shared goals.

For the purpose of supporting school leader and teacher professional development:

13) work directly with school leaders and key agencies supporting school leaders to raise greater awareness and understanding of the importance of BC programmes having strong leadership and whole school curriculum planning and monitoring to identify and gain impact in literacy, numeracy and health and well-being

14) provide further support for teacher professional development to raise awareness and identify potential approaches to linking British Council programmes to learning in literacy, numeracy and health and well-being and to IDL
15) facilitate sharing of good practice and exemplars that use BC programme engagement to enrich classroom practices promoting literacy, numeracy, and health and wellbeing.

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