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Scots

The Scots Language in education in Scotland



* numerically small language communities

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Glossary

ASLS	Association for Scottish Literary Studies
FE	Further Education
GRO	General Register Office
GTCS	General Teaching Council for Scotland
HMIE	Her Majesty's Inspectorate of Education
HNC	Higher National Certificate
HND	Higher National Diploma
PDA	Professional Development Award
SCCC	Scottish Consultative Council on the Curriculum
SCET	Scottish Council for Educational Technology
SCRE	Scottish Council for Research in Education
SEED	Scottish Executive Education Department
SOEID	Scottish Office for Education and Industry Department
SQA	Scottish Qualifications Authority
SSE	Scottish Standard English
SVQ	Scottish Vocational Qualification
UHIMI	University of the Highlands and Islands Millennium Institute

Foreword

background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the population.

To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education, primary education, learning materials and teacher training. In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment of regional dossiers we intend to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research or as a source of ideas for improving educational provision in their own region.

link with EURYDICE In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The information provided in the regional dossiers is focussed on language use at the various levels of education.

contents The remainder of this dossier consists firstly of an introduction to the region being studied, followed by six sections which each deal with a specific level of the educational system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources.

1 Introduction

language Scots, an Indo-European, Germanic language like English, is descended from Anglo-Saxon, specifically from a northern form of it whose speakers had reached the south east of what is now Scotland by the seventh century AD. By this time too, the Scots had come from Ireland with their Gaelic language, and they gradually began to extend their power till, by the eleventh century, the King of Scots ruled over most of what is now mainland Scotland, with Gaelic as the dominant language. However, from the eleventh century, strong southern influences came to bear. Many Anglo-Norman noble families and monasteries moved up from north-east England. Although their own language was Norman-French, that of their retainers and followers was a form of northern English with strong Scandinavian influences noticeable in modern Scots. This developing

language, then known as Inglis, spread very rapidly, especially through trade in the newly-founded burghs, and soon reached most of the east and south-west of the country. Cultural contact led to the importation of new words into the language, from French, Latin, Dutch and Gaelic.

Written records in Scots survive from the late fourteenth century onwards. By the early sixteenth century, Scots was well on the way to becoming an all-purpose national language, just as modern English was developing south of the border. (Gaelic was by now confined to western and northern areas and the Western Isles).

Events however, soon led to a process of anglicization which has continued to this day. The Scottish Reformation in 1560, the Union of the Crowns in 1603 when the court of James VI moved to London, the Union of the Parliaments in 1707 caused English to become the language of government and formal society, though the vast majority of people continued to speak Scots.

*language
characteristics*

The Scots language has a wide range of dialects. In Shetland and Orkney, there is strong Norse influence while mainland Scotland has three main dialect divisions. The Scottish National Dictionary refers to major dialect divisions: Shetland and Orkney, North, Central, and South. North is divided into North and North East, Central into East Central, West Central, and South West Central. Scots is also spoken in Northern Ireland where it is known as Ulster Scots; this dossier will concern itself only with Scots spoken in Scotland.

One of the greatest barriers to Scots being acknowledged as a distinct language in Scotland is its close proximity to English. As both are Germanic languages, from a common root and sharing much vocabulary, modern Scots tends to exist on a continuum with broad Scots at one end and Scottish Standard English (SSE) at the other. This situation is roughly similar to the continuum that exists in Dutch/German and Danish/Norwegian. No controversy exists with these languages in establishing whether they are dialects or languages. The Scots at the broad end of the continuum is

phonologically, grammatically, lexically and idiomatically quite different from English. However, for many Scots, particularly in urban areas, their language might contain a mixture of English with remains of a Scots grammatical structure. All this leads to a denigration of the status of Scots and the frequent accusation that the language is merely an inferior version of English, the better-known world language.

The influence of the mass media and education, mainly delivered in English, has contributed to the weakening of Scots as a language of prestige, although some gradual changes in this situation are occasionally becoming evident. In the Scottish Parliament, in recess from 1707 until 1999, there is now a Cross Party Group on the Scots language. In the Scottish Parliament in recess since 1707 until Scotland and England united politically in 1999 The stated aim of this group is to '*promote the cause of Scots, inform Members of the culture and heritage of the language and highlight the need for action to support it.*' The Group will shortly launch a Declaration of Linguistic Rights for Scots, modelled on the Barcelona Universal Declaration of Linguistic Rights.

There is frequent debate, amongst language interest groups, about standardisation of the language. There are variations in the spelling of much Scots vocabulary from region to region. Currently, the Scottish National Dictionary Association presents the most common spelling as the headword in an entry, followed by other less common variations. Many Scots users, particularly creative writers, prefer to retain all the variations in Scots orthography. There is, however, another body of Scots speakers and writers who would like to see some form of standardisation. Within this group there is debate about which form of Scots should become the standard.

population

Statistics on the number of Scots speakers are estimates only as a language question has not been included in any national Census despite strong campaigning. According to the General Register Office which administers the national

Census, statistics cannot easily be collated for Scots because many respondents would not be certain how to respond to the central question asked i.e. 'Do you speak Scots?' However, some statistics are available from a 1996 trial survey from the General Register Office (GRO) for the 2001 Census which suggested an estimated 1.5 million speakers. In another research study in 1995, Aberdeen University Scots Leid Quorum indicated a statistic of 2.7 million speakers. The GRO researchers acknowledge that their own research questions were not as detailed or systematic as those of Aberdeen University, including only reared speakers of the language and not including learners. The substantially greater statistic from the Aberdeen University research results from an additional clause in the question 'Do you speak Scots?' When respondents were given the further prompt of '...or a dialect of Scots such as Border etc' greater recognition was recorded. Until there is a greater recognition that what they speak is actually Scots and not badly pronounced, grammatically inferior English, the question will not be included. According to the GRO there is not yet sufficient linguistic self-awareness amongst the Scottish populace to record statistics accurately.

Language activists continue to lobby the Register to include the question, nevertheless, in the hope that this itself will raise the level of awareness about the language and prompt the population to consider its use of language.

Until the Government agrees to include a Scots language question in the national Census, it remains difficult to provide more accurate figures. In the meantime, there seems to be widespread consensus that, across all of mainland Scotland, a large number of Scottish pupils and their families are Scots speakers in some form or another. (Both the quoted research studies above only asked questions of people over 18 years old.) Speakers of the language can be found in all parts of Scotland, less so in the traditionally Gaelic speaking Highlands and Islands. The Scottish National Dictionary refers to major dialect divisions: Shetland and Orkney, North, Central, and South (North is

divided into North and North East, Central into East Central, West Central, and South West Central.

Scots has influenced the language of overseas communities in Canada, USA, Australia and New Zealand, their Scots being somewhat diluted as a result of intermarriage and lengthy residence abroad.

status

At the moment, the Scots Language does not have official status in the is not recognised as an official language of the United Kingdom and there is no national legislation as such to protect and maintain the language. However, in 2001, Scots was given Part II recognition through the European Charter for Minority Languages. In reality this has had little effect so far on the treatment of the language in Scotland or in the educational arrangements for the language in Scotland.

*status of language
education*

Scots currently has no official status in the education system.

education system

Although part of the United Kingdom, Scotland has its own educational system, which is distinct from that of England, Wales and Northern Ireland. Education is one of the powers devolved from Westminster to the Scottish Parliament and there is a Minister for Education and an Education Department within the Scottish Executive.

As with the rest of the UK, schooling is compulsory for all children between the ages of 5 and 16. There is nursery provision at age 4 and pupils may elect to stay on at school for one or two years beyond the statutory school-leaving age. 95% of pupils are educated in the public sector and, of these, around 17% are educated in denominational public schools, almost all Roman Catholic. Most private schools are located in the cities and towns and the great majority of denominational schools are located in urban areas in Lowland Scotland.

administration

The administration of education in Scotland operates at two levels, state and local authority. Overall responsibility for

state-funded education lies with the Scottish Executive Education Department (SEED). The Minister for Education is ultimately responsible for educational policy but receives advice and guidance from the Department and from other relevant agencies and major funding decisions are taken by the Minister.

Educational provision at local level is determined by each of the 32 local authorities. Although funded mainly by central government block grant, the local authority determines the configuration and level of local provision and is responsible for implementing national policies and guidelines within its area. Recruitment of teachers, provision of buildings and resources and in-service teacher training are among the responsibilities of the local authorities. In recent years, a number of functions have been devolved from local authority to school level and parents have been given a greater stake in the running of schools through enhancement of the role and powers of School Boards.

inspection

Within SEED, Her Majesty's Inspectors of Education (HMIE) are responsible for inspecting schools, assessing the quality of education at all levels of the statutory system and advising on issues relating to standards. Until recently, HMIE also had a substantial role in policy formulation. Local authorities have Quality Assurance units which mirror the functions of the HMIE and seek to raise standards locally.

Her Majesty's Inspector of Schools' report on *English* in the series 'Effective Learning and Teaching in Scottish Secondary Schools' (1992) states '*it should be the aim of English teaching throughout the secondary school to develop the capacity of every pupil to use, understand and appreciate the native language in its Scots and English forms.*'¹

However, on the evidence of inspections carried out in most schools, this aim, in reference to Scots, is rarely met. It is also rare that the Inspectorate enquire of schools whether any attempt is being made to develop pupils' capacity with regard to Scots.

*curriculum and
assessment*

In June 1993, when the Scottish Office Education Department issued National Guidelines on the education of 5-14 year olds, the Guidelines advocated the inclusion of Scots literature in the curriculum and the Scottish Consultative Council on the Curriculum began producing teaching materials in support of this inclusive policy. The National Guidelines, in particular English Language, but also the Expressive Arts and Personal and Social development, contained opportunities for including Scots in the curriculum. The Scottish Executive states the Guidelines aim which was to 'foster a sense of personal and national identity through pupils' experience and study of Scots writing and Scots song and through their conscious awareness and use of Scots language'.

All state-funded schools comply to some extent with the National Guidelines issued by the Scottish Executive. There are Documents advising on curricular content for English Language (in which Scots language is subsumed), Environmental Studies, Expressive Arts, Religious and Moral Education. In recent years, assessment has been gradually introduced into the primary school stages in the form of externally produced tests which can be administered at a time deemed appropriate by the individual teacher. Pupils are assessed at some point in Primary 4 and Primary 7 in curricular areas such as Language and Maths. All secondary schools present pupils for the nationally agreed Standard Grade, Higher and Advanced Higher examinations. Standard Grades in chosen subjects may be examined after four years of secondary education, Highers after five years and Advanced Higher after six years. The examinations are administered by the Scottish Qualifications Authority (SQA) and recent alterations to the Higher and Advanced Higher examinations are still ongoing in some subject areas.

In Scotland, because there are National Guidelines rather than a compulsory curriculum as in England and Wales, teachers are not obliged to include any Scots language

element in their classrooms, even although supportive statements have been made in official documents.

The Scottish Executive's Education Department, in their 'Scots Language Factsheet', endorses this democratic stance, stating that the curriculum in Scotland is not prescribed by statute and that the responsibility for the delivery and content of Scots language in the curriculum rests with individual education authorities and headteachers. This includes both the extent to which Scots is included in the curriculum and the level of in-service teacher training provided.

support structures

Learning and Teaching Scotland is the national body which provides advice to the Scottish Executive Education Department. Formed from two previous organisations, the Scottish Consultative Council on the Curriculum (SCCC) and the Scottish Council for Educational Technology (SCET), this body also produces support material for schools. Local authority advisers and resource centres are available for school support in certain areas.

2

Pre-school education

target group

Since 1999 there has been substantial provision of pre-school education for children aged three and four with a guaranteed place in pre-school for all four-year-old children. Nursery education is administered by local authorities but private and voluntary sector agencies can also provide facilities.

legislation

Pre-school education is non-statutory but is governed by child-care legislation included in the Children's Act of 1999 and the Children (Scotland) Act of 1995.

language use

There are no Scots medium playgroups or nurseries. No substantial group of Scots-speaking parents have, as yet, united to request or provide a Scots medium playgroup. The increased provision of nurseries and playgroups for

Scottish children has provided an earlier opportunity for children to leave the home environment and language. Observations have been made by the Scots Language Resource Centre that, without Scots speakers in the nurseries and Scots materials such as stories, songs and nursery rhymes, the anglicisation of children's speech is being started at an even earlier age than previously.

As with the parents of school-age children, many families wish to encourage better English in their offspring, presuming that their broad Scots is not compatible with this aim. This opinion still exists because young parents continue to believe that their own school experience, wherein they were taught not to value Scots, is correct. Indeed, many parents view Scots as a hindrance to their children's future educational and vocational aims even although the families continue to speak it fluently.

The 1997 consultation document for '*Education in the Early Years*' from Scottish Office for Education and Industry Department (SOEID) stated '*Discussion of educational priorities would be incomplete without special reference to Gaelic-medium pre-school education*'. The National guidance on A Curriculum Framework for Children 3-5 issued in 1999 by the Scottish Consultative Committee on the Curriculum (Scottish CCC) makes reference to the use of Gaelic as a medium of learning in pre-school centres, but does not acknowledge the possible existence of any Scots dimension in the language of young children. The Early Intervention scheme was launched in 1999 but, despite lobbying by activists, no reference was made in the document to Scots.

teacher training

A range of qualifications is available to nursery school teachers and assistants. Teachers are required to have a primary teaching qualification and an optional Early Years Education certificate. Scottish Vocational Qualifications (SVQs) in Early Child Care and Education are available to nursery assistants. No qualifications exist for nursery teachers or assistants to train in Scots language.

3 Primary education

<i>target group</i>	Primary education is compulsory for seven years for all children from five years of age.
<i>structure</i>	<p>Curriculum and assessment in primary schools is governed by the 5-14 National Guidelines devised by national committees and working groups representative of the teaching profession and interested parties. The curriculum is divided into five broad areas, Language, Mathematics, Environmental Studies, Expressive Arts and Religious and Moral Education. The Language area includes English, Gaelic and Modern Languages, but no Scots.</p> <p>The 5-14 Curriculum extends into the first two years of secondary school and is divided into five levels. These levels define attainment targets in various strands of activity within the curricular area. Programmes of study to facilitate the achievement at all levels and there is a system of national testing in core subject areas at Level B and Level D. The core subject areas are Language and Maths. The 5-14 Guidelines afford schools considerable autonomy in implementing the Guidelines, in selecting what to teach and in deciding how to teach it.</p>
<i>legislation</i>	The 1980 Education (Scotland) Act and the Standards in Scotland's Schools Act (2000) govern primary school education.
<i>language use</i>	<p>Scots mainly features in primary schools as part of the study of poetry and prose. It is not taught as a subject and is used as the medium of instruction only if the teacher's own language happens to be Scots, although many teachers prefer to deliver lessons in Scottish Standard English rather than Scots.</p> <p>Scottish Office Education Department's <i>National Guidelines on English 5-14</i> has been the main official document since 1991. This document makes several</p>

references to non-standard English and Scots in sections on Scottish Culture and Diversity of Language and Culture. The document recognises that the language of a pupil *'will sometimes be a dialect and that pupils should be allowed to use their mother tongue throughout the school with community languages displayed, for example, on the classroom walls and used in notices'*.

The Document also states that *'schools' first tasks are to value pupils' spoken language and help pupils to be confident and creative in their own language and become aware of language diversity, appreciating the range of accents. Pupils should be introduced to stories, poems and texts which use dialect...'*

No formal assessment has been carried out to establish how widespread the teaching of Scots is in Scottish primary schools. Any evidence has been gathered through the study of schools offering in-service training to staff, the responses of teachers to random questioning and the results of a few optional studies by students in Teacher Education Institutions. It is widely accepted that the inclusion of Scots varies greatly across the country, with interested individuals teaching pupils about Scots (though not necessarily in Scots), and non-interested teachers omitting it entirely from the curriculum.

4 Secondary education

target group

Secondary education is compulsory for all young people from the ages of twelve till the age of sixteen. Many remain at school for a further two years until the age of eighteen.

structure

The curriculum of the first two years of secondary school follows the 5-14 curriculum, while the next two, Years 3 and 4, are covered by the Standard Grade syllabus. The Higher Still syllabus and assessment arrangements govern the curriculum during the optional 5th and 6th years. The secondary school is divided into stages known as lower school, middle school and upper school.

The curriculum is set, in the main, from Scottish Executive Education Department guidelines, although local education authorities have influence over the curricula and timetabling of their own schools.

legislation

The main instrument of legislation governing secondary education is the 1980 Education (Scotland) Act passed by the Westminster Government. The provisions of this Act have been supplemented by pieces of legislation such as the Scottish Parliament's Standards in Schools etc Act 2000.

language use

Scots-language teaching is subsumed into the English departments of Scottish secondary schools. There is no discrete department for Scots and it is not taught as a language. Generally, if included in the curriculum, it is introduced to the pupils through literature in Scots. Some teachers whose natural voice is Scots will deliver lessons in this although there are no written textbooks in which the medium of instruction is Scots. For the teacher of English, the model user of 'good speech', there are considerable difficulties incurred in using Scots as the medium of education. This issue has never been discussed at management level and is not made clear in any Executive Guidelines. It is compulsory at Higher level that pupils study a Scottish text although, in practice, this might be written in English rather than Scots language. It is, therefore, possible for some pupils to receive no introduction to Scots literature or language throughout the duration of their school life. For many pupils the 25th January, the birthdate of Robert Burns, the 18th century Scots poet, is a time of celebration of Scots language and poetry when the bard's works are recited. During this time, Scots is admired and presented to pupils as a worthy language. It is of great concern to supporters of the language that, outwith 25th January, the status of the language sinks again and Scots receives scant attention in schools, even for fluent native speakers of Scots whose family language is Scots.

Scots is sometimes used as the language of instruction in other subject departments by Scots-speaking secondary

teachers. There is no official schools' policy on the use of Scots by teaching staff. There is still reported condemnation of pupils who speak Scots. Many pupils give anecdotal information of their own personal experiences in which they are asked to repeat statements in English rather than Scots, the most common being the use of 'yes' being encouraged rather 'aye'. Generally, the use of Scots by pupils and teachers is not discussed or given consideration as an issue of importance.

The Government's *Higher Still* programme of assessment for English and Communication (1997) encourages '*substantial emphasis on Scottish texts and the languages in which they are expressed*'. The study (though not examination) of a Scottish text is still demanded by syllabus arrangements but there is no compulsory assessment of it. In effect, it has been dropped. It is possible for a pupil to undertake a Scottish language topic as a specialist study for Higher English. The opportunity is seldom taken. Candidates are encouraged 'to write in Scots where appropriate' as part of their creative writing paper.

At Advanced Higher Level, in the sixth year of secondary education, there are optional units on Scottish Language. Again the literature sections might be set in, or based upon. Scottish culture and society but are written in English. The Scottish Language optional paper requires in-depth focus on Scots language through various topics. This is the first time Scots language has become examinable at this level in the Curriculum. The first paper was set for examination in 2001 although no pupils have yet opted to take it.

Learning and Teaching Scotland is the chief advisory body to the Scottish Executive Education Department on teaching and learning materials in Scotland. Over the years it has provided statements within its literature in support of Scots language and literature.

1976 *Scottish Literature in the Secondary School*: The Scottish Education Department's Scottish Central Committee on English (SCCE) produced a report on the study of Scottish Literature in Schools: *Scottish Literature in the*

Secondary School. (1976) The chapter on Scots was preceded by a caveat inserted by the publishing body. This stated that two topics lay outside the remit of the sub-committee but seemed too important to ignore. These were the Scots Language and the Gaelic Literary Tradition. The document made clear that the statements on these topics were the personal views of two authorities on Scots and Gaelic, that they were personal statements and did not necessarily reflect the views of the then Scottish Central Committee on English. The SCCE stated that it recognised that these areas of knowledge were too little studied by Scots teachers of English.

teaching material

The situation for secondary-school materials is similar to that of the primary schools with commercial publishers being reluctant to produce Scots language material for a relatively small market. Occasionally, education authorities or individual teachers prepare their own material. In 1996 'The Kist/A' Chiste' Scottish Languages Project was launched, an anthology of Scots and Gaelic literature accompanied by audio tapes, teacher and classroom support materials. This was co-funded by the Scottish Consultative Council on the Curriculum and a commercial London publisher. Material was supplied by education authorities across the country. It is now partially out-of-print. Only the anthology is available and there are no immediate plans for reprint. Another London publisher has launched 'Turnstones 1', a language book for first year secondary pupils in 2001. The first of a set of six books for each year of the secondary curriculum, these books incorporate Scots and English together.

The Association for Scottish Literary Studies (ASLS), an academic body, has for many years produced materials suitable for the secondary Scottish curriculum. Various other small publishers produce limited amounts of Scots material when grant funding is available.

Shorter dictionaries, some specifically for schools, are published by the Scottish National Dictionary Association.

5 Vocational education

<i>target group</i>	Vocational education begins after the school-leaving age of 16.
<i>structure</i>	<p>Vocational education is provided mainly by schools and Further Education colleges. Following a major Government review, a new system of Post 16 education was put in place in 1999. Known as Higher Still, the new system created a unified curriculum and assessment structure that embraces post-compulsory education and training below Higher education level. It seeks to remove artificial barriers between academic and vocational subjects and aims to provide opportunity for all students to continue their studies at a level appropriate to them. Higher Still qualifications are offered in over 50 subject areas and are available at five different levels - Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher. A key feature of the new qualifications is that they comprise units which can be taken individually, grouped together into courses or built up into larger Scottish Group Awards. A Higher Still course consists of 3 units, each requiring 40 hours of study. Under the Higher Still programme, two separate certification bodies have been brought together under one new agency known as the Scottish Qualifications Authority which administers and certifies the new system of National Qualifications.</p> <p>In addition to the Higher Still National Qualifications courses, Further Education (FE) colleges offer a range of vocational qualifications including Higher National Certificates (HNCs), Higher National Diplomas (HNDs), Professional Development Awards (PDAs) and Scottish Vocational Qualifications (SVQs).</p>
<i>legislation</i>	Vocational education lies within the remit of two departments of the Scottish Executive – the Department of Education and the Department of Enterprise and Lifelong Learning. School education is the responsibility of the Department of Education, while further education is over-

seen by the Department of Enterprise and Lifelong Learning. Vocational education in schools is governed by the 1981 Education (Scotland) Act and the Scottish Parliament's Standards in Scotland's Schools etc. Act 2000.

Scotland's 46 further education colleges, most of which used to be run by local authorities, became independent entities following legislation in 1992. The colleges are governed by the 1992 Further and Higher Education Act (Scotland) and are funded by the Scottish Further Education Funding Council.

language use

Scots is not taught as a subject in any Vocational or Further educational establishment. The lecturer may speak informally in Scots, or occasionally deliver lectures through the medium of Scots or Scottish-English, if it is the lecturer's native language. There is no official policy on the use of Scots in FE.

6

Higher education

structure

The number of universities in Scotland has increased from 8 to 13 with the upgrading in the 1990s of five former polytechnics to university status. Of the 13, 10 are located in the cities of Aberdeen, Edinburgh, Glasgow and Dundee. The universities of Aberdeen, Edinburgh, Glasgow and St Andrews are the longest established and traditional universities.

Students are accepted into the universities by successfully gaining passes at an appropriate level in Higher Grades, Advanced Higher and A level examinations. The number of universities in Scotland has increased from 8 to 13 in recent years mainly by colleges being given university status.

The Higher Education sector also includes a number of other institutions such as The Royal Scottish Academy of Music and Drama and the Glasgow School of Art.

Universities and other Higher Education institutions are funded by the Scottish Higher Education Funding Council.

Thirteen Further Education colleges and institutions in the north of Scotland, including the Gaelic College in the Isle of Skye and Lews Castle, have combined in a bid to win university status. The proposed University of the Highlands and Islands would be a federal collegiate institution with campuses throughout the Highlands and Islands. The project, which has won the backing of the Westminster Government and Scottish Executive, is now known as the UHI Millennium Institute (UHIMI). The Institute aims to gain full university status within the next five years.

In the south west of Scotland a new academic establishment has been sited on the Crichton Campus in Dumfries. This site hosts a Glasgow University Campus which delivers Humanities courses including Scottish Studies. It is also an umbrella campus for several vocational colleges such as Nursing and Business and intends to develop further.

language use

Extensive undergraduate teaching of Scots is largely confined to the English Language Department at Edinburgh and Glasgow Universities. Teaching about the history and development of Scots currently forms part of the undergraduate provision in the English Language Departments at both universities and is included in English classes; Glasgow and Aberdeen also include an optional module on 'Scots Language' in a taught Master's degree aimed at teachers re-training for the new Higher and Advanced Higher curriculum. A 'primer' to encourage undergraduate interest and research into Scots is planned for publication by Edinburgh University Press in 2002.

Most students write in English at university level although one documented example exists of a university student completing all his degree examinations in Scots. There are no set tests in Scots at any level even when the subject being examined is Scots.

Scots is used in classes as the language of instruction if it is the native voice of a lecturer or student. There is no formal policy about the use of Scots.

teacher training

All teachers must train for secondary education through a

one year post-graduate course after completing their university degree. This presents students with a Postgraduate Certificate in Education (Secondary). Teachers training for primary education may follow this method also, graduating with an equivalent Primary Certificate, but many choose to enter the four-year Bachelor of Education (Honours) Degree. Training is delivered in seven Teacher Education Institutions which are schools or faculties of a University.

Trainee teachers do not require to study Scots and there is no requirement for them to do so. Generally, reference to the language exists in the English Department. There are no courses or certificates available for trainee teachers seeking expertise on Scots. The only concentration possible on Scots during teacher-training is when a student elects to research and write about Scots as part of a dissertation or thesis.

Recently, the Faculty of Education of Strathclyde University introduced a taster session (compulsory for all 3rd year B.Eds) of two hours on promoting Scots in the classroom and an Extended Study(10 hours) for third year students (around 15 each year). This year there are 7 students who have chosen Scots as their major project subject in 4th year.

in-service training

There is no systematic or regular provision of in-service training for teachers at secondary level. All in-service is at the discretion of individual education authorities in Scotland. Priorities of the Scottish Executive resulting in increased funding for particular subject areas can influence in-service provision.

Provision for Scots language in in-service reached a particularly high level in 1992 after the publication of the 5-14 National Guidelines from the Scottish Executive. As Scottish culture was given supportive encouragement in the document, some education authorities provided in-service training for staff. Since then the focus has gradually lessened and fewer Scots In-service opportunities are provided. Intermittently, courses are offered such as a series of evening workshops at Newbattle Abbey College in relation to the new Scottish Language Advanced Higher. The annual ASLS "Schools and Further Education Conference" offers a

language paper each year and the ASLS Language Committee runs regular courses in Scots. There is still clearly a desire for training as evidenced by attendance at conferences, including a recent co-organised event by a teacher education institution, the Scots Language Resource Centre and the Cross Party Group for Scots language in the Scottish Parliament. There is, however, no Scottish Executive Education Department funding specifically for Scots.

pre-service training

The situation is similar for pre-service (initial training) training in Teacher Education Institutions. Some optional units are available at Bachelor of Education degree level and a small number of students choose to write a dissertation on Scots language in the curriculum.

Strathclyde University now run a taster session (compulsory for all 3rd year B.Eds) of two hours on promoting Scots in the classroom and an Extended Study(10 hours) for third year students (around 15 each year). Some students (7 in 2001)have chosen Scots as their major project subject in 4th year. Anecdotal evidence suggests that while students are not encouraged to teach through the medium of Scots during teaching practice, they are supported in their teaching of Scottish literature in Scots, if they wish to do so.

teaching material

The provision of instructional material for Scots has been fraught with difficulties for many years. Many Scottish publishers regard Scots as a minority interest and not commercially viable and thus refuse to publish material in, or about, Scots for fear of low sales. Government-supported initiatives have been few and usually require support from a commercial publisher.

The Scottish National Dictionary Association has produced school materials in recent years and, when funding allows, is committed to future publications. Several small publishers such as Merlin Press, Watergaw and Scotsoun produce dedicated Scots language materials for education when funding can be found from the Scottish Arts Council or education authorities. A substantial Scottish Arts Council

Lottery funded award has recently been made to a group of individuals for proposed publication of educational materials (The Itchy-Coo Project). The Scots Language Resource Centre recently published 'Scotspeak', text and audio materials to assist the teaching of Scots dialect pronunciation.

7 Adult education

structure

Education for adults in Scotland is provided by local authorities through Community Education Departments, by Higher and Further Education institutions through Departments of Adult and Continuing Education and by a range of public and private agencies. The sector has been boosted in the recent past by Government promotion of the concept of Lifelong Learning and the creation of a ministry in the Scottish Parliament for Enterprise and Lifelong Learning. This has led to initiatives such as the introduction of individual learning accounts by which an adult undertaking a training programme receives a contribution (currently £175) towards the cost of the course or class, although this scheme was discontinued in 2001. The emphasis on lifelong learning and the trend towards early retirement from work has led to a burgeoning of provision of daytime classes in universities and colleges.

Scots classes

Opportunities exist for adults to attend Scots-language classes in a small number of locations. Intermittently, universities provide classes for example in Edinburgh, Dundee and Aberdeen, although often these are less about becoming a proficient Scots speaker or literate in the language, and more focused on cultural and historical aspects of the language or on creative writing.

8 Educational research

Post-graduate research into aspects of Scots takes place at various institutions around the world; however, activity is

patchy and is not systematic. Bodies in Scotland that act as a focus for research are:

The Elphinstone Institute at the University of Aberdeen which focuses particularly on the sociological situation in North East Scotland.

The Department of Celtic and Scottish Studies, Edinburgh University which focuses on ethnology of Scottish folk culture.

Finally, in the Scots Corpus, Glasgow and Edinburgh University have begun a new grant-funded project to create a searchable computerised corpus of Scotland's languages beginning with written and spoken contemporary Scots/Scottish English. Funded for two years, initially, it is hoped that this will become a long-term on-going project.

A general problem lies in where the academic study of Scots should be situated. There are no specific Scots departments in Scottish universities. At Edinburgh University, Scots research takes place in the Department of Linguistics and English Language, and also in the Department of Celtic and Scottish Studies. At Glasgow University it is in the Department of English Language and in the Department of Scottish Literature that the language is studied. Scottish literature, which includes Scots, is studied in the English departments at the universities of Edinburgh, Aberdeen, Stirling, St. Andrews and Strathclyde. Scots- language dictionary research is carried out by Scottish Language Dictionaries, an independent body based in Edinburgh. It builds on the resources of the Scottish National Dictionary and the Dictionary of the Older Scottish Tongue and these historical works are currently being converted into electronic forms in the University of Dundee.

9

Prospects

In summary, there is no compulsory Scots education and very little is taught in schools. The amount taught varies according to the enthusiasm and interest of individual teachers. There is a lack of official status for the language

although supportive statements are made in documents. The Secondary school level may have the best prospects in terms of the study of literature in Scots although the actual encouragement of the spoken language remains a low priority.

material

The provision of materials remains a cause for concern as publishing new materials and maintaining resources already in print are areas of major difficulty. Publishers are reluctant to publish for such a small market. Without ring-fencing funds or providing more assistance for materials and in-service for teachers, the teaching of Scots will continue to be conducted by a minority of interested teachers. The Glasgow/Edinburgh University launch of a new corpus of Scots text and speech and the recent grant of a National Lottery Award for the production of educational materials are important stimuli for the publication of more resources.

legislation

The return of a Scottish Parliament in Edinburgh, following political devolution in the UK, may herald a more optimistic future for the Scots language. This is suggested by the formation of a Cross Party Group for Scots Language in the Parliament. This group is compiling a Statement of Linguistic Rights for Scots and the Committee has also supported an education conference for school teachers. Another positive development is the ratification of the European Charter for Scots for Part II, although there are no immediate indications of significant Government support for increased policy statements or financial assistance for the language in education.

Recent Parliamentary statements, in response to questions raised, have even given cause for concern. The Executive stated that it, '*does not consider that any action is necessary to comply with the European Charter for Regional or Minority Languages*', and '*has not formulated any policy on the numbers of speakers of Scots*', and '*has not set any targets to increase the numbers of Scots speakers*'.

In spite of this, the current Scots Language Factsheet from the Scottish Executive, last updated in April 2001, continues

to make supportive statements. For example, it quotes the 5-14 Curricular Guidelines' statement that their aim is to help teachers develop pupils' communicative abilities and knowledge about language in both standard English and forms of Scots relevant to their experience. In reality, many pupils receive no education in, or about, Scots language and many report that their spoken language, if Scots, is frequently not valued.

Prospects would be good if the Executive's objectives were met:

'There is, therefore, continuing support on the part of the Scottish Executive, the Scottish Consultative Council on the Curriculum, and the Scottish Qualifications Authority which is designed to assist schools in making their pupils aware of the richness and diversity of language, including Scots, in introducing them to a range of Scottish literature, and in encouraging them to develop ability to understand and to communicate effectively in forms of Scots.'

Moreover, the collating of statistics seems unlikely to occur for some time as it has been decided, by the General Register Office, that, while the Scottish people continue speaking Scots and various dialects of it, it has been decided that further language awareness raising is required before the National Census will include a Scots question in order to provide statistical evidence.

Hence, predicting the prospects for the language is very difficult at this point. Much work remains to be done at government and educational levels to prevent the situation continuing. It is to be hoped that the objectives and principles of Part II of the European Charter will eventually be met.

public support

Another major obstacle is the perception of Scots, by a large majority of the Scottish people, including good Scots speakers, as an inferior version of English, despite its vibrant existence in family life, literature and society. Greater inclusion in the media, formal situations and education of the Scots language would certainly help to upgrade the inferior status of Scots.

Current international research confirms both the value of first language literacy as well as the potential economic benefits of Scots in the field of cultural tourism. It is to be hoped these might also assist in improving prospects for the language in coming years.

Activists and supporters of the language continue to campaign very hard to alter the status and provision for Scots. Many strive for a structured approach to language planning and maintenance and it remains a complex area. A basic human rights issue is being ignored when fluent speakers of the language receive no education in or about their own language. Worse still are the examples of children whose Scots is denigrated in the school environment.

It would seem logical to take an optimistic viewpoint at a time when Scotland has its own parliament to consider Scottish matters, but obstacles clearly remain to hinder progress.

Endnotes

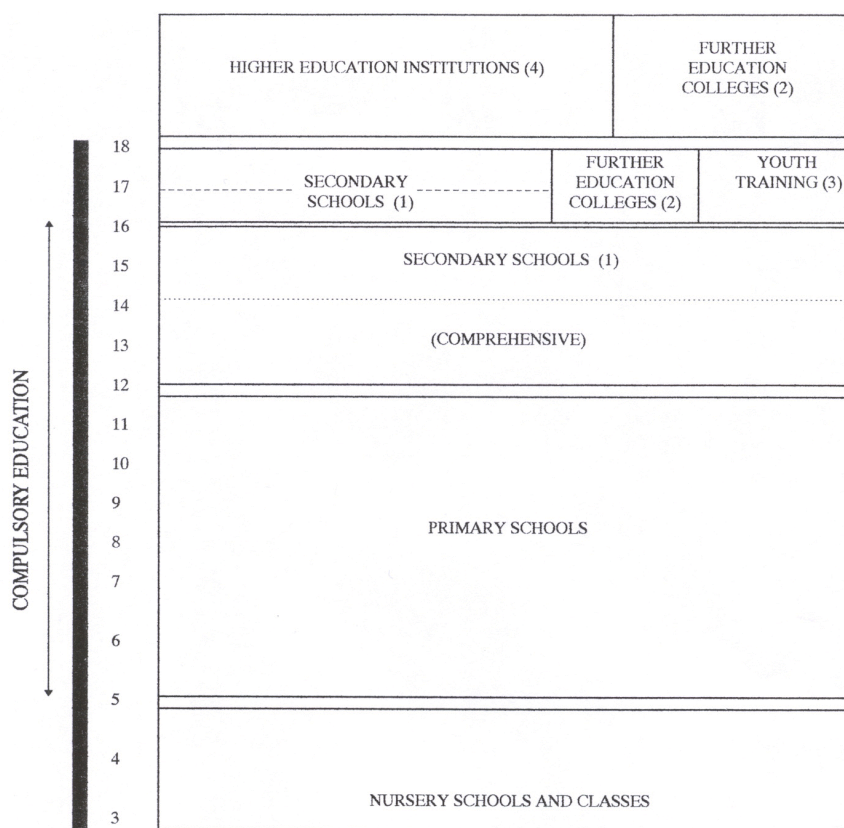
1. Apart from Standard Scottish English (SSE), broad Scots is also referred to.

10

Summary Statistics

There are no statistics available on the Scot's language in education.

Education system in Scotland (Eurydice)



1. 99% of Scottish education authority secondary schools are comprehensive schools offering all types of courses to pupils of all abilities. 90% provide 6 years of education (4 years of compulsory and 2 years of optional secondary education). Pupils may leave at 16. Examinations usually taken at age 17 provide access to tertiary education.

2. Further education colleges offer courses in academic and vocational subjects from craft to degree level. They accept pupils currently attending secondary school for some courses. FE colleges also provide courses for the "off-the-job" component of the Youth Training scheme.

3. Youth Training is delivered through contracts with independent training providers (often private employers). It lasts 2 years, and is organized in "units of competence".

4. Higher Education Institutions comprise universities, former technological institutions, arts and health care colleges and teacher training institutions.

..... = division in the level / type of education

----- = alternative beginning or end of level / type of education

References and Further reading

main official texts regulating the teaching of Scots. (These would not be regarded as legal texts, but as official publications)

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The arrangements for examinations contain some Scots

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useful contacts

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Scottish Language Dictionaries

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Other websites on minority languages

- Mercator* **www.mercator-central.org**
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education* **www.mercator-education.org**
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and many rated links to minority languages.
- Mercator-Media* **www.aber.ac.uk/~merc/**
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation* **www.troc.es/ciemen/mercator**
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
- European Union* **<http://europa.eu.int/comm/education/langmin.html>**
At the website of the European Union an explanation is given of its support for regional or minority languages.
- Council of Europe* **<http://conventions.coe.int/>**
European Charter for Regional or Minority Languages. (1992) and *Framework Convention for the Protection of National Minorities* (1995) European Treaty Series/Série des traités européens ETS 148 and 157, Strasbourg.
- Eurydice* **www.eurydice.org**
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL* **www.eblul.org/**
Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.

What can Mercator-Education offer you?

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