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LANGUAGES CONNECT

IRELAND'S STRATEGY FOR FOREIGN LANGUAGES IN EDUCATION 2017-2026
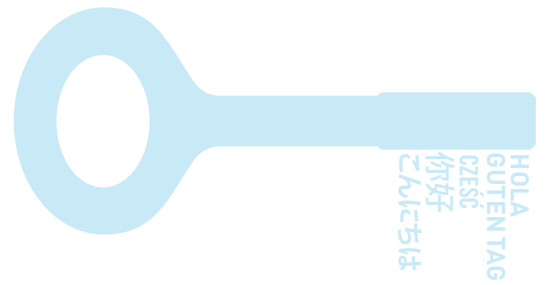
IMPLEMENTATION PLAN 2017-2022

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INTRODUCTION

What is our vision?

Our vision is that Ireland's education system will promote a society where the ability to learn and use at least one foreign language is taken for granted because of its inherent value for individuals, society and the economy.

The 2008 Language Policy Profile, Ireland, published jointly by the Council of Europe and the then Department of Education and Science challenged Ireland "to move away from 'an official but lame bilingualism' to become a truly multilingual society, where the ability to learn and use two and more languages is taken for granted and fostered at every stage of the education system and throughout lifelong education."[1] Ireland's Strategy for Foreign Languages in Education will address that challenge.

Full implementation of this Strategy will see a greater uptake of the study of foreign languages across the education sector, an increase in participation in mobility schemes such as Erasmus+, the learning of a more diverse range of languages in post-primary schools, and in the further education and higher education sectors.

Our strengths and challenges

Ireland does have certain strengths on which to build a better future for foreign languages in education:

• Ireland's tradition of language learning.
• Bilingualism in primary education.
• The high uptake of foreign languages at post-primary level.
• The new junior cycle specification for foreign languages.
• The Post-Primary Languages Initiative (PPLI).
• The languages of the immigrant communities.
• Membership of the EU.
• Ireland's position as a small country with a globalised economy.

The consultation process and earlier studies identified a number of challenges to developing a truly multilingual society. Among the most significant are the following:

• The global dominance of English.
• Lack of awareness of the opportunities that foreign languages offer for careers and mobility.
• The perceived difficulty of learning languages.
• The limited choice of foreign languages available in schools.

1   https://www.education.ie/en/Publications/Education-Reports/Council-of-Europe-Language-Education-Policy-Profile.pdf. p. 51.

- The shortage of qualified teachers of foreign languages.
- The traditional dominance of French in the system.
- Low uptake of foreign languages in further and higher education.
- Lack of adequate support for immigrant languages.

Our goals

The Strategy sets out four overarching goals:

1. Improve language proficiency by creating a more engaging learning environment.
2. Diversify and increase the uptake of languages learned and cultivate the languages of the new Irish.
3. Increase awareness of the importance of language learning to encourage the wider use of foreign languages.
4. Enhance employer engagement in the development and use of trade languages.

The goals set out are derived from the vision, the strengths and challenges identified as part of the consultation process.

What are the key target outcomes of the Strategy?

Implementation of this Strategy will require active engagement from stakeholders across the education and training sector, government departments and agencies, cultural organisations and the media. By 2026, with the cooperation of all stakeholders, we will aim to achieve the following targets:

- Increase the uptake in key languages from their present Leaving Certificate examination uptakes: German (13%), Spanish (11%), Italian (0.9%), Russian (0.6%), Japanese (0.6%), Arabic (0.2%), Mandarin Chinese (N/A), Portuguese (0.2% - non-curricular).
- Introduce a curricular specification for new learners of Mandarin Chinese for Leaving Certificate and curricular specifications for heritage speakers for Polish, Lithuanian and Portuguese.
- Increase in the number of post-primary schools offering two or more foreign languages and increase the number of students sitting two languages for state examinations by 25%.
- Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20%.
- Increase the number of participants in Erasmus+[2] by at least 50%.
- Double the number of teachers participating in teacher mobility programmes.
- Double the number of Foreign Language Assistants.
- Improvement in learners' attitude to foreign language learning.
- Improvement in the quality of foreign language teaching at all levels.
- Adoption of the CEFR in education and by employers and increase the proportion of graduates leaving higher education who reach the "Independent User" standard.

2   Erasmus+ in a European Union funded mobility programme which runs from 2014-2020. While it is intended to increase the numbers of students participating in Erasmus+, the availability of opportunities on the programme are dependent on the continuation of the Erasmus+ programme beyond 2020 by the EU and the budget made available to Ireland. The majority of students currently studying overseas do so as part of Erasmus+.

How will we measure our progress?

Each of the desired outcomes have one or more measurable components to determine levels of achievement. Oversight of implementation of the Strategy, along with monitoring of progress, will be carried out by the Foreign Language Advisory Group (FLAG).

The table below sets out a list of measurable items which will be reviewed and updated as part of the year five review of the Strategy.

MEASURE	BASELINE (2016)	MID TERM TARGET (2022)	END TARGET (2026)
Percentage Of Candidates Presenting For A Foreign Language For Junior Certificate/Cycle Examination	87%	92%	100%
Percentage Of Junior Certificate/Cycle Candidates Sitting German, Spanish And Italian As A Proportion Of Total Curricular Foreign Language Sits	40%	45%	50%
Percentage Of Schools Offering Two Or More Foreign Languages As Part Of Transition Year	53%	75%	100%
Percentage Of Candidates Presenting For A Foreign Language For Leaving Certificate Examination	69%	74%	79%
Percentage Of Leaving Certificate Candidates Sitting German, Spanish, Italian, Russian, Japanese And Arabic As A Proportion Of Total Curricular Foreign Language Sits	38%	41%	45%
Percentage Of Students Studying Courses With A Language Component In Higher Education	4% (2012/13)	10%	20%
Learner Attitudes Towards Foreign Language Learning	To be established	-	-

MEASURE	BASELINE (2016)	MID TERM TARGET (2022)	END TARGET (2026)
Participation In Erasmus+ In Higher Education And Other Study And Work Placements Abroad	3,135	4,400	5,400
Improvement In CEFR Levels Of Returning Erasmus+ Students	63% at level B2 or above	68%	75%
Number Of Foreign Language Assistants Coming To Ireland	110	160	220
Percentage Of Employers Reporting Use Of The CEFR	To be established	-	-
Percentage Of Employers Reporting Use Of Language Management Strategies (LMS)	To be established	-	-
Number Of Education And Training Providers Incorporating LMS Into MBA And Other Executive Education Programmes	To be established	-	-
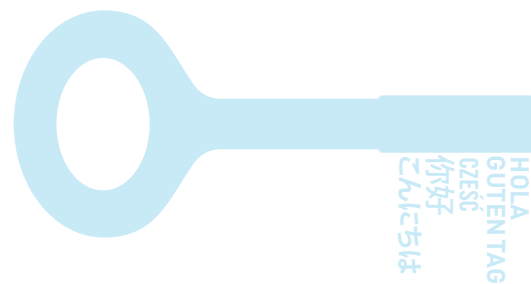
GOAL 1: IMPROVE LANGUAGE PROFICIENCY BY CREATING A MORE ENGAGING LEARNING ENVIRONMENT

A critical success factor in a strategy for foreign languages in education must be the quality of teaching and learning of foreign languages in schools and HEIs. Concerns have been expressed from time to time about the quality of teaching and learning of languages and about the level of language competence attained by learners at all levels in the education system. The National Employers Survey, for example, indicated a lack of satisfaction with graduates in relation to language skills, with satisfaction rates of between 28% and 46%. A 2003 NCCA discussion paper[3] raised questions about the level of communicative proficiency of school leavers and recommended undertaking independent measurement of the communicative proficiency achieved by students in Irish and foreign languages at Junior and Leaving Certificate levels. Through the improvement of the quality of learning and the learning environment, the proficiency levels of learners can be improved.

Goal 1 : Improve language proficiency by creating a more engaging learning environment			
	ACTION	**TIMESCALE**	**LEAD**
INITIAL TEACHER EDUCATION AND REGISTRATION			
1.A.1	The Teaching Council will take account of the Strategy in (a) its review of the impact of the reconfigured programmes and (b) its review of the criteria and guidelines for ITE programme providers.	Q1 2018 ongoing	Teaching Council, ITE Providers
1.A.2	The Teaching Council's review of the criteria and guidelines will consider: • The inclusion of language-specific communicative language teaching pedagogy in post-primary ITE programmes. • Common learning outcomes from post-primary ITE programmes for teachers of foreign languages. • The establishment of a minimum level of language proficiency (based on the CEFR) for entry to post primary PME programmes. • Entry to ITE programmes for native speakers of curricular languages.	Q3 2018	Teaching Council
1.A.3	For registration with the Teaching Council, language teachers to be required to provide, in addition to their university degree, independent evidence of competence at minimum of CEFR level B2.2 in all five language skills.	Q4 2020	Teaching Council
1.A.4	The Department will request the Teaching Council to consider the feasibility of registering teachers of non-curricular languages.	Q4 2018	DES, Teaching Council

3   D. Little. *Languages in the Post-Primary Curriculum: a discussion paper.* 2003.

CONTINUING PROFESSIONAL DEVELOPMENT

|			
1.B.1	Ensure that language teachers will be required to provide evidence of engagement in relevant language-related professional learning.	Ongoing	Teaching Council
1.B.2	Opportunities for CPD for teachers as part of the rollout of new junior cycle specifications in modern foreign languages are available.	Ongoing	JCT
1.B.3	Complete the pilot of the professional development framework for staff in higher education.	2017	T&L Forum, HEIs
1.B.4	Rollout of professional development framework for staff in higher education.	Q4 2018 onwards	T&L Forum, HEIs
1.B.5	Increase the possibilities for more short term post-primary language teacher exchanges. These schemes need to be more widely promoted, and involve more countries and languages, with teachers moving in both directions.	From Q3 2018	Léargas, DES
1.B.6	Following the audit of language teachers (Action 2.A.2), the possibility of a post-graduate programme for teachers of other languages should be considered, to enhance their ability to teach additional languages.	Q3 2019	HEIs, PPLI
1.B.7	The development and implementation phases of Cosán will have regard to this *Strategy*.	Ongoing	Teaching Council

SUPPORTS FOR TEACHING AND LEARNING

1.C.1	In order to enhance quality and ensure consistency in teaching, develop an online pedagogical manual and tutorials, with exemplars of good practice for the teaching of all languages including the use of digital tools which allow teachers and their students to engage with authentic language	Ongoing	DES, NCCA, PPLI
1.C.2	Significantly increase the number of post-primary schools participating in the languages assistants' scheme from 110 in 2017 to 160 in 2022. In doing so also include teaching assistants with additional languages to enhance the diversity of foreign languages available in post-primary schools. Consideration will need to be given to ways which as many schools as possible will participate in this language assistants' scheme.	Targets to gradually increase Language Assistants by 2022	DES, Schools
1.C.3	Train language assistants at a group and individual level, liaise with schools and monitor the implementation.	Q3 2019	DES, Schools, PPLI
1.C.4	Increase the number of Irish language assistants going abroad to create valuable professional capital within Irish classrooms into the future.	Targets to gradually increase	DES, Embassies

1.C.5	Explore the expansion of communities of practice within the foreign languages sector.	Ongoing	PPLI, PDST, JCT, Language Subject Teacher Professional Networks
1.C.6	Increase DES Inspectorate language expertise through the addition of two post-primary inspectors with FL and CLIL expertise and a primary inspector with CLIL expertise.	Q3 2018	DES
1.C.7	The DES Inspectorate, through its evaluation and advisory processes, is to provide positive support for a quality language education for learners. This will include advice and guidance to schools about using school self-evaluation, and school planning to improve foreign language education, and a range of approaches to monitor and report on the quality of foreign language education.	Ongoing	DES
1.C.8	The DES Inspectorate will provide a statement on the status of foreign language learning in 2019, based on inspection reports, and other inputs, and regularly thereafter.	Q3 2019	DES
1.C.9	The DES Inspectorate to carry out periodic surveys of students' attitudes to and experiences of foreign language learning as part of their whole school type evaluations.	To be completed every 3-4 years	DES
1.C.10	Collaborate with and facilitate dissemination of work carried out by the Council of Europe and the European Centre for Modern Languages to promote excellence in language education.	Ongoing	PPLI
1.C.11	Encourage and support the use of innovative teaching methods and ICT supports for learning languages. ICT and media can be particularly useful for allowing students to engage with native speakers when they are not in the position to undertake mobility programmes abroad.	Ongoing	T&L Forum, PPLI
1.C.12	Continue to promote the enhancement of teaching and learning of languages across the higher education sector.	Ongoing	T&L Forum
1.C.13	The HEA will review, with the HEIs, the expansion of subjects which should include foreign language elements to meet existing skill gaps.	Q1 2020	HEA, HEIs
1.C.14	Complete the Enhancing Digital Literacies for Language Learning project and assess how this can be used to support language learning at all levels.	Q4 2017	T&L Forum, DES
1.C.15	Investigate the possibility of school placement or enterprise-based work placements abroad in the context of the new concurrent teaching degrees.	Q1 2018	HEIs, Enterprise

1.C.16	Consult on the indicative table for CEFR levels[4] so that agreement can be reached with the different partners in aligning achievement in Junior Cycle, Senior Cycle, and Higher Education with CEFR.	Q2 2018	DES, PPLI, HEA
1.C.17	Rollout the use of the CEFR in Higher Education.	Q1 2018	HEIs, HEA, QQI, T&L Forum
MOBILITY OPPORTUNITIES			
1.D.1	Consider ways to encourage more senior cycle, especially transition year students, to avail of language exchange opportunities.	Ongoing but will require an awareness campaign to begin Q2 2018	PPLI, Léargas,
1.D.2	Consider ways to encourage students in FET and HE to further avail of opportunities on the Erasmus+ programme. Mechanisms to encourage participation in mobility will depend on the nature of the course being studied and the students taking part, but may include: • Presentations from former Erasmus+ students to post-primary school students outlining the benefits of overseas mobility, to enable them to consider it in choosing courses. • Provision of information to guidance counsellors in post-primary schools on the benefits of mobility at FET and HE. • Engagement between pre- and post-Erasmus+ students. • Increased information in various formats (online, videos etc) on Erasmus+ for potential Erasmus+ student.	Q3 2018	DES, HEA, HEIs, ETBs, SOLAS, Léargas
1.D.3	Review policy and practice nationally and by HEIs supporting target groups in the National Access Plan in undertaking mobility programmes.	Q1 2018	DES, HEA
1.D.4	Review best practice examples and recommendations arising out of the Erasmus+ funded study "Enhancing Mobility for Access Students in Ireland".	Q1 2018	DES,HEA
1.D.5	Consider ways to encourage more students to undertake their Erasmus+ mobility through a target language. Mechanisms to do this will depend on the nature of the course being studied and the students taking part, but could include: • Acknowledgment in their degree of the period spent abroad. • Additional preparation before departure for undertaking courses in the target language. • Awareness raising activities to be undertaken on the value of the languages being studied. • Exemption of a certain amount of courses from being included in final degree grades if taken in the target language.	Q1 2018	DES, HEA, HEIs,

4   See Table 1 of the Strategy

1.D.6	Improve the language competence of students returning from Erasmus+ mobility programmes abroad. Mechanisms to do this will depend on the nature of the course being studied, the existing language competence of the students, but could include: • Participation in extra language courses while on mobility. • Engagement with students from host country before departure. • The use of ICT and media tools to enable feedback from sending institutions. • Promotion of immersion experiences while abroad.	Ongoing	DES, HEIs, HEA
1.D.7	Collect and disseminate best practice examples for the use of ICT supports to enhance and support mobility periods abroad.	Q1 2018 onwards	HEA, T&L Forum
1.D.8	Promote the active implementation of the 2004 commitment by HEIs to deliver automatically and free of charge the Europass Diploma Supplement which captures formal and informal learning during a graduate's academic career. This will facilitate the capture of language learning periods abroad.	Ongoing	HEA
1.D.9	Explore the possibility of introducing school-based work placements with partner countries for incoming and outgoing Erasmus+ students.	Q3 2018	DES, HEA, Embassies
1.D.10	Establish new cultural agreements with countries to expand the language assistants scheme.	Q1 2019	DES, Embassies
CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)			
1.E.1	Progressively introduce content and language integrated learning (CLIL) of Irish in English medium schools in the context of the implementation of the new Primary Language Curriculum – where the focus is on both English and Irish languages.	Ongoing	NCCA, Schools, DES
1.E.2	The NCCA will consider including foreign languages in senior classes as part of the review of the primary curriculum. The DES will consider the recommendations of the review following completion.	Q3 2019	NCCA, DES
1.E.3	Explore the potential for the greater use of CLIL to increase the use of language skills, heighten the intercultural dimension, and increase confidence in language learning and awareness in post-primary schools and higher education.	Ongoing	DES, NCCA, HEIs
	Pilot CLIL[5] for TY where there is teacher capacity - for example Business/German, History/French.	Q3 2019 onwards	PPLI

5   CLIL stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language. The European Commission notes that "It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings."
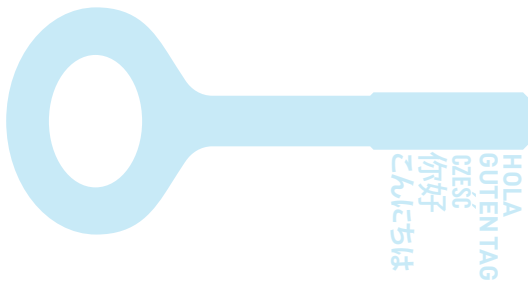
GOAL 2: DIVERSIFY AND INCREASE THE UPTAKE OF LANGUAGES LEARNED AND CULTIVATE THE LANGUAGES OF THE NEW IRISH

The range of foreign languages currently available for schools to offer is good: French, German, Italian and Spanish in junior cycle, with the addition of Arabic, Japanese and Russian in senior cycle. Schools are now able to offer 100-hour short courses as part of their junior cycle programmes. A short course in Chinese Language and Culture has been developed by the NCCA, and the PPLI have developed short courses in Japanese, Russian and Polish. In most schools, however, the choice of languages available to students is quite limited. Very few schools offer more than one or two foreign languages, and many students are not given a choice of languages to study. It is important that we strive for a greater diversification of languages typically on offer in schools. Additionally, with 13% of our population speaking a language other than English or Irish at home, there is need to diversify beyond the current curricular languages and support the new Irish in maintaining and growing their own capacity to speak their own languages.

In higher education, some 4% of students study a foreign language as either a core subject, or as an accredited part of a degree. Third level education plays an important role in developing foreign language skills in Ireland and it is important that diverse language learning opportunities are provided.

| GOAL: 2 : Diversify and increase the uptake of languages learned and cultivate the languages of the new Irish			
	ACTION	**TIMESCALE**	**LEAD**
INITIAL TEACHER EDUCATION AND REGISTRATION			
2.A.1	Carry out research to identify future language needs, and aim for provision and uptake in line with those needs.	Commence Q3 2018	DES, Tender
2.A.2	Complete the audit of foreign languages provision in post-primary schools, started by the PPLI, part of which will determine if there are teachers qualified to teach foreign languages other than those being taught so as to diversify the language programmes available.	Report due Q1 2018	PPLI, DES
2.A.3	Following the audit in 2.A.2, provide incentives for teachers to upskill in the languages where they are qualified but not teaching in recently e.g. CPD, access to post-graduate courses.	CPD to begin Q3 2018. Post-graduate courses to begin September 2019.	PPLI, DES
2.A.4	Pilot a variety of options for introducing lesser taught languages into schools. Such a pilot should consider the introduction of languages offered as full or short courses, shared classes/blended learning models, employment and allocation of peripatetic teachers, and support for non-curricular and lesser taught Leaving Certificate languages in schools.	Start September 2019	PPLI

2.A.5	Report on findings of the pilot in 2.A.4 to be considered to inform future policy.	June 2021	PPLI
2.A.6	Incentivise schools to diversify the range of languages on offer by means of concessionary hours and peripatetic teachers, where possible and appropriate.	Phase in from September 2018	PPLI
2.A.7	Baseline data collection and analysis will be undertaken in conjunction with relevant bodies including schools, the Teaching Council, the HEA and the HEIs to inform policy on the supply of modern language teachers, as well as the current employment situations of NQTs of modern foreign languages.	Q1 2018	DES, Teaching Council HEA, HEIs
2.A.8	Following from action 2.A.7, the Department will develop a set of policy actions to support the supply of teachers of modern foreign languages.	Q2 2018 onwards	DES

JUNIOR CYCLE REFORM

2.B.1	Implement the new Junior Cycle Modern Foreign Languages specification which has an increased emphasis on oral language and project work. First formal assessment to take place in June 2020.	From September 2017 for first years	NCCA, JCT
2.B.2	Implement the newly developed short course in Lithuanian.	From September 2018 onwards	PPLI, NCCA
2.B.3	Enable more students to present for more than one foreign language at Junior Cycle via full and short courses, including through the development of new short courses, and create greater diversity of uptake across the four curricular languages currently offered. Long term planning should aim for proportionate uptake which is more in line with identified needs.	Ongoing	DES, PPLI
2.B.4	Increase the provision of Chinese Language and Culture learning opportunities in second level schools and build associated capacity required.	Ongoing	DES, PPLI

TRANSITION YEAR

2.C.1	Increase the number of schools offering more than one foreign language as part of their TY programme from 53% (2016), to 75% by 2022.	Ongoing	DES, PPLI
2.C.2	Run a pilot programme for language summer camps aimed at TY students to introduce them to lesser-taught languages.	Summer 2019	PPLI

SENIOR CYCLE

2.D.1	Request the NCCA to develop a draft Leaving Certificate specification in Mandarin Chinese for non-native speakers, which would follow on from the junior cycle short course in Chinese Language and Culture. The first Leaving Certificate examination to be set by SEC for 2022.	For completion 2019, followed by implementation by September 2020 for examination from 2022	DES, NCCA, SEC
2.D.2	Request the NCCA to prepare Leaving Certificate specifications in Portuguese, Polish and Lithuanian for heritage speakers to replace the existing non-curricular provisions. This will be done in consultation with relevant embassies on international best practice to inform developments. SEC to prepare for first examination in these newly formatted foreign heritage languages for 2022, including providing sample papers in 2021	For completion 2019, followed by implementation September 2020, for examination from 2022	NCCA, SEC
2.D.3	Develop subject requirements for the new curricular languages in order to meet the registration requirements set down in the Teaching Council [Registration] Regulations.	Q3 2019	Teaching Council

SUPPORT FOR IMMIGRANT LANGUAGES

2.E.1	The presence of other heritage languages in our primary schools will be explicitly acknowledged in the implementation of the new Primary Language Curriculum for early childhood and primary education.	Ongoing	NCCA
2.E.2	Guidelines will be developed for teaching children whose home language is a language other than Irish or English as part of the suite of support documents for the new Primary Language Curriculum.	2018 onwards	NCCA
2.E.3	Include an intercultural/multilingual dimension across the curriculum at primary level.	Ongoing	NCCA
2.E.4	Schools and libraries should have books, digital resources etc. available in a variety of relevant home languages.	Ongoing	Schools, Embassies, Libraries, PPLI
2.E.5	Clarify that additional resources are available to schools with a significant number of first and second generation immigrant pupils who require support to achieve academic proficiency in the language of instruction.	Ongoing	DES

2.E.6	Guidelines and good practice exemplars will be developed and made available for principals, teachers and parents on their role in supporting an intercultural dimension and promoting the home language, where the home language is neither Irish nor English.[6]	Q3 2019	NCCA, PPLI
2.E.7	School principals and teachers should, in planning for provision for EAL pupils, be mindful of the Department's *Intercultural Education in the Primary School: Guidelines for Schools (2003)* and the *Intercultural Education Strategy (2010)* and the *Literacy and Numeracy Strategy (2011-2020)*.	Ongoing	Schools
2.E.8	Carry out an audit, in collaboration with interested embassies, in order to identify locations where there is a level of interest and demand for mother tongue support to inform further provision.	Q2 2018	PPLI
2.E.9	In the short to medium term, use short courses to support the learning of home languages. Subject to a review of the uptake and experience of the short courses in Polish and Lithuanian, consider the possibility of a full junior cycle specification being developed for heritage EU languages. This could initially commence with Portuguese, Polish and Lithuanian.	2020 onwards, as data becomes available	PPLI,NCCA
2.E.10	Continue support for home languages in Transition Year.	Ongoing	PPLI
2.E.11	Following a review of newly introduced heritage language Leaving Certificate examinations in Polish, Portuguese and Lithuanian, consideration will be given to the inclusion of other existing non-curricular languages as heritage languages within the Leaving Certificate.	Q4 2022 onwards	SEC, DES, NCCA
LEARNING BEYOND SCHOOL			
2.F.1	Run a pilot project in conjunction with one of the Skillnets networks to enable language training in a specific sector – focusing on the needs of that sector, whether it be intercultural skills, languages for specific purposes, translation skills, or overall language competence.	Q1 2018	DES, Skillnets
2.F.2	Review the outcomes of the pilot project and disseminate to other Skillnets networks to enable learning and facilitate the spreading of similar projects in other sectors.	Q4 2018	DES, Skillnets
2.F.3	Through the review of the Systems Performance Framework for Higher Education, ensure relevant indicators are developed and included to support the provision of a diversity of language learning opportunities as a national priority.	Q1 2018	DES, HEA
2.F.4	Explore the potential for adding broader language competence questions to the new Graduate Outcomes Survey as an optional add-on module.	Q2 2018	DES, HEA

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6   See Deirdre Kirwan, ¨Cultivating Plurilingual Environment: Opportunities in Pre-school, Primary School and Beyond¨ in ETBI Newsletter, spring 2015.

| 2.F.5	Monitor the development and implementation of languages strategies and policies through the Strategic Dialogue process for higher education institutions.	Ongoing	HEA
LEARNING BEYOND SCHOOL			
2.G.1	Review functions and structure of PPLI to enable it as a body which would support the implementation actions set out for it to lead within this Strategy. This will require additional funding and staffing.	Review completed by June 2018, in the meantime phase in additional staff from Q4 2017	DES
2.G.2	Transitions Reform Group to consider the impact of existing HE entry requirements and any potential changes thereto on the incentive to study Foreign Languages in the senior cycle.	Q4 2019	DES, HEA, HEIs
2.G.3	Update on consideration by HEIs on the provision of bonus points in foreign language-related higher-level Leaving Certificate subjects	Q4 2019	DES, HEIs
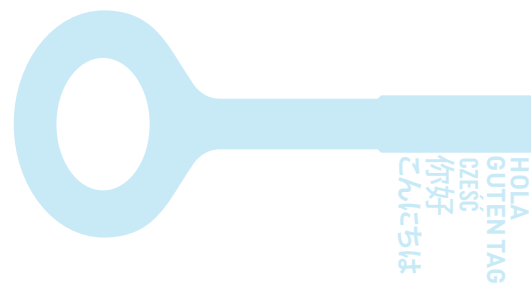
GOAL 3: INCREASE AWARENESS OF THE IMPORTANCE OF LANGUAGE LEARNING TO ENCOURAGE THE WIDER USE OF FOREIGN LANGUAGES

A key goal of this Strategy is to increase awareness in society at large of the educational, cognitive, social, intercultural, professional and economic benefits of language learning. Awareness-raising measures need to focus on key stakeholders: school principals and management, teachers, students and their families, graduates and employers. To ensure a supply of graduates with foreign language competences for the business and the education sectors, there will need to be a greater uptake of foreign languages in higher education.

Goal 3: Increase awareness of the importance of language learning to encourage the wider use of foreign languages		
ACTION	**TIMESCALE**	**LEAD**
AWARENESS RAISING		
3.A.1	Carry out an awareness-raising campaign to highlight the importance of foreign languages – both for cultural and social awareness and for career opportunities, based on languages themselves or in combination with other disciplines, e.g. Engineering/German. The campaign should target: • School principals, teachers, and guidance counsellors. • Parents and students. • Third level institutions. Seek to adopt a model similar to the existing "SmartFutures" brand and delivery models to promote priority skills required for enterprise which would include languages.	Q1 2018 onwards	PPLI with support from NCGE, Enterprise Agencies and Education Stakeholders
3.A.2	Enlist the support of embassies, cultural services and bodies such as Ibec, Enterprise Ireland and IDA Ireland in raising awareness of the importance of learning foreign languages.	Q1 2018 onwards	PPLI with support from Enterprise Agencies and Employer Groups
3.A.3	Appoint "language champions" from business and other sectors to demonstrate the opportunities available for graduates with foreign language competences.	Q2 2018 onwards	TBD with support from Enterprise Agencies and Employer Groups
3.A.4	Build on awareness raising actions already in place through the European Day of Languages and the European Language Label.	Ongoing	DES, HEA, HEIs, ETBs, Léargas

3.A.5	Highlight to schools the availability of awards under the European Language Label including: • Multilingual Schools and Classrooms – Embracing Diversity in Schools. • Language-friendly Society – Informal Language Learning. • Languages for the Future – Languages across all Disciplines and Languages for Integration.	Ongoing	DES, PPLI Léargas
3.A.6	Disseminate examples of good practice at all levels of the education and training system, and among employers, to show examples of instances of excellence in language teaching, language provision and language use.	Q3 2018 onwards	T&L Forum, NCCA, DES, PPLI
GUIDANCE			
3.B.1	The review of guidance due to commence shortly will make recommendations for improvements in services. Against this background, the area of languages will be examined alongside other key skills areas.	Q2 2018	DES
3.B.2	Seek to establish greater links between schools and higher education language schools to support language learning, cultural awareness and to raise awareness of career opportunities and opportunities for studying abroad.	Ongoing	HEIs, Schools
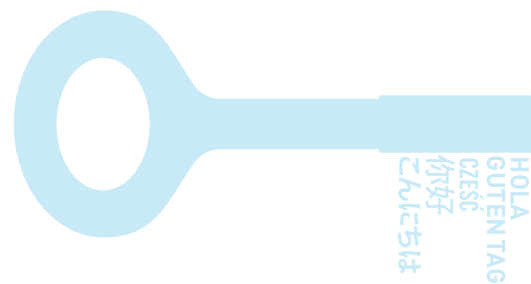
GOAL 4: ENHANCE EMPLOYER ENGAGEMENT IN THE DEVELOPMENT AND USE OF TRADE LANGUAGES

While language teaching and learning quality throughout the education system will be enhanced through measures set out in previous goals, real-world engagements through languages need to be encouraged. Language learning continues beyond classroom and examination settings, and use of languages in daily life opens opportunities in business, intercultural awareness and international relations. In using languages in daily life, positive attitudes towards, and appreciation of, cultural diversity can be fostered, as well as an interest and curiosity in learning further languages and intercultural communication.

Goal 4 : Enhance employer engagement in the development and use of trade languages			
	ACTION	TIMESCALE	LEAD
4.A.1	Encourage the involvement of employers with post-primary schools as part of their work-experience/career choices in Transition Year programme, their LCVP and LCA in particular.	Ongoing	DES, PPLI, Schools, Employer Representatives
4.A.2	Encourage collaboration between employers with identified language needs and HEIs in their region including in curriculum and programme design.	Ongoing	HEA, HEIs, Regional Skills Fora, Employer Representatives
4.A.3	Ensure that language needs are considered when developing skills needs data for the regions.	Q4 2017 onwards	Regional Skills Fora
4.A.4	Skills audits carried out as part of the work of Regional Skills Fora will capture data on the needs of enterprise in each region including language skills. This information will be disseminated through the Regional Skills Fora to all relevant stakeholders.	Q1 2018 onwards	Regional Skills Fora
4.A.5	Encourage participation by employers with language skills needs with the Regional Skills Fora in order to develop better links with the education and training providers in identifying and addressing language skills needs and to promote the career opportunities for people with language skills in each region.	Ongoing	Regional Skills Fora, DES, Employer Representatives
4.A.6	Engage in an awareness-raising campaign highlighting the benefits of employing graduates with languages skills that targets SMEs.	2018 onwards	EI , Employer Representatives
4.A.7	Businesses should be encouraged and supported to invest in the development of the linguistic skills in their own organisations from which they will benefit directly, including employee exchanges to countries they work with.	Ongoing	EI, IDA Ireland, Employer Representatives

4.A.8	Promote information on and use of the CEFR among employers, in order to enable them to communicate their language needs more clearly.	Ongoing	EI, IDA Ireland, Employer Representatives
4.A.9	Education and Training providers to ensure the concept and purpose of a language management strategy is well understood and introduced into MBA courses and other Executive Education programmes.	2018 onwards	Education and Training Providers, EI, Employer Representatives
4.A.10	Enterprise agencies and enterprise representative groups to encourage SMEs to include language skills in their company skills plans and implement a language management strategy appropriate to their markets if appropriate.	Ongoing	EI, IDA Ireland, Employer Representatives
4.A.11	Consider setting up a national awards scheme, which recognises and promotes excellence in both infrastructure support (including intermediary support) for SMEs and excellence in SMEs' use of language management strategies.	Q4 2018	PPLI, Employer Representatives
4.A.12	Promote, through methods set out in the International Education Strategy, the new 24-month third level graduate permission for International Non-EEA post graduate students, particularly those with native competency in languages required by enterprise.	Ongoing	EI, IDA Ireland, DFAT, Embassies, DES
4.A.13	Progress pilot programme for co-operation with foreign-owned companies, or indigenous companies with a foreign presence, to enable students in FET and HE to do work placements abroad.	Q1 2018	HEA, Embassies, Cultural Organisations
4.A.14	Increase engagement between employers with foreign language requirements and HEI language schools and other HEI stakeholders to ensure greater visibility and understanding of the requirements of industry. This might include visiting lecturers from industry, provision of careers information, industry involvement in course design and increased delivery of relevant work placements for students.	Ongoing	HEIs
4.A.15	Encourage employers to engage with students and education and training providers on opportunities for part-time work that provide students with work that requires the use of foreign languages.	Q1 2018 onwards	HEIs

GLOSSARY

CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
CPD	Continuing Professional Development
DES	Department of Education and Skills
DFAT	Department of Foreign Affairs and Trade
EGFSN	Expert Group on Future Skills Needs
EAL	English as an Additional Languages
EEA	European Economic Area
EGFSN	Expert Group on Future Skills Needs
EI	Enterprise Ireland
ETB	Education and Training Board
ETBI	Education and Training Boards (Ireland)
EU	European Union
FET	Further Education and Training
FL	Foreign Language
FLAG	Foreign Languages Advisory Group
HE	Higher Education
HEA	Higher Education Authority
HEI	Higher Education Institute
IBEC	Irish Business and Employers Confederation
ICT	Information and Communications Technology
IDA	Industrial Development Agency
IMD	Institute for Management Development
ITE	Initial Teacher Education
JC	Junior Cycle
JCT	Junior Cycle for Teachers
LA	Language Assistant
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
LMS	Language Management Strategy
MBA	Master of Business Administration
NAPD	National Association of Principals and Deputy Principals
NCCA	National Council for Curriculum and Assessment
NCGE	National Centre for Guidance in Education
NQT	Newly Qualified Teacher
PDST	Professional Development Service for Teachers
PME	Professional Master of Education
PPLI	Post-Primary Languages Initiative
QQI	Quality and Qualifications Ireland
SEC	State Examinations Commission
SME	Small and Medium-Sized Enterprises

SOLAS   An tSeirbhís Oideachais Leanúnaigh agus Scileanna
STEM   Science, Technology, Engineering and Maths
TPN   Teacher Professional Network
TY   Transition Year
T&L   Teaching and Learning
UN   United Nations
USA   United States of America