



European Research Centre on
Multilingualism and Language Learning

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ULSTER-SCOTS

The Ulster-Scots language in education in Northern Ireland

| Regional dossiers series |

This document was published by the Mercator European Research Centre on Multilingualism and Language Learning with financial support from the Fryske Akademy and the Province of Fryslân.

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ISSN: 1570 – 1239

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Unless otherwise stated academic data refer to the 2017 school year. A draft of this Regional dossier has been reviewed by Dr. Carol Baraniuk

Acknowledgements

The author wishes to express her gratitude to The Ulster-Scots Agency, CCEA and members of the language community.

Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts (www.mercator-research.eu).

Marlous Visser has been responsible for the publication of this Mercator Regional dossier.

Contents

Glossary	2
Foreword	3
1 Introduction.....	5
2 Pre-school education.....	17
3 Primary education	20
4 Secondary education.....	23
5 Vocational education	25
6 Higher education	26
7 Adult education.....	31
8 Educational research.....	32
9 Prospects.....	33
Education system of Northern Ireland	36
References and further reading.....	37
Addresses	41
Other websites on minority languages	44
What can the Mercator Research Centre offer you?.....	46
Available in this series	48



Glossary

BTEC	The Business and Technology Education Council
CAFRE	College of Agriculture, Food and Rural Enterprise
CCEA	Council for the Curriculum, Examinations, and Assessment
CCMS	Council for Catholic Maintained Schools
CSSC	Controlled Schools' Support Council
CTS	Continuous Household Survey
DCAL	Department for Culture, Arts and Leisure
DE	Department of Education
DfE	Department for the Economy
DfES	Department for Education and Skills
EF	Entitlement Framework
ELB	Education and Library Board
EOTAS	Education other than at school
ETI	Education and Training Inspectorate
FDQ	Food and Drink Qualifications (The Food and Drink Training and Education Council Ltd)
ISEF	Inspection and Self-Evaluation Framework
NILS	Northern Ireland Languages Strategy
NILTS	Northern Ireland Life and Times Survey
OCR	Oxford, Cambridge and RSA (Awarding Body)
PQH(NI)	Professional Qualification for Headship
RTU (NI)	Regional Training Unit
SERC	South Eastern Regional College
SII	Sustaining Improvement Inspection
QCA	Qualifications and Curriculum Authority
USBF	Ulster-Scots Broadcast Fund

Foreword

background Regional and minority languages are languages that differ from the official state language. The Mercator Research Centre on Multilingualism and Language Learning uses the definition for these languages defined by the European Charter for Regional or Minority Languages (ECRML):

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

aim The aim of the Regional dossiers series is to provide a concise description of minority languages in education, mainly in Europe but also in other parts of the world. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements and support structures, as well as quantitative aspects such as the number of schools, teachers, pupils, and financial investments. Because of this fixed structure the dossiers in the series are easy to compare.

target group The dossiers serve several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions.

link with Eurydice The format of the Regional dossiers follows the format of Eurydice – the information network on education in Europe – in order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deal with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

1 Introduction

language

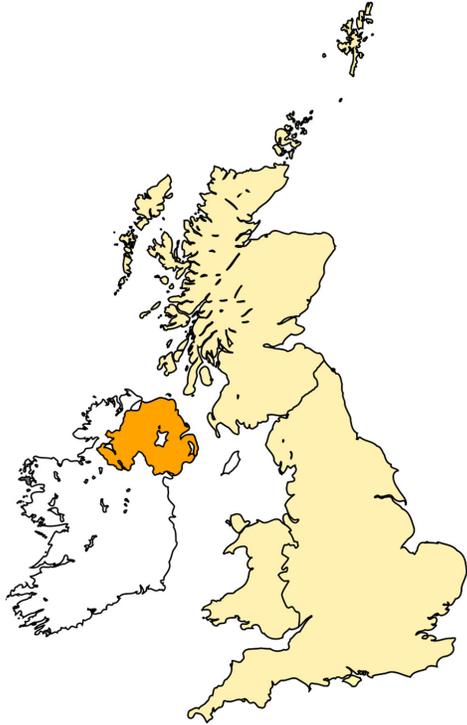
Ireland was once regarded as one of the Western Isles of what is now known as Scotland. In the 5th century AD, the Gaelic/Pictish Kingdom of Dalriada extended from, what today is, the northern part of County Antrim in Northern Ireland to parts of the Inner Hebrides and Argyll, in Scotland. The socio-geographic links between the two are clear and are reflected in the language.

Figure 1. *The Kingdom of Dalriada. The Kingdom of Dalriada c 500 AD is marked in green. Pictish areas marked yellow. From Sott.net.*



Figure 2.

Map of Northern Ireland (yellow) within the United Kingdom. From Wikimedia Commons, Peeperman, 2012.



Ulster Scots is a regional variation of Scots belonging to the Indo-European Germanic language family and 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 7th century AD.

Within a few hundred years this ancestor of modern Scots came to be the dominant language throughout Southern Scotland and the Forth and Clyde Valleys. Although a general cognate of English, Scots is most closely akin to Northumbrian and Anglian versions of early English.

There is little early linguistic record. Evidence from the twelfth and thirteenth centuries of a few Scots words used as glosses to Latin texts and also some fragmentary materials from legal documents and political records exist. It is from the middle of the fifteenth century that more extensive literary materials remain and give some insight into the language. Even at this

period the language is still called Inglis, with the term 'Scots' being used to refer to Gaelic/Erse.

From the sixteenth century on there was increasing influence from English literary and liturgical forms, yet vernacular Scots continued to be used. It should be noted that during the reign of James II, towards the end of the 17th century, the written language of formal legal materials appears to have been distinct from English.

In Ireland, large numbers of Scots began to migrate to the northern half of the Ards Peninsula from 1606, to settle on lands granted to two Ayrshire men, Hugh Montgomery and James Hamilton. From here, the settlers soon spread through Newtownards and Comber and across the northern half of County Down. They settled from Islandmagee to Glenarm in County Antrim; they were in the West as far as Antrim town, and in the North at Ballymoney and the Route. Outside 'the Glens', in every Scots settlement there was the Scottish language, and today the Scots settlements can still be recognised by the residual elements of that language.

In 1610, came the government-instigated Plantation of Ulster which settled the other counties in the north of the island bringing in English speakers so that English developed as the official language of the court and government and usage of both Ulster Scots and Irish declined. Ulster Scots became mainly restricted to domestic use in the countryside. It remained a spoken language in rural Ulster, particularly in counties Antrim, Down, Londonderry and Donegal. The first known usage of the term 'Ulster Scots' (used to define the people) can be found in a source ('The Life and Original Correspondence of Sir George Radcliffe, Knt. '), dated 8 October 1640 which was cited in James Seaton Reid's 'History of the Presbyterian Church in Ireland'.

The traffic between Ulster and Scotland during the 17th century was considerable. It is believed that between 1634 and 1635 10,000 people made their way to Ulster. The majority of these settlers came from the west of Scotland - Ayrshire and Galloway. The rebellion of 1641 slowed this tide of immigration, but to make up for this a Scots army served in Ulster for many years,

and when peace came the Scots crossed in even greater numbers than before. In 1689 many fled back to Scotland, to return later with new settlers attracted by the offer of favourable leases of land. The immigration continued to a certain extent into the 18th century, particularly after 1715 and 1745.

Ulster Scots was very largely a vernacular language, with little in the way of literary expression. It does, however, claim a literary heritage distinct from that of Scotland. This is mainly through the tradition of the “Rhyming Weaver” poets. This movement was at its height between the late 18th century and the early 19th century. Local ‘bards’, as they were known, such as James Orr (Ballycarry), Samuel Thomson (Carngranny/Templepatrick), Hugh Porter (Moneyslane), David Herbison (Dunclug/Ballymena) and Sarah Leech (Raphoe/Donegal) were part of a literary movement which shared much with the writing of Robert Burns, James Hogg, Allan Ramsay and Robert Fergusson in Scotland but was focused on events and personalities familiar to their Ulster-Scots readers and listeners. The Ulster countryside, with its unique traditions and lore, was the inspiration of these Weaver Poets who left a discrete literary heritage.

Other forms of Ulster-Scots writing evolved through the 19th Century, with the development of the Ulster-Scots “Kailyard” novel, including the work of such authors as W.G. Lyttle and Archibald McIlroy. Ulster Scots was also used as a medium for political satire in the local press by exponents such as John Weir, W.G. Lyttle and John McFall. Towards the end of the 20th century and into the 21st, Ulster-Scots writing has enjoyed something of a renaissance. James Fenton’s *The Hamely Tongue* and Philip Robinson’s *Ulster-Scots Grammar* have done much to build on Robert Gregg’s seminal academic research in the 1950s into Ulster Scots as a spoken language. Like Scots, Ulster Scots suffered from the proximity and dominance of English. As both English and Ulster Scots are Germanic languages, with a common root and much shared vocabulary the status of Ulster Scots was diminished and the frequent accusation was made that the language is merely an inferior version of English. Ulster Scots has further suffered from the perception that it is not a language at all but merely a

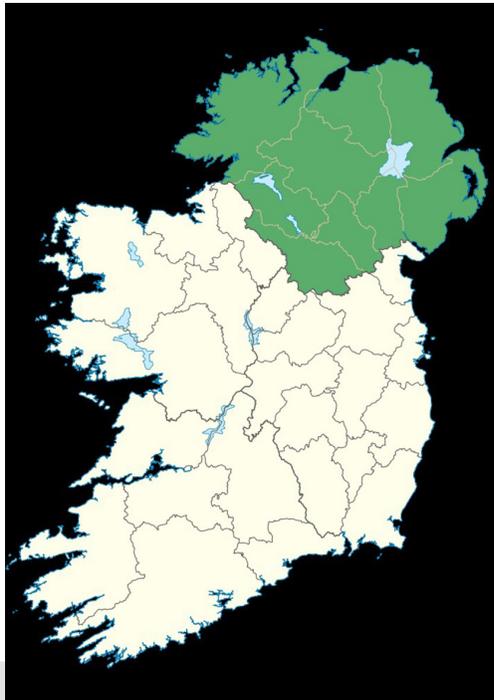
dialect, if even that is acknowledged. It has often been treated with derision and regarded as little more than English with a country accent evoking much scorn and mockery.

Education was delivered in English and the need to 'tak proper' to advance in life led to children being positively discouraged by their parents from using Ulster Scots outside the home. Indeed there is oral evidence that children were punished in schools in the 19th and 20th centuries for using Ulster Scots. This led to a decline in usage with speakers being mainly from the older generation. Even today speakers tend to use standard English when outside the home.

Under the European Charter for Regional and Minority Languages, approved in 1992 and signed by the U.K. and R.O.I. governments, Ulster Scots became an officially recognised regional language of Europe and this has begun the process of enhancing its reputation.

Figure 3.

Map showing the area of the island of Ireland which makes up the Province of Ulster. From Wikimedia Commons, 2012.



population

The last Census in Northern Ireland was held on 27 March 2011. This was the first time that any question about Ulster-Scots knowledge and usage had been included. [The census does not include the area of East County Donegal where there are also Ulster-Scots speakers but which is part of the Republic of Ireland].

The Census figure for “some ability in Ulster Scots” for Northern Ireland was just under 8.1% while the 2011 Continuous Household Survey (CTS) had put knowledge of Ulster Scots in the broadest sense at 15%. The disparity between the two may be because the CTS covers only those aged above 16, while the Census covers everyone aged over three. The older people are, the more likely they are to have a knowledge of Ulster Scots.

The CTS figure for those who claimed to be able to speak Ulster Scots, as opposed to understand it, is 4%, and it may well be a more reliable one than the headline 15%. It is also far closer to the figure of 2% produced in 1999 by the Northern Ireland Life and Times Survey (NILTS). Indeed, when those who know only single words of Ulster Scots are removed, the figure is 3%.

The Census figure for speaking ability was 2%, accounting for 34,439 people, a result almost exactly the same as that produced by NILTS.

Findings from the Continuous Household Survey 2015/16 published on 23 March 2017 regarding knowledge and use of Ulster Scots showed an overall slight decrease in the proportion of the population who have some knowledge of Ulster Scots in 2015/16 compared with 2013/14. In 2015/16, 14% of the population had some knowledge of Ulster Scots, i.e. can understand, speak, read or write Ulster Scots. This is a slight decrease on the 17% who had some knowledge of Ulster Scots in 2013/14.

Gender, age, religious background, marital status, having a disability, having dependants and where adults live are all related to knowledge of Ulster Scots. The survey also indicated that seven out of every hundred adults were interested in learning or improving their Ulster Scots. Of those with no previous knowledge of Ulster Scots, 5% were interested in learning Ulster Scots.

language status Ulster Scots is defined in UK legislation as "...the variety of the Scots language traditionally found in parts of Northern Ireland and Donegal" (SI 859, 1999). The UK government in 2001 recognised and accorded its protected status under Part II of the European Charter for Regional and Minority Languages. NI Civil Service (NICS) Departmental guidance on the implementation of the Charter came into effect in 2005. The UK Government ratified the European Charter for Regional or Minority Languages in March 2001. The UK has recognised obligations to protect and promote Ulster Scots and Irish. Ulster Scots is registered under Part II of the European Charter for Regional or Minority Languages. The duty of public authorities under the Charter is to treat the Irish language and Ulster Scots each in accordance with their own situation, and therefore to devise protection and promotion measures appropriate for Irish and measures appropriate for Ulster Scots. In particular, public authorities should avoid refraining from taking action to support Irish simply because it is not possible, proportionate or necessary to implement an identical measure for Ulster Scots. These issues have been dealt with directly by the Council of Europe Committee of Experts on the Charter who have re-emphasised that Irish and Ulster Scots should each be protected and promoted in accordance with its own situation. A recent monitoring report stated:

In the [2007] evaluation report the Committee of Experts observed that inappropriate claims for parity of treatment between Irish and Ulster Scots in a number of instances led to the result that no measures were taken for either language, since it was not practically possible to apply the measures to Ulster Scots. The Committee of Experts encountered similar issues in 2010, in particular in the general support of the languages. For instance, the opinion was even presented to the Committee of Experts that before any further steps were taken to promote Irish, Ulster Scots should be brought to the same position. The Charter is based on treating each regional or minority language in accordance with its

specific situation. The situation of the two languages is quite different, and language measures specifically directed towards each language are needed... [Council of Europe (21 April 2010) Report of the Committee of Experts on the Charter (UK 3rd Monitoring Cycle) ECRML (2010)4, paras 16-17].

In July 2012 DCAL issued a document entitled 'Strategy for ULSTER SCOTS Language, Heritage and Culture for public consultation'. In its Programme for Government 2011-2015, the Executive included a Strategy for the Ulster-Scots language, heritage and culture as a key building block under Priority 4 'Building a Strong and Shared Community'. The purpose of the public consultation exercise was to publicly seek views and feedback on the content of the draft Strategy which provided aims, objectives and areas for action to proactively protect, enhance and develop the Ulster-Scots language, heritage and culture. It identified the key areas for action including Education.

**status of
language
education**

The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 set out the minimum content for each Area of Learning and Key Stage. This refers to the knowledge, understanding and skills within that Area of Learning which are required to be taught to pupils of different abilities and maturities during that stage.

Areas of learning for the primary curriculum Key Stages 1 and 2 include Language and Literacy but no mention is made of a specific language and the implication is that it is knowledge and skills in English that are being developed.

The CCEA website contains support materials to enhance the teaching of language and literacy. The material has been developed to assist Primary teachers to develop and integrate an element of language teaching into their classrooms. There are resources provided on Primary languages which encompass activities on French, German, Irish and Spanish. There is also a resource entitled Primary Irish Aspects of Shared Cultural Heritage. The main aim of this programme is to build capacity within primary schools outside of the Irish-medium sector,

so that they can teach elements of Irish and shared cultural heritage using existing staff and resources.

CCEA also provides a resource entitled Ulster-Scots for Primary Schools, the stated aim of which, is to build capacity within primary schools so that they can teach elements of Ulster Scots and shared cultural heritage using existing staff and resources. The language content is minimal.

In post-primary Key Stage 3, one of the Areas of Learning is Language and Literacy: English with Media Education or Language and Literacy: Irish (in Irish-Medium Schools) with Media Education. There is no mention of Ulster Scots within the Statutory requirements for Language and Literacy.

In Key Stage 4 Language and Literacy is one of the Areas of Learning. Teaching and assessment is focused on a range of GCSE and vocational qualifications that support this area of learning. Entry Level Qualifications also support progression from Key Stage 3. There is no mention of Ulster Scots.

No Ulster-Scots qualification is available at either GCSE or GCE level.

**education
system**

The Department of Education (DE) in Northern Ireland has overall responsibility for education and for effectively implementing educational policy. The Department of Education's main areas of responsibility are educational provision for children up to the age of four, primary, post-primary and special education and the youth service.

In Northern Ireland all children between the ages of four and 16 are entitled to a free school place. Schooling is compulsory between the ages of 5 and 16. Children normally start primary school at four years and leave at the age of 11, moving on to a post-primary school. Pupils may choose to stay on at school for one or two years beyond the statutory school-leaving age.

The school categories are grant-aided and independent. Most schools are grant-aided. These schools follow the Revised Curriculum. Independent schools are fee-paying and follow their own curriculum.

private and public There are 9 private schools in Northern Ireland which take pupils of secondary school age. Out of these 9 schools, 7 are academically selective, meaning potential pupils need to go through a single or multi-stage admissions examination

bilingual education forms There is currently no official Ulster-Scots language usage in education.

administration The Education (Northern Ireland) Act 2014 provided for the establishment of the Education Authority. The EA took over the existing duties of the five Education and Library Boards (ELBs) and manages and delivers services in accordance with the geographic areas previously defined as ELBs.

The EA's duties include:

- Ensuring sufficient primary and post-primary provision for Northern Ireland, including for children with special educational needs (SEN);
- Securing provision for youth services;
- Acting as the employing authority for all staff in controlled schools and for non-teaching staff in Catholic maintained schools; and
- Funding grant-maintained, integrated and voluntary grammar schools. The Department currently carries out this function on behalf of the EA, although the administrative arrangements of the funding authority function were to transfer to the EA on the 1st April 2017

inspection The Education and Training Inspectorate (ETI) inspects a range of providers, including pre-schools; primary and post-primary schools; the youth service; institutes of further and higher education; and educational provision within the prison service. It is part of the Department of Education.

From January 2017, changes were introduced to the ETI's inspection models and the framework for inspection and self-evaluation. The Sustaining Improvement Inspection (SII), is

used for special, primary and post-primary schools, previously evaluated as having a high level of capacity to identify and bring about improvement. The Monitoring Inspection for primary and post-primary schools enables the ETI to be more proportionate to risk and focus its available resources where they will have the most effective impact in the best interest of the learners. Full Inspections take place over four days for post-primary, youth centres, EOTAS and special schools and over two, three or four days for primary schools. The notification period for Full Inspections is two weeks and there is a pre-inspection visit to the school/organisation conducted by the reporting inspector. There is a follow-up inspection process by which ETI monitors the impact of changes during the remainder of the academic year. The Inspection and Self-Evaluation Framework (ISEF) became effective from January 2017 and is common to all phases inspected by the ETI.

**support
structure**

The Department of Education has no support role. The previous support and in-service provision from the former ELBs has been withdrawn across all subjects. Any support currently comes from CCEA and, in the case of Ulster Scots, from the Ulster- Scots Agency.

Under the Education (NI) Order [1998] CCEA's main duties and functions include the development and production of teaching support materials for use in schools; and to carry out research and development.

In relation to the development and production of support materials CCEA has developed (commissioned by the Ulster-Scots Agency) a small number of resources for primary classes with some possibility of use in Key Stage 3 (first 3 years of secondary education) which are available on the CCEA website. One hard copy of Ulster-Scots for primary schools (which was developed with input from the Ulster-Scots Community Network) was disseminated to every primary school in Northern Ireland. A launch engagement event was attended by interested representatives from ten schools. The resource includes four language activities among other work on history and culture. A further resource entitled 'Woven In Ulster: Ulster-Scots and the

Story of Linen' was developed from work in shared education among north Belfast schools. It is available on the CCEA website and there are plans to develop it further. It has minimal language content.

2 Pre-school education

target group Pre-School education is provided for children aged 3 to 5. The Pre-School Education Programme funds education for children in the year immediately before they start school. Pre-School education is available to every child but is not compulsory.

structure Funded pre-school education places are available in nursery schools, primary schools with nursery units and in voluntary and private pre-school education settings with government-funded places.

The EA/DENI administer the nursery education service but provision of the nursery facility can be made by private and voluntary sector agencies as well as the public sector. Nursery education may come in the form of classes attached to a primary school and administered by the headteacher of the school or may be provided in a separate nursery school.

Controlled nursery schools are under the management of the school's Board of Governors and the employing authority is the Education Authority (EA).

legislation Pre-School education is non-statutory. It began in Northern Ireland in 1928 from a private initiative. In the 1960s, the Pre-School playgroup movement developed as community-based, parent-led groups started to provide for their children, recognising the importance of developing children's social skills and opportunities to play. Each of these contexts operated largely without the support of a recognised, overarching curriculum structure. There was an attempt to foster good practice in the 1970s, when the Department of Education (DE) published circulars dedicated to nursery education. As nursery provision expanded during the late 1980s and 1990s, CCEA published the first version of the Pre-School Curriculum Guidance (1997) document.

The Pre-School Education Programme is delivered through DE's Curricular Guidance for Pre-School Education, which outlines a range of learning opportunities that pre-school children should have through play and other relevant experiences.

All pre-school settings, both statutory and voluntary and private settings with funded places, are expected to adhere to the 'Curricular Guidance for Pre-School Education'. This outlines the range of learning opportunities which children of this age and stage of development should have through play and other relevant experiences. It is intended to be used by staff to plan, review and develop the best practice in early learning and development across the six areas of learning and to promote good practice in a well-balanced play-based curriculum.

This curricular guidance is used by the Education and Training Inspectorate (ETI) when evaluating the quality of provision and the outcomes for learners in all pre-school settings.

Legislation pertaining to pre-school in Northern Ireland includes the Children (Northern Ireland) Order 1995, the Education (Northern Ireland) Order 1998 and the Safeguarding Board Act (NI) 2011.

language use

The curriculum for pre-school education is set out under six discrete headings (The Arts; Language Development; Early Mathematical Experiences; Personal, Social and Emotional Development; Physical Development and Movement; and The World Around Us). All opportunities to learn and use language should be appropriate for learning any language. Where a child's home language is different than that used in the pre-school setting, it is acknowledged that it is important to monitor the child's overall language development

While the Curricular Guidance for Pre-School Education specifically addresses the issue of children in Irish-medium settings where it states that staff may wish to incorporate appropriate informal language activities designed to promote a level of competence in Irish that will help prepare children for entry into an Irish-medium primary school, no such acknowledgement or advice is provided in relation to Ulster Scots as there are currently no Ulster-Scots-medium schools.

teaching materials

All pre-school education settings follow the same Curricular Guidance for Pre-School Education. Teaching material is provided by individual playgroup staff and nurseries. There are

few specific Ulster-Scots language resources, one example being the storybook *Fergie an Freens* which was originally produced by the Ulster-Scots Agency in hard copy but is now also available on the CCEA website.

statistics

There are no statistics available on the teaching of Ulster Scots in pre-schools in Northern Ireland.

3 Primary education

target group Primary education normally begins at age 5 and extends over seven years to age 11.

structure The primary phase comprises the Foundation Stage (years 1 and 2), Key Stage 1 (years 3 and 4), and Key Stage 2 (years 5, 6 and 7).

Schools are required to be in operation for 200 days per year while full-time teachers are required to be available for work on 195 days. The remaining five days on which teachers are not required to be available are called Optional Days. These Optional Closure Days may be taken as occasional closings during school terms.

Regulations relating to primary schools state that attendance shall mean an attendance on any day under instruction, other than in religious education, for a period of not less than: 3 hours in the case of a pupil enrolled in a class composed mainly of pupils who, at the beginning of the school year, had not attained the age of 8 years and 4.5 hours in the case of any other pupil. In both Key Stages 1 and 2 the curriculum is set out in six Areas of Learning. Teachers have the flexibility to select from within the learning areas those aspects they consider appropriate to the ability and interests of their pupils. The Areas are: 1) Language and Literacy, 2) Mathematics and Numeracy, 3) The Arts (including Art and Design, Drama and Music), 4) The World Around Us (Geography, History and Science and Technology), 5) Personal Development and Mutual Understanding, 6) Physical Education.

As well, there is a focus on the development of skills and capabilities for lifelong learning and for operating effectively in society. It is expected that children should progressively develop Cross-Curricular Skills (Communication, Using Mathematics, Using Information and Communications Technology) and Thinking Skills and Personal Capabilities (Thinking, Problem-Solving and Decision-Making; Self-Management; Working with Others; Managing Information; Being Creative).

legislation Primary school education, in common with other sectors of education, is governed by the Education Act (Northern Ireland) 1947, the Education and Libraries (NI) Order 1986, the Education (Northern Ireland) Orders 1987 & 1989, the Education Reform (Northern Ireland) Order 1989, the Education and Libraries (NI) Order 1993, the Education (NI) Orders 1996 / 1997/1998, the Education and Libraries (NI) Order 2003, the Special Educational Needs and Disability (NI) Order 2005, the Education (NI) Order 2006, and the Education Act (NI) 2014. Specific legislation regarding what is to be taught in primary schools is contained in the Education (Curriculum Minimum Content) Order (NI) 2007.

language use Ulster Scots is not taught as a subject nor is it used as a medium of instruction. Individual schools or teachers may undertake some work related to Ulster-Scots Language, History and Culture as a special project or shared education initiative but this would be at the school's own discretion.

teaching materials CCEA has produced some innovative resources to assist schools in delivering Ulster Scots to the extent they wish. They are entitled 'Ulster-Scots for Primary Schools – Shared Language, Culture and Heritage'. The main aim of these resources is to build capacity within primary schools so that they can teach elements of Ulster Scots and shared cultural heritage using existing staff and resources. The main focus is on history and culture with very limited language included.

Schools may decide to involve the whole school or to focus on an individual key stage and/or year group. They may choose to try some basic conversational Ulster Scots or focus on a specific Area of Learning to provide a context to learn about aspects of Ulster-Scots Language, Culture and/or Heritage, for example, the impact of people movement during the Plantation of Ulster in The World Around Us.

Fermanagh and Omagh District Council launched an Education DVD based on the Ulster-Scots traditions, language and culture

to support teachers in exploring the tradition in their classrooms. It combines history, language, dancing and arts and crafts. The DVD was produced as part of the Good Relations Programme and jointly funded by the Executive Office and Fermanagh and Omagh District Council. The DVD is available free of charge to all primary schools within this district council area.

statistics

There are no statistics available on the teaching of Ulster Scots in primary schools in Northern Ireland.

4 Secondary education

target group Secondary education is compulsory for all young people from the age of 12 till the age of 16. Many remain at school for a further two years until the age of 18.

structure The secondary phase is divided into 2 key stages: Key Stage 3 (Years 8,9,10), ages 11-14 and Key Stage 4 (Years 11 and 12), ages 15-16.

At Key Stage 3 the curriculum is delivered through Areas of Learning organised as subjects and taught by subject specialists. The Areas of Learning and contributing subjects are: Language and Literacy (English/Irish in Irish-medium schools; Media Education), Mathematics and Numeracy (Mathematics and Financial capability), Modern Languages (any official language of the European Union other than English /Irish in Irish-medium schools), the Arts (Art and Design, Music, Drama), Environment and Society (History, Geography), Science and Technology (Science, Technology and Design), Learning for Life and Work (Employability, Local and Global Citizenship, Personal Development, Home Economics) and Physical Education.

At Key Stage 4 pupils will be working towards nationally-recognised qualifications such as GCSE and Essential Skills in specific subjects. The statutory requirements are Learning for Life and Work, Physical Education (PE), Religious Education (RE) and developing skills and capabilities. The Entitlement Framework provides choice and flexibility for pupils and enables them to access a wide range of opportunities. The Entitlement Framework (EF) is the Post-14 curriculum. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential. It guarantees all pupils access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied. DE specifies the number of courses and is responsible for designating courses as general or applied, based on its published definitions contained in general and applied courses circular.

In the optional years 13 and 14 the statutory subjects and Entitlement Framework applies. Pupils are normally prepared for GCE or Essential Skills qualifications. They have the option of studying for these examinations at Further Education Colleges as well as at secondary school, but the majority elect to continue at school.

legislation

The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 sets out the subjects to be taught in each Key Stage from Foundation to Key Stage 4.

The Education (NI) Order 2006 (articles 18-22) gives Statutory effect to the EF and requires schools to offer access to at least the specified number of courses at KS4 and Post-16; of which at least one third must be general and one third applied. From September 2017 the number of courses schools would be required to offer was reduced to 21 qualifying courses at both phases.

language use

Ulster Scots is not taught as a subject nor is it used as a medium of instruction. Individual schools or teachers may undertake some work related to Ulster-Scots language, history and culture as a special project or shared education initiative but this would be at the school's own discretion.

teaching materials

There are currently no teaching materials produced specifically for the secondary education sector. CCEA believes it would be possible for some of the primary materials entitled 'Ulster-Scots for Primary Schools – Shared Language, Culture and Heritage' to be adapted for use with lower Key Stage 3 pupils.

Ulster University's Ulster Poetry Project included some Ulster-Scots poetry within its work and this was taken out to a selection of schools where the researchers worked on poetry with classes in Years 13 and 14.

statistics

There are no statistics available on the teaching of Ulster Scots in secondary schools in Northern Ireland.

5 Vocational education

target group	Vocational education begins after the school-leaving age of 16.
structure	<p>Vocational education is provided mainly by Further Education (FE) colleges, although there is also some provision in the final phase of secondary school. Further education colleges are Non-Departmental Public Bodies. Management responsibility lies with each individual college's governing body.</p> <p>The range of courses provided by colleges spans essential skills, a wide range of vocational and academic programmes at levels 2 and 3 and higher education programmes.</p> <p>FE colleges offer a range of vocational qualifications from Animal Management to Hospitality and Catering. The curriculum is designed to give 14 to 19-year-olds the technical and professional skills needed to progress onto university or into the modern jobs market. Many courses are designed in collaboration with industry. The qualifications offer a mix of theory and practice and can also include an element of work experience. They may be referred to as BTEC, OCR, City and Guilds or FDQ Qualifications.</p>
legislation	Until 2016 the Department for Employment and Learning was responsible for further and higher education policy in Northern Ireland. These are now the responsibility of the Department for the Economy. It is responsible for the policy, strategic development and financing of the statutory further education sector. The principle legislative instrument governing vocational education is the Further Education (NI) Order 1997.
language use	Ulster Scots is not taught as a subject in any vocational college. There is no official policy on the use of Ulster Scots in FE.
teaching materials	No teaching material is available.
statistics	There are no statistics available on the teaching of Ulster Scots in vocational colleges.

6 Higher Education

structure

Northern Ireland has three universities and two university colleges.

Queen's University Belfast is one of the leading universities in the UK and Ireland with a distinguished heritage and history. It was founded in 1845 as Queen's College Belfast but became an independent university in 1908. It is ranked in the top 200 universities in the world (QS World Rankings 2019) and is a member of the Russell Group of UK research-intensive universities.

Ulster University has campuses in Belfast, Coleraine, Jordans-town (Greater Belfast) and Derry/Londonderry (Magee campus). It offers an extensive range of courses at both undergraduate and postgraduate level via full-time or part-time study. With over 25,000 students, it is one of the larger universities in the UK and the largest on the island of Ireland.

The Open University (OU) is a distance learning and research university. The OU has nearly 3,600 students enrolled in Northern Ireland. It is the UK's largest academic institution.

St Mary's College is a university college in Belfast. It has about 1,100 students. It is a specialist and distinctive Catholic Higher Education Institution which specialises in the education of teachers and also offers a Liberal Arts degree programme. The college offers courses at undergraduate and postgraduate levels for teacher education, especially for a Catholic ethos, including a PGCE for Irish Medium Education.

Stranmillis University College is a university college of Queen's University Belfast. It has about 700 students. Its main purpose is to provide teacher training, however, in recent years it has expanded its undergraduate portfolio to offer a wider range of professionally-related academic programmes - the BA in Early Childhood Studies and BSc in Health, Physical Activity and Sport.

There is also the College of Agriculture, Food and Rural Enterprise – CAFRE. It has three campuses in Northern Ireland which deliver a specific range of agri-food and land based courses. It has about 1,600 students across the campuses

where it is possible to study for Foundation and/or Honours Degrees in agriculture, horticulture, food or equine studies.

legislation Since the Departments (Transfer of Functions) Order (NI) 2016, the Department for the Economy's higher education division has the responsibility to formulate policy and administer funding to support education, research and related activities in the Northern Ireland higher education sector. Unlike other parts of the UK, Northern Ireland has no higher education funding council; the Department fulfils the roles of both a government department and a funding council.

language use There are no Ulster-Scots undergraduate courses in any of the institutions.

In July 2013, Ulster University was awarded funding from the Department of Culture, Arts and Leisure (DCAL) on the advice of the Ministerial Advisory Group for an Ulster-Scots Academy (MAGUS) to create the Ulster-Scots Education project.

The project organised a number of events including: HEA Ulster Poetry Symposium, Ulster University Belfast Campus (2014), Looking Homewards: Mainstreaming Minority Languages, Literatures and Cultures conference, Ulster University Belfast Campus (2014), Looking Outwards: Ulster-Scots Literature, Language, Culture and Heritage workshop, Ulster University Belfast Campus (2015)

The project also created a digital academic library of seminal historical and literary texts to allow engagement with these texts through an online portal. Providing access to specialist materials which are currently preserved and protected in local archives, this library intends to develop understanding, further engagement and to stimulate research into Ulster-Scots studies through this specialist digital resource.

Finally, the project produced a number of teaching units mapped to Key Stage 3, GSE and GCE – 7 on poetry and 7 on historical topics. These were trialled in some schools and are available on the Ulster University website.

After the end of the project, Ulster University, as part of its Arts and Humanities Research Institute, aims to promote the

experience of the Ulster Scots as a mainstream academic concern. It has four members of staff associated with Ulster-Scots research.

teacher training Primary Teachers, who choose to train within Northern Ireland, will attend either Stranmillis University College or St Mary's College. Post-primary teachers will complete their primary degree either at a local university (Queen's University or Ulster University) or another university in England, Scotland, Wales or the Republic of Ireland or through the Open University. They would then complete a post graduate qualification at either Queen's University or Ulster University.

Stranmillis University College offers 3 undergraduate courses – BA in Early Childhood Studies, BSc in Health, Physical Education and Sport and BEd in Teacher Education. None of these makes any provision for the teaching of Ulster Scots language. St Mary's College offers courses leading to a BEd (Hons) Primary, BEd (Hons) Post-Primary and Four-year honours degree. It also offers a PGCE (Irish-medium Education) qualification. Ulster University offers an undergraduate part-time course leading to a Teaching Certificate. The course is recognised for those working in FE Colleges in NI and in training organisations. Both Ulster University and Queen's University, Belfast offer PGCE courses.

None of these courses have any Ulster-Scots content. There is no requirement for student teachers at undergraduate or post-graduate level to engage with Ulster Scots.

pre-school training

Stranmillis University College offers a BA qualification in Early Childhood Studies. The course involves the in-depth study of theoretical perspectives on the young child and is designed to give students an understanding of how young children think, learn and develop. The course identifies and promotes best practice in caring for and educating young children. A substantial part of the course is workplace experience where students have the opportunity of working in a variety of settings and with children of varying ages between 0 and 8 years

primary training

Stranmillis University College offers undergraduate courses - BSc in Health, Physical Education and Sport and BEd in Teacher Education.

St Mary's College offers courses leading to a BEd (Hons) Primary and Four-year honours degree.

None of these courses have any Ulster Scots content.

secondary training

Stranmillis University College offers 2 undergraduate courses BSc in Health, Physical Education and Sport and BEd in Teacher Education. St Mary's College offers courses leading to a BEd (Hons) Post-Primary and Four-year honours degree. It also offers a PGCE (Irish-medium Education) qualification.

Ulster University offers an undergraduate part-time course leading to a Teaching Certificate. The course is recognised for those working in FE Colleges in NI and in training organisations. None of these courses have any Ulster Scots content.

There is no requirement for student teachers at undergraduate or post-graduate level to engage with Ulster Scots although individual students may wish to incorporate Ulster Scots work into their dissertations or teaching placements.

in-service training

All teachers in N. Ireland must be registered with the Education Authority. Newly-qualified teachers go through an Induction and Early- Professional Development Programme which normally lasts 3 years. The GTCNI document 'Teaching: the Reflective Profession' refers to the need, under the heading 'Professional Knowledge and Understanding', in Irish medium and other bilingual contexts, for teachers to have sufficient linguistic and pedagogical knowledge to teach the curriculum. It also, in the same section, states the need for teachers to know and take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these. There is no specific mention of the Ulster Scots tradition/culture.

There is no in-service training available relating to the Ulster

Scots language. CCEA has produced teaching materials entitled 'Ulster-Scots for Primary Schools – Shared Language, Culture and Heritage' and launched them at a meeting for primary school teachers which was attended by representatives from a limited number of interested primary schools.

statistics

There are no statistics available for the teaching of Ulster Scots in higher education

7 Adult education

structure and language courses Education for adults in Northern Ireland is provided by Higher and Further Education institutions through Departments of Adult or Continuing Education and by a range of public and private agencies. The emphasis on lifelong learning and the trend towards early retirement from work has led to increased provision of daytime classes in universities and colleges as well as evening classes. An Ulster-Scots language course was run by South Eastern Regional College some years ago but ended when the lecturer was no longer available.

language use The Ulster-Scots Agency has provided some language tuition in the past, including implementing an initiative to train native speakers to teach the basic language in their local community but its main focus currently is on the culture and history aspects of its remit.

Queen's University offers a Level 1 evening class in Ulster Scots in its Language Centre. As yet, there has been no uptake. Some ad hoc classes run from time to time at venues such as the Linenhall Library (facilitated by a private individual) and in local community halls (facilitated by a member of staff of the Ulster-Scots Community Network) or as one-off talks to community groups. There is no organised programme of language learning available for adults.

statistics There are no statistics available for the teaching of Ulster Scots in adult education.

8 Educational research

Post-graduate research into aspects of Ulster-Scots history, literature and culture takes place at various institutes around the world although there is no systematic research into the language. The main body which has been a focus for research in Northern Ireland is Ulster University where there is an Ulster-Scots focus in the Art and Humanities Research Institute.

There are also individual researchers who have focused on Ulster Scots, for example research into Ulster-Scots poetry as part of PhD work at the University of Glasgow and Bernhard Berner, Institut für Sprachwissenschaft Universität Wien's paper A short Introduction to Ulster-Scots language and literature (2014).

9 Prospects

As there is currently no compulsory element of Ulster Scots within education, it is left to individual teachers with a personal interest to promote it. Any progress being made is slight and ad hoc. Additionally, the continued intertwining of language issues and politics combined with the ongoing political inertia in Northern Ireland, means that, while there are sincere and committed language advocates, there are also others who, for political reasons, would oppose it. Combined with this is the lack of teaching capacity. There are few individuals with the knowledge and skills base to teach the language and this is an issue recognised by the Ulster-Scots Agency which they hope to address by the appointment of a new Director of Education. The Executive's Programme for Government 2011-2015 included a Strategy for the Ulster-Scots language, heritage and culture as a key building block under Priority 4 'Building a Strong and Shared Community'. It identified the key areas for action including Education. However, the current state of stasis within the local assembly has been reflected in lack of any progress on Ulster Scots in education.

material

The provision of material(s) remains a cause for concern as developing new materials is expensive and publishers are reluctant to publish for such a small market. CCEA does not identify a demand from schools to enable it to fund development of materials and those that have been developed thus far have been funded by the Ulster-Scots Agency. The use of web-based materials has made it more cost-effective as schools can download what they wish to use.

legislation

The Department of Culture, Arts and Leisure published its Strategy to Enhance and Develop the Ulster-Scots Language, Heritage and Culture for 2015 – 2035. It should be viewed in the context of the commitments given following the 2006 Agreement at St Andrews resulting in amendments to the NI Act 1998 to place a duty on the Executive to adopt a Strategy setting out how it proposes to enhance and develop

the Ulster-Scots language, heritage and culture. The Strategy also directly addressed the requirements of the Executive's Programme for Government 2011-2015, which contained the development of a Strategy for Ulster Scots as a key building block under Priority 4 of the Programme 'Building a Strong and Shared Community'.

The strategy set out the aim of promoting increased awareness about Ulster Scots and highlighting the positive and significant role of Ulster Scots in Northern Ireland. The strategy was to have a focus on a range of areas with education the first identified.

In its Programme for Government 2011-2015, published on 12 March 2012, the Northern Ireland Executive included a Strategy for the Ulster-Scots language, heritage and culture as a key building block under Priority 4 'Building a Strong and Shared Community'. It recognised the importance of local people setting priorities for the future and seizing the opportunity offered by devolution to deliver a shared and better future for all.

The strategy identified that engagement with the education sector on how Ulster Scots might best be reflected in the curriculum has often faltered due to issues such as lack of agreement on language standardisation. Schools need to know and be reassured that there is agreement on a standard form of Ulster-Scots language to be taught so that teachers, pupils and parents can have confidence in the validity of what is being taught. In this regard if Ulster Scots is to be taught as a language in schools and young people to be entered for examinations, the agreement on a standard form of the language will be very important.

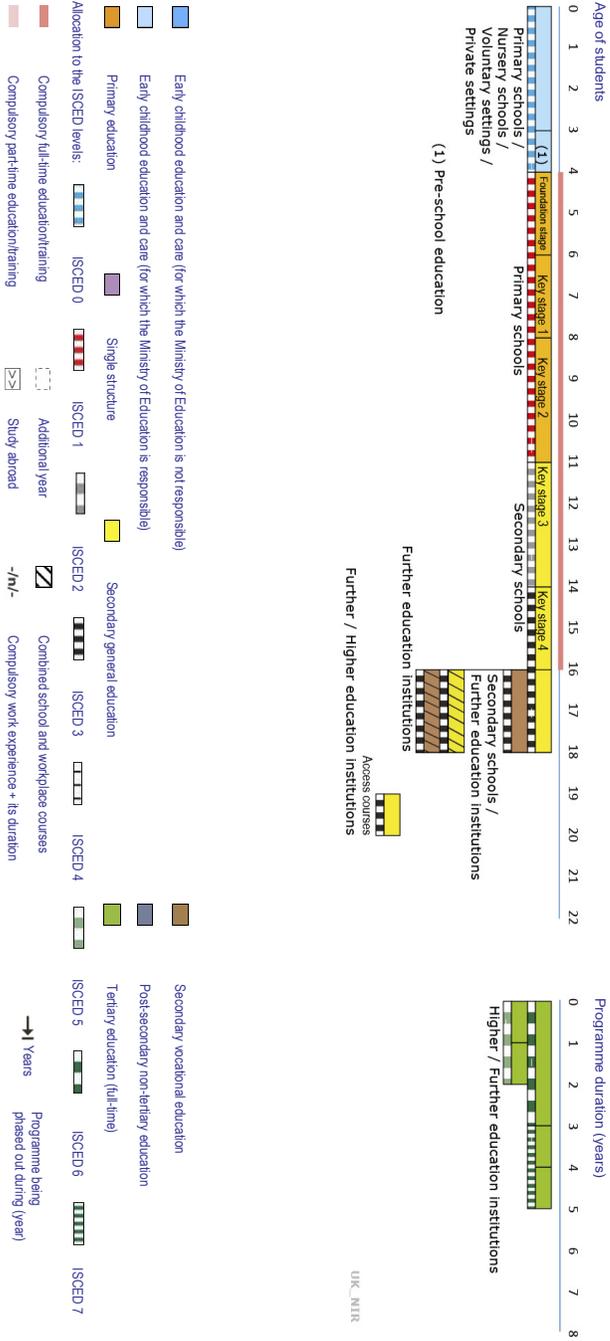
The devolved Northern Ireland Assembly has been suspended since early 2017 and all language matters have been frozen as the issue of an Irish Language Act is one of the main areas of disagreement between the two parties which made up the executive.

public support There is still a major obstacle to further advances in education. This is the public perception of Ulster Scots. A large majority of the people in Northern Ireland, including some who could be

regarded as Ulster-Scots speakers themselves, see it as an inferior vernacular version of English or “just the way we tak”. Others would dismiss it as a country accent and would ridicule it, not recognising it as a language at all. Greater inclusion in the media through programmes funded by the Ulster-Scots Broadcast Fund has arguably made it more credible. The standard of programming is good but there is still a main focus on history and culture, especially music with a light touch of language in order to make the programmes accessible to the general public and this has had the adverse effect of suggesting everyone can understand it and it is not really a separate language. Its acceptance and inclusion in formal situations would enhance its status but when meetings of the Board of the Ulster-Scots Agency or other Ulster-Scots language bodies do not take place in the language it is hard to see how this progress can be made. The further introduction and development of Ulster Scots in education and the development of a GCSE qualification in Ulster-Scots studies, including a language element, would certainly help to upgrade the inferior status of Ulster Scots.

The executive’s Strategy to Enhance and Develop the Ulster-Scots Language, Heritage and Culture for 2015 – 2035 recognised the importance of there being sufficient parental demand for the Ulster-Scots language, heritage and culture to be included as part of the curriculum and in particular the position of CCEA, which is that the development of GCE/GCSE or A level qualifications can only be undertaken when there is sufficient demand, agreement on language standardisation and agreement on the content of the qualification. Both of these limiting factors still pertain.

Education system of Northern Ireland



Source: Eurydice (2018 / 2019)

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Addresses

CCEA

29 Clarendon Road
Clarendon Dock
Belfast BT1 3BG
W <http://ccea.org.uk/>

CSSC Controlled Schools' Support Council

W <http://www.csscni.org.uk/>

Department for the Economy

Netherleigh
Massey Avenue
Belfast
BT4 2JP
W <https://www.economy-ni.gov.uk/>

Department of Education (DE)

Rathgael House
Balloo Road
Rathgill
Bangor
BT19 7PR
W <https://www.education-ni.gov.uk/>

Department for Employment and Learning

Adelaide House
39-49 Adelaide Street
Belfast
BT2 8FD
W [https://www.gov.uk/government/organisations/
department-for-employment-and-learning](https://www.gov.uk/government/organisations/department-for-employment-and-learning)

Education Authority

40 Academy Street
Belfast
BT1 2NQ
W <https://www.eani.org.uk/>

Ullans Speakers Association

65 Main Street
Ballymoney
BT53 6AN
W [https://www.communityni.org/organisation/
ullans-speakers-association](https://www.communityni.org/organisation/ullans-speakers-association)

The Ulster-Scots Agency

The Corn Exchange
31 Gordon Street, Belfast
BT1 2LG
W <https://ulsterscotsagency.com/>

Ulster-Scots Broadcast Fund

NI Screen
3rd Floor Alfred House
21 Alfred Street
Belfast BT2 8ED
W <https://www.northernirelandscreen.co.uk/ulster-scots-broadcast-fund/>

Ulster-Scots Community Network

The Corn Exchange
31 Gordon Street, Belfast
BT1 2LG
W <http://ulster-scots.com/>

Ulster-Scots Language Society

W <http://www.ulsterscotslanguage.com/en/contact-us/>

Ulster University

Arts and Humanities Research Institute
Cromore Road
County Londonderry
BT52 1SA
W <https://www.ulster.ac.uk/faculties/arts-humanities-and-social-sciences/research>



Other websites on minority languages

Mercator www.mercator-research.eu

Research Centre Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.

Mercator www.mercator-network.eu

Network General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.

European <http://ec.europa.eu/languages>

Commission The website of the European Commission gives information about the EU's support for language diversity.

44

Council of <http://conventions.coe.int>

Europe *European Charter for Regional or Minority Languages (1992) and Framework Convention for the Protection of National Minorities (1995). European Treaty Series 148 and 157, Strasbourg.*

Eurydice <http://eacea.ec.europa.eu/education/eurydice>

Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

In this database you will find research papers produced by the European Parliament's research service. A study for the CULT Committee, conducted by Mercator, is published in 2017: *Minority Languages and Education: Best Practices and Pitfalls*.

NPLD

<http://www.npld.eu/>

The Network to Promote Linguistic Diversity (NPLD) is a European wide network working in the field of language policy & planning for Constitutional, Regional and Small-State Languages (CRSS) across Europe.

FUEN

<https://www.fuen.org/>

The Federal Union of European Nationalities is the umbrella organisation of the autochthonous, national minorities/ethnic groups in Europe and represents the interests of European minorities on regional, national and European level.

ELEN

<https://elen.ngo/>

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal to promote and protect European lesser-used languages, (RMLs), to work towards linguistic equality for these languages, and multilingualism, under the broader framework of human rights, and to be a voice for the speakers of these languages at all levels.

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The Mercator Research Centre is the leading partner of the European Mercator network, initiated by the European Commission in 1987. The Mercator network partners are: Mercator Media, hosted at the University of Wales in Aberystwyth, Mercator Legislation, hosted at the Ciemen Foundation, the University of Barcelona in Barcelona, the Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Mercator also works and co-operates closely with a large number of research organisations and universities. This cooperation includes partners in the province Fryslân and other parts of the Netherlands, as well as partners across Europe and beyond. The main funding body of the Mercator Research Centre is the provincial government of Fryslân. The EU and regional authorities in Europe also regularly fund projects and activities.

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The research activities of the Mercator Research Centre focus on various aspects of bilingual and trilingual education such as language proficiency in different languages, interaction in the multilingual classroom, and teachers' qualifications for working in a multilingual classroom. Latest developments look at how educational models for minority languages can also cater for

immigrant pupils. Whenever possible, research is carried out in a comparative perspective. Results are disseminated through publications, conferences and publications in collaboration with Mercator's partners.

conferences

The Mercator Research Centre organises conferences and seminars on a regular basis. The main target groups are professionals, researchers and policymakers from all member states of the Council of Europe and beyond. Themes for the conferences are: assessment & best practice, educational models, development of minimum standards, teacher training and the application of the Common European Framework of Reference.

q&a

If you have any questions, please contact us at:
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