



苏格兰中国教育网络

Promoting learning Chinese and about China in Scotland
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**REVIEW OF SCEN:
TEN YEARS ON AND THE
FUTURE**

**苏格兰中国教育网络
十年回顾和未来展望**

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The purpose of the Scotland China Education Network is the advancement of education through the promotion of the teaching and learning of Chinese and about China in Scotland.

Trustees of SCEN

Dr Judith McClure CBE, Chair

Simon Macaulay, Deputy Chair

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**The Rt Hon The Lord Wilson of Tillyorn KT KCMG FRSE
President of SCEN**

In his address to the 2017 SCEN China Youth Summit, Lord Wilson highlighted the advance in Scotland towards raising awareness of Chinese culture and language. He reminded the audience that *achieving the goal becomes more challenging with every step of the way.*

**Mr Pan Xinchun
China's Consul General in Edinburgh**

I am impressed by the enthusiasm of pupils and schools when I attend SCEN events. SCEN has been influential in encouraging student exchanges between the two countries – it is our young people who can build bridges between our two cultures.

1 Introduction

1 The year 2016 was an important landmark in the life of SCEN for two main reasons:

- It marked the 10th Anniversary of the Network; and
- The first year of its incorporation as a Scottish Charitable Incorporated Organisation (number SC046171).

The four Trustees decided it was an opportune moment to initiate an external review with the principal aim of providing up-to-date evidence as they continue to examine the evolving structure of SCEN and future options, including succession planning. I was approached by the Trustees and, following discussion with the Chairman, Dr Judith McClure, I agreed to accept their invitation. In accepting, I was well aware of the demanding challenge that lay ahead, but given my long standing and continuing commitment to Scottish and Chinese education (especially in Hong Kong) there was only one choice open to me. My methodology and plan met with the approval of the Trustees who added: (a) the review should conclude with a series of recommendations for their consideration; and, (b) the independence of SCEN should be maintained as a core principle.

2 SCEN: Purpose and Mission

2 SCEN is a voluntary learning and support network with charitable status. Its declared purpose is the advancement of education through the promotion of the teaching and learning of Chinese and about China in Scotland. Since it was founded in 2006, under the leadership of Dr McClure, it has sought to bring together individuals, national agencies and associations in education and business, keen to promote teaching and learning Chinese language and culture in Scottish schools. It moved quickly in the early years to promote a greater understanding of Scottish culture and education in Chinese schools to complement the initiative to promote Chinese in Scotland.

3 George Roberts, currently Head Teacher of Danestone Primary School and soon to become Head of Mile End Primary, told me: *'SCEN is unique in the way it works with young people and schools; there is no hierarchy, the focus is on China'*. Simon Macaulay, Deputy Chairman of SCEN believes: *'there is no other body in the UK promoting Chinese language and culture that brings together partners across all divides; everyone is treated equally and pupils are given their voice'*. Fiona Pate

HMI, who has undertaken several reviews of SCEN-related developments, feels that: *'SCEN's mission is quite a daunting one and yet so much has been achieved by what is a charitable, voluntary organisation'*.

3 Growth and Development

4 Dr McClure's interest and attachment to *learning Chinese* stretches back some thirty years or more. As early as 1995, as Headmistress of St George's School for Girls, she introduced teaching and learning of Chinese and about China which is documented in her paper: *The introduction of Chinese Language teaching at St George's School, Edinburgh, 1995-2008*. The setting up of a Chinese Language Centre in 2004 was something of a landmark. Dr McClure was much engaged in the national education debate at the turn of the millennium, including membership of the Scottish Executive's Group that discussed the strategy for stronger involvement with China.

5 Interest in China was proceeding apace and Dr McClure invited people with particular and relevant interests in China and Chinese language to what was called a *Scoping and Planning Meeting* on 31 January 2006, which marked the founding of SCEN. The event was publicised in a style that was to become a hallmark of the SCEN way of doing things: *straightforward approach characterised by clarity of thought and a warm, inviting tone*. The opening sentences of Dr McClure's letter remain true to the aspirations of SCEN in 2017: *'Many of us in Scotland are committed to China and its importance in the twenty first century and in the education of our children and young people. We need to work together and to learn from each other'*. The participants agreed to move ahead with a very practical programme, which contributed greatly to creating awareness of SCEN and its objectives. The following three events took place during the period March to September 2006:

- A conference to bring together staff and pupils of Scottish schools with Chinese links
- Follow-up conference on a larger scale (see paragraph 8 below), including representatives from China, to bring together major participants to discuss the development of the educational network and the introduction of Chinese in Scottish schools.
- The visit to Edinburgh of pupils and staff of Yunnan University Middle School, Chongqing Bashu Middle School, and Tsung Tsin Christian Academy Hong Kong, which boosted awareness of Scotland China links

6 The SCEN initiative arrived at a time of recognition in Scotland, as in the UK generally, that Chinese should be taught in schools. Dr McClure's paper to the *Royal Society of Edinburgh Forum* in January 2006 made a strong case for what

she described as *The Chinese Initiative*. The paper argued that Chinese is the language spoken by far the most people in the world, and as China's economic, political and cultural influence develops in the 21st century it becomes increasingly important that we increase our understanding of Chinese culture and our Chinese language capability. It was a time of much support generally for the *Chinese Initiative*, from the work of the Scottish Qualifications Authority (SQA) and that of Higher Education Institutions (HEIs) in China to the push of the Scottish Executive to secure inward investment and the British Council to facilitate links between institutions. The then First Minister, the Rt Hon Alex Salmond MP MSP, made his own commitment clear at that time.

7 SCEN's establishment was welcomed by the Scottish Government in *Scotland's Strategy for Stronger Engagement with China*, and it was represented on the Scottish Government's China Forward Planning Group. SCEN networking moved ahead in 2006 with publicity surrounding its aims and mission finding space in, for example, *The Times Educational Supplement Scotland*, *The Edinburgh Evening News*, *The Scotsman*, *The Herald*, *Teaching Scotland (GTC)*, and *The Royal Society of Edinburgh's Languages in Scotland Conference*. The voluntary organisation set about holding regular meetings to share information and support practitioners (which was to become an enduring feature of SCEN's work), and participated in HMIe *Good Practice in Modern Languages Conference* at the University of Stirling, and SQA's *Chinese Language Qualification Scoping Project*.

8 The breakthrough, in a sense the *coming of age* of SCEN, was the SCEN Pupil Conference in June 2006 referred to in paragraph (5) above. This inspired initiative, supported by the Scottish Government and the Royal Bank of Scotland, was attended by schools from all over Scotland and pupils from five Hong Kong schools, to share Chinese activities and to forge relationships. I was present and witnessed great excitement among pupils and teachers as they became aware of the fascinating activities emerging around the country, and the realisation, to quote one school: '*we are not alone in engaging with China and its culture*'. The enthusiasm of the presenters, especially of the very young primary school pupils, inspired by teachers and local authority advisers with a commitment to Chinese learning and culture, appeared to have a post-conference impact up and down the country. As mentioned in paragraph (5) above, SCEN followed up the success of its Pupil Conference by hosting a Summer Programme at which thirty pupils from three Chinese schools joined with Scottish pupils in cultural and sporting activities and created new links. In the words of a SCEN Trustee: '*the two pivotal events sent a clear message – SCEN and networking are here to stay*'.

9 During that eventful year SCEN convened network meetings, informal pupil gatherings, and workshops, plus communication via a plentiful supply of emails. Reports of the meetings refer to the enthusiasm of the participants and the sense of equality and frankness that characterised the discussions, with pupils and school leaders often contributing from their different perspectives. Networking received another boost when the Convener produced a document stimulating debate among national agencies: *Chinese in the Scottish Curriculum 2006-2010*. The Convener, and close associates, accepted many invitations to

share SCEN views on emerging issues around Chinese culture and learning and teaching of languages generally. Another important development in early 2007 witnessed SCEN taking a leading role in the first Hong Kong-Scotland Education Conference, held in Hong Kong, which focused on comparing and contrasting approaches to school evaluation, and sustaining school improvement. The Conference, sponsored by the Hong Kong Education Bureau and the Hong Kong School Evaluation Network (HKSSSEN), paved the way for enduring relations between Hong Kong and Scotland

4 The Coming of the Confucius Institute for Scotland (University of Edinburgh) and The Confucius Institute for Scotland's Schools (University of Strathclyde)

10 The Confucius Institute for Scotland at the University of Edinburgh opened in 2007 as a national centre to promote educational, economic and cultural ties between Scotland and China. Its establishment was a major boost to creating greater understanding of the global impact of China, while the offering of an extensive programme of Chinese language training was significant in raising awareness of Chinese culture. There are now five Confucius Institutes spread across Scotland. The ever-present SCEN networking is illustrated in the following quote from the Institute's web site which says: *'In co-operation with the Scotland China Education Network, the Institute has worked with Moray House College of Education to develop a teaching qualification to enable Chinese language qualifications to be offered in Scottish schools.'* Dr McClure was invited to be a member of the Advisory Board and appointed Ambassador for teaching of Chinese in Scottish schools. She has also gone on to convene meetings that bring together the five Institutes to discuss common issues and concerns.

11 Another important development was the establishment of The Confucius Institute for Scotland's School (CISS) founded in 2012. The 2008 Memorandum of Understanding between the Ministry of Education of the People's Republic of China and the Scottish Government on the promotion of *Strategic Collaboration* in education led to a surge in developments to foster links between the two countries. A network of Confucius Classroom Hubs, partnered by specially selected Chinese partner schools, provided a major stimulus to support for learning and teaching of Chinese through, for example, hosting Chinese cultural events, provision of teaching resources, and ways of learning together via the Classroom Hubs. The Hubs radiate across a local authority, serving the local community and the concept promotes joint planning of cultural activities as well as sharing resources and ideas. The growth led to the creation of CISS based in the University of Strathclyde. Currently there are around forty-three Hubs spread more or less evenly across Secondary and Primary schools. The work of SCEN was acknowledged in the Memorandum. The CISS Director, Fhiona Mackay, is complimentary about the impact of SCEN, pointing out: *'SCEN has the ability to get disparate people across a table; people make a big effort to come to SCEN meetings'*. In gathering evidence for this review, it was revealing to hear from

school leaders that attendance at SCEN meetings had been a key factor in stimulating their interest in China and an encouragement, for example, to aspire to Hub status.

5 Next Steps: Events leading to SCEN as a Voluntary Association with its own Governing Document and Governing Body

12 Many new initiatives relating to Scotland and China gave further opportunities to SCEN to grow and prosper. Kirkcaldy High School hosted in January 2007 an enthusiastic SCEN gathering. SCEN formed associations with *the Scottish Churches China Group* and teaching and learning resources on *Children in China (P5 to S2)*. Schools associated with SCEN initiatives participated in the HSBC Gap Year Scholars' Programme and HSBC Chinese Speaking Competition and Annual China Conference in 2007. Jack Simpson, formerly Head Teacher of Leith Academy (and now on secondment to Edinburgh City Council), told me he was ever grateful to SCEN for its encouragement as well as finding some funding to support his pupils taking part in the HSBC finals in London. He said SCEN support contributed to the school's aspiration to be a Hub - it eventually became the first Hub school in Edinburgh under the Confucius Classroom initiative. The British Council's sterling work encouraged and supported, for example, cultural visits to Beijing, Chinese language immersion courses, and facilitation of Chinese language assistants. The schools which were becoming associated with SCEN supported Moray House School of Education as it prepared six teachers of Chinese in the new scheme funded by the Scottish Government 2007-2008. The SCEN emphasis on pupil participation continued with the Pupil Conference in March 2007, and coincided with the Cinema China 07, the UK Festival of Chinese Cinema organised by the University of Edinburgh and the Beijing Film Academy. The Pupil Conference was complemented by the SCEN *Good Practice Conference* in May 2007, bringing together practitioners to share ideas on learning and teaching and Chinese culture.

13 It is clear that during this period, SCEN was becoming known for its ability to bring people, especially young people, together in informal and diverse ways to further networking among organisations with an interest in Chinese language and culture. SCEN's networking was reaching far and wide, and in the words of Colin Mitchell, Deputy Head of Lasswade High School and a Founder SCEN Ambassador: *'SCEN networking has all the attributes of a catalyst - its enthusiasm and energy encouraging positive reactions and bringing about change in attitude towards Chinese language and culture and the growing economic importance of China worldwide'*.

14 Two happenings in September and October of 2007 moved SCEN networking, and influence, to a new phase. The first in September marked *the establishment of SCEN as a voluntary association with its own Governing Document and Governing Body*. The presence of The Rt Hon The Lord Wilson of

Tillyorn (former Governor of Hong Kong), who commands great respect in all matters Chinese, as Honorary President, was a huge boost for the new body. SCEN continues to benefit from Lord Wilson's advice and is most appreciative of the time he devotes to supporting SCEN's mission. Dr McClure was appointed Convener/Chief Executive and Mr Jeremy Chittleburgh CA of Chiene+Tait LLP, Treasurer, with responsibility for financial management. The members of the Governing Body reflected the interests of major educational bodies in Scotland. In addition, SCEN's policy of reaching out beyond education extended membership to the Business sector, the Chinese Consulate General in Edinburgh, Chinese Community Groups and pupil/student representatives. The move to a more structured organisation led the Governing Body to agree a three-year plan to include financial management. The coming of a Governing Body composed of influential participants in Scottish life and work, and enriched by the presence of enthusiastic pupil and student members, strengthened SCEN's ability to link with an ever-increasing range of local and international partners.

15 The second was the SCEN Scotland China Leadership Conference held at the Edinburgh International Conference Centre in October 2007, on the theme of *Bridging Language and Culture*. This landmark event was supported by a Trust with matching funds from the Scottish Government and Hanban (the Office of Chinese Language Council International). The Conference was opened by the Rt Hon Alex Salmond MP MSP, First Minister of Scotland, and Madam Xu Lin, Director of Hanban, and a Letter of Co-operation and Intent was signed by Hanban and Learning and Teaching Scotland. Close on four hundred people took part in a gathering that was enriched by the presentations from Scottish schools and organisations along with contributions from the Chinese community and Chinese schools (including Hong Kong). The establishment of SCEN as a Voluntary Association with its own Governing Body, together with the success of the 2007 *Bridging Language and Culture*, were major landmarks. The two landmarks boosted networking and paved the way for SCEN to become a Charitable Organisation in December 2015.

6 Networking continues apace as SCEN becomes a Charitable Organisation

16 In 2016/17, SCEN works with a network of schools, colleges, universities, national and international agencies, commercial organisations and associations which are keen to provide opportunities for children, students and young professionals to learn Chinese and about China. It has over 560 partners. My research shows that SCEN is pro-active in the way it supports its partners in their efforts to develop the teaching and learning of Chinese and to encourage connections with Chinese education. SCEN's open-minded approach has led it to take its mission to organisations beyond education, for example, through responding to the issues raised by all sectors at the *Cross-Party Group on China* (CPG) at the Scottish Parliament (Dr McClure served as Secretary) and in the *China Scotland Business Forum* and the *48 Group Club* (the *Icebreakers*). It has

supported the influential *Beyond the Panda* educational initiative of the Royal Zoological Society of Scotland (RZSS), led by an energetic enthusiast, Sandie Robb, which has reached out to school visitors from China as well as covering Scotland.

7 The First Annual Report reaffirms SCEN Purpose and Mission

17 The Chairman presented in September 2016 a *Strategy Document* for 2016-2017 (which was updated in February 2017 with a focus on succession planning and the future), which also included a review of key risks and opportunities. This was followed by the Trustees first *Annual Report* for the period ended 31 December 2016. Over the past ten years, the purpose and mission have embraced an ever-growing range and diversity of projects and assignment but the founders' *singleness of purpose* has held firm: *to support international education by raising understanding of Chinese language and culture in Scottish schools and promoting the understanding of Scottish culture and education in Chinese schools*. In particular, the *Annual Report* underlines SCEN aims, which are to:

- Promote educational links between Scotland and China by bringing together those involved in SCEN events and projects to support each other and to share good practice, in partnership with local, national and international bodies
- Support the work of the Scottish Government International Division and Learning Directorate, the CPG at the Scottish Parliament, and all national and local educational bodies and schools in their plans to develop the learning of Chinese language and culture in Scotland.

18 The Trustees go on to emphasise the importance of SCEN policy in:

- Supporting Local Authorities, schools and national agencies in Scotland in line with SCEN objectives;
- Working with HEIs to support, for example, their learning work in Chinese and research into teaching and learning of Chinese;
- Responding to the issues raised by all sectors at CPG on China, including the wide range of commercial interests represented by, for example, the China Scotland Business Forum;
- Working with the Scottish Government in helping to meet the targets of Scotland's China Strategy and its Languages Plan;
- Supporting the relationship between Hanban and the Confucius Institutes and Confucius Classroom Hubs in Scotland; and
- Linking with First Secretary for Scottish Affairs and the UK Embassy in Beijing, the Embassy for the PR of China in London and the Consulate

General in Edinburgh to support Scotland's links with China and its participation in UK connections.

19 The *Annual Report*, complemented by the *Strategy Document* of September 2016, sets out its achievements and performance for the year, lists SCEN projects and details of its various networking activities. Reports on financial review and risk management are followed by plans for the future and a summary of SCEN structure, governance and management. The *Annual Report* and the *Strategy Document* brought together and evaluated, in a rational way, SCEN's many activities and projects. As mentioned in (17) above, the *Strategy Document* was amended in February 2017 with a focus on *Succession Planning and the Future*.

8 Evaluation: How good is SCEN?

20 In this part of my report I consider '*how good is SCEN?*'. I go on to ask two questions and evaluate the evidence:

- How is SCEN doing, what is it aiming to do?
- How do we know how (well) it is doing in meeting its aims?

21 From the beginning, SCEN has set out its aims and mission clearly and ten years on it has remained true to what I have called in (17) above, a *singleness of purpose* which is *the advancement of education through the promotion of the teaching and learning of Chinese and about China in Scotland and encouragement of connections with Chinese education and culture*.

22 All the evidence from my review leads to an evaluation which concludes that the Charitable Organisation's aims and mission are well understood and being implemented successfully. The self-evaluation process was set in motion when SCEN became a *Voluntary Organisation* in 2007 with its own Governing Document and Governing Body. The organisation demonstrated a readiness to share its plans and monitor progress, reaching out to its many partners. The move to become a Charitable Body in 2015 took SCEN self-evaluation to a higher level with the publication of the *first Annual Report*, complemented by its *Strategy and Succession Planning* documents. The report and documents are exemplary in setting out its objectives, reviewing its achievements and performance, listing and reviewing its projects, reporting on its financial position, and surveying major risks to which the charity is exposed. Praise is due to the excellent financial management provided by Board Treasurer, Jeremy Chittleburgh CA, and the firm of which he is Senior Partner, Chiene+Tait LLP, one of the country's leading

independent accountancy firms. The report ends strongly with a section on plans for the future and details of the structure, government and management of SCEN. It was well received by the Advisory Council and partners.

8 How do we know how well SCEN is doing?

a) Leadership and Management

23 I conducted interviews with 16 people from a cross-section of SCEN partners, facilitated seven group meetings which attracted approximately 46 participants, attended two meetings of the Advisory Council, and participated in the 2016 and 2017 SCEN Youth Summits. I met with the Trustees twice on a one-to-one basis plus two further meetings with the Chairman. I enjoyed access to the superbly organised SCEN files and papers dating back to 2006. I sent a questionnaire to approximately 195 SCEN 'correspondents' and received 24 returns (however, while this return is disappointing, it should be noted that many of the returns were on behalf of SCEN partner organisations).

24 The exemplary documentation referred to in (23) above is a testimony to the excellent leadership of the Chairman and the teamwork of the experienced Board of Trustees. The Board enjoys strong support from the influential Advisory Council that represents SCEN partners. The evidence - from the questionnaire returns, my interviews, and informal discussions - shows overwhelming approval of SCEN leadership and networking. Almost 100% of the respondents to the questionnaire *strongly agree* that SCEN has been well led over the past ten years. My research shows that when people think of SCEN they tend to think of Dr McClure who has been the guiding light since its inception. Angus Tulloch, leading Scottish Fund Manager, told me: *'Judith is the best networker I have ever come across in my business and professional life'*. Frances Christensen, General Manager of the Confucius Institute for Scotland, puts it this way: *'When it comes to China and networking, Judith can corral a wide range of people to get behind an idea where (initially) there was little interest'*. SCEN President, Lord Wilson, who has been hugely influential in raising the profile of Chinese language and culture in Scotland, believes that Judith's ability to inspire and her forward thinking have been crucial to the success of SCEN. Judith McKerrecher, Professional Development Officer, CISS, told me: *'Dr McClure never says no, she always responds and quickly too'*. Olivia Contini, SCEN International Ambassador to Nanning, shared her view with me: *'Judith has made SCEN all-inclusive, young people feel a real part of the various committees; our views are given the same weight as other members'*. Fhiona Mackay, Director of CISS,

said: *'Judith's ability to collaborate and listen willingly has contributed greatly to SCEN successes'*. The Chairman's Trustee colleagues say it is her passion about all things SCEN that makes her such a successful, charismatic team leader.

It has been shown that SCEN's success is difficult to separate from Dr McClure. I was told that SCEN and Judith are: *'like a horse and carriage - inseparable, which poses a big challenge for the future'*. Another interviewee commented: *'I want to see SCEN continuing to thrive with indomitable Judith at the helm. But planning for appropriate succession, as highlighted in the Annual Report, is not going to be easy'*. A view from one of the questionnaire returns argued that: *'SCEN needs to have a paid member of staff who can undertake the ongoing planning and administrative duties, and give Judith the space to use her wonderful skills at promoting Chinese language and culture'*. Margaret Lannon, Scottish Council for Independent Schools, likes the way in which Dr McClure has gradually empowered others to take a lead in some projects and networks, arguing that this is perhaps the way forward in the future. She also feels that the Advisory Council and the Youth Committee might be ready to assume some of the ongoing activities. The Board has identified succession planning as an issue and priority, which I will come back to in the recommendations' chapter.

25 Another key indicator of success is the way in which the Trustees have managed SCEN to achieve the best possible results from a tight financial budget. The income comes from two main benefactors who share SCEN's desire to encourage Chinese language and culture, and who trust the Chairman and Trustees to fulfil its mission. Moreover, the *Annual Report and Financial Statement* is in the public domain and signed off by independent accountants. The *Annual Report* shows that almost all of the finance goes towards supporting networking, especially the major events like the annual Youth Summit. None of the Trustees receive any remuneration. Chiene+Tait provide financial services at a discounted rate. Small payments are paid to the excellent Website Manager and one or two post-graduate students who, from time to time, undertake a specific, *ad hoc* task. In one of the questionnaire returns, the correspondent summed up the position: *'SCEN financial independence is a huge strength. It is not hierarchical, not tied in directly with Government, public bodies or Hanban, and not afraid of taking risks and being innovative'*. Many of the people touched by my research were surprised, sometimes astonished, to discover that SCEN's multifarious activities draw on a relatively small budget and without salaried staff. In another indicator of the regard in which SCEN is held, many national and professional organisations (for example, The Confucius Institute for Scotland), including some outside education, have supported SCEN by providing free accommodation for network meetings.

8 How do we know how well SCEN is doing?

b) Meeting policy objectives

26 In paragraph (17) above, I summarised SCEN policy objectives. Questions 6 to 9 and 11 in the questionnaire relate directly to the policy objectives and communication with partners. The answers, along with my face-to-face interviews and discussions, give insight into another indicator of *'how good is SCEN?'* and more importantly, *'how do we know?'*

Almost all respondents stated that SCEN is *successful to very successful* in supporting Local Authorities, Head Teachers and Schools in implementing the national languages strategy.

All respondents gave a huge endorsement of the SCEN policy that seeks to engage with young people.

Almost all respondents agreed that SCEN has been *successful to very successful* in supporting the relationship between Hanban and Confucius Institutes and CISS in Scotland.

The same story applies to SCEN in working with the Scottish Government, including helping to meet the targets of Scotland's China Strategy and its Language Plan. Two quotes from the questionnaire returns highlight the contribution of SCEN: *'the network and exchange of ideas is well established. It is down to others, for example, Head Teachers and Local Authorities to make it grow'*. Another correspondent said: *'I admire SCEN for its zest and drive in promoting the learning and teaching of Chinese language and culture across Scotland'*.

SCEN communication via its website, superbly managed by SCEN Ambassador, Megan Hammell, and emails is viewed positively; almost all questionnaire replies saying it was *good to very good*. People like the updating of events, the summaries and videos of seminars and conferences and the sharing of practices. They also said that SCEN is a best source of information in sharing details of China-related events via email and web site. The SCEN Flyer, created by Morag Anderson, SCEN Trustee and

Communications and Business Adviser, is a succinct, colourful introduction to SCEN and has been widely distributed.

27 In summary, the evidence shows that management and leadership are very much into the *very good to outstanding* category. Two quotes capture the mood of many people with whom I engaged during the review. Mr Pan Xinchun, Chinese Consul General in Edinburgh, shared his view with me:

'SCEN has done a great job in promoting Chinese language and culture with the result that more and more students are learning Mandarin and speaking Mandarin excellently. I am impressed by the enthusiasm of pupils and schools when I attend SCEN events. SCEN has been influential in encouraging student exchanges between the two countries – it is our young people who can build the bridges between our two cultures.'

'SCEN makes people think outwith their immediate priorities'. Frances Christensen

8 How do we know how well SCEN is doing?

c) SCEN in action

28 Over the past ten years SCEN has initiated numerous projects and events that characterise the way in which it has sought to translate its mission into specific, concrete action. There are many examples so I hope I will be forgiven for being selective by focusing on those that came up repeatedly during my research.

29 When I asked *'is there one SCEN event or happening which stands out for you'* the answer time and again was the **SCEN China Youth Summit**. I was fortunate to be at the first one, which was quite a small gathering with enthusiastic pupils and teachers. The emphasis was probably more on Chinese culture than speaking Mandarin. In the years that followed, the Summit evolved to become the big event of the year bringing together pupils and schools from all over the country with the presence of Chinese pupils, including from Hong Kong. It epitomises all that SCEN stands for: collaboration, sharing of practice and ideas, celebrating Chinese language and culture, embracing all sectors of education, all inclusive, opportunities to demonstrate achievements, celebration of the opportunities arising from exchange visits, networking and, as one teacher put it: *'just knowing that we are not alone in our Chinese ventures and what we are about in our school, our community'*. The Summits also demonstrated the goodwill enjoyed by SCEN, which enabled it to attract outstanding national figures, like Professor Michael Wood, who shared the making of his highly acclaimed *The Story of*

China series. Youth ambassadors told me that the Gleneagles Summit was a turning point leading on to the fully booked Summits in 2016 at the Edinburgh International Conference Centre and the 2017 at Glasgow Royal Concert Hall, which attracted 486 participants. The success of the SCEN policy mission was evident in the many splendid presentations in Mandarin by Scottish pupils at the two most recent Summits.

30 I came across many examples of ***School and Authority based initiatives***, which received encouragement from SCEN, especially in the initial stages. Queen Anne High School in Fife, very much to the fore in the early stages of promoting Chinese and contributing to SCEN through the Advisory Council and related networks, rose to become a successful CISS Hub. Hazlehead Academy was also in collaboration with SCEN in the early days. The lively Hub for Aberdeen City is the Old Machar Academy Associated Group, which includes Danestone Primary, Glashieburn Primary and Middleton Park Primary. Pupils and teachers from the Group have taken part in SCEN Advisory Council meetings, given presentations at Youth Summit and more recently shared their exciting visit to China at the 2017 Summit. George Roberts has been a *China enthusiast* for many years, and is of the view that the encouragement of SCEN was crucial to the success of the schools' achievements. He told me: *'SCEN opened up opportunities for our pupils; our numbers are small but through networking we met many other schools doing similar things. Many things we do in education are inward looking but SCEN breaks this down; we have schools, colleges, universities and sometimes businesses interacting via SCEN networking'*.

31 Another example of ***School Based Initiative*** is the success story of the growth of Chinese language and culture in Lasswade High School, which has been associated with SCEN over many years. The school Hub is highly motivated, encouraging pupils at all stages to become involved in Chinese related events. There is now an annual exchange, dating back many years, with Tianlin No 3 Middle School in Shanghai, including hosting of pupils from China. The school's former Assistant Head, Rosemary Mitchell, has taken a lead as Convener of the SCEN Ambassadors initiative. In discussion with me, Colin – the driving force behind Lasswade's Chinese initiatives - and Rosemary told me: *'without SCEN we would not have come this far. SCEN networking and Youth Summits widened access to Mandarin learning, especially of schools not in a Hub'*.

32 The ***East Lothian Early Learning of Chinese Programme*** is perhaps one of the best examples of how SCEN works successfully with School and Local Authority partners. The project has been led by Simon Macaulay, Deputy Chairman of SCEN, who has worked in partnership with East Lothian Council and the Edinburgh University's Student Association (EUSA, which has a Volunteering Co-ordinator). The project has been supported by the Confucius Institute at the University of Edinburgh, Moray House School of Education and CISS. It has also been subject to research into early language learning through association with *Bilingualism Matters* of the University of Edinburgh and evaluation by Fiona Pate of HM Inspectors of Education. It is

now going into its fifth year and gathering momentum as a result of excellent co-operation among the partners, and is reaching out to eleven schools. East Lothian Council's David Scott, so energetic and committed totally to the project, is positive about the support from the various institutions and agencies. He is fulsome in his praise of SCEN, adding that: '*without Simon Macaulay's commitment the project would have faltered*'.

33 Another SCEN achievement mentioned many times in the course of my research is the ***SCEN Ambassador initiative*** (see 31 above) which the Convener kick-started with the purpose of highlighting the contribution of young people to the work of SCEN. The first Ambassadors were recognised in 2012 with 15 young people receiving certificates at a ceremony in the Confucius Institute at Edinburgh University. Ambassadors continue to be recognised at meetings, including the Annual SCEN Youth Summit. The Youth Ambassador positions are very accessible with the Trustees encouraging many young people to become Ambassadors. I was impressed with the enthusiasm of Youth Committee members during our face-to-face meetings, and also of the considered written responses, and the helpful *SKYPE* exchanges. The Ambassadors achieve their aims - which are identical to SCEN's - by giving talks at meetings and networks, including the Youth Summit. Two Ambassadors, Lewis Hanley and Maia Hollins-Kirk from Lasswade High School presented the new structure at the 2017 Youth Summit:

Panda is Level 1 and is awarded to pupils who can demonstrate good work in Mandarin or additional involvement in China-related activities, and/or have chosen to study Mandarin, Chinese History and Dance or Music or any other aspect of Chinese culture.

Level 2 is *Tiger* awarded to any pupil who has presented or performed at outside events, for example, in other schools, Rotary Clubs and welfare groups, and/or has represented SCEN at outside events, for example, the Language Show Live.

A *Dragon* Ambassador is Level 3 awarded to those who have presented or performed at national or international events, for example, at the Cross-Party Group on China at the Scottish Parliament, or at the Chinese Consulate General in Edinburgh.

The Youth Committee has grown out of the Ambassador initiative and represents the views of SCEN School, College, University and Young Professional Ambassadors. The Committee meets with SCEN Trustees and the Convener of SCEN Ambassadors. Crucial to the success of the Ambassador programme is the support of *Mentor Teachers*. The role of mentor teachers includes: providing opportunities for pupils to experience Chinese culture and language; taking advantages of opportunities with SCEN partners such as Scotland's Confucius Institutes; and to keep up to date records of Ambassadors in their schools. A major problem can occur when a mentor teacher moves on and there is no contact at the school. SCEN International Ambassador, Olivia Contini, is quite

excited about the new structure, saying: *'it is a fantastic way to get pupils and students interested in SCEN and China, and to make them feel really part of SCEN – which they most definitely are!'* Wing Sie, Ng, a Senior Ambassador is equally enthusiastic, believing: *'the Ambassador initiative is ready to move to a new level and play an increased role in the future'*.

34 The evidence gathered during the review shows that when it comes to **Networking**, SCEN is performing very well and achieving considerable success in meeting its *singleness of purpose* and including giving encouragement to fledgling organisations. SCEN was one of the initiators of the recent move to set up **the Languages Think Tank**, which is chaired by Dr McClure. It is quite an extraordinary situation whereby SCEN is facilitating the coming together of cross-sectoral representation across Scotland to share language initiatives, particularly in relation to the Government's 1+2 policy, and to learn from each other. I was impressed with the free-flowing discussion when I was an observer at the most recent meeting at which presentations and contributions were made by representatives of: SCILT and CISS; Confucius Institutes; Education Scotland; Local Authorities and Schools; Scottish Council of Independent Schools; Children's University Scotland; Further and Higher Education; Scottish Educational Leadership, Management and Administration Society (SELMAS); and Royal Zoological Society for Scotland (RZSS).

35 **The Chinese Teaching Club** is another relatively newcomer bringing together teachers and lecturers in Chinese in Scotland's local authorities, independent and Chinese community schools, colleges and universities. The Governance Group is chaired by Dr McClure and Simon Macaulay. The co-conveners leading the Club are from the University of Edinburgh and the Oldmachar Academy Confucius Hub. It is developing its own programme with the core aim to enable teachers of Chinese to share and develop practice, concerning the teaching of Chinese, and promote collaboration at all levels.

36 SCEN is a member of the Planning Group of the **China Scotland Business Forum, which** makes connections with Scottish Development International and Scottish Financial Enterprise. Another example of networking beyond education is Dr McClure's active participation in the **48 Group Club –the Icebreakers**. SCEN organised the 2017 Icebreaker Lecture given by Stephen Perry, Chair of the 48 Group Club and an authority on conducting business in China.

37 As well as working with **Education Scotland**, SCEN has good links with the **SQA** in relation to Chinese studies. From its early days, SCEN has liaised with the **British Council**, in particular the formal partnership between SCEN and the British Council's Generation UK: China Network. SCEN Deputy Chairman, Simon Macaulay, is a member of the Management Committee of the **Scottish Churches China Group**. Dr McClure has been an adviser to the exciting **Swire initiative** to create centres of excellence in Chinese language in the UK, including two in Scotland. She is a member of the Edinburgh Advisory Board.

38 Stimulated by debate in a meeting of Directors of Confucius Institutes for Scotland, SCEN joined with the Confucius Institute for Scotland at the University

of Edinburgh to **map learning Chinese and about China** in Scotland's schools, local authority, independent and Chinese community. The first set of results based on questionnaire returns was presented at the 2017 Youth Summit. **The Digital Map** created by SCEN and the Confucius Institute for Scotland is a first step in identifying what is happening and where across the country, and with the aim of encouraging more educational and business links.

39 From the beginning, SCEN has networked with agencies, organisations and individuals in China to promote cultural sharing and pupil exchanges. SCEN enjoys very good relationships with **The Chinese Consulate General in Edinburgh** and *Hanban*. From its early days it has sought to build bridges with China through partnerships and special events. For example, proposals for partnership with the **Eden Language School, Nanning**, are in place in 2017 with the appointment of SCEN Ambassador, Olivia Contini. Olivia, along with the Preston Lodge Pipe Band, took part in Nanning's Art Festival celebrations in September 2017, which have been publicised on the web site and at the 2017 Summit. Proposals are in the early stages to develop ties with **Shandong Province**. SCEN networking with Hong Kong, China, has proceeded apace in recent years with the strong partnerships with the **Hong Kong Scotland Education Network (HKSEC)**, inspired by the highly respected and Scotland devotee Nigel Fong, Director of Swiss-Sure, HK, and the **Hong Kong Scotland School Improvement Partnership (HKSSIP)**. HKSEC brings large groups of school students and teachers every year to present at the Youth Summit while fostering cultural exchange between the two countries. HKSEC also supports Scottish pupils to participate in the annual *Wilson Trail* in Hong Kong. Nigel Fong is delighted that the relationship with SCEN grows and grows, and he says: *'I am extremely happy to see more and more lives positively impacted by the hard work of all those involved in the two organisations.'* HKSSIP brings together seven Edinburgh and seven Hong Kong schools and already has supported several student exchange 'home-stay' visits to both cities, as well as presenting at the past two Youth Summits. Scottish school leaders have visited Hong Kong and Shanghai (facilitated by HKSSIP) while HKSSIP Hong Kong leaders have visited Edinburgh. Principal Lancy Tam, Hong Kong Co-ordinator HKSSIP, is very enthusiastic: *'SCEN has made our partnership dream come true, and we would love to see SCEN prosper so that more and more schools are able to enjoy partnerships like HKSSIP.'*

40 In another enterprising example of SCEN networking, Dr McClure, sensing that there seems to be a desire to bring together **Asia Connections**, took the initiative in October 2015 to invite interested parties to join a meeting to share ideas. This is what she wrote: *'All over Scotland organisations are connecting with Asia. We are facing an enormous challenge.....and it would be good if we had a better understanding of the objectives and strategy of partner organisations, so we can collaborate more effectively.'* The meeting was packed and, out of what was intended just to be a one-off meeting, **The Asia Connections Network** was born. Dr McClure is Convener and the participants continue to share and collaborate, and, in a sense are partners.

41 My examples of *SCEN in Action* demonstrate a networking *modus operandi* that is highly successful in supporting and enriching SCEN aims and mission.

9 Conclusions

42 SCEN has been unwavering in its commitment to the aims and mission set out in 2006. The Charitable Body knows what it is aiming to do, what it is aiming to achieve, and, just as important, its partners from Dumfries in the south to Wick in the north, and China itself, know what it is about. Its *singleness of purpose* has contributed, without doubt, to the rise and success of SCEN and the acclaim for its all-inclusive networking which, as quoted in the body of this report, makes people want to come to SCEN meetings. In the course of the review, in the light of the emerging evidence, I began to think of SCEN as a *lubricant* – facilitating, cajoling, and persuading. The words of one respondent to my questionnaire underline the pro-active style of SCEN:

'SCEN has provided a creative momentum for Chinese language and culture to go forward in Scotland'.

43 SCEN has enjoyed outstanding leadership with the Chairman skilfully, and passionately, leading the strong Board of Trustees to many networking successes. She has appreciated greatly the resolute support of her steadfast Deputy Chairman. The Charitable Body has been managed superbly by the Trustees and Chiene+Tait LLP, achieving astounding value for money with the donations from the generous benefactors. Admirable, and at times quite remarkable, support from its various committees, teachers, pupils and partners from the world of government, business and education (in and beyond Scotland) has fuelled SCEN's drive to raise and improve people's understanding of Chinese language and culture. Success has been characterised, as was pointed out to me on several occasions, by a straightforward and uncomplicated way of doing things.

44 SCEN has *a kind of authority* which has brought about big change over the past ten years in awareness of Chinese culture and its importance in Scotland. The evidence shows that it is respected highly across all sectors of education, and also enjoys respect in business circles. In the Languages Think Tank discussions, one of the groups referred to SCEN meetings as its *'nuts and bolts - bringing together people with different interests and commitment to the Chinese initiative in a truly networking way, learning what people are doing across the country in an informal yet structured way'*. This may be what prompted David Dempster, Head Teacher of Boroughmuir High School, and Frances Christensen,

to share their view of SCEN as an *umbrella organisation* which brings people together with a shared agenda. The *'nuts and bolts'* networking is complemented by events like the landmark Youth Summits, which highlight the success of SCEN's mission.

45 During the review I put the question (regarded as provocative by one interviewee): *'would SCEN be missed if it ceased to exist?'*. Here are some of the answers which are representative of the overall response:

Of course, there is no other body working so passionately in many different ways to promote Chinese language and culture

We would miss a coming together via an independent, non-Governmental body

SCEN would be missed greatly and I fear there would be a decline of Chinese, especially Chinese culture, in our schools. SCEN networking allows us, teachers, to step off the treadmill

A huge backward step, why are you asking this, the answer is obvious

Where would schools turn to if they want to get going in Chinese? SCEN responds very quickly and is easily accessible

If you are not a Hub school, SCEN provides a great opportunity to get started and easy to access

Projects like the one we are involved in would probably not get going in the future

46 I posed questions earlier in the report:

'How well is SCEN doing?' and

'How do we know how (well) it is doing?'.

The evidence is clear - the answer to the question *how good is SCEN* is an unequivocal *very good*.

47 The *Chinese Initiative* has, arguably, exceeded expectations from the early days of the *planning and scoping meeting* called by Dr McClure on 31 January 2006, which led to the founding of SCEN. However, while the summit may be in view it is still a long way off. In his address to the 2017 Youth Summit, Lord Wilson, in highlighting the considerable advance towards raising awareness of Chinese culture and language, reminded the audience that achieving the goal becomes more challenging with every step of the way. The place of Chinese in the Government's *1+2* policy is far from secure given the hold that 'traditional' languages (generally regarded as French and German) have in the Scottish curriculum. More than one respondent pointed out that it is not enough to argue that Chinese is the most spoken language in the world (while the two main 'traditional' languages are not in the top ten) and its economy is second in the

world rankings. The message is clear: SCEN and its partners need to be geared up for another ten years of taking forward *the singleness of purpose* of 2006.

10 Recommendations

48 SCEN should continue to be unwavering in seeking to maximise the impact of its *singleness of purpose*. It should stay true to networking in the practical way which has brought considerable success over the past ten years. As well as reaching out to its established partners, SCEN should continue to respond to new overtures from organisations and individuals aspiring to improve their understanding of Chinese language and culture. It should continue to work closely in a mutually supportive way with the Confucius Institutes including CISS.

49 SCEN should continue to build on its success as a *lean* organisation intent on using its resources wisely with a focus on continuous improvement. While there may need to be adjustments to meet changing aspirations, SCEN should be resolute in eschewing any moves to a more complicated way of working.

50 I recommend that the number of Trustees should be increased from four to six to lessen the workload on existing Trustees, as well as extending the knowledge and expertise of the Board. The Board might wish to consider inviting someone from the Chinese community in Scotland. The questions and issues in the paper on *Succession Planning and the Future* are an appropriate starting point.

51 SCEN should initiate discussions with its current, very supportive benefactors whose financial support has been crucial to SCEN success. A rolling plan prepared by the Board for the next three to five years should draw on the first *Annual Report* and the associated *Strategy Paper*. As well as the current benefactors, there is a pressing need to attract new benefactors if SCEN's achievements in building bridges between the two cultures and languages, Scotland and China, are to be maintained and extended. SCEN success, including its strong financial management, deserves the opportunity to move forward with a degree of financial security. The outstanding success of SCEN as reviewed in this report, together with the Trustees' unstinting commitment and passion, are strong arguments to put to potential benefactors. The financial support from benefactors is a financial arrangement that gives SCEN independence, a factor which is appreciated greatly by all partners. I found no desire to introduce an annual fee for partners, which would reduce SCEN's independence while adding to its administrative load. Success has been achieved without a paid, part or full time, employee which is commendable, as the report points out. However, the huge and diverse range of networks and projects, which have grown over the few years, have placed heavy demands on the Trustees, and, in particular, the Chairman. There is now a need to investigate the feasibility of employing someone on a full time/part time basis to take over some of the many day to day

activities, which would allow the Trustees, especially the Chairman, to focus on policy issues and major events. The Board should also scrutinise current activities with a view to establishing priorities for the future; for example, established networks might be re-structured to continue under the SCEN umbrella but with a Chairman and perhaps Secretaries who are not Trustees. Such a re-structuring could free time of Trustees to support new network activities

52 The Advisory Council, representative of SCEN partners, should be retained. Members bring considerable experience, and, most importantly, commitment to SCEN aims and mission, and members are ready to work with the Board in prioritising the agenda for the next stage of SCEN development. The Council has demonstrated that it is a force for good, for example: in sharing ideas; bringing partners up-to-date on developments: alerting the Board to opportunities to further the cause of Chinese language and culture in Scotland; and generally offering good advice to the Board. Some members feel that there is probably a case for some streamlining. Their view is that the Council can be a bit unwieldy given its size, and attendance can be a problem as members hold down demanding jobs. The breadth and depth of membership, bringing together many different players in the Scottish educational, business and community scene, outweigh, in my view, the issues surrounding membership and attendance. However, it is something the Board of Trustees should be aware of in conducting Advisory Council business.

53 I recommend that the enthusiasm, knowledge (and success) of the Youth Committee and Ambassadors should be rewarded with further challenges and opportunities to support SCEN at all levels. The direct involvement of pupils and students has been a major success story. It is a good time to revisit and update the remit of the Youth Committee while building on the new three levels of Ambassador Awards. SCEN Ambassadors should continue to be convened by Rosemary Mitchell, reporting to the Chair of Trustees, and with members providing vice-convenor and secretary. The Youth Committee should be representative of ambassadors drawn from schools, tertiary organisations and international ambassadors. At least two members should continue to be on the Advisory Council to report on its work but also to have a say in Council discussions. I recommend that the agenda for the *Forum for SCEN Ambassadors* arranged for 2 February 2018 should focus on the new Mission and Structure and agree priorities for the next three years. The discussions might include, for example: how best to take forward the new Ambassador structure with a view to increasing considerably the number across the country; ways in which the Youth Committee might consider how best to publicise SCEN activities; ways in which SCEN communication and publicity (including the website) might be extended in a considered way to embrace social media such as WeChat, which is a major force in China; and, how best to prepare for, and influence, Advisory Council meetings. I recommend that the Board should pursue the idea of securing funding to appoint a *professional development officer*, preferably someone with experience as a SCEN Senior Ambassador. A two-year contract would give opportunities to sustain and take forward the involvement of young people in SCEN, as well as being a good career step for the successful candidate.

54 I recommend that SCEN should step up its moves to spread events and networking across the country. Summits in Gleneagles and Glasgow were welcomed strongly, and there is a touch of excitement about the possibility of Inverness hosting the 2018 Summit. The Digital Mapping Survey illustrates how much there is to be done by all national and local institutions and authorities to take the Chinese initiative to the four corners of the country. Reaching out to new areas should be on the agenda for 2018 meetings of the Board, Council and Youth Committee.

55 I recommend SCEN, working as always with the Chinese Consul General in Edinburgh, to further build on the strong links with China with a view to organising a major conference in Scotland in 2019 which would bring together various initiatives including, for example: Nanning Arts Festival and Eden English Language School with links to Preston Lodge Pipe Band and the SCEN Nanning Ambassador; Shandong Scotland Education and Enterprise Partnership (SSEEP) initiative; Hong Kong Scotland Education Connection (HKSEC); Hong Kong Scotland School Improvement Partnership (HKSSIP); the Scotland China Association (SCA); the Scottish Churches China Group; the Swire Centres of Excellence for the teaching of Chinese; the China Scotland Business Forum; the Cross-Party Group on China at the Scottish Parliament; CISS school exchanges; and, the flourishing Scotland China school partnerships, such as the one between Lasswade and Shanghai.

APPENDIX 1: SCEN REVIEW 2017

Questionnaire data results:

24 Returned questionnaires

Question 1. When you think of SCEN which one of the following comes to mind?	
Response:	Number of respondents: 21
a. Chinese language	5
b. Conferences and meetings	0
c. Dr Judith McClure	12
d. Spreading news about China and Scotland	4
e. Other?	0

Question 2. Which word best describes SCEN?	
Response:	Number of respondents: 21
a. Energetic	5
b. Open-minded	3
c. Networking*	12
d. Irritant	0
e. Other?	1 *education for students and teachers

Question 3. What is SCEN's main source of income?	
Response:	Number of respondents: 20
a. Scottish Government funding	1
b. Donations from benefactors	11
c. Local Authorities and schools	0
d. Hanban	1
e. Other?	7 * do not know

Question 4. What one aspect/activity in SCEN's life to date stands out for you?	
Response:	Number of respondents: 23
a. The Annual Pupil Summit/Conference	9
b. The SCEN Ambassador Initiative	2
c. The diverse and varied range of activities	1
d. Raising awareness of Chinese language and culture	10
e. Other	1 * HKSSIP

Question 5. Which of the following presents the most difficult challenge facing SCEN in the future?	
Response:	Number of respondents: 21
a. Sustaining its extensive links with many different partners	3
b. Planning for the future of SCEN	8
c. Maintaining its current level of funding	1
d. Increasing the take up of Chinese language in the curriculum*	8
e. Other?	1 *ensuring that the message is not that learning Chinese is elitist/exclusive

Question 6. How successful has SCEN been in supporting Local Authorities, Head teachers and Schools in their efforts to implement the national languages strategy?	
Response:	Number of respondents: 20
a. very successful	11
b. successful*	6
c. quite successful	3
d. not very successful	0

Question 7. How successful has SCEN been in engaging with young people on the importance of learning Chinese and about China?	
Response:	Number of respondents: 22
a. very successful	15
b. successful*	7
c. quite successful	0
d. not very successful	0

Question 8. How successful has SCEN been in supporting the relationship between Hanban and Confucius Institutes and Confucius Classroom Hubs in Scotland?	
Response:	Number of respondents: 20
a. very successful	11
b. successful*	7
c. quite successful	2
d. not very successful	0

Question 9. How successful has SCEN been in working with the Scottish Government, including in helping to meet the targets of Scotland's China Strategy and its Language Plan?

Response:	Number of respondents: 21
a. very successful	9
b. successful	9
c. quite successful	2
d. not very successful	0
e. I don't know	1

Question 10. SCEN has been well led over the past ten years:

Response:	Number of respondents: 23
a. strongly agree	21
b. agree	2
c. disagree	0
d. strongly disagree	0

Question 11. How good is SCEN's communication via, for example, emails, its web site, conferences and articles:

Response:	Number of respondents: 23
a. not very good	1
b. quite good	1
c. good	3
d. very good*	18

My thanks to Johanna Inkinen who sent out the questionnaire on my behalf and analysed the returns for me.

APPENDIX 2

Biographical Note: Archie McGlynn

Archie is the founder-director of the Hong Kong Scotland School Improvement Partnership (HKSSIP), and founder-director of the Hong Kong Schools Self-Evaluation Network (HKSSSEN), which celebrated its 10th Anniversary in 2014. He is currently adviser to several schools in Hong Kong (HK), and has carried out many organisational reviews in HK, and also in Singapore. Archie has led several high profile studies for the HK Education Bureau, which have influenced school evaluation and external review in HK. His publications (sponsored by the Bureau): *Is your School a Hong Kong School of Today and Tomorrow* was made available to all schools in HK. His best-selling book: *School Evaluation – what’s in it for schools*, co-authored with John Macbeath, has been translated into Italian, Slovene and Swedish. Archie has been, at various times, consultant to *New American Schools* and adviser to the *Bertelsmann Foundation International Project on Effective Schools*. He chaired, on behalf of UK, one of the four OECD international networks, which produced *Education at a Glance*, and led to PISA studies. He was formerly HM Chief Inspector of Education (Scotland) and Director of the HMI Audit Unit, where he put in place, among other things, *How Good is Our School*, self-evaluation guidelines which have influenced quality assurance practices in and beyond Scotland.

麥雅哲先生

Archie McGlynn's Chinese name was given to him by the Hong Kong Education Bureau in 2004, in recognition of his contribution to school education in Hong Kong.