



The National Plan for Gaelic
2007 - 2012

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Foreword by the Minister for Tourism, Culture and Sport



I am very pleased to launch the first National Plan for Gaelic and to congratulate Bòrd na Gàidhlig on producing this document. There has been notable support for Gaelic development over recent years and good progress has been made in a number of areas. The National Plan, required by the Gaelic Language (Scotland) Act 2005, takes this forward another step and contains a strategic approach to the promotion of Gaelic in Scotland, supported by statute and endorsed by Scottish Ministers.

The National Plan for Gaelic provides Bòrd na Gàidhlig with the opportunity to demonstrate how it expects Gaelic to be promoted in Scotland. It provides direction, not only for Bòrd na Gàidhlig, but for all Scottish public authorities that have an interest in Gaelic development. The Plan will seek to focus resources on key areas of activity and describe projects that will enable us to move forward with agreed priorities.

It is my hope that this Plan should reflect the aspirations of all Gaelic speakers, learners and supporters. Its origin has been in legislation and the process of producing it has been administrative but its concerns are those that sit at the heart of the community; home, school, work and family. These and other matters are central and Bòrd na Gàidhlig has proposed a series of key projects to make progress in these areas.

I would like to encourage all who have an interest in the future of Gaelic to support the measures outlined in the following pages. The Plan is constructed in such a way that partnership is at its core and the Bòrd will work with a range of bodies to ensure the delivery of the priorities it sets out.

Our aim is quite straightforward: to put in place measures that will create a sustainable future for Gaelic in Scotland. Our belief is that the measures in this National Plan will deliver that result and I hope that we can all share this vision.

A handwritten signature in black ink, appearing to read 'Patricia Ferguson', written in a cursive style.

Patricia Ferguson, MSP
Minister for Tourism, Culture and Sport

Foreword by the Chair, Bòrd na Gàidhlig



As the Chair of Bòrd na Gàidhlig it gives me great pleasure to introduce the first National Plan for Gaelic. This is a historic document which belongs to the Gaelic community as well as to the Scottish community as a whole. It provides the people of Scotland with a tool with which to take the language forward after years of decline.

The role of Bòrd na Gàidhlig in working to reverse this trend is clearly set out in the Gaelic Language (Scotland) Act 2005. The Bòrd will seek to increase the numbers of Gaelic speakers by encouraging the use of Gaelic and facilitating access to the language and culture.

This National Plan, therefore, sets out a strategy designed to reverse the overall decline in the number of Gaelic speakers in Scotland, to increase the occasions and circumstances in which Gaelic can be used with equality to English, and to promote acquisition of the language and thereby participation in its culture by all who wish to do so.

The positive effect anticipated from this endeavour cannot be produced by a single agency, but relies on the co-operation and contribution of a wide range of organisations and individuals. The Bòrd must enter into relationships and partnerships not just with public bodies but with private and community organisations as well. In fact, it must engage positively with the public at large.

I believe that public support will be forthcoming. I say that because the level of response to the consultation process on the draft National Plan was very encouraging both in quantity and quality. Over 200 submissions is testimony to the level of interest in, and support for, Gaelic. It signified that in Scotland there is a genuine interest in Gaelic and in its survival.

I have no doubt that the future of minority and community languages is one of the great challenges facing all of us. We must resist uniformity in language which results in the death of minority tongues. The ability to share another outlook on the world, through other forms of thought, literature and lexical usage is one which can only enhance tolerant relationships between different cultural groups and impact positively on the whole area of language learning. In a modern, devolved and genuinely multicultural Scotland this should be a basic objective.

It is in that spirit, therefore, that I present this National Plan not just to the Scottish public but to all those outwith Scotland who wish the language well. In doing so I commend the efforts and commitment of many individuals and organisations that over a long period have brought the Gaelic language to a position in which it now joins others around the world in benefiting from language planning at an official level. Thanks are due to them all.

In particular we must thank the former Minister with responsibility for Gaelic, Peter Peacock MSP, for his initiative and interest in the cause of Gaelic which directly led to the passing of the Gaelic Language (Scotland) Act of 2005. It is essential that we continue to see political leadership at the highest levels of government to ensure that Gaelic development is accorded the necessary priority.

I have no doubt that this Plan signals the emergence of a new world for Gaelic. It should bring hope and confidence to the Gaelic community itself which has maintained Gaelic as a living language and as a valuable resource for the nation. I have every hope that this historic National Plan for Gaelic will move the Gaelic community from a world where it feels the burdens of the past to a world where it proclaims the future.



Matthew M MacIver
Chair, Bòrd na Gàidhlig, 2007

Section 1 :: Introduction

The Gaelic language is a unique part of Scotland's national heritage. Gaelic belongs to the people of Scotland and it is our responsibility as a nation to maintain its existence in a modern, multicultural and multilingual Scotland.

The Gaelic Language (Scotland) Act 2005

The Gaelic Language (Scotland) Act 2005 (the 2005 Act) passed through the Scottish Parliament unopposed, marking an important milestone in progress towards securing the status of Gaelic in Scotland. The purpose of the 2005 Act is to promote the use of Gaelic in Scottish public life, and to encourage the increased use of Gaelic in the home, community, place of learning and workplace.

The statutory basis for the National Plan for Gaelic

One of the central features of the 2005 Act is the duty placed on Bòrd na Gàidhlig to submit to the Scottish Ministers, within 12 months of commencement of the Act, a National Plan for Gaelic. Section 2 of the 2005 Act requires that we include in the National Plan proposals for how we will carry out the duties which the Act gives us, and also strategies for promoting, and facilitating the promotion of the use and understanding of Gaelic, Gaelic education and Gaelic culture. The approach we have taken is to incorporate these individual statutory requirements within a wider holistic strategy for Gaelic development (see sections 2(1) and 2(2) of the 2005 Act).

We have, however, addressed the statutory requirement for an education strategy as part of the National Plan with the *National Gaelic Education Strategy* in **Annex A**. We have presented the strategy in this way in recognition of the critical role of education.

Why do we need a National Plan for Gaelic?

The position of Gaelic in Scotland is extremely fragile. If the language is to have a sustainable future, there needs to be co-ordination of effort and direction of resources towards agreed actions and outcomes. The rationale for developing a National Plan for Gaelic, therefore, is to provide a comprehensive overview of what actions are needed to ensure its vitality, and to set out a blueprint for stabilising and then ultimately increasing the number of Gaelic speakers in Scotland. It is also intended to help identify those key projects that can be delivered quickly and with the biggest impact.

What is the National Plan for Gaelic?

In **section 2, *A Vision for Gaelic***, we set out what we aspire to achieve for Gaelic. This is a vision of a healthy, vibrant language increasingly used, valued and respected in a modern, multicultural and multilingual Scotland.

In **section 3, *Sustaining a Vibrant Gaelic Language***, we provide a comprehensive overview of the actions which can contribute to achieving this vision for Gaelic, identifying in the process key projects which we believe should be prioritised. In carrying out this task we have been guided by well-established and accepted language planning principles, and we explain what these mean.

In **section 4, *Implementation and Key Projects***, we describe the main ways in which the National Plan can be driven forward, and we provide a brief description of how we intend to achieve the key projects identified in section 3. We explain what actions we as a Bòrd will prioritise. We explain what partnerships we will seek to establish with other bodies. We explain how we want to see all types of bodies engage proactively with Gaelic development.

In **section 5, *Monitoring Implementation***, we describe how we will monitor implementation of the National Plan. This will be combined with our statutory duty to monitor implementation of the relevant undertakings of the *European Charter for Regional or Minority Languages* and our role in offering advice on the use of Specific Grants for Gaelic Education by local authorities.

The challenge

In common with many other minority language communities experiencing the impact of globalisation and the mobility of population in modern society, the biggest challenge we face is stemming the continuing decline, and then stimulating an increase, in the overall number of people who speak and use Gaelic.

In 1881 there were over a quarter of a million Gaelic speakers in Scotland, representing almost 7% of the population. According to the 2001 Census there were 58,652 Gaelic speakers aged three or over in Scotland, representing 1.2% of the country's population. This figure is down from over 65,978 Gaelic speakers recorded in 1991. As a consequence of the current age profile of Gaelic speakers, we expect the number of Gaelic speakers to fall further before the trend is reversed. An immediate priority is to take measures that will keep the total number of Gaelic speakers at a steady, sustainable level, to help us build for the future.

The communities in which Gaelic is spoken by most of the local population are also shrinking. Even those traditional strongholds with significant numbers of Gaelic speakers are recording a decline in the number of speakers. For example, the 15,811 Gaelic speakers recorded in the Western Isles in 2001 represented slightly less than 60% of the local population. Falling numbers of Gaelic users in a local population in which all Gaelic speakers are fully bilingual effectively means that opportunities to use Gaelic across a range of activities in daily life are reducing.

Not surprisingly, recent research* tends to show that actual patterns of how Gaelic is used in normal daily life are weak. While the *National Gaelic Education Strategy* sets out a range of measures to develop the use of Gaelic, education alone cannot be depended upon to reverse this trend.

The 2001 Census showed that increasing numbers and percentages of Gaelic speakers now live outside the areas most associated with Gaelic, with almost 45% living in parts of Scotland other than the Western Isles, Highland and Argyll & Bute council areas. Gaelic speakers increasingly tend to live in areas where they make up a very small percentage of the local population, greatly reducing the incentive and the opportunities for them to use Gaelic on a practical and daily basis.

The Census also shows that even in those areas with the greatest concentration of Gaelic speakers, intergenerational transmission, where parents pass the language on to their children, tends to be weak.

* Kenneth MacKinnon, *Language Use in Family, Community and Work Domains: The Euromosaic Gaelic Survey 1994/95 – Scotland, Western Isles and Isle of Skye*

The opportunities

Over the past 30 years there has been a sustained campaign for increased support and recognition for Gaelic. As a result, there has been significant political and financial investment in Gaelic development. This recognises that a significant group of people within Scotland should be able to use the language that is and has been a key feature of their community, identity and history. The aim of this support is to create a sustainable future for Gaelic in Scotland and to offer increased opportunities for its use and acquisition. It is our strongly held view that, as the opportunities for Gaelic increase, so too will the confidence of speakers and learners to use, learn and pass on the language.

The 2001 Census contained a number of hopeful signs. First, the rate of decline in the overall number of speakers had slowed considerably. Second, the numbers of speakers in younger age groups had actually risen. Third, the Census indicated that there were 26,722 people in Scotland with an ability to understand Gaelic – this represents a pool of people who could, with appropriate support, become fluent Gaelic speakers.

Gaelic education in Scotland is a success story. While it cannot sustain the language on its own, and issues of capacity, quality and expansion need to be addressed, Gaelic-medium education has developed from a standing start in 1985 to Gaelic-medium provision in 62 primary schools and 36-37 Gaelic-medium secondary departments in 2006-07. The 3-18 Gaelic-medium school in Glasgow, and Highland Council's forthcoming Gaelic primary school in Inverness, are both exciting developments and demonstrate what can be achieved where a critical mass of committed parents exists and the local authority is supportive and committed to the development of Gaelic education.

The passage of the 2005 Act demonstrated the widespread political support that exists for positive action to support Gaelic, and has put the language firmly at the heart of government in Scotland. The 2005 Act offers significant new opportunities to mainstream Gaelic, and provides a mechanism through which to ensure that key public bodies engage with the language in a meaningful way and create practical opportunities for people to use the language on an everyday basis.

The new Gaelic Digital Service, which will combine television, radio and on-line services, is anticipated to have a positive impact at many levels including increasing artistic and technical skills, extending economic opportunities, stimulating parents interest in Gaelic education, appealing to and serving adult learners and strengthening Gaelic usage in extremely important media. It holds significant potential to assist with the development of positive attitudes to the acquisition and transmission of Gaelic.

While much remains to be done, and while there is no room for complacency, there is an increasingly solid platform from which to build to make secure status for Gaelic a reality rather than an aspiration. What is needed now is that we maintain momentum. We need to identify new priorities for Gaelic development and ensure progress is made in these areas. We need to underpin this with a comprehensive understanding of all of the different types of support which a vibrant minority language requires, and then identify which bodies or people can help deliver this support. The National Plan will not safeguard the future of Gaelic by itself, but it does set out a strategy that, with effective partnerships, will help us achieve our vision.

Section 2 :: A Vision For Gaelic

Our vision is to create a sustainable future for Gaelic in Scotland in which the language will be

the preferred language of an increasing number of people in Scotland

the mother tongue of an increasing number of speakers

supported by a dynamic culture in a diverse language community

This is a vision which

recognises Gaelic as a national asset and responsibility of Scotland

does not reduce the status of, or support for, other languages in Scotland

uses Gaelic to increase awareness and appreciation of Scotland's diverse linguistic heritage and society

In order to achieve this vision we need to see progress in four key areas

With regard to Language Acquisition we want to see

an increase in the use and transmission of Gaelic in the home

an increase in the percentage of children acquiring Gaelic in the home

an increase in the uptake and availability of Gaelic-medium education

an increase in adult Gaelic learners progressing to fluency

With regard to Language Usage we want to see

an increase in the use of and confidence in Gaelic in communities

an increase in the use of Gaelic in tertiary education and in places of work

an increase in the presence of Gaelic in the print, broadcast and online media

an increase in the promotion of Gaelic in the arts

an increase in the profile of Gaelic in the tourism, heritage and recreation sectors

With regard to Language Status we want to see

an increase in the number of bodies with Gaelic Language Plans

an increase in the profile and prestige of Gaelic in Scotland

an increase in the visibility and recognition of Gaelic in Scotland

With regard to Language Corpus we want to see

an increase in the attention given to the relevance and consistency of the Gaelic language

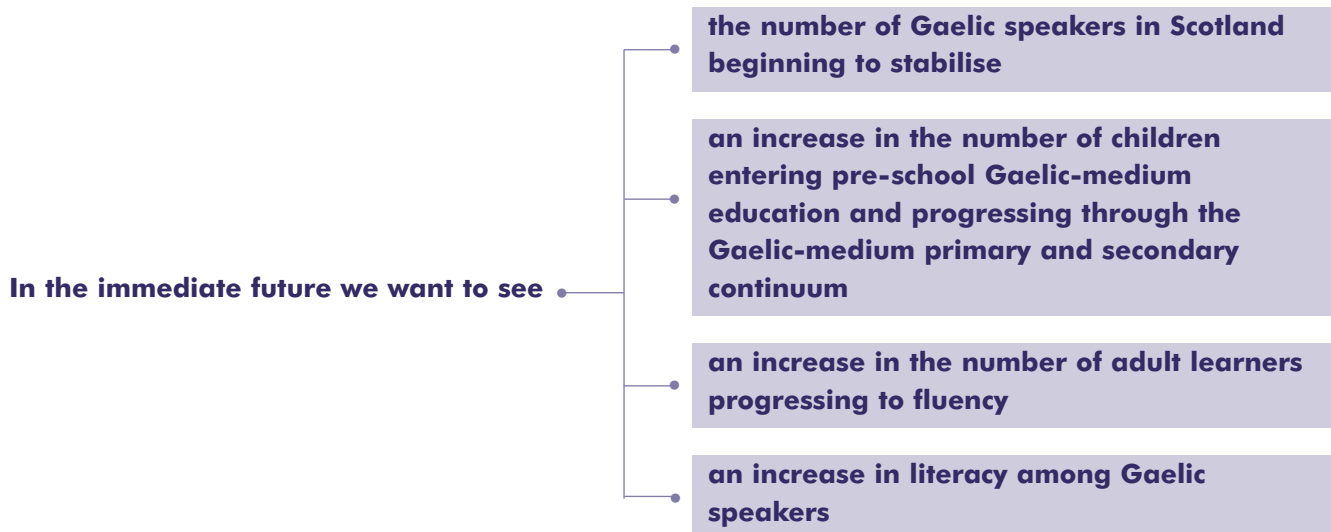
an increase in the attention given to the quality and accessibility of Gaelic translations

an increase in the availability of accurate Gaelic research information

Targets

Achievement of this vision and the realisation of these goals will ultimately depend on a holistic process of commitment and action within and between individuals, families, communities, and public, voluntary and private organisations. We believe the projects and actions listed in section 3 will explain how the task will be approached. Achievement of this vision will also take time.

As previously stated, we expect that the current age profile of the Gaelic community will make it very difficult to achieve a rise in numbers by the 2011 census. However, we do believe that this National Plan and subsequent National Plans will restore the Gaelic language to a state of natural growth and to this end we have set targets for 2021, 2031 and 2041.



Targets for 2021

All children being raised with Gaelic in the home progressing through Gaelic-medium education (in 2006 there were approximately 1,000 children being raised with at least some Gaelic)

4,000 entrants enrolled in first-year Gaelic-medium primary education (in 2006/07 there were 313 pupils enrolled for primary one)

65,000 Gaelic speakers recorded in Scotland (in 2001 there were 58,652 aged three or more)

40,000 Gaelic speakers recorded in Scotland who can read and write the language (in 2001 there were 31,218 aged three or more)

Targets for 2031

Restoration of the Gaelic language to a state of natural growth

10,000 entrants enrolled in first-year Gaelic-medium primary education

75,000 Gaelic speakers recorded in Scotland

65,000 Gaelic speakers recorded in Scotland who can read and write the language

Targets for 2041

15,000 entrants enrolled in first-year Gaelic-medium primary education

100,000 Gaelic speakers recorded in Scotland

100,000 Gaelic speakers recorded in Scotland who can read and write the language



Section 3 ::

Sustaining A Vibrant Gaelic Language

In section 1 we provided a picture of the challenges and opportunities facing Gaelic, and in section 2 we set out a vision of where we want to take the language. In this section we identify the things that can be done to turn the vision into a reality.

In doing so, we have been guided by four well-established and interrelated language planning principles which have guided other situations of minority language development:*

- ❖ **Language Acquisition** – to increase the number of Gaelic speakers by ensuring the language is passed on and by securing effective opportunities for learning Gaelic
- ❖ **Language Usage** – to encourage greater use of Gaelic, to provide opportunities to use the language and to promote access to Gaelic forms of expression
- ❖ **Language Status** – to increase the visibility and audibility of Gaelic, to enhance its recognition and to create a positive image for Gaelic in Scottish public life
- ❖ **Language Corpus** – to strengthen the relevance and consistency of Gaelic and to promote research into the language

If Gaelic is to enjoy vitality and have a sustainable future, we must ensure that progress is made in all of these areas. However, as mentioned in the introduction, we need to see an increase in the numbers of Gaelic speakers in Scotland and the key projects listed under acquisition contain the potential for delivering this. Our main focus will be in this area but with the acknowledgement that the other language planning areas are also vital for the well being of the language and contribute indirectly to language acquisition. In the pages that follow we have identified:

- ❖ **priority areas** which are the areas which we believe are vital to the promotion of Gaelic in Scotland, such as the home, education and adult learning
- ❖ **key projects** which we as a Bòrd will lead on, working in partnership with Gaelic bodies, public and private organisations and individuals as appropriate
- ❖ **infrastructural projects** which other bodies will lead on but in which we may have a supporting role

The priority areas should also act as a guide for public bodies to consider what their contribution to Gaelic development should be. Whether a public authority has been issued with a statutory Gaelic Language Plan or not, the National Plan offers clear priorities to guide the policies and practice of public bodies in terms of Gaelic development. In the following pages, we list main areas of activity and key projects under the four language planning principles set out above.

* For example, these principles guided the Welsh Language Board in the development of *The Welsh Language: A Vision and Mission for 2000-2005*

Language Acquisition



Our first and most important area is acquisition. It is essential that the Gaelic language is passed on and learnt and the three key areas in which attention must be focused are home, education and adult learning. We are aware that these priority areas are often dependent on other matters such as the status of the language or opportunities for usage of the language. There is, however, a clear need to identify the contexts for acquiring Gaelic and to promote the most effective measures that will achieve this aim.



Priority area: Acquisition in the home

We recognise the importance of the use and transmission of Gaelic in the home, and the need for an increase in the numbers of young people having acquired Gaelic in this way.

Acquisition of any language begins in infancy, in the home, and for a minority language such as Gaelic this is especially important. Because the first language learned is often the one in which we feel most comfortable, and the one to which we tend to feel the greatest loyalty, it is the one that we normally wish to pass on to our children. Acquisition of language in the home in this way, referred to by specialists as *intergenerational transmission*, often does not take place in minority language situations and this is true of Gaelic, particularly where only one parent in the home speaks the language.

We want to strengthen acquisition of Gaelic in the home, and we have identified the following actions to achieve that aim:

Key Project

Bòrd na Gàidhlig, working with key partners, will initiate and develop a campaign to promote the use of Gaelic in the home and will implement strategies to promote the transmission of Gaelic in the home.

Key Project

Bòrd na Gàidhlig, working with key partners, will conduct a review of Gaelic childcare and early years provision. This will clarify the existing position, identify gaps and make recommendations for improving provision.

Action

Bòrd na Gàidhlig expects all relevant bodies in this sector, such as Gaelic groups, the Care Commission, local authorities and health boards to have regard to this priority area when discharging their functions. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area.



Priority area: Acquisition through education

We recognise the importance of Gaelic-medium education (GME) and the valuable contribution of Gaelic-learner education (GLE), and we will seek to increase the availability and quality of both and increase the numbers and continuity within GME.

Education is crucial in the acquisition of Gaelic. For children who have acquired Gaelic in the home, instruction through the medium of Gaelic reinforces and expands their command of the language, and it is in this setting that the ability to read and write is most often acquired. For children who have not acquired Gaelic in the home, instruction through the medium of Gaelic is the main means of equipping them with the language.

The central role of education was recognised during the passage of the 2005 Act, when an amendment was passed requiring the Bòrd to prepare a detailed *National Gaelic Education Strategy* as part of the National Plan – this is set out in Annex A, and identifies a range of actions designed to strengthen and expand Gaelic education.

The actions we have identified for this area are:

Key Project

Bòrd na Gàidhlig, consulting with key interests, will establish a National Gaelic Education Steering Group to support and take forward the strategy for promoting Gaelic education.

Key Project

Bòrd na Gàidhlig, working with key partners, will implement a Gaelic-medium education promotional campaign which will seek to raise the profile of GME among parents, through the media and other means.

Key Infrastructural Project

Bòrd na Gàidhlig recognises the importance of dedicated Gaelic-medium schools and we will seek to encourage parental groups and local authorities to consider the possibility of developing these schools. We will also encourage local authorities to consider working together to achieve this goal.

Key Infrastructural Project

We recognise the need for an increase in the numbers of educational and associated health professionals able to support the Gaelic-medium education sector, and we will encourage this where possible, including joint-working.

Action

Bòrd na Gàidhlig expects all relevant bodies with education functions, such as local authorities, Her Majesty's Inspectorate of Education, the Scottish Ministers, Learning and Teaching Scotland, Scottish Qualifications Authority, the General Teaching Council for Scotland, the Scottish Funding Council and Careers Scotland, to have regard to the priorities listed in the *National Gaelic Education Strategy* when discharging their functions. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to these priorities.



Priority area: Acquisition in adult learning

We recognise the importance of opportunities for adults to gain fluency and literacy in Gaelic, and we will seek to increase the availability and uptake of appropriate adult learning opportunities.

In addition to acquisition in the home and through the education system, adult learning is critical. Not only will adult learning increase the number of people who are fluent and literate in Gaelic, but where adults are themselves starting families it increases the likelihood that more children will begin acquiring the language in the home and progress through Gaelic-medium education.

We believe there to be considerable interest among adults in acquiring Gaelic, but the opportunities for progressing towards fluency are limited. We need to develop methods of language acquisition that will allow adults of all ages to become fluent in Gaelic quickly and easily. An important target group was revealed by the 2001 Census, when some 26,722 people claimed to understand but not speak the language fluently. Many of this number are learners who have not, because of limited opportunities, achieved fluency. Others are likely to be people who grew up with the language but who may not have received formal instruction and therefore do not feel fully fluent in the language. There are also a considerable number of Gaelic speakers who grew up with the language but who have limited literacy skills or who, because they were educated in English, can speak the language, but do not have confidence in their ability to use Gaelic in everyday activities.

To tackle adult learning, we have identified the following actions:

Key Project

Bòrd na Gàidhlig, working with key partners, will conduct a survey of adult Gaelic learning opportunities, highlighting the gaps in provision and encourage the relevant bodies to participate in an effective national system of Gaelic adult education.

Key Project

Bòrd na Gàidhlig will put in place a grant scheme to provide support for those seeking to improve their Gaelic language skills.


Key Infrastructural Project

Bòrd na Gàidhlig recognises the importance of regional Gaelic learning and cultural establishments, and we will seek to encourage the relevant bodies to consider the possibility of developing this provision.

Action

Bòrd na Gàidhlig expects all relevant bodies in this sector such as local authorities, Her Majesty's Inspectorate of Education, the Scottish Ministers, Learning and Teaching Scotland, Scottish Qualifications Authority, Scottish Funding Council and universities to have regard to the priorities listed in the National Gaelic Education Strategy when discharging their functions. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to these priorities.

Language Usage



Increasing the vitality of Gaelic requires not only increasing the number of people able to speak the language, but increasing actual usage. We want to enable more people to use Gaelic as their preferred and normal mode of communication in an increasingly wide range of daily activities.

Historically, Gaelic has been excluded from many important daily activities, such as education, the media, the economy, and public services. Increasing opportunities to use Gaelic in an ever-expanding range of activities will validate the relevance and usefulness of the language, and will address long-standing assumptions among Gaelic-speakers about the place of their language.

This also implies an expansion in the number and range of occupations in which Gaelic is used. We will encourage authorities to ascertain in an objective manner which posts are Gaelic-essential and which ones are Gaelic-desirable. This is an important factor in encouraging Gaelic-speaking parents to pass on the language and in encouraging people who do not speak it to have their children learn it and perhaps to learn it themselves.



Priority area: The use of Gaelic in communities

We recognise the importance of Gaelic in the communities where it is in widespread use, and we will seek to promote the increased use of, and confidence in, Gaelic in all communities.

The most valuable resource we have is the communities where Gaelic is spoken and is still used in a range of everyday situations. In such communities, Gaelic has been used for generations and has profoundly shaped the identity of those communities and defined their outlook and forms of expression. It is essential that we take steps to promote and encourage Gaelic in these communities, and in other communities and networks where there are significant numbers of Gaelic speakers.

Reliance on the formal education system can lead to children associating Gaelic with the school but not with other aspects of their lives. International experience shows that, in order to ensure that children in minority language education become fully confident speakers, language learning must be supplemented by initiatives in the home and community.

The actions we recommend in the following sections on *language usage* and *language status* are designed to address this issue by increasing the opportunities to use Gaelic in settings outside the school and by increasing the desire and incentives for doing so.

In addition, we have identified the following actions to enhance what happens in the home and the community:

Key Project

Bòrd na Gàidhlig, together with key partners, will investigate and then establish local development initiatives to increase the use of Gaelic in communities, having particular regard to the example of the Welsh *Mentrau Iaith*.

Key Project

Bòrd na Gàidhlig, working with key partners, will commission a Gaelic Youth Strategy to outline possible opportunities for young Gaelic speakers to use Gaelic. A Gaelic youth forum will inform and co-ordinate this activity.

Key Project

Bòrd na Gàidhlig will develop and introduce an annual awards programme which will recognise achievement in the acquisition and use of Gaelic in the home, community and workplace.

Action

Bòrd na Gàidhlig expects all relevant bodies in this sector, such as Gaelic groups, local authorities and enterprise companies, to have regard to this priority area when discharging their functions. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area.



Priority area: The use of Gaelic in the workplace

We recognise the importance of the use of Gaelic in the workplace, and we will seek to promote and encourage the increased use of Gaelic in places of work.

The workplace represents an environment in which those in work spend a significant period of their time, and for many it is an important place of community life. It is therefore an important arena in which they should have the opportunity, where appropriate, to express themselves in a language with which they are comfortable and/or to develop their own language skills.

Being able to use Gaelic in all aspects of daily life requires specialist language skills. Notably in the workplace this includes acquisition of a technical vocabulary relating to things like health care, public policy and administration or the law. For languages such as English, these skills are often gained through the education system, through the media, through vocational training and through workplace training. The limited historical presence of Gaelic in such settings has restricted the development of appropriate technical vocabularies and the number of people able to use them.

To address this, we have identified the following actions:

Key Project

Bòrd na Gàidhlig will promote opportunities for the use of Gaelic in the workplace, and will commission and distribute material to help achieve this.

Key Project

Bòrd na Gàidhlig, working with key partners, will support a programme of work placements for students and graduates in work environments where Gaelic is used.

Action

Bòrd na Gàidhlig will encourage all employers to promote the use of Gaelic in the workplace where appropriate. Scottish public authorities that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area at an appropriate level.



Priority area: Promotion of Gaelic in the media

We recognise the importance of an increased presence for Gaelic in the print, broadcast and online media, and we will seek to secure an increase in range, quantity and quality.

For any minority language, presence in the communications media is of crucial importance. Media such as television, radio and the internet affect the linguistic environment in the home which, as we have seen already, is a crucial environment for both language acquisition and usage. The new Gaelic Digital Service, which will include a new dedicated Gaelic television channel working closely with the BBC's radio and online services, will have a positive impact at many levels including increasing artistic and technical skills, extending economic opportunities, stimulating parental interest in Gaelic education, appealing to and serving adult learners, and strengthening Gaelic usage in extremely important media.

It holds significant potential to assist with the development of positive attitudes to the acquisition and transmission of Gaelic, including the use of Gaelic in an increasingly wide range of contexts reflecting the experience, world-view and outlook of Gaelic speakers in the 21st century.

The media is also a vital platform for the use and development of the Gaelic language and culture in all forms, with the potential to create significant employment and also to promote the language positively.

For these reasons, we have identified the following actions:

Key Project

Bòrd na Gàidhlig, working with key partners, will prepare an audit of the current level of Gaelic in the media and an action plan to increase this in the life of this national plan.

Key Project

Bòrd na Gàidhlig, working with key partners, will support the development of Gaelic journalism skills through the creation of professional training opportunities.

Key Infrastructural Project

Bòrd na Gàidhlig will encourage Scottish Ministers and Seirbheis nam Meadhanan Gàidhlig to work with all appropriate bodies to ensure the establishment and continuous development of a Gaelic Digital Service that is accessible to all in Scotland.

Action

Bòrd na Gàidhlig expects all relevant bodies in this sector to have regard to this priority area when discharging their functions.



Priority area: Promotion of Gaelic in the arts

We recognise the importance of the arts delivered through Gaelic, and we will seek to promote excellence, access and participation.

The Gaelic arts have tremendous potential for extending the appeal of Gaelic and strengthening loyalty to the language. Gaelic has a rich artistic and cultural tradition, ranging from an impressive corpus of song and poetry, to proverbs, riddles and games. Like any artistic and cultural community this valuable legacy needs to be protected and celebrated, but it should also be expanded to take advantage of linguistic and cultural evolution.

In the twentieth century, new forms of artistic and cultural expression were assimilated into the Gaelic tradition to great effect, including drama, the novel, the short story, new types of periodical literature, contemporary forms of musical expression — from Gaelic country music to Gaelic punk — television, radio and now the internet. These forms of Gaelic language-based artistic and cultural expression need to be supported and emergent forms embraced and encouraged.

To help achieve this we have identified the following actions to support Gaelic arts:

Key Project

Bòrd na Gàidhlig, working with key partners, will prepare and support a strategy to promote the Gaelic arts in Scotland.

Key Project

Bòrd na Gàidhlig, working with key partners, will support a co-ordinated approach to increase the publication of Gaelic reading and print materials.

Action

Bòrd na Gàidhlig expects all relevant bodies in this sector such as local authorities, Scottish Arts Council, VisitScotland and Highlands and Islands Enterprise to have regard to this priority area when discharging their functions. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area.



Priority area: Promotion of Gaelic in tourism, heritage and recreation

We recognise the need and importance for an increased profile for, and use of, Gaelic in the tourism, heritage and recreation sectors, and we will seek to promote and encourage this where possible.

Gaelic is a significant aspect of the heritage of many areas and communities. An understanding of this is vital to enable individuals and communities to have an accurate sense of their identity. This also has important appeal in terms of tourism and can make a vital contribution to the confidence of speakers and the profile of the language.

In order to engage and retain the attention and interest of young people in particular, language and culture must be associated with fun and recreation. We have identified the critical roles of the home, community, working environment, and learning environments, and it is equally important that we integrate sport and other activities into the cultural life and experience of our communities. This will stimulate interest in the language and through its association with enjoyment it will be more readily adopted by more people of all ages.

Increased visibility and audibility of Gaelic language and culture, and opportunities to spectate and participate in Gaelic sports, will provide a new cultural experience for future visitors to Scotland. Gaelic has significant potential in marketing Scotland as a tourist destination.

To help achieve this we have identified the following actions:

Key Project

Bòrd na Gàidhlig, working with key partners, will prepare advice for bodies working in the tourism, heritage and recreation sectors on the opportunities for promoting Gaelic-medium and Gaelic-related activities in their sectors.


Key Project

Bòrd na Gàidhlig will ask those involved in the development of the Gaelic Youth Strategy to identify ways to develop Gaelic sports competitions at school level and sports and recreation activities for young people.

Action

Bòrd na Gàidhlig expects all relevant bodies such as VisitScotland, **sportscotland**, CalMac and enterprise companies that operate in these areas to promote Gaelic as part of the delivery of their services and in the preparation of their corporate plans. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to these priorities.

Language Status



The status of a language is affected by its presence in the daily environment and the extent to which it is used, valued and perceived to be valued by those institutions which play an important role in our daily lives. It has generally not been the accepted practice for them to use Gaelic in everyday activities, even in areas with significant numbers of Gaelic speakers. Not only does this force Gaelic speakers to use English in most contexts, but it also creates and reinforces the perception that English is the more useful and valued language. Status planning is about changing such perceptions.



Priority area: A positive image for Gaelic

We recognise the importance of a positive image for Gaelic, and we will seek to raise the profile and prestige of Gaelic wherever possible.

We want Gaelic speakers to form a more positive image of their language as relevant to all aspects of their lives, and as one that is valued by the society in which they live. Greater status and usage is likely to create employment opportunities for those who have Gaelic language skills, and this will increase the desire to acquire Gaelic. Parents will have a greater incentive to pass it on in the home, for their children to acquire Gaelic in the school, and adult learners will perceive added benefits in seeking to acquire the language.

To help achieve this we have identified the following actions:

Key Project

Bòrd na Gàidhlig will implement a publicity campaign for promoting a positive image for Gaelic in Scotland.

Key Project

Bòrd na Gàidhlig will provide advice to the Scottish Ministers and public bodies on matters relating to Gaelic, will respond to all key public consultations that relate to Gaelic and will monitor and report on progress with implementation of the Council of Europe's *European Charter for Regional or Minority Languages* in respect of Gaelic.

Action

Bòrd na Gàidhlig will encourage public authorities and other bodies to actively promote a positive image of Gaelic in Scotland and to consider how they can give expression to the principle of equal respect outlined in the Bòrd's *Guidance on Gaelic Language Plans*. Public authorities that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area.



Priority area: Preparation of Gaelic Language Plans

We recognise the need for Gaelic to extend into all areas of Scottish public life, and to this end we will issue notices requiring public authorities to prepare Gaelic Language Plans in Scotland.

Bòrd na Gàidhlig has authority under the terms of the 2005 Act to require public authorities to prepare statutory Gaelic Language Plans in which they will set out both how they will make use of Gaelic and how they will enable its use in connection with the exercise of their functions.

The 2005 Act was designed to enable flexible and proportionate implementation across Scotland, and we identify below broad categories of approach for public authorities to take in the development of Gaelic Language Plans which we believe is in that spirit. We address the development of Gaelic Language Plans in greater detail in our *Guidance on Gaelic Language Plans* document.

In connection with the preparation of Gaelic Language Plans we have identified the following actions:

Key Project

Bòrd na Gàidhlig will issue notices to Scottish public authorities under the Gaelic Language (Scotland) Act 2005 for the preparation of Gaelic Language Plans and will promote Gaelic planning with other bodies, departments and companies.

Key Project

Bòrd na Gàidhlig will provide Gaelic planning advice and examples of good practice with regard to Gaelic use in the private and voluntary sectors.

Action

At all levels of Scottish public life organisations will be encouraged to increase their use of Gaelic, and Scottish public authorities that have been issued with a notice to prepare and implement Gaelic language plans will be asked to follow the advice contained in the *Guidance on Gaelic Language Plans* prepared by the Bòrd.



Plans in areas with a majority of Gaelic speakers

In those areas in which Gaelic is still spoken by the majority of the local population, Gaelic Language Plans should seek to ensure that whenever possible the organisations which serve that population can do so bilingually. Such an approach might apply, for example, in areas such as the Western Isles, Skye and Tiree. Over the longer term, it is our view that institutions working in Gaelic-speaking areas should strive to achieve bilingualism. They should also work towards practices under which Gaelic can be used in day to day operations. As a longer term ambition we would like to see local offices in these areas using Gaelic as a normal aspect of working life.

Plans in areas with significant numbers of Gaelic speakers

In areas where Gaelic speakers are not a local majority but are present in significant numbers, public authorities should seek to provide a range of services in Gaelic, particularly services that by their nature are most likely to be used by Gaelic speakers, e.g. agricultural services. This could involve events and education as well as visible recognition of the Gaelic language. This might occur, for example, in many parts of Highland and Argyll & Bute. This could also be the approach in administrative centres which serve such areas, for instance Oban, Fort William and Inverness.

Plans in other areas

About half of all Gaelic speakers live in areas other than the ones we have just described, although sometimes significant numbers of speakers make up a relatively small percentage of the local population. Organisations serving areas with relatively low numbers of Gaelic speakers should not be expected to aim for the sorts of approaches that are possible and desirable in other areas, but they must seek to identify the possibility of at least some Gaelic provision. They should consider, in particular, ways in which they can contribute to the creation of “language environments”, such as schools, community centres and other locally-based organisations and events, at which Gaelic will be used and at which a Gaelic-speaking environment will be maintained. They should also consider using Gaelic on public signage, in other aspects of corporate identity, on their websites, on forms and in correspondence. Such symbolic use of Gaelic can do a great deal to change attitudes: it tells the public at large that Gaelic speakers are present and are welcome in the community, and that the Gaelic language is valued and embraced. This promotes the sort of inclusiveness and awareness of language issues in general which is important in our increasingly diverse society, and, crucially, helps to dispel the negative attitudes that have historically been fostered by public institutions to Gaelic.



Voluntary Gaelic Language Plans

Increased use of Gaelic by public authorities in providing services to the public and in their internal operations will significantly increase meaningful opportunities to use Gaelic in a range of activities. Most people only spend a relatively small part of each day dealing with public authorities. Most of our interactions are with other individuals, and with organisations in the private and voluntary sectors. Bòrd na Gàidhlig does not have authority to require such organisations to prepare Gaelic Language Plans in the way we can public authorities, but we do have a specific statutory function to advise such bodies on matters relating to Gaelic where that advice is sought. We fully intend to do so, and will source willing partners to develop voluntary Gaelic Language Plans based on many of the same principles which apply to public authorities. We will prepare advice for public authorities on how they might make provision to incorporate a Gaelic development aspect to the partnerships they establish with voluntary and private bodies.

Resource implications

Implementation of Gaelic Language Plans need not require significant additional ongoing expenditure. Capacity building in many cases will take time, with service delivery and internal operations through the medium of Gaelic dependent to a significant degree on building up a workforce with bilingual skills. Where one-off costs do arise in, for example, the creation of translating facilities, the erecting of new signs, the composition of bilingual versions of forms and other documents of use to the public, the Scottish Ministers have provided Bòrd na Gàidhlig with a ring-fenced Gaelic Language Plan Implementation Fund to assist organisations which are required to prepare such plans.



Priority area: Increased visibility and audibility of Gaelic in Scotland

We recognise the need for the Gaelic language to be visible and audible in Scotland in a wide range of contexts, and we will seek to encourage and support this wherever possible.

The visibility and audibility of Gaelic in Scotland is an important aspect of the promotion of Gaelic. They confirm that the language belongs in Scotland and this again carries vital messages that can boost the confidence of Gaelic speakers and learners. An increased presence of Gaelic in signage and audible discourse confirms not only that Gaelic is intimately linked to Scottish heritage and geography but also that Gaelic is a feature of contemporary Scottish public life.

To help achieve this we have identified the following actions:


Key Project

Bòrd na Gàidhlig, together with key partners, will produce an action plan and advice pack for increasing the visibility and audibility of Gaelic in Scotland.

Action

Bòrd na Gàidhlig will encourage Scottish public authorities and other bodies to consider how they can give greater recognition to Gaelic and increase the visibility and audibility of Gaelic in places for which they have responsibility. Public authorities that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area.

Language Corpus



Gaelic already has a well-developed grammar and a writing system that is relatively clear. However, all languages evolve over time, and it is important that the grammar and writing system of Gaelic is further developed, standardised and disseminated. Of particular importance is the development of Gaelic words and phrases and the standardisation of Gaelic place-names.



Priority area: Gaelic orthographic, terminological and place-name development

We recognise the need for appropriate measures and structures to ensure that the relevance and consistency of Gaelic is maintained and strengthened.

The historic exclusion of Gaelic from the education system and many of the institutions which play a part in our daily lives has meant that, in addition to discouraging Gaelic-speakers from using, valuing and passing on their language, appropriate terms for use in the context of such institutions have not been developed or are not widely understood. Therefore, the development of words and phrases which allow Gaelic speakers to use the language effectively in all aspects of daily life is extremely important.

Put simply, it is difficult to use a language extensively if an appropriate and accepted vocabulary does not exist. It is also essential that the resulting vocabulary becomes widely known and used. We therefore need to ensure that developments relating to matters such as grammar, spelling systems and vocabulary produce a language that is relevant and popular – and that we heed the reaction of users, working with widespread developments in the language, not against them.

To help achieve this we have identified the following actions:

Key Project

Bòrd na Gàidhlig, consulting with key partners, will investigate the most suitable structure for a Gaelic language academy in order to ensure the relevance and consistency of Gaelic, including place-names.

Action

Bòrd na Gàidhlig will encourage public authorities and appropriate bodies and institutions that are active in this area to co-operate and work together in pursuit of this aim of achieving an agreed approach towards strengthening Gaelic. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority.



Priority area: Gaelic translation and interpretation

We recognise the importance of encouraging more information being translated into Gaelic, and we will seek to ensure quality and accessibility in Gaelic translations.

Increased use of Gaelic by public authorities in providing services to the public will significantly increase the need for quality oral and written translation services. The requirement for public authorities to prepare and implement Gaelic Language Plans will precipitate a demand for Gaelic translation services for written texts, forms and publications. Simultaneous interpretation facilities may be required at meetings and conferences in some instances.

To help achieve this we have identified the following actions:

Key Project

Bòrd na Gàidhlig, working with key partners will prepare a report and recommendations on the best way forward for ensuring high standards and consistency in Gaelic translation and interpretation. This will look at assessment and training for translation and interpretation to and from Gaelic.

Action

Bòrd na Gàidhlig will encourage Scottish public authorities and other bodies to have regard to the increasing need for Gaelic translation and interpretation and to ensure good quality translation and interpretation services are obtained. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority where appropriate.



Priority area: Gaelic in survey and research

We recognise the importance of and the need for accurate information on all areas of Gaelic activity and development and that these findings should inform policies and programmes.

In the last twenty years, research has been carried out into various aspects of Gaelic development. Attainment studies and attitudinal surveys have been carried out on Gaelic-medium education. Audience surveys have been conducted on Gaelic broadcasting and new digital requirements, and there have been more general studies carried out on Gaelic acquisition and usage. A useful source of this information is on the website of the Department of Celtic and Scottish Studies of the University of Edinburgh.* In addition, Gaelic features prominently in the work of the General Register Office for Scotland and they have produced a useful and detailed analysis of Gaelic census information.

There still remain a large number of Gaelic issues about which we do not yet have enough relevant, up-to-date information. A better understanding of these issues will greatly enhance our ability to refine and develop policy, not only in this and subsequent National Plans, but in day-to-day aspects of our operations and those of the partners with whom we interact and the communities we serve. Bòrd na Gàidhlig will support and participate in the multi-partner Gaelic Research Network which is being proposed by the UHI Millennium Institute, and we will also develop and implement our own research strategy.

To help achieve this we have identified the following actions:

Key Project

Bòrd na Gàidhlig, together with key partners, will maintain a list of the research needs of Gaelic in Scotland and will seek to encourage and commission appropriate research

Key Infrastructural Project

Bòrd na Gàidhlig, together with Highlands and Islands Enterprise, will support and participate in the multi-partner Gaelic Research Network which is being proposed by the UHI Millennium Institute.

Action

Bòrd na Gàidhlig will expect Scottish public authorities and other relevant bodies to undertake research into Gaelic matters where appropriate and to obtain access to Gaelic research for decisions on Gaelic development. Relevant bodies that have been issued with a notice to prepare a Gaelic Language Plan must have regard to this priority area.

* www.arts.ed.ac.uk/celtic/poileasaidh/sources.html



Research priorities

We have identified a number of research priorities below. These priorities are not exhaustive and only reflect our proactive approach to addressing immediate research needs. We will react to emerging needs and conduct research as and when required.

Acquisition

- ❖ a national survey to determine what motivates adults to learn Gaelic, the methods tried and the problems encountered
- ❖ a survey into the reasons parents choose Gaelic-medium pre-school education and Gaelic-medium primary education
- ❖ a study of the motivational factors for parents and older pupils to access Gaelic-medium secondary education
- ❖ a comprehensive study of the Gaelic linguistic competence of pupils and students undertaking Gaelic-medium studies
- ❖ up-to-date research study on the attainment of 5-4 Gaelic-medium pupils
- ❖ a comparative study of international immersion methodologies and teaching methods, with recommendations on the introduction of Gaelic literacy skills in the Gaelic-medium setting

Usage

- ❖ a national language-use survey to help us better understand how Gaelic is used
- ❖ applied sociolinguistic research to identify usage patterns and barriers to usage in the home, community and workplace, to inform our future plans for development
- ❖ further research on the role of the Gaelic arts in raising the profile of Gaelic and promoting Gaelic development



Status

- ❖ a comprehensive research study into the sociolinguistic needs of Gaelic-speakers
- ❖ an audit of the capacity of institutions to deliver Gaelic-medium services
- ❖ an audit to identify the skills required to implement public authority Gaelic Language Plans, and recommendations for a skills development strategy
- ❖ evaluation studies into the implementation of Gaelic Language Plans
- ❖ a survey of the degree to which Gaelic services are used, with an identification of the motivating factors used to encourage use of Gaelic

Corpus

- ❖ research the nature of contemporary Gaelic vocabulary and grammar to inform future developments
- ❖ research, agree and promote formal standards for Gaelic spelling, names, signs, grammar and official register
- ❖ research and develop an authoritative historical dictionary of Gaelic
- ❖ research, develop and promote a national gazetteer of Gaelic place-names



Section 4 ::

Implementation and Key Projects

We have identified a wide range of actions which we believe will contribute to the vision we have of a vibrant Gaelic language. The National Plan is ambitious, and it needs to be. If Gaelic is to have a sustainable future we need to work together to make progress across all sectors of society and in all parts of Scotland.

Proactive engagement

Of particular importance in delivering our vision for Gaelic is the proactive engagement of all types of bodies – public, private, voluntary, Gaelic, non-Gaelic and government. As a Bòrd we simply won't be able to deliver every action identified in the National Plan or develop formal partnerships with every body that can make a positive contribution to the implementation of the National Plan.

The National Plan covers a wide range of areas and is concerned with Gaelic usage in all areas of Scotland. We want to see bodies proactively engage with it, to recognise actions which they can take in areas within which they operate, and for them to take practical steps to help deliver those actions.

While an increasing number of public authorities will be required to develop formal Gaelic Language Plans in which they will be expected to provide evidence of their engagement with the priorities identified in the National Plan, we also **strongly recommend** that all public bodies in Scotland have regard to the National Plan when engaged in their corporate planning process. In doing so they should identify where they are able to contribute to the implementation of actions and key projects identified in the National Plan and set out what steps they will take in these areas. We also encourage Ministers to have regard to this recommendation when approving the corporate plans developed by public authorities.

Although the 2005 Act does not extend to private and voluntary bodies, these are key sectors which have a significant contribution to make to normalising the use of Gaelic in Scotland. Businesses, churches, charities, community organisations and the media can all contribute to implementing actions identified in the National Plan, and particularly in raising the profile of the language and normalising its use in everyday life. We will provide advice to such organisations where they seek it, but we will ultimately be reliant on their goodwill and efforts to make sure that Gaelic speakers have the widest range of opportunities to use the language in all areas of their daily lives.

A key area where all types of public, private and voluntary bodies can help make progress proactively is in relation to status. We **strongly encourage** all bodies in Scotland to make an effort to use Gaelic in signage, corporate identity, and correspondence and on their websites. Small contributions by a large number of organisations could have a potentially huge impact on the status of Gaelic in Scotland, and could serve as a precursor to the development of formal Gaelic policies or Gaelic Language Plans in the longer term. We will develop a toolkit and good practice guide to enable bodies to make quick and cost-effective progress in this area.



Partnership projects

Central to delivery of the development actions identified in the National Plan for Gaelic will be partnership working between Bòrd na Gàidhlig and other bodies.

We will use our development funding to support the implementation of actions identified in the National Plan. In this, we will work in collaboration with a range of Gaelic groups and other bodies that have the skills and expertise to make progress in action areas. These partnerships will be especially important in delivering the actions necessary to support the use of Gaelic in the home and the community.

We will consult with key partners and seek expressions of interest from them to deliver the following key projects in partnership with us and others:

- ❖ **a campaign to promote the use and transmission of Gaelic in the home.** The views of key stakeholders will inform a campaign aimed at promoting the use and transmission of Gaelic in the home. We will work in partnership with others to establish community based services to encourage and support adults to use Gaelic in their households.
- ❖ **a review of Gaelic childcare and early years provision to clarify existing provision, identify gaps and make recommendations for improving provision.** We will commission an independent study into Gaelic early years provision and collate information on the location and nature of early years and pre-school provision.
- ❖ **initiate a Gaelic-medium education (GME) promotional campaign to raise the profile of GME among parents, through the media and other means.** The campaign will highlight the benefits of GME and will aim to generate parental interest in choosing GME for their children.
- ❖ **a survey of adult Gaelic learning opportunities, highlighting the gaps in provision and establish an effective national system of Gaelic adult education.** There is potentially a huge Gaelic learners market that will be important to increasing numbers, skills and diversity in the Gaelic community. A study will be commissioned to investigate what motivates people to learn Gaelic, to identify barriers to learning, to provide various language acquisition models to suit different types of adult learners and to establish a national system of Gaelic adult education.
- ❖ **investigate and then establish local development initiatives to increase the use of Gaelic in communities, having particular regard to the example of the Welsh *Mentrau Iaith*.** Our aim will be to ensure that Gaelic is sustained and encouraged in communities. Gaelic partnerships should reflect the wishes of local people to make more use of the language and should organise activities to raise the profile of Gaelic in their communities.
- ❖ **a Gaelic youth strategy to outline possible opportunities for young Gaelic speakers to use Gaelic.** A youth forum with representation from the diverse Gaelic communities will co-ordinate a youth strategy aimed at providing a range of opportunities for young Gaelic speakers to use their Gaelic in an increasing number of social and recreational contexts.
- ❖ **a programme of placements for students and graduates in work environments where Gaelic is used.** We will work with others to compile a database of suitable Gaelic placement locations across Scotland where Gaelic can be used in the workplace. Public authorities when developing and implementing their Gaelic Language Plans should also consider developing and listing suitable placement opportunities.



- ❖ **an audit of the current level of Gaelic in the media and an action plan to increase this in the life of this plan.** A study will be commissioned to measure the current level of Gaelic in the media and identify existing barriers and limitations. Key partners will be involved in the preparation of an action plan to increase Gaelic media coverage.
- ❖ **the development of Gaelic journalism skills through the creation of professional training opportunities.** A study will be commissioned to investigate the requires for, and delivery of, dedicated training for Gaelic-medium journalism.
- ❖ **prepare an action plan and advice pack for increasing the visibility and audibility of Gaelic in Scotland.** This will provide practical information on steps which can be taken to increase the visibility and audibility of Gaelic in a range of situations in public life and encourage bodies and companies to take steps that have the potential for making a difference to the profile of Gaelic in Scotland.
- ❖ **prepare a report and recommendations on the best way forward for ensuring high standards and consistency in Gaelic translation and interpretation.** This will look at assessment and training for interpretation to and from Gaelic.
- ❖ **a co-ordinated approach to increase the publication of Gaelic literature.** We will liaise with key partners in this sector to prepare an action plan aimed at increasing the range, quality and publication of Gaelic reading materials.
- ❖ **a strategy to promote the Gaelic arts in Scotland.** We will liaise with key partners in this sector to develop an effective strategy that will seek to ensure the Gaelic arts are promoted and performed in an increasing number of locations across Scotland.
- ❖ **advice for bodies working in the tourism, heritage and recreation sectors on the opportunities for promoting and using Gaelic in their respective sectors.** Working in partnership, we will prepare and make available advice on the use of Gaelic in their activities and provide advice on how to promote Gaelic effectively.
- ❖ **Gaelic sports competitions at school level and sports activities for young people.** The youth forum and associated strategy will provide invaluable advice and guidance on how best to develop this key project to ensure that the range and incidence of recreational sports activities are available for young people.



Bòrd na Gàidhlig projects

Bòrd na Gàidhlig will drive forward implementation of the National Plan and we have identified a number of key projects which we believe hold the potential to enable significant progress for Gaelic to be made. We will focus attention and resources in these areas and will seek to initiate action and make progress in all of them over the next five years. Wherever possible, whether working on our own or with partners, we will also seek to make progress with other actions identified in the National Plan.

Having placed a statutory duty on Bòrd na Gàidhlig to develop a National Plan for Gaelic, it is essential that the necessary resources are provided by the Scottish Ministers to ensure the priorities we have identified can be fully implemented. We will work with the Scottish Ministers in forthcoming Spending Reviews to ensure that they understand why it is important that Gaelic development is accorded the appropriate priority and funding to enable implementation of the National Plan.

In the course of the next five years Bòrd na Gàidhlig will:

- ❖ **implement a national publicity campaign aimed at promoting a positive image for Gaelic in Scotland.** We will lead a high profile campaign to raise awareness of Gaelic issues and events in the press, television and radio. Focussed community based campaigns to raise the profile of Gaelic-medium education (GME) and the use and transmission of Gaelic in the home will form part of this bigger national campaign.
- ❖ **establish a grant scheme to provide support for those seeking to improve and develop their Gaelic language skills.** Applications for support will be sought from young people, parents of children in the home and GME and professionals seeking to improve their Gaelic oral and/or literacy skills.
- ❖ **develop and introduce an annual awards programme which will recognise achievement in the acquisition and use of Gaelic in the home, community and workplace.** We will source sponsorship for individual awards and aim to host the first Gaelic awards ceremony towards the end of 2008.
- ❖ **issue notices to relevant public authorities requesting statutory Gaelic Language Plans.** These will illustrate how they intend to use, and enable the use, of Gaelic. Guidance for Public Bodies on Language Planning prepared by Bòrd na Gàidhlig will be issued to assist public authorities with the development of their plans and we will target funding from the Gaelic Language Implementation Fund to support the implementation of these plans.



- ❖ **provide advice to the Scottish Ministers and public bodies on matters relating to Gaelic.**

Bòrd na Gàidhlig will respond to all key public consultations that relate to Gaelic and will monitor and report on progress with implementation of the Council of Europe's *European Charter for Regional or Minority Languages* in respect of Gaelic.

- ❖ **prepare materials on the opportunities for the use of Gaelic in the workplace.** We will encourage employers to look for opportunities for the greater use of Gaelic in places of work and this will encourage Gaelic speakers to use the language in their place of work and thus broaden their language skills. This will also encourage and facilitate non-speakers to learn the language through workplace initiatives.

- ❖ **provide Gaelic planning advice and examples of good practice with regard to Gaelic use in the private and voluntary sectors.** Where a private or voluntary sector authority indicates its intention to prepare a Gaelic policy and/or Language Plan, we will provide advice on visibility and audibility of Gaelic in the workplace and language training options for employees. Examples of good practice in the area of language planning will also be shared with interested parties.

We will also work closely with those public authorities that have been issued with a notice to prepare a Gaelic Language Plan to guide their development. The Gaelic Language (Scotland) Act 2005 is structured in a deliberate way to require that public authorities take the National Plan into account when developing these plans. We will therefore look for evidence that they have engaged with the actions identified in the National Plan, in areas it is appropriate for them to do so, and that they have set out what they will do to assist with their implementation.

Key infrastructural projects

We have also identified a number of key infrastructural projects which we believe would significantly help to underpin the development of Gaelic. Their delivery will be reliant on the actions of other bodies.

- ❖ **the establishment of more regional Gaelic learning and cultural centres.**

The success of Ionad Chaluim Chille Ìle (ICCI), the Columba Centre on Islay, illustrates the impact and benefit of locating a Gaelic learning and cultural centre within a Gaelic speaking community. ICCI has started to replicate, on a smaller scale, the hugely important impact of the national Gaelic college, Sabhal Mòr Ostaig, and should be seen as the first in a growing national network of similar Gaelic centres rolled out to other areas over the life of this, and subsequent, plans.

- ❖ **the establishment of more dedicated Gaelic-medium schools.**

The creation of the first Gaelic primary school in Glasgow in 1999 has highlighted the enhanced educational benefit of a total Gaelic environment. Indeed, such was the success of this primary school that it was replaced in 2006 by a dedicated 3-18 Gaelic school on a much bigger campus. In August 2007 a custom-built Gaelic primary school will open in Inverness. Further provision of Gaelic-medium schools is an essential progression towards a national network of such dedicated Gaelic schools.



- ❖ **the establishment of a national network of Gaelic-medium support-service professionals to meet the needs of Gaelic-medium pupils.**

The National Plan sets out actions to re-establish the vitality of Gaelic in the home and an expansion of Gaelic-medium education and reinforces the need for professionals who are trained and experienced in the specific needs of Gaelic-speaking children and their parents. These professionals (educational psychologists, careers advisers, speech and language therapists and health care advisers) must be able to deliver services to meet the specific needs of Gaelic-medium pupils through the medium of Gaelic or English as required or requested. While it is unrealistic to envisage individual education authorities being able to develop many such services for what in most cases are relatively small numbers, it is entirely feasible to envisage dedicated national provision.

- ❖ **the establishment of a national Gaelic Digital Service.**

Delivery of a digital service is expected early in the life of the National Plan. The new service will help to unite the scattered Gaelic communities, and it will promote the positive benefits of Gaelic described in this Plan and positively encourage language usage and acquisition. The service will also create significant employment opportunities, increasing artistic and technical skills, stimulating parents' interest in Gaelic education, appealing to and serving adult learners, and strengthening Gaelic usage in extremely important media. Such a service is a vital contribution to the delivery of this plan in helping to reach a dispersed Gaelic community and deliver a service into the homes of all those wishing to access it.

- ❖ **support and participate in the multi-partner Gaelic Research Network which is being proposed by the UHI Millennium Institute (UHIMI).**

This project aims to develop a high quality research capability at the UHIMI which will combine with existing efforts for the maintenance and revitalisation of Gaelic and establish a national network across Scottish higher education institutions which will encourage new research on contemporary Gaelic matters such as Gaelic as a family and community language, Gaelic in education and current Gaelic policies.

Harnessing expertise

There is considerable support for Gaelic development in Scotland and where possible we will work within current structures.

- ❖ Many authorities and bodies now have a considerable commitment to Gaelic development and expertise in the delivery of Gaelic services. These bodies are vital to the promotion of Gaelic and we will acknowledge and work with these authorities and bodies
- ❖ We will also work closely with Gaelic organisations and groups and rely on their experience and expertise to deliver many of the key projects listed in the National Plan. The breadth of knowledge and expertise in this sector is considerable and the future strength of Gaelic depends on their continuing development
- ❖ We also acknowledge the tremendous resource that exists in Sabhal Mòr Ostaig and we will seek to make use of its expertise in the delivery of courses in the college and through distance learning courses



Where we need to bring together wide-ranging expertise to tackle specific issues we will create the necessary structures to make that happen, and we will ensure the necessary sectoral experience is represented on these bodies. We will, for example:

- ❖ establish a **National Gaelic Education Steering Group** to oversee implementation of the *National Gaelic Education Strategy*. This national group will oversee the implementation of the strategy and will contribute to the development of education guidance and policy.
- ❖ investigate a suitable structure for a **Gaelic Language Academy** to initiate and co-ordinate corpus planning. This will monitor and assess changes in the language and co-ordinate the creation and implementation of new and correct forms of Gaelic.
- ❖ initiate a **National Gaelic Youth Forum** to inform and co-ordinate youth developments. This forum will co-ordinate the development of a National Youth Strategy and will represent the views and aspirations of young Gaelic speakers and learners in Scotland.

The Gaelic-speaking community

Legislation and language planning will enable effective support for the development of the Gaelic language, but its vitality and growth will ultimately depend on its users. The success of the National Plan will depend on individual speakers and supporters of Gaelic using the language more frequently and in all aspects of daily life, and in particular seizing upon the greater opportunities to use Gaelic that the development of public authority Language Plans will create. Similarly, consistent supportive action is required from providers of Gaelic language services, particularly those in direct contact with the public, and they must be aware of the importance of encouraging the use of Gaelic, and publicising those Gaelic-medium services that they offer.

Section 5 ::

Monitoring Implementation

Bòrd na Gàidhlig will monitor implementation of the development actions identified in the National Plan. We will do this by reviewing our own actions, by monitoring the activities of bodies with which we have developed formal partnerships, and by seeking information from other bodies on steps which they have taken to adopt the development actions we have identified in the National Plan.

In particular, we will:

- ❖ commission a national language-use survey of Gaelic, as part of the planned programme of research and survey on which language planning will be based
- ❖ monitor how bodies utilise development funding granted by Bòrd na Gàidhlig for the purpose of implementing actions identified in the National Plan
- ❖ monitor and review how public authorities implement Gaelic Language Plans prepared under the terms of the 2005 Act and how they use any associated funding
- ❖ advise on the use of Specific Grants for Gaelic Education by local authorities
- ❖ seek information periodically from public, private and voluntary bodies on their engagement with actions identified in the National Plan
- ❖ advise relevant bodies on the adoption of questions relevant to developing and maintaining Gaelic in the national census and in other public and private surveys
- ❖ share information, research and best practice with other language communities in Scotland and elsewhere

This information will be used for two main purposes:

- (i) to ensure that when the Bòrd is requested to produce a new version of the National Plan, which the Scottish Ministers will seek at least every 5 years under the terms of the 2005 Act, its development will be informed by a comprehensive understanding of the ongoing development needs of the language
- (ii) to ensure that we are able to discharge our statutory obligation under section 1(2)(d) of the 2005 Act to monitor and report to Ministers on progress with the implementation of the *European Charter for Regional or Minority Languages*. The UK Government has signed up to a number of specific undertakings in relation to Gaelic, and we will source and provide information on progress in Scotland in line with the Council of Europe's three-yearly reporting cycle.

Annex A ::

The National Gaelic Education Strategy

One of the central features of the 2005 Act is the duty placed on Bòrd na Gàidhlig to submit to the Scottish Ministers, within 12 months of commencement of section 2 of the Act, a National Plan for Gaelic. Section 2 of the 2005 Act requires that we include in the National Plan proposals for how we will carry out strategies for promoting, and facilitating the promotion of the use and understanding of Gaelic, Gaelic education and Gaelic culture. We have addressed the statutory requirement for an education strategy as part of the National Plan by developing this Annex. We have presented the strategy in this way in recognition of the critical role of education.

This Strategy provides strategic guidance on the development of Gaelic education in Scotland. It sets out a comprehensive development programme that is dependent on the support of the Scottish Ministers, local authorities, public bodies and Gaelic organisations. Through effective partnership working we aim to achieve its key objective of expanding the momentum of growth of Gaelic education and ultimately, increasing the number of Gaelic speakers. We are confident that the tasks in this Strategy will contribute to the four language principles in the National Plan: Language Acquisition, Usage, Status and Corpus.

The Policy Context

This strategy covers all levels of school education as well as tertiary education. There are a wide range of authorities, bodies and institutions that have an important role in Gaelic education. The Scottish Ministers have a clear role in setting the policy context in which these bodies operate. In this regard the advice from central government has been clear. In connection with school education the importance of Gaelic education for the future of the Gaelic language has been emphasised in legislation, guidance and various policy documents.

In connection with tertiary education the advice from Ministers has emphasised, ‘responding to the needs of the community for further and higher education courses, taught in the Gaelic language, as a fundamental element in the achievement of our policy aim of strengthening and promoting Gaelic’, and they wished to see this ‘priority reflected in the activity’ of the Scottish Funding Council (SFC). There has also been separate advice on teacher education in which the Scottish Executive has stated that ‘the supply of teachers able to teach in the medium of Gaelic continues to be a priority’ for Ministers.

The Guidance is clear from Scottish Ministers that Gaelic education is a priority and that they would like authorities and bodies to reflect this priority in the exercise of their functions and in the delivery of their services. The delivery of Gaelic education in schools is the responsibility of local authorities and bodies such as the Scottish Qualifications Authority (SQA) and Learning and Teaching Scotland (LTS) have a vital role to play in this. In connection with further and higher education, the SFC and the institutions themselves are responsible for the delivery of education.

The aim of this strategy is to offer further detail to authorities and bodies on how they could respond to this advice from Ministers. This Strategy functions on two levels. It offers clear advice to authorities and bodies on what the priorities are for making further progress on Gaelic education at all levels. It also offers an agenda to the proposed national Gaelic steering group which will be established to implement these priorities.

Current Situation in School Education

Gaelic-medium education (GME) has been one of the most rapidly developing sectors of Scottish education since the first Gaelic-medium primary classes were opened in Sir John Maxwell Primary School in Glasgow and Central Primary in Inverness in 1985. The establishment of GME in both these schools heralded an unprecedented parental demand for similar provision across Scotland.

The commitment to Gaelic education in Scotland is illustrated by financial investment from the Scottish Ministers, a growing number of local education authorities promoting and making provision for Gaelic-medium education and the contribution of national education agencies and Gaelic bodies. Through collaborative working there have been a number of significant developments and improvements in funding, resources, information and communications technology (ICT) and teacher training.

Gaelic Medium Education (GME) in Schools

At the start of session 2006/07, there were 701 children registered for Gaelic pre-school education. Local authorities have endeavoured to establish GME pre-school provision to match existing GME primary provision. There are currently 62 primary schools with GME provision meeting the needs of 2,092 pupils across the country. In August 2006, Glasgow City Council opened Sgoil Ghàidhlig Ghlaschu, the first dedicated 3-18 GME school in Scotland. Highland Council intends to open its first dedicated Gaelic-medium primary school in August 2007.

At present fourteen local education authorities provide a Gàidhlig (Fluent Speakers) language learning continuum from GME primary to secondary. There are thirty seven secondary establishments which currently provide 945 GME pupils with the opportunity to continue their study of Gàidhlig to SQA certificated levels. Seventeen secondary schools offer a range of subjects through the medium of Gaelic, and 293 pupils are currently studying Geography, History, Mathematics and Modern Studies through the medium of Gaelic. Significant promotion and expansion is required in Gaelic-medium secondary education. Local authorities must ensure that pupils who receive their primary education through the medium of Gaelic can continue to study a range of Gaelic-medium subjects in their associated secondary schools. The expansion of Gaelic-medium secondary education is dependent on the availability of fluent Gaelic-speaking teachers capable of and willing to teach their specialist subject through the medium of Gaelic.

New Initiatives

Sgoil Ghàidhlig Ghlaschu is in the vanguard of developing a secondary department capable of offering the full range of certificated subjects through the medium of Gaelic. Further secondary curriculum developments have been co-ordinated by the ministerially appointed Secondary ICT Implementation Group, charged with increasing the number of secondary subjects available through the medium of Gaelic and investigating the feasibility of the part delivery of Gaelic-medium subjects through an ICT-resourced 'virtual classroom' environment.

Funding and Resources

Scottish Ministers have consistently made a commitment to Gaelic-medium education and local education authorities have been supported in their efforts to establish and develop GME through the Scheme of Specific Grants for Gaelic. Local education authorities are annually invited to bid for funding to progress Gaelic education developments with the expectation that these costs will be mainlined within a period of five years.

The Scheme of Specific Grants for Gaelic has facilitated a great number of significant and innovative developments in Gaelic education over the years and the local education authorities have welcomed the increases that the Scottish Ministers have made to the funding. Bòrd na Gàidhlig strongly supports the maintenance and expansion of the Scheme of Specific Grants for Gaelic to ensure that local education authorities can continue to develop GM provision and that schools are adequately resourced with appropriate GM curriculum materials.

Stòrlann Nàiseanta na Gàidhlig

Stòrlann Nàiseanta na Gàidhlig was established in 1999 to provide a service to all sectors of Gaelic education and to co-ordinate the production and distribution of Gaelic teaching materials. Stòrlann is jointly funded by local education authorities, the Scottish Ministers and Bòrd na Gàidhlig. An advisory panel of local authority representatives review and agree the annual Gaelic resources programme and Stòrlann conducts an annual teacher evaluation of all resources. Opportunities for partnership working between Stòrlann, LTS and BBC Foghlam will require to be exploited in the future. Significant additional resources will be required to enable Stòrlann to increase the range of Gaelic teaching materials available to GM establishments.

Gaelic Learner Education (GLE) in Schools

Gaelic-learner education in primary and secondary schools is also an important aspect of Gaelic education developments. There have been significant increases in the number of pupils learning Gaelic as a subject in secondary schools in recent years. In 2006/07, 2,696 secondary school pupils studied Gaelic (Learners) courses.

Within the primary sector, a Scottish Executive-funded Gaelic Learners in the Primary School (GLPS) initiative has been implemented by a number of local authorities and a growing number of schools across Scotland are teaching Gaelic as an integral part of the primary school curriculum. In 2006/07 some 4,800 primary pupils are learning Gaelic and gaining an awareness of Gaelic culture.

A large number of the responses received during the draft national plan consultation process indicated that there is a demand for Gaelic to be available in primary schools throughout Scotland. There is now a need to develop GLE provision further and to work towards the introduction of GLPS provision in all Scottish primary establishments.

Clì Gàidhlig is the national organisation which promotes the learning of Gaelic, disseminates information on Gaelic and Gaelic matters, and acts as the voice of learners and non-native speakers. In addition to the work of Clì Gàidhlig, a range of Gaelic courses and distance learning options are available through further education colleges and community groups.

Further and Higher Education

The development of Further and Higher education courses through the medium of Gaelic is fundamental to providing a learning continuum for Gaelic speaking students. The universities of Glasgow, Edinburgh and Aberdeen offer Celtic and Gaelic degrees and they provide opportunities for students to study specific courses through the medium of Gaelic. At this level the Board of Celtic Studies performs a key role of representing the interests of the different institutions and providing advice on teaching and learning.

Further and Higher education institutions have a unique and wide ranging contribution to make to the profile of Gaelic in Scotland. There is significant and valuable expertise in the Gaelic and Celtic Departments that enriches the Gaelic community, and the wider community, in many ways. Evidence of this can be seen for example in the Rannsachadh na Gàidhlig conferences. These Departments contain the vital skills to teach about the history, literature and heritage of the Gaelic language.

The Celtic and Gaelic Departments also contain the expertise to make progress in important areas such as Gaelic corpus development and the preparation of a Gaelic historical dictionary. In addition these departments contain great potential for further development in areas such as their research capacity, vocational courses and promoting publications on subjects of Gaelic interest. Other opportunities for progress are in areas such as combining Gaelic with other tertiary subjects, academic support for other levels of Gaelic education and placing learners in Gaelic communities to strengthen their language skills.

Sabhal Mòr Ostaig on Skye, Lews Castle College on Lewis and Ionad Chaluum Chille Ìle on Islay provide a range of degree and short courses entirely through the medium of Gaelic. Sabhal Mòr Ostaig has a key role as the national centre for Gaelic language and culture. It has made good progress with Gaelic further and higher education and has supported the development of skills for a number of Gaelic language speakers. The college also has a role in Gaelic research and vocational training and contributes to the local economy in the area. Lews Castle College also has developed important skills in language teaching, translation and interpretation and is making progress in connection with Gaelic and vocational courses. Ionad Chaluum Chille, Ile has, in a relatively short period of time, established itself as a linguistic and cultural learning centre capable of meeting the needs of the community on Islay and has attracted national and international events and visitors from around the world.

Teacher Recruitment, Education and Supply

If Gaelic-medium education is to develop and expand within the Scottish education system there is a need for more teachers. The recruitment and supply of Gaelic-medium teachers is critical to the ongoing success of GME. In 2005, Peter Peacock MSP, the then Minister for Education and Young People established the Gaelic-medium Teachers' Action Group to report on Gaelic teaching and supply. One of the key recommendations of this group was that a National Gaelic Teacher Recruitment Officer be appointed under the direction of Bòrd na Gàidhlig.

The Scottish Ministers provided Bòrd na Gàidhlig with funding to establish this post and the National Gaelic Recruitment Officer was appointed in September 2006. The recruitment officer will liaise with local authorities to raise awareness of, and actively promote Gaelic teaching opportunities in GME schools. Scottish universities will also be targeted to disseminate information on Gaelic teacher training courses to students. The officer will liaise with Careers Scotland to ensure that Gaelic features prominently at national and local careers events.

A number of universities are committed to providing alternative pathways for Gaelic speaking students to access teacher training courses. Strathclyde University (Education Faculty) has established a leading partnership model with UHI Millennium Institute and local authorities to provide Professional Graduate Diploma in (Primary) Education blended learning off-campus provision. Aberdeen University has formed a partnership with the Highland Council and Comhairle nan Eilean Siar to deliver a part-time distance learning course leading to a Post Graduate Diploma (Secondary) Education award.

The establishment of new routes in Gaelic teacher training, recruitment and supply of GM teachers must continue to be a priority if local authorities are to be encouraged to promote GME to a wider parental audience.

Conclusion

Gaelic education in Scotland is a success story but, in order to create a sustainable future for Gaelic in Scotland, further investment is required and developments listed in the following pages must be prioritised, co-ordinated and managed. The main priority areas in which we need to see progress are:

- ❖ the expansion of Gaelic childcare facilities
- ❖ the expansion of Gaelic medium education at pre-school, primary and secondary
- ❖ the expansion of Gaelic learners' provision at primary and secondary
- ❖ the recruitment and education of Gaelic teachers at all levels
- ❖ the expansion of Gaelic education for adults and vocational education
- ❖ increased support for the work of Gaelic and Celtic Departments, Sabhal Mòr Ostaig and the associated UHIMI Gaelic learning centres

In the following pages, further detail is offered on how we can make progress in these priority areas. Emphasis must be given to the development of GME secondary education and associated teaching materials to ensure GME primary pupils have a continuum of provision and access to a range of GME subjects. Future developments in GME pre-school and primary must be informed by relevant research and parents must have access to up-to-date information on GME to enable them to make informed choices.

GME is recognised as the best means of assisting young people to achieve fluency in the language and in recent years has had an impact on addressing the problem of the decline in the language. However, education alone will not reverse language decline and young people must be provided with a range of opportunities and activities that allows them to use their acquired language confidently in a number of domains and contexts.

The establishment of Sgoil Ghàidhlig Ghlaschu and the forthcoming development of a new Gaelic primary school in Inverness is further evidence of specific local authority commitment to Gaelic education. Such developments now place an imperative on other local authorities across Scotland and in particular those authorities with a significant number of Gaelic speakers, to investigate the efficacy of developing similar GME provision in their own areas.

In conclusion, we believe that the National Gaelic Education Strategy sets out the steps to realise the necessary growth and development of Gaelic education in the future. We look forward to building on existing good relationships with the Scottish Ministers, local authorities, national education and Gaelic agencies to help overcome the challenges laid down in the strategy. To drive this work forward, we will establish a national steering group to manage the implementation of the strategy and provide progress reports to Ministers.

Action Areas

Entitlement & Language Acquisition

Key Tasks

Outcomes

Timescale

Bòrd na Gàidhlig will work with others:

To actively promote recognition of the educational & other benefits of GME based on up-to-date research findings

Readily accessible information on Gaelic in the form of leaflets, road shows & media campaigns

Ongoing

To provide up-to-date parental guidance & information on Gaelic education

Greater parental confidence in GME as a result of a high-quality, national publication on GME & Gaelic accessibility

Ongoing

To engage with families in encouragement of, & support for, Gaelic-medium provision

Establishment of a range of home-visiting & awareness-raising projects to inform parents of the benefits of GME

Year 2

To expand provision of Gaelic childcare facilities (wrap-around)

An increase in, & greater accessibility to, Gaelic childcare facilities

Year 3

To work with Comann nam Pàrant (Nàiseanta) to increase support groups for parents of pupils in GME

Greater parental confidence through improved support structures for parents of pupils in GME

Ongoing

Key Tasks

Bòrd na Gàidhlig will work with others:

To extend reporting arrangements for National Priority 3 to include data on Gaelic Learner Education (GLE)

Outcomes

Availability of accurate data on the number of pupils accessing GME & GLE in schools

Timescale

Year 2

To promote language diversity & raise awareness of the Gaelic language through the study of Gaelic history, culture & heritage in Scottish schools

New curriculum guidance for schools on language diversity & Gaelic associated studies

Year 3

To promote Gaelic learning at tertiary level which will take students to fluency and include residency in a Gaelic community

An increase in the numbers of young adults achieving fluency in Gaelic and in receipt of funded language placements in Gaelic communities

Ongoing

Key Providers & Facilitators

Bòrd na Gàidhlig

Comann nam Pàrant (Nàiseanta) CnP(N)

Local Authorities

Scottish Ministers

Comunn na Gàidhlig (CnaG)

Comhairle nan Sgoiltean Àraich (CNSA)

Careers Scotland

Learning and Teaching Scotland (LTS)

Action Areas

Language Usage

Key Tasks

Outcomes

Timescale

Bòrd na Gàidhlig will work with others:

To promote & implement ministerial guidance on Gaelic education

Uniformed approach to reporting on Gaelic education across all local authorities

Year 1

To promote the advantages of bilingualism so that enough pupils study Gaelic to a standard that will ensure the future sustainability of Gaelic as a living language

Continued increases in the numbers of pupils opting to study Gaelic

Year 3

To establish a national Gaelic Learners in the Primary School (GLPS) "Training for Trainers" course to create a pool of trainers

An increase in the number of GTCS accredited GLPS trainers

Year 2

To extend provision for Gaelic learners in primary schools & associated secondary schools

A roll-out of GLPS training similar to the national Modern Languages PS programme resulting in increases in the number of pupils accessing GLPS & Gaelic across Scotland

Year 3

To support the development of attractive, relevant & challenging resources to encourage more pupils to choose Gaelic Learner Education (GLE)

Greater availability of new GLPS / Gaelic Learner Education (GLE) support materials

Ongoing

To investigate the feasibility of the development of on-line Gaelic language learning resources for Gaelic primary, secondary and adult learners

Availability of online resources to support the learners market

Year 3

Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To promote positive attitudes to & confidence in Gaelic usage	Heightened confidence & increased Gaelic use in a range of contexts	Ongoing
To establish a Gaelic-medium summer school programme for secondary pupils & Gaelic undergraduates	Increased opportunities for pupils & students to develop their Gaelic usage in a variety of social contexts	Year 2 (pilot)
To develop fluency among learners	The availability of a progressive language learning pathway that realises Gaelic fluency	Ongoing
To develop literacy & language skill enhancement among fluent speakers	The availability of appropriate training and associated resources to develop the literacy skills of fluent speakers	Year 2
To determine & promulgate technical terminology & phraseology	Cross-sectoral agreement on approaches to Gaelic spelling, grammar, vocabulary & naming issues and new technical terminology disseminated & embedded in everyday practice	Year 1
To develop Gaelic-medium personal & community learning	Increased linguistic competence & confidence	Ongoing
To establish a bursary scheme to support adult participation in full-time Gaelic Immersion programmes	Increased numbers of adults acquiring fluency in the language through participation in Immersion programmes	Annual

Action Areas

Language Usage (cont.)

Key Tasks

Bòrd na Gàidhlig will work with others:

To support the development of a national, accredited Gaelic language learning route for adults

Outcomes

An accredited national Gaelic learners framework that takes the adult learner from beginner to fluent speaker

Timescale

Year 1

To increase the number & incidence of Gaelic-speaking support service personnel

Recorded increase in the number of Gaelic-speaking support service personnel

Ongoing

To promote Gaelic-medium & Gaelic-related arts & cultural activities through the education system

Increased partnership working to expand pupil access to arts & cultural activities through Gaelic

Ongoing

To develop Gaelic-medium recreation activities, sport & healthy living among GME pupils

Expansion in the number & range of extra-curricular activities for GME pupils

Ongoing

Increase awareness & appreciation of the multilingual mix of Scotland, past and present

Heightened awareness & appreciation of multilingualism

Year 3

To investigate and support the possibility of combining Gaelic courses with other areas of study at tertiary level

An increase in the number, range and quality of Gaelic-medium tertiary level courses

Year 2

Key Providers & Facilitators

Bòrd na Gàidhlig

Local Authorities

Sabhal Mòr Ostaig

University of Aberdeen

Her Majesty's Inspectorate of Education (HMIe)

Scottish Ministers

Stòrlann Nàiseanta na Gàidhlig

Board of Celtic Studies (BOCS)

Clì Gàidhlig

Learning & Teaching Scotland (LTS)

Pròiseact nan Ealain

Fèisean nan Gàidheal

Voluntary Sector Providers

Action Areas

Gaelic Medium Education		
Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To consult on & progress a menu of relevant GME research studies to inform future GME developments	Availability of relevant research data to support GME and inform future developments	Ongoing
To increase access to pre-school GME	Increased growth in numbers of children in pre-school GME	Ongoing
To expand provision of Gaelic childcare	An increase in, & greater accessibility to, Gaelic childcare facilities	Year 3
To extend the range & quality of resources to support GME through effective partnership working between the principal Gaelic education service providers	Significant increase in the range & quality of GME teaching materials & associated resources	Ongoing
To expand access to primary & secondary GME	Accelerated growth in pupil numbers across the continuum of GME	Ongoing
To improve the continuum between primary & secondary GME	Increased growth in the numbers of pupils transferring to secondary GME	Ongoing
Ensure a Gaelic dimension in all national curriculum developments	Recognition of Gaelic-medium education as an integral part of national curriculum initiatives	Ongoing
To increase the number, incidence and quality of provision of secondary subjects taught through the medium of Gaelic	Recorded increase in the number of secondary teachers delivering subjects through the medium of Gaelic across Scotland and increased availability to a broader range of secondary GM subjects	Ongoing
To develop a framework for a national Gaelic curriculum for secondary GME	Publication of new GM secondary curriculum guidance	Year 3
To progress the recommendations of the national Secondary ICT Implementation Group	An increase in the application of ICT to support learning and extend access to a wider secondary GME curriculum	Year 1

Action Areas

Gaelic Medium Education (cont.)

Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To establish an annual training & sharing seminar to support Gaelic teachers to develop their application of ICT within their classrooms and make best use of the <i>gaidhlig air loidhne</i> facilities	Availability of quality ICT training opportunities for all Gaelic teachers	Annual
To foster partnership working between Learning & Teaching Scotland and Stòrlann to support the professional development of GME teachers and increase provision of, & access to, Gaelic-medium CPD opportunities	Availability of an annual menu of CPD opportunities and seminars for GME teachers	Ongoing
To establish GME management training for aspiring leaders	The establishment of a clearly defined promotion pathway for Gaelic teachers	Year 1
To develop national GME best practice seminars for Gaelic practitioners across the education sectors	National recognition of the impact of high-quality GME methodologies	Bi-annual
To liaise with local authorities & parents to identify and designate potential dedicated GME schools	Strategically planned programme for the expansion of dedicated GME schools including succession planning for promoted posts in GME schools	Ongoing
To raise awareness of, & access to, information on GME	Greater availability of up-to-date information on GME in Scotland	Ongoing
To develop arrangements for the gathering & analysis of data on 5-14 GME attainment in the context of the "Scottish Survey of Attainment"	Wider dissemination of national Gaelic attainment statistics	Ongoing
To increase wider access to SQA awards through the medium of Gaelic	Increased uptake of subjects through the medium of Gaelic to SQA certificated levels	Ongoing

Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To develop GME vocational training courses	Continued growth in the number of students in GME tertiary education	Year 2
To expand GME tertiary courses	Availability of new and relevant vocational training opportunities	Ongoing
To implement a focused campaign to promote positive attitudes to GME across the health care and shared services	Expansion in the promotion of GME through active partnership with health care and shared support professionals	Year 3
To liaise with Careers Scotland to support the promotion of Gaelic careers and employment opportunities and to ensure references are made to Gaelic employment opportunities in all their publications	Increased promotion of Gaelic careers at local and national level and in all careers publications	Ongoing
To establish an ethos of equal respect for Gaelic & English in all GME host schools	Positive inclusion policies in place in all host schools detailing Gaelic learning opportunities for all pupils	Ongoing
To encourage further Gaelic development in the Further Education sector - both in respect of opportunities for Gaelic language learning and Gaelic in technical and vocational education	Wider range of workers combining both vocational and bilingual skills	Year 1
To develop closer links between Gaelic technical and vocational opportunities within schools and colleges	An increase in the number of Gaelic vocational qualifications to inform the Gaelic community and enrich the cultural life of Scotland	Ongoing

Action Areas

Gaelic Medium Education (cont.)

Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To promote opportunities to enhance skills and gain recognised Gaelic vocational qualifications in subjects such as care and health, clerical and administration, media and journalism.	An increase in the number and range of Gaelic-medium training opportunities	Ongoing
To develop a course for translation at post-graduate level and the accreditation of translators	Greater regulation and recognition for Gaelic translation	Year 1
To extend the opportunity to gain Gaelic qualifications in Early Education with emphasis on promoting language, literacy and numeracy	An increase in the numbers of qualified Gaelic early years workers	Year 2
To promote the teaching of the history and development of the Gaelic language and its literature at tertiary level	Wider understanding of Scottish history and Gaelic language and literature at tertiary level	Year 3

Key Providers & Facilitators

Bòrd na Gàidhlig	BBC Foghlam
Local Authorities	Comunn Luchd-Teagaisg Ard Sgoiltean (CLAS)
Comhairle nan Sgoiltean Àraich (CNSA)	Management Review Group for Gaelic (MRG)
Comann nam Pàrant (Nàiseanta) (CnP(N))	National Health Service (NHS)
Her Majesty's Inspectorate of Education (HMIe)	Scottish Ministers
General Teaching Council for Scotland (GTCS)	Scottish Qualifications Authority (SQA)
Stòrlann Nàiseanta na Gàidhlig	UHI Millennium Institute
Learning & Teaching Scotland (LTS)	Community Learning & Development Group

Action Areas

Teacher Recruitment, Education & Supply		
Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To secure continued support from SEED to maintain the post of National Gaelic Teacher Recruitment Officer	Maintenance of national recruitment post	Year 2
To increase the promotion & advertisement of GME & Gaelic teaching as an attractive career option	Increased focus on Gaelic teaching careers at local and national events	Ongoing
To conduct a comprehensive audit of Gaelic staffing needs	Publication & dissemination of projected GM staffing informing future training needs	Annual
To target schools, careers service and universities to raise awareness of Gaelic teaching as a career option	Recorded increase in the numbers of pupils/students expressing interest in GM teaching as preferred career option	Ongoing
To raise awareness of Gaelic teaching and associated education opportunities at careers events	Raised Gaelic profile at national and local careers events	Annual
To implement a national publicity & recruitment campaign	Increased incidence of students seeking information on Gaelic teaching careers	Ongoing
To liaise with Local Authority representatives to support be-spoke local area Gaelic careers events	Increased incidence of locally based Gaelic careers events	Ongoing
To review & update the recommendations in the GTCS report, "Teaching in Gaelic Medium Education: Recommendations for Change"	Revision of GTCS report on ITE courses & successful negotiations with TELs to incorporate the main recommendations	Year 2
To increase the number of local authority Gaelic teaching associates available to support ITE providers	A database of a national pool of Gaelic teaching associates to support TELs monitor the quality of Gaelic students	Ongoing

Action Areas

Teacher Recruitment, Education & Supply (cont.)

Key Tasks	Outcomes	Timescale
Bòrd na Gàidhlig will work with others:		
To liaise with Local Authorities to ensure that all GME students have access to quality GME school placements	Identification of named local authority personnel with responsibility for locating student teachers in school placements	Ongoing
To introduce dedicated Gaelic-medium staff recruitment, training & career development	Successful targeting of training in areas of greatest need	Year 2
To extend the Strathclyde University & UHI Millennium Institute blended learning course to areas of greatest need	Roll out across the UHI Millennium Institute network of blended learning courses for Gaelic Professional Graduate Diploma in Education	Year 2
To promote the Aberdeen University distance learning provision for secondary teachers	An increase in the numbers of students accessing the Aberdeen University secondary distance learning course	Ongoing
To ensure that all GME probationer teachers are placed in GME classes	A sustained increase in the number of Gaelic primary & secondary teachers	Ongoing
To attract GME probationer teachers to priority areas using preference waiver payments	Probationer teachers appointed to Gaelic priority areas	Ongoing
To make available a range of flexible language courses to address the language needs of potential GME students & teachers	Appropriate language CPD opportunities in place for all Gaelic-medium students and teachers	Ongoing

Key Tasks

Bòrd na Gàidhlig will work with others:

To encourage registered teachers to access the "Streap" course with a view to transferring to GME

Outcomes

A sustained number of teachers transferring to GME annually

Timescale

Ongoing

To introduce & support fast-track immersion & literacy learning opportunities for prospective teachers

Significant uptake of language courses that address immersion language & literacy needs

Year 2

To implement the recommendations of the Gaelic Teacher Action Group

An increase in the quality of Gaelic teacher education

Ongoing

Key Providers & Facilitators

Bòrd na Gàidhlig

Local Authorities

Scottish Ministers

Careers Scotland

General Teaching Council for Scotland (GTCS)

Stòrlann Nàiseanta na Gàidhlig

Learning & Teaching Scotland (LTS)

Scottish Funding Council (SFC)

UHI Millennium Institute

Board of Celtic Studies (BOCS)

University of Strathclyde

University of Aberdeen

Sabhal Mòr Ostaig

Teacher Education Institutions (TEIs)

Action Areas

Resources		
Key Tasks	Outcomes	Timescale
The Bòrd will work with key Gaelic education resource providers to:		
Commission survey into the projected educational resource needs for all sectors of Gaelic education	Availability of accurate information on the resource needs for Gaelic education	Year 1
Establish effective partnership arrangements to increase the range of Gaelic education resources	Effective strategic three-year planning process for Gaelic educational resources	Ongoing
Expand the scope and scale of Stòrlann's education resources programme	Increase in the range & quality of education resources for GME and GLE	Ongoing
Ensure Gaelic is an integral part of providers' policy & practice	All providers to have Gaelic policies on providing parallel Gaelic provision for national curriculum initiatives	Year 2
Investigate the feasibility of reproducing archive BBC Gaelic education resources for use within a GME context	Additional educational resources made available to support GME	Year 3
To promote the strengthening of the research capacity in Celtic and Gaelic departments	Greater appreciation and understanding of a range of Gaelic issues	Ongoing

Key Tasks	Outcomes	Timescale
The Bòrd will work with the Scottish Executive and Local Authorities to:		
Provide clear criteria & mainlining guidance for Gaelic specific grant-funded local authorities	Local authorities to have clear, unambiguous guidance on specific grant funding criteria	Year 1
Seek to match local authority demand for specific grant funding	Funding will match demand from local authorities	Ongoing
Ensure grant funding supports new Gaelic education initiatives for a period of no more than 5 years	Gaelic development initiatives supported by specific grants will require to be mainlined by local authorities within a period of 5 years	Ongoing
Establish a three-year fixed funding schedule for the Gaelic specific grant programme	Stable three-year funding will enable local authorities to plan more effectively for Gaelic developments	Year 2
Allocate 10% of the total annual specific grant to progress Stòrlann projects	10% top-slice of grants will provide a stable funding base for Stòrlann's education programme	Year 1
Apply rigorous reporting & quality assurance measures to specific grants	Reported evidence of impact of grant funding across all local authorities	Ongoing
Establish an innovation scheme to enable local authorities to bid funding for Gaelic	Opportunity for local authorities to react to changing circumstances or apply for one-off innovation funding	Year 2
To support the ongoing work of developing a Gaelic historical dictionary	Accurate information on the history and development of the Gaelic language	Ongoing
To encourage the publication of academic research carried out by the Gaelic and Celtic departments in tertiary education	Informing the Gaelic community and enriching the cultural life of Scotland	Ongoing

Key Providers & Facilitators

Bòrd na Gàidhlig	Learning & Teaching Scotland (LTS)
Local Authorities	BBC Foghlam
Management Review Group for Gaelic (MRG)	Gaelic Media Services
Scottish Executive	Board of Celtic Studies (BOCS)
Stòrlann Nàiseanta na Gàidhlig	

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