



The Gaelic Language Labour Market -The Evidence

Data Report

Skills
Development
Scotland

BÒRD NA
GÀIDHLIG



Highlands and Islands Enterprise
Iomairt na Gaidhealtachd 's nan Eilean

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1

Introduction

Introduction

1.1 Ekosgen and Reference Economic Consultants were commissioned by Skills Development Scotland (SDS) in partnership with Highlands and Islands Enterprise and Bòrd na Gàidhlig to develop an evidence base for Gaelic language skills to show the current state of the Gaelic labour market and ways in which it might be supported and developed. A Steering Group was put in place to develop and guide the work. The Group included the three funders and representatives from Scottish Government, Scottish Enterprise, the Scottish Funding Council, local authorities (Argyll and Bute Council, Comhairle nan Eilean Siar, Glasgow City Council, Highland Council) and Further and Higher Education (University of the Highlands and Islands, Sabhal Mòr Ostaig, Lews Castle College).

1.2 The aims of the study were to:

- Consider and assess the key drivers for growth (political, economic, social, technological) in the Gaelic labour market and identify opportunities and challenges.
- Define and quantify the evidence base for Gaelic language and Gaelic skills and demand for these, including historic, current and forecast demand for Gaelic skills by geography, occupation, sector, entry level, salary range and level of Gaelic skills required.

- Quantify the supply of skilled workers within the labour market by geography and level of Gaelic skills.
- Quantify the provision of Gaelic language by training, education and service.
- Summarise the current position of the Gaelic labour market, and identify key issues and challenges to be addressed to support future sustainable growth of the Gaelic labour market.

1.3 The study included desk based research, a survey with employers and consultations with private sector and local authority employers.

1.4 There are three outputs for the study:

- A one page infographic with key data and evidence
- An Executive Summary
- This report - outlining the full range of data and evidence collected.

1.5 The remainder of the report is as follows:

- **Section 2** provides an assessment of the scale of Gaelic language usage in Scotland and a snapshot of the employment and business base using Gaelic

language, based on the employer survey carried out as part of this study;

- **Section 3** presents a summary of the drivers of change (and growth) and challenges in the promotion and adoption of the Gaelic language.
- **Section 4** presents the current picture of the supply of education and training for Gaelic language, reviewing the current levels of provision, and detailing the types of qualifications and training available;
- **Section 5** presents issues arising in the Gaelic language skills pipeline.

2

Demand for Gaelic
language skills

Demand for Gaelic language skills: Introduction

2.1 As Gaelic language is not a sector in itself, and its usage is spread across a number of sectors and occupations, demand for (and the supply of) Gaelic language skills cannot be scoped through standard business surveys or censuses. This does not therefore allow for the quantification of the gap between demand for Gaelic language jobs and the supply of those with Gaelic language qualifications.

2.2 In order to gain information about the demand for Gaelic language skills, a survey of employers was developed as part of the research methodology in order to gain quantitative and qualitative information around Gaelic essential and desirable posts, recruitment challenges and drivers of change. The data collected provides more of an illustration of employment in Gaelic essential and desirable posts rather than a comprehensive coverage of Gaelic related employment.

2.3 This survey was intended to update research conducted in 2012 for the Gaelic Employment Audit. Gaelic essential or desirable employment was defined as posts where Gaelic being essential or desirable is included in the job advertisement and/or job description. Full-time posts were defined as those contracted to work 30 or more hours per week with part-time posts being those contracted to work up to 30 hours per week.

2.4 Overall, 168 organisations started the survey

with 70 fully completing the survey. However, starting the survey demonstrates that almost another 100 organisations have some level of interest in Gaelic language. Half of these were public sector organisations.

2.5 In total, 48 organisations indicated they have Gaelic essential posts. Some 37 of them provided information on these posts.

2.6 A total of 34 organisations have Gaelic desirable posts, with 19 providing information about them. This means that the number of posts reported in the survey is understated as 13 organisations indicated they have Gaelic essential posts, and 15 Gaelic desirable posts, but provided no further details on number of posts etc.

2.7 The survey identified 591 Gaelic essential and desirable posts, considerably fewer than the 978 reported in the 2012 survey. This reflects fewer overall respondents in 2017 and that a higher proportion of those reporting Gaelic essential and/or Gaelic desirable post did not quantify their numbers. This limits the ability to provide a meaningful comparison of the 2017 and 2012 results.

2.8 The lower response rate in 2017 compared to 2012 may reflect: less overall time available in the 2017 study for non-respondents to be contacted to encourage them to complete the survey; that the 2017 survey was open during the main summer holiday

period when many relevant staff in employers will have taken leave; in some cases “survey fatigue” given that some sectors are regularly targeted by online surveys seeking employment data.

2.9 It is important to recognise that the survey was not a compulsory census. It was limited in scope to organisations with whom contact could be made and will, therefore, not capture the full picture of Gaelic language employment.

2.10 Thus, it is not possible to infer any trend in the total number of Gaelic essential and Gaelic desirable posts between 2012 and 2017. In particular, the lower number of reported posts in 2017 should not be seen as necessarily indicating a drop in the number of Gaelic related posts in Scotland between the two years.

The current Gaelic labour market

Current Gaelic essential posts

2.11 Local Authority is by far the most common sector for both full-time and part-time Gaelic essential posts, as shown at Table 2.1, accounting for 58 per cent and 48 per cent respectively. This was also the case in the 2012 survey. These posts are likely to be largely comprised of Gaelic teaching posts, reflecting the expansion of Gaelic Medium Education (GME).

2.12 Two other key sectors are Further and Higher Education, which makes up 12 per cent of full-time and three per cent of part-time posts, and Media, which makes up 11 per cent of full-time and 19 per cent of part-time posts. These two sectors' prominence was also evident in the 2012 survey and reflects the importance of key employers within the Media (broadcasting and television production in particular) and Further and Higher Education sectors.

2.13 There has been a growth in the number of Gaelic essential posts in the Nursery/Early Learning and Childcare sector in comparison with the 2012 survey. This should be viewed in the general context of a growing demand for pre-school Gaelic medium provision. This sector will see further growth in Gaelic essential posts with the introduction of the Scottish Government's 1,140 hours commitment.

Table 2.1
Gaelic essential posts by sector

Source: ekosgen Survey of Employers (2017). Note: Respondents were asked to identify the sector which best describes their organisation and its activities from a set list

Sector	Full Time		Part Time	
	Count	Share	Count	Share
Local Authority	211	58%	80	48%
Further & Higher Education	44	12%	5	3%
Media	40	11%	32	19%
Government	24	7%	5	3%
Community	11	3%	12	7%
Nursery/Early Learning & Childcare	9	2%	20	12%
Publishing	9	2%	7	4%
Culture & Heritage	6	2%	5	3%
Other	5	1%	-	-
Creative Industries	3	1%	-	-
Translation	1	<1%	-	-
Total	363	100%	166	100%

2.14 As in the 2012 survey, Gaelic essential posts are concentrated within Eilean Siar, Glasgow and Highland local authorities. As shown in Table 2.2, these areas account for over 90 per cent of Gaelic essential posts, spread across a range of organisa-

tions in each area. For full-time posts this was split fairly evenly between the three areas whilst for part-time posts Eilean Siar dominated with almost half (49 per cent) of posts, followed by Highland with 21 per cent and Glasgow with 19 per cent.

2.15 This geographic concentration is not overly surprising as Highland and Eilean Siar are the two areas with the highest numbers of residents with Gaelic skills, while Glasgow has the third highest number. It should be noted that the small number of posts shown for Argyll and Bute will, in part, reflect that the local authority did not take part in the survey.

2.16 Table 2.1 also shows that a clear majority of the identified posts are in the public sector.

Table 2.2
Gaelic essential posts by location

Source: ekosgen Survey of Employers (2017).

Location	Full Time		Part Time	
	Count	Share	Count	Share
Eilean Siar (n=9)	119	33%	66	49%
Glasgow (n=8)	110	31%	26	19%
Highland (n=8)	107	30%	28	21%
East Ayrshire (n=1)	5	1%	-	-
Perth & Kinross (n=1)	5	1%	4	3%
Angus (n=1)	3	1%	7	44%
Inverclyde (n=1)	3	1%	2	1%
Argyll & Bute (n=2)	2	1%	4	3%
City of Edinburgh (n=2)	2	1%	1	1%
Aberdeen City (n=1)	1	<1%	-	-
Dundee (n=1)	-	-	1	1%
Fife (n=1)	-	-	1	1%
West Dunbartonshire (n=1)	-	-	1	1%
Total	357	100%	134	100%

2.17 Nearly three quarters (73 per cent) of Gaelic essential full-time and 82 per cent of Gaelic essential part-time posts reported in the survey are held by women. These high levels were also observed in the 2012 survey. This likely reflects the concentration of Gaelic posts within sectors such as Education and Early Learning and Childcare which tend to have high proportions of female employees. These positions will be particularly important in more rural areas where there is a recognised lack of well-paid permanent jobs for women.

2.18 For full-time posts, the most common age ranges are 45-54 years (30 per cent), 25-34 years (28 per cent) and 35-44 years (21 per cent). This is a slightly younger profile than the total labour market, where a higher share of full-time employment is in the over 45 years category. For part-time posts, up to 24 years and 55 years or above each account for 21 per cent whilst 23 per cent of post holders are aged 35-44 years.

2.19 Over half (56 per cent) of full-time Gaelic essential posts are categorised as being based around Gaelic language e.g. teaching Gaelic, Gaelic development officer, while 22 per cent are reported as being jobs where some or all of tasks are undertaken in Gaelic (e.g. television presenter) and 23 per cent cover both. The percentage in the 'both' category is some 10

percentage points higher than in the 2012 survey.

2.20 There is a broadly similar split for part-time Gaelic essential posts. For both full-time and part-time posts the vast majority of organisations require that Gaelic essential post holders could speak, read and write Gaelic. This is true for 89 per cent of organisations with full-time posts and 96 per cent with part-time posts.

2.21 Gaelic essential posts tend to be higher level jobs. For full-time posts, the majority (62 per cent) of reported posts are in professional occupations. In terms of job level, nearly two thirds (63 per cent) are at the highly skilled specialists job level. Almost 70 per cent of post holders hold a Group 4 level qualification¹ and 55 per cent of posts are in the £25,000 to £44,999 wage category. These findings are very similar to those in the 2012 survey.

2.22 The results across the four indicators are broadly similar for part-time posts, although a slightly smaller proportion of post-holders hold a Group 4 level qualification (59 per cent compared to 68 per cent). Also, as is to be expected, the wage levels for part-time jobs are lower with the most common category being £12,500 to £24,999 which accounted for 38 per cent of posts. The high level of Gaelic essential posts reflects

the fact that they tend to be professional occupations in areas such as teaching, media or language planning/development, which require a degree.

¹ Group 4 qualifications are First Degree, Higher Degree, Professional qualification

Current Gaelic desirable posts

2.23 The data on Gaelic desirable posts is somewhat limited as only 62 posts were reported. One of the survey respondents not quantifying its Gaelic desirable employment is likely to have a relatively large number of posts. As shown in Table 2.3, eight (28 per cent) Gaelic desirable full-time posts are categorised as ‘Other’ and six (21 per cent) as Further and Higher Education. The ‘Other’ category comprises a religious organisation and an agricultural/tourism business.

2.24 For part-time Gaelic desirable posts, the most common category by far is Community, which accounts for 18 (55 per cent) posts. These posts are in just two organisations. Community was also the most common sector in the 2012 survey. Those classifying themselves as involved in Community activities were generally third sector organisations.

2.25 The lack of Local Authority and Media posts suggests these posts may have a slightly different nature to Gaelic essential posts. This is likely because Gaelic teaching and media posts will of course tend to require Gaelic language as a necessity.

Table 2.3
Gaelic desirable posts by sector

Source: ekosgen survey of employers (2017). Note: Respondents were asked to identify the sector which best describes their organisation and its activities from a set list

Location	Full Time		Part Time	
	Count	Share	Count	Share
Other	8	28%	-	-
Further & Higher Education	6	21%	1	1%
Government	5	17%	-	-
Nursery/Early Learning & Childcare	3	10%	-	-
Not Stated	3	10%	-	-
Culture & Heritage	2	7%	6	18%
Creative Industries	1	3%	-	-
Training	1	3%	-	-
Community	-	-	18	55%
Local Authority	-	-	6	18%
Media	-	-	2	6%
Total	29	100%	33	100%

2.26 To a greater extent than Gaelic essential posts, Gaelic desirable posts are very much concentrated within Eilean Siar. This area accounts for 61 per cent of full-time posts and 66 per cent of part-time posts (compared with 33 per cent and 49 per cent of Gaelic essential posts). However, as a comparison with Table 2.2 shows, there was a much larger overall number of Gaelic essential posts than Gaelic desirable posts reported for Eilean Siar.

2.27 As with Gaelic essential posts, the majority of reported Gaelic desirable posts are held by women, at 87 per cent of full-time and 100 per cent of part-time posts. The predominance of women in these posts was also a finding of the 2012 survey.

2.28 Gaelic desirable post holders tend to be older than Gaelic essential post holders, with the most common categories being 45-54 years, which accounts for 41 per cent of full-time post holders, and 55 years or above, which accounts for 33 per cent of part-time post holders.

2.29 Based on the survey information the level of Gaelic desirable full-time posts appears to be similar to Gaelic essential posts. Half (50 per cent) of full-time posts are professional occupations, 41 per cent are at senior management level and the majority are held by post holders with a degree (as was the case in 2012) and have a wage level of £25,000-£44,999.

2.30 Part-time posts appear not to be as 'professional' as full-time posts. Almost half (46 per cent) are in the caring, leisure and other services occupation category and 63 per cent at the experienced intermediate/technical personnel job level. Thirty eight per cent of post holders' highest qualification is at Group 1² level and the same proportion (38 per cent) are in the £12,500-£24,999 pay band. This lower level of qualifications among part time Gaelic desirable post holders was also evident in the 2012 survey.

² Group 1 qualifications are SVQ Level 1 or 2, 'O' Grade, Standard Grade, Intermediate 1/2, City and Guilds Craft or equivalent

Current volunteer posts

2.31 Aside from paid employment, 19 organisations indicated they hold Gaelic essential or desirable volunteer positions with 16 providing further details. In total, 211 Gaelic essential and desirable volunteer posts were identified in the survey. This is significantly more than the 78 posts identified in the 2012 survey. However, it should be noted that a single organisation accounted for more than 140 of the posts.

2.32 Most of the 211 posts (90 per cent) are Gaelic desirable rather than essential. The posts are highly concentrated within the Culture and Heritage sector which accounts for 82 per cent of posts. This sector also accounted for most volunteer posts in 2012, although the share of posts was less than 50 per cent.

2.33 Most of the volunteering posts were based in Eilean Siar (25 per cent), Highland (24 per cent) and Argyll and Bute (21 per cent).

Recent recruitment

2.34 Respondents were asked how many Gaelic essential or desirable posts they had recruited in the past 12 months. In total 15 organisations had recruited 41 Gaelic essential posts, amounting to eight per cent of total posts; and nine organisations had recruited 15 Gaelic desirable posts, amounting to 24 per cent of total posts. This indicates that, particularly for Gaelic desirable posts, there has been growth in Gaelic language recruitment over the past year. Part of this growth may be related to the expansion of GME, particularly with the new GME primary school opened in Glasgow in 2016. Glasgow City Council accounted for 12 of the new Gaelic essential posts.

2.35 The respondents who recruit new staff with Gaelic language skills tend to do so directly through their own website, advertising through online recruitment pages, particularly of Gaelic organisations, or advertising through social media. Very few organisations recruit directly from school, colleges and universities or through recruitment agencies and job fairs.

2.36 Just over half (55 per cent) of respondents stated that their organisation experiences a shortage of Gaelic language skills. Of these, the majority felt that this had a low-medium impact on the organisation.

2.37 Organisations with Gaelic skills needs tend to rely mainly on recruitment of staff rather than other

methods of filling vacancies such as contractors, placements/internships and apprenticeships. Fewer than one in five respondents (18 per cent) make use of freelance contractors to meet Gaelic language recruitment needs, only 15 per cent use work placements and seven per cent use internships.

Future demand

2.38 Looking to the future, details were provided for 25 likely new Gaelic essential posts over the next 12 months. These are forecast to be concentrated in the Local Authority sector, accounting for 17 posts. While respondents were not asked to specify the type of posts, we would expect that most of the Local Authority ones would be in teaching.

2.39 The expected future posts are concentrated in Glasgow, accounting for 14 posts, likely reflecting the continuing expansion of GME in the area. A further five expected future posts would be in Highland.

2.40 Again these posts are anticipated to be largely professional occupations, requiring a degree and in the £25,000-£44,999 wage bracket.

2.41 Details were provided for 15 likely new Gaelic desirable posts. Most are expected to be based in Highland (6) or Eilean Siar (5). The Gaelic desirable posts are projected to be less 'professional' than new Gaelic essential posts. The most common occupation is Administrative and Secretarial (6), and the majority are at experienced intermediate/technical personnel level, with pay in the £12,500-£24,999 band.

2.42 Future recruitment needs for Gaelic essential or desirable posts will be largely influenced by funding availability, staff turnover or an organisational expan-

sion. This was reported by 49 per cent, 42 per cent and 32 per cent of respondents respectively. Respondents do not expect technological factors and the pace of technological change to markedly influence future demand for Gaelic skills.

3

Drivers of Change and Challenges



Introduction

3.1 This chapter discusses the drivers of change and challenges associated with the promotion and adoption of Gaelic language and the demand by employers for Gaelic language skills. It starts by presenting industry sector employment forecasts to 2027 to highlight potential growth/job openings for sectors where Gaelic language skills can potentially bring significant economic value. It then presents an overview of the strategic context and current policy drivers (and examples of associated activities) with respect to the promotion and use of the Gaelic language. It also considers some of the opportunities and challenges facing the use of the Gaelic language based on the study's survey responses and a small number of consultations with public and private sector employers.

Economic drivers

Sector growth and demand forecasts

3.2 Separate to this study, SDS commissioned Oxford Economics in May 2017 to forecast the anticipated employment and GVA in Scotland's economy and at sub-national level over the period to 2027. This covers all employment sectors in Scotland.

3.3 This section of the report considers the sectors forecast to experience high job growth in Scotland and

the Highlands and Islands, and, in more depth, the anticipated change in sectors that Gaelic has a strong connection to. As found in *HIE's Gaelic as an Asset research*³, the key sectors relating to where Gaelic speakers are based, the use of Gaelic language skills and where Gaelic can bring significant economic value are considered to be as follows:

- Public administration
- Creative industries
- Education
- Tourism

3 <http://www.hie.co.uk/common/handlers/download-document.ashx?id=0e113231-5668-4945-b1db-e88a137a738d>

Employment forecasts

Scotland

3.4 Total employment across all sectors in Scotland is forecast to grow by around four per cent, or 98,000 jobs, over the period from 2015 to 2027. Employment forecasts for all SDS priority sectors in Scotland (including Education and Public administration) are shown in Table 3.1. The largest job growth across the national economy is forecast in Construction (32,000 jobs, 14 per cent growth), Tourism (21,200 jobs, 10 per cent growth), and Financial and business services⁴ (20,400 jobs, nine per cent growth). There is also expected to be significant employment growth in the Health and social care sector across the country, an increase of 16,700 jobs.

Table 3.1
Forecast change in Scottish employment by sector, 2015-2027

Source: Oxford Economics forecasts (2017).

Sector	2015 employment	2027 employment	Job growth (no.)	Job growth (%)
Construction	228,000	260,000	32,000	14%
Tourism	209,300	230,500	21,200	10%
Financial & business services	235,500	255,900	20,400	9%
Health and social care	426,800	443,500	16,700	4%
Of which child day-care activities	19,900	19,400	-500	-2%
Creative industries	89,000	96,700	7,800	9%
Engineering	164,500	168,500	4,100	2%
ICT/digital	63,300	66,400	3,100	5%
Life sciences	19,600	21,200	1,700	8%
Chemical sciences	9,500	8,000	-1,600	-17%
Food and drink	101,700	98,200	-3,500	-3%
Education	205,200	199,100	-6,100	-3%
Energy	78,800	69,200	-9,600	-12%
Public administration	156,400	143,400	-13,000	-8%

⁴ Please note that financial and business services includes banking, insurance, accountancy, legal services, management consultancy, market research, translation services and office administrative and support services.

Highlands and Islands

3.5 In the Highlands and Islands, total employment is forecast to grow by one per cent, or 2,900 jobs, to 2027. The region follows similar employment growth trends as nationally, with job growth expected to be concentrated in the Construction (2,800 jobs, 11 per cent growth), Tourism (2,100 jobs, eight per cent growth), and Financial and business services (900 jobs, eight per cent growth) sectors. Highlands and Islands employment forecasts by SDS priority sectors are shown at Table 3.2.

3.6 One key difference to the Scotland-wide trends is that the Energy sector in the Highlands and Islands is anticipated to grow slightly, by around 100 jobs, or two per cent, compared to a severe 12 per cent decline nationally.

Table 3.2
Forecast change in Highlands and Islands
employment by sector, 2015-2027

Source: Oxford Economics forecasts (2017)

Sector	2015 employment	2027 employment	Job growth (no)	Job growth (%)
Construction	25,600	28,500	2,800	11%
Tourism	28,300	30,500	2,100	8%
Financial & business services	10,800	11,700	900	8%
Creative industries	6,600	7,000	400	5%
Engineering	9,300	9,600	300	3%
ICT/digital	2,500	2,800	200	9%
Energy	4,300	4,300	100	2%
Health and social care	41,800	41,900	100	0%
Of which child day-care activities	1,300	1,300	-100	-7%
Life sciences	1,900	1,800	-100	-3%
Chemical sciences	1,300	1,100	-200	-14%
Food and drink	17,400	16,700	-700	-4%
Education	18,500	17,000	-1,600	-8%
Public administration	20,900	19,100	-1,800	-8%

Employment forecasts for sectors of high value for Gaelic.

3.7 Forecast employment for the four sectors highlighted in the Gaelic as an Asset research is shown in Figure 3.1. Over the period to 2027, there is forecast to be a significant rise in Tourism employment in Scotland, by 21,200 jobs, or a 10 per cent growth, and in the Creative industries sector, by 7,800 jobs, or nine per cent growth.

3.8 In contrast, it is forecast that employment in Public administration will fall by eight per cent from 2015 to 2027, equal to a loss of around 13,000 jobs. Similarly, the Education sector is forecast to decline, though by a lesser rate of three per cent over the period, a loss of around 6,100 jobs in Scotland. However, as discussed later in Chapter 4, demand for GME education is expected to continue to rise and will result in an increase in demand for GME teachers and support staff.

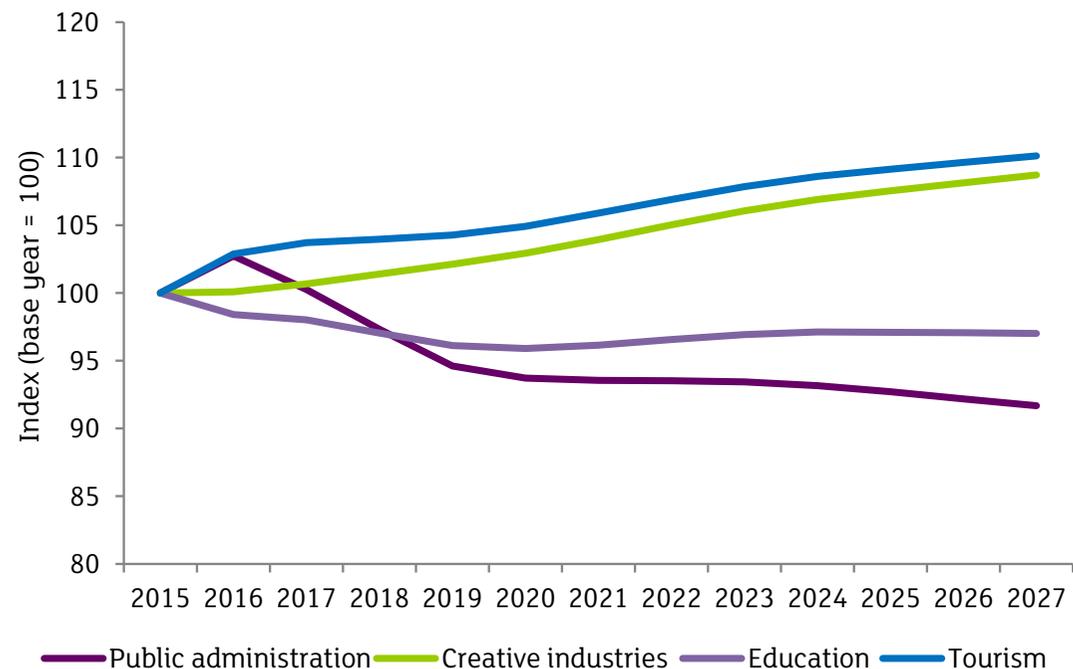
3.9 Across these four sectors, there is forecast to be an overall employment growth in Scotland of 9,800 jobs (one per cent) over the period to 2027 – 10 per cent of the predicted total, all-sector employment growth.

3.10 Whilst there are changes projected within the four sectors, their share of total Scottish employment is forecast to stay fairly stable from 2015 to 2027. Eight per cent of Scotland’s workforce was in the

Tourism sector in 2015, and this is expected to remain steady to 2027. This is similar for the Education sector which accounts for seven per cent of the workforce and Creative industries, accounting for three per cent. The only slight change is in the national share of Public administration jobs, which is forecast to fall from six per cent to five per cent over the period.

Figure 3.1
Change in employment by sector, 2015-2027

Source: Oxford Economics forecasts (2017)



3.11 There are significant differences between the projections for key sector growth and decline within different Scottish regions. As shown at Table 3.3, there is forecast to be job growth in both the Tourism and Creative industries sectors across nearly all regions in Scotland, and particularly concentrated in the Central Belt. In contrast, employment in Education and Public administration is projected to fall across nearly all regions to 2027.

3.12 Forecast employment growth is driven by projected growth within the Edinburgh and Lothians region (+12,400 jobs), particularly in Tourism (+7,400 jobs). There is strong, but smaller, growth forecast in the Glasgow region of 3,700 jobs, again driven by growth in Tourism employment.

3.13 For the Highlands and Islands, where the majority of Gaelic speakers and Gaelic essential and desirable posts exist, there is projected to be an overall decline in employment of around 800 jobs across the four key sectors. However, this is driven by substantial forecast declines in Public administration (-1,800 jobs) and Education (-1,600 jobs) employment, in line with the national picture. Employment in Tourism is expected to rise by 2,100 jobs and Creative industries by 400 jobs.

Table 3.3
Forecast change in employment by region and sector, 2015-2027

Source: Oxford Economics forecasts (2017)

Region	Tourism	Creative industries	Education	Public administration	Total for four sectors	Employment growth/contracting
Edinburgh & Lothians	7,449	3,137	2,094	-318	12,363	46,798
Glasgow	4,817	2,105	-444	-2,820	3,658	36,600
Forth Valley	1,446	272	-514	-724	479	7,030
West Lothian	317	342	-115	-292	252	3,831
Fife	939	375	-664	-683	-33	3,284
Borders	267	-50	-184	-288	-255	-255
Tayside	1,264	146	-876	-1,016	-482	2,758
Highlands & Islands	2,131	353	-1,560	-1,773	-849	2,945
Aberdeen & Aberdeenshire	599	473	-784	-1,103	-815	-7,692
Dumfries & Galloway	62	16	-518	-413	-853	-2,101
Lanarkshire	1,207	504	-962	-1,796	-1,046	7,314
West ⁵	762	225	-898	-1,311	-1,221	2,181
Ayrshire	375	-30	-854	-831	-1,340	-1,769
Scotland	21,200	7,756	-6,108	-13,015	9,833	97,959

⁵ The West region includes Inverclyde, West Dunbartonshire, Renfrewshire and East Renfrewshire local authorities.

Sub-sector forecasts

3.14 The forecasting data allows for break-down at the 2-digit SIC code level, meaning certain sub-sectoral analysis is possible. The Public administration and Education sectors do not have sub-sectors at this level. However, anecdotal evidence suggests that Care, Early Learning and Childcare, Transport, Police and Sports related posts in schools are areas for future growth in Gaelic employment.

3.15 It is possible to breakdown job growth within the Tourism and Creative industries sectors. Table 3.4 sets out job forecasts for sub-sectors of the Tourism and Creative industries sectors at the Scotland level.

3.16 In the Tourism industry, food and beverage service activity jobs are forecast to grow significantly to 2027, by over 12,400 jobs in Scotland. This includes restaurants, bars and event catering. Accommodation jobs are also expected to grow strongly, by over 7,500 nationally, and this includes jobs in hotels, holiday/short stay accommodation and camping grounds etc.

3.17 A key growth sub-sector in the Creative industries sector is professional, scientific and technical activities, forecast to grow by 25 per cent, or 4,600 jobs, to 2027. This includes specialised design, photography, translation and interpretation activities. Secondly, there are forecast to be over 1,000 new advertising and market research jobs over the period, which comprises jobs in advertising agencies, media representation and market research. Thirdly, creative, arts and entertainment employment, such as performing arts, artistic creation and employment in arts facilities, is expected to grow by over 700 jobs in Scotland.

3.18 Creative industries sub-sectors such as printing and manufacture of ceramics and glass are forecast to experience significant employment decline in the period to 2027.

Table 3.4
Change in employment by sub-sector, 2015-2027

Source: Oxford Economics forecasts (2017)

Sector/sub-sector	Job growth	% job growth
Tourism		
Food and beverage service activities	12,421	9%
Accommodation	7,543	13%
Creative industries		
Other professional, scientific	4,647	25%
Advertising and market research	1,014	13%
Creative, arts and entertainment act	716	6%
Motion picture, video and television	244	4%
Programming and broadcasting	3	1%
Manufacture of leather	-153	-13%
Manufacture of wearing apparel	-564	-10%
Publishing activities	-723	-12%
Manufacture of textiles	-941	-16%
Manufacture of other non-metallic	-1,036	-18%
Printing and reproduction of records	-1,343	-28%

GVA forecasts

3.19 Total Gross Value Added (GVA) for Scotland as a whole, across all sectors, is forecast to grow strongly, by 20 per cent, from 2015 to 2027. This equates to a forecast growth of almost £25bn.

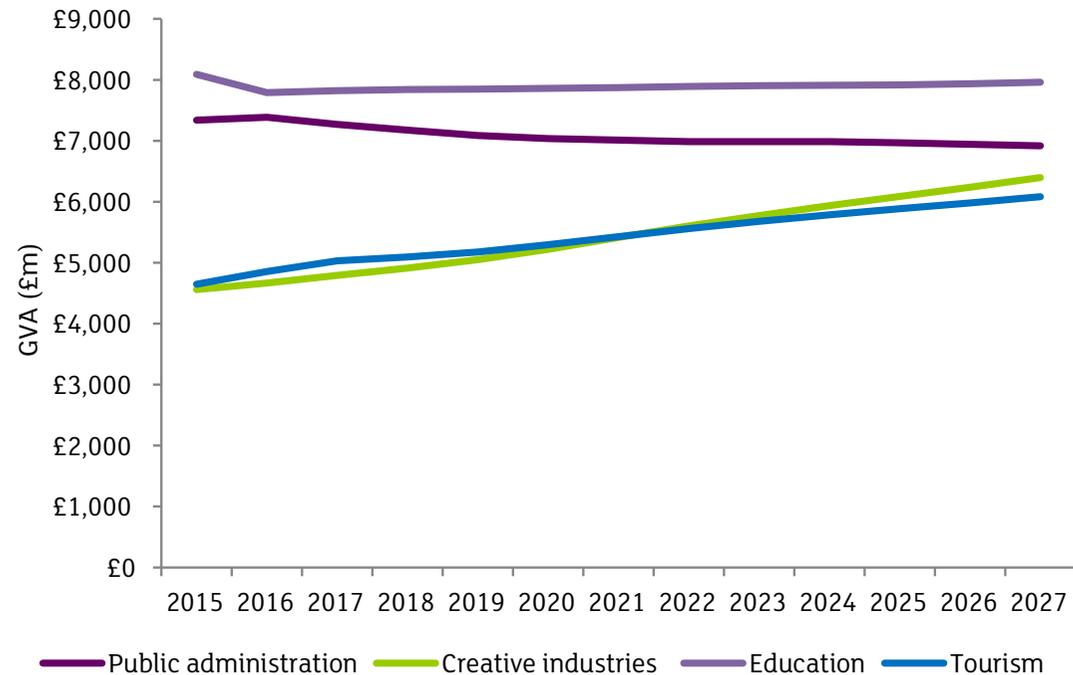
3.20 Forecast GVA for the four key sectors is shown in Figure 3.2, and sectoral patterns are similar to those for employment. The Creative industries and Tourism sectors are projected to grow strongly over the period, by 40 per cent and 31 per cent respectively, equivalent to a growth of approximately £1.8bn and £1.4bn respectively.

3.21 Again, as with employment, marginal declines in GVA are forecast for both the Public administration and Education sectors over the period to 2027. Total GVA in Public administration across Scotland is forecast to fall by six per cent, or £420m, while GVA in the Education sector is projected to decline by two per cent, equivalent to a fall of £130m.

3.22 Across the four sectors, there is forecast to be an overall rise in GVA between 2015 and 2027 of just over £2.7bn. This growth accounts for 11 per cent of the projected overall, all-sector GVA growth in Scotland, marginally higher than the share of employment growth, suggesting a growth in productivity across these four key sectors.

Figure 3.2
Change in GVA by sector, 2015-2027

Source: Oxford Economics forecasts (2017)



3.23 Again, as with the employment forecasts, there are variations between the key sector GVA projections across the college regions in Scotland, set out in Table 3.5. There is GVA growth projected in the Tourism and Creative industries sectors across all regions in Scotland to 2027, however, in contrast, GVA in Education and Public administration is projected to fall in all regions with the exception of Edinburgh and Lothians.

3.24 The anticipated GVA growth across the key sectors is again driven by the Edinburgh and Lothians (+~£1bn) and Glasgow (+~£700m) regions, particularly in Creative industries and Tourism. Against the national trend, Edinburgh and Lothians is set to see a rise in Education GVA, while there is a severe decline in Public administration GVA in the Glasgow region.

3.25 In the Highlands and Islands, despite the overall decline in key sector employment, there is projected to be a GVA growth of over £150m across the key sectors. This growth is driven by strong GVA growth in the Tourism sector of £167m. As with the picture nationally, GVA in the Creative industries sector is forecast to rise (+£85m), while there are declines projected for Education (-£45m) and Public administration (-£50m).

Figure 3.5
Change in GVA (£ million) by region, 2015-2027

Source: Oxford Economics forecasts (2017)

Region	Tourism	Creative industries	Education	Public administration	Total key sectors	Total all sector
Edinburgh & Lothians	357	496	111	17	982	5,891
Glasgow	265	543	-1	-112	696	5,240
Forth Valley	127	168	-22	-36	237	2,598
West Lothian	107	148	-31	-63	160	2,518
Fife	167	85	-45	-50	156	1,769
Borders	100	69	-28	-36	105	1,430
Tayside	74	63	-14	-22	102	1,191
Highlands & Islands	79	96	-32	-53	90	1,357
Aberdeen & Aberdeenshire	60	52	-19	-15	78	1,190
Dumfries & Galloway	24	51	-3	-7	65	779
Lanarkshire	58	31	-28	-34	28	812
West ⁵	18	13	-6	-10	15	256
Ayrshire	26	17	-16	-13	14	326
Scotland	1,436	1,838	-128	-420	2,727	24,849

In summary

- Employment in Scotland is forecast to grow fastest in the Construction, Tourism and Financial and business services sectors to 2027. This is the same for the Highlands and Islands region.
- Despite anticipated decline across Scotland, Energy employment is forecast to grow in the Highlands and Islands
- As outlined in HIE's Gaelic as an Asset research, the most important sectors for Gaelic language recruitment and Gaelic being an economic asset are: Public administration, Creative industries, Education and Tourism.
- It is forecast that from 2015-2027 Tourism and Creative industries will experience a 10 per cent and nine per cent growth in jobs respectively. Over the same period it is projected that there will be an eight per cent and three per cent decline respectively in Public administration and Education jobs.
- Similarly for GVA it is projected that there will be £1.8bn growth in Creative industries and £1.4bn in Tourism. Falls of £130m and £420m respectively are projected for Education and Public administration.
- Much of the projected growth is located in the

Central Belt. However, Highlands and Islands is forecast to see an increase of 2,131 Tourism jobs and an overall growth of £156m in GVA from all four key sectors.

Policy Drivers

3.26 This section provides an overview of the present policy and wider context with respect to Gaelic language. Results from the 2011 Census showed that there were 87,100 people in Scotland with some knowledge of Gaelic, of whom (57,600) were Gaelic speakers⁶. In comparison with the 2001 Census this represented an overall decline numerically in the number of Gaelic speakers. However there was an increase in the number of people under 25 who could speak Gaelic⁷.

3.27 In terms of geographical location, Eilean Siar was the local authority with the highest proportion of people with some Gaelic language skills at 61 per cent. This was followed by Highland at seven per cent and Argyll and Bute at six per cent. However there is also evidence of Gaelic language in more urban areas. Despite a lower percentage density, Glasgow City is in the top three local authorities for highest number of people with Gaelic language skills⁸.

Policy context

3.28 The Scottish Government has been the main driver for policy change as it has introduced a number of policies that have been key in developing Gaelic language. The Gaelic Language (Scotland) Act 2005 is the key policy for Gaelic language development and provision in Scotland. It aims 'to secure the status of the Gaelic language as an official language of Scotland commanding equal respect to the English language.' Its implementation by the Scottish Government primarily involved the formation of Bòrd na Gàidhlig as a Gaelic development body. More broadly the Act also created an obligation for public bodies to form Gaelic Language Plans upon the request of Bòrd na Gàidhlig⁹.

3.29 Education policy has also been important in the development of the Gaelic language. The Scottish Government has committed to the development of Gaelic Medium Education (GME) across a number of Education Acts and Bills. The Education (Scotland) Bill 2015 introduced a process for parents to request Gaelic Medium Education from their local authority. The Bill was replaced by the Education (Scotland) Act 2016

which included commitments to widen access to Gaelic Medium Education¹⁰.

6 <https://www.nrscotland.gov.uk/news/2015/scotlands-census-2011-gaelic-report-part-1>

7 <http://www.gaidhlig.scot/wp-content/uploads/2017/02/national-gaelic-language-plan2017-22-en.pdf>

8 <https://www.nrscotland.gov.uk/news/2015/scotlands-census-2011-gaelic-report-part-1>

9 <http://www.gov.scot/Publications/2010/07/06161418/17>

10 Ibid.

Bòrd na Gàidhlig and the National Gaelic Language Plan

3.30 As mentioned above, Bòrd na Gàidhlig was formed as a Gaelic development body by the Gaelic Language (Scotland) Act 2005. Its purpose is to increase the number of Gaelic speakers and the situations in which Gaelic is spoken. The body also has an advisory role on Gaelic matters for the Scottish Government and other public bodies. One of Bòrd na Gàidhlig's primary roles is the development of the National Gaelic Language Plan¹¹.

3.31 The National Gaelic Language Plan outlines the priority areas for progression in developing the increased use of Gaelic language. The consultation period for the 2017-2022 National Gaelic Language Plan ended in May 2017 and the final version of the Plan will be available later in 2017.

The objectives of the previous plan (2012-2017) included:

- increasing the number of children speaking Gaelic at home;
- doubling enrolments to Gaelic Medium Education to 800 by 2017;

- increase number of adults learning Gaelic to 3,000 by 2017;
- growth in opportunities to speak Gaelic;
- growing use of Gaelic at work and increasing Gaelic essential posts;
- developing Gaelic arts and media as an avenue to developing and increasing Gaelic language use;
- development of Gaelic heritage and tourism; and
- co-ordinating Gaelic language corpus activities¹².

11 <http://www.gaidhlig.scot/bord/about-us/>

12 <http://www.gaidhlig.scot/wp-content/uploads/2017/01/National-Gaelic-Language-Plan-2012-2017.pdf>

3.32 The draft 2017-2022 National Gaelic Language Plan and other information on Bòrd na Gàidhlig's website outlines some of the progress against these objectives. In terms of education, there were 3,000 primary school children being educated in the Gaelic medium in 2015-16 and a new, second Gaelic primary school opened in Glasgow in 2016¹³. Further, 500 students were studying Gaelic courses at Higher Education Institutions and 3,500 were taking part in more informal learning courses¹⁴.

3.33 Gaelic media and arts have continued to develop. In particular, through MG Alba's annual Film G competition, events such as the Royal National Mòd organised by An Comunn Gàidhealach, and Fèisean nan Gaidheal's support to the fèisean. Importantly for this research, the 2017-2022 National Gaelic Language Plan also states that MG Alba has contributed to Gaelic language employment opportunities. It refers to Gaelic as an Asset research commissioned by HIE which showed Gaelic to have a positive economic impact, particularly in sectors like tourism and heritage. Bòrd na Gàidhlig has also contributed to various corpus activities¹⁵.

3.34 The latest annual report from Bòrd na Gàidhlig

(2015/16) outlines some of their work to develop the Gaelic language. Some of the key points include:

- organising and running Gaelic Continuous Professional Development courses for 0-3 practitioners;
- investing £95,000 in early years Gaelic groups;
- providing funding and information on routes into Gaelic teaching, contributing to an increase in Gaelic teaching students with 26 expected to graduate in 2016; and
- developing a strategy for adult learning¹⁶.

3.35 The draft 2017-2022 Plan also outlines new strategies for the progression of Gaelic language. Efforts to achieve Bòrd na Gàidhlig's overarching aim of increasing the number of speakers and learners of Gaelic and the situations in which Gaelic is used are organised around three themes, namely, promoting a positive image of Gaelic, increasing the learning of Gaelic, and increasing the use of Gaelic.

3.36 Some of the key commitments around these are:

- Promoting a positive image of Gaelic
 - develop a strategy to overcome equality and diversity barriers;
 - maintain support from the Scottish Government and demonstrate how Gaelic contributes to National Outcomes and policy priorities; and
 - form a stronger Gaelic narrative through agreement on messages and regularly issuing positive news stories.
- Increasing the learning of Gaelic
 - issue statutory Guidance on Gaelic Education;
 - make Gaelic Medium Education available to all 50 civil parishes where five per cent+ of the population speak Gaelic;
 - increase number of Gaelic Medium schools from 6 at the end of 2017 to 10 by 2022; and
 - extend ways to promote, recruit and retain Gaelic teachers and extend focus onto Early Learning Childcare staff and language assistants.

13 <http://www.gaidhlig.scot/bord/education/primary-education/>

14 <http://www.gaidhlig.scot/wp-content/uploads/2017/02/national-gaelic-language-plan2017-22-en.pdf>

15 Ibid.

16 <http://www.gaidhlig.scot/wp-content/uploads/2017/03/An-Aithisg-Bhliadhna-15-16.pdf>

- Increasing the use of Gaelic
 - establish a new initiative to promote Gaelic in workplaces across all sectors;
 - promote sports and arts initiatives in towns and cities to increase situations where Gaelic is spoken;
 - in high density Gaelic areas establish a fund to support proposals from Community Land Scotland members that increase the social and economic value of Gaelic; and
 - develop and implement a Gaelic tourism strategy.

3.37 The draft 2017-2022 National Gaelic Language Plan has a number of objectives that are relevant to the development of the evidence base. As well as the points on workplaces, tourism and heritage, and Gaelic teaching mentioned above, the draft Plan also refers to the importance of BBC Alba and MG Alba as employers. Further mention is made of the Scottish Government's commitment to increase free childcare to 1,140 hours per year to all three and four, and eligible two year olds, and how this will impact upon Gaelic Medium Education.

3.38 The following sections move from the National Gaelic Language Plan to considering the Gaelic Plans of other public bodies and the contribution of other national organisations towards the development of Gaelic language.

Scottish Government Gaelic Language Plan

3.39 In its own 2016-2019 Gaelic Language Plan, the Scottish Government has set out a number of aims and strategies for Gaelic language development. This includes the Scottish Government's core commitments to its own use of Gaelic as well as its strategic plans in implementing the National Gaelic Language Plan developed by Bòrd na Gàidhlig. Within its core commitments the Scottish Government places emphasis on a bilingual identity, the availability of Gaelic correspondence and publications, and the provision of Gaelic training and development to staff¹⁸.

3.40 The Scottish Government organises its support of the National Gaelic Language Plan around four key Gaelic Language Planning Categories:

- acquisition – enabling individuals to gain Gaelic language skills;
- usage – promoting the use of Gaelic language across a range of situations;
- status – increasing respect and recognition of Gaelic through promoting and extending its usage across different settings; and

18 Ibid.

- corpus – developing standardisation and richness of Gaelic language to help promote increased usage.

3.41 As well as promoting Gaelic through its own use, the Scottish Government's contribution is primarily based around funding and support for organisations such as Bòrd na Gàidhlig and the Gaelic media body, MG Alba. Other key areas of support and funding include Gaelic education grants and support made available to local authorities, and funding for Higher Education Institutions including Sabhal Mòr Ostaig, based on Skye and part of UHI¹⁹.

Other Gaelic Plans

3.42 As noted earlier, public bodies have an obligation to form Gaelic Language Plans if requested to do so by Bòrd na Gàidhlig. SDS's 2016-2019 Gaelic Language Plan is of particular relevance to the current research. SDS is a national body that aims to contribute to economic growth by helping individuals and businesses develop and apply their skills.

3.43 As well as outlining the number of Gaelic speakers within their organisation and their provi-

19 Ibid

sion of Gaelic materials and resources, SDS's Gaelic plan also focuses on broader aims in developing Gaelic language within the fields of employment and skills. Key areas of delivery include:

- development of Gaelic Foundation Apprenticeships in areas of recognised need including health and social care, and childcare;
- development of Gaelic Modern Apprenticeships in areas of recognised need including health and social care, childcare and creative industries;
- promoting Gaelic and skills with Gaelic language skills to employers; and
- promoting Gaelic skills to those looking at Further and Higher Education²⁰.

3.44 Alongside their Gaelic plan, SDS has also outlined important plans for Gaelic language skills development within regional and sectoral Skills Investment Plans (SIPs). The Highlands and Islands SIP highlights the importance of Gaelic language for the Creative industries sector in the region. It also outlines plans to establish a Gaelic Cultural

20 <https://www.skillsdevelopmentscotland.co.uk/media/42084/sds-gaelic-language-plan-public-consultation.pdf>

Industries Hub in Stornoway and Inverness in order to promote SDS National Training Programmes and to support the National Union of Journalists to develop Modern Apprenticeships for Gaelic media²¹. The Early Learning and Childcare sectoral SIP also refers to the growing demand for GME including at the Early Learning stage and how this has led to difficulties in recruiting sufficient numbers of Gaelic speaking staff²².

3.45 Highlands and Islands Enterprise's (HIE) 2017-2022 Gaelic Language Plan is also of particular relevance. HIE is a public body which works to support economic and social development across the Highlands and Islands. Its 2017-2022 Gaelic Language Plan builds on their Ar Stòras Gàidhlig research which emphasised the economic value of Gaelic language to Scotland's economy. This research showed Gaelic language to be an economic and social asset with its present economic value found to be approximately £5.6m and potential economic value in the region of £82m-149m²³.

3.46 HIE's Gaelic Language Plan builds on this research through both its operational and organisational commitments related to Gaelic language

identity, publications, and communications. Operational commitments include:

- a pilot Gaelic Innovation Investment Fund to support development of new products or services which make use of Gaelic as an asset;
- contributing to a National Partnership forming plans on supporting use of Gaelic in workplace;
- developing a strategy to promote Gaelic as an asset within communities; and
- developing strategies which maximise the potential value of Gaelic in sector growth plans, especially in sectors such as food and drink and tourism where Gaelic has been shown to be particularly valuable²⁴.

3.47 Highland Council has the second highest percentage density of Gaelic language skills among Scottish local authorities. The Council's 2017-2022 Gaelic Language Plan is currently in its consultation period. The draft version contains ambitious and important development plans around education, including the establishment of a new Gaelic Medi-

um Education primary school in Portree, addressing capacity requirements and the growing demand for GME in Inverness; arts, culture, and heritage, including planned work with An Comunn Gàidhealach around the National Mòd and provincial Mòds; and the social, economic, and cultural value of Gaelic, including, importantly for this research, campaigns around Gaelic skills and careers.

3.48 Some of the activities undertaken by Highland Council include submitting funding applications which relate to the Council's Gaelic Language Plan, key performance results and enabling actions. These range from Early Years development programmes to Gaelic creative writing initiatives. The Gaelic Language Act Implementation Fund (GLAIF) is awarded by Bòrd na Gàidhlig to support public authorities in implementing their Gaelic language plans and support the National Gaelic Language Plan. Successful applications have included Gaelic Immersion for Teachers (GIFT), a course run on an outreach basis from Inverness to allow teachers to develop their Gaelic skills so they can start working in GME. Highland Council also offers Gaelic classes for adults, from beginners to upper intermediate level. There is high demand for these classes, par-

21 http://www.skillsdevelopmentscotland.co.uk/media/35679/highlands_and_islands_digital_skills_investment_plan.pdf
22 <http://www.skillsdevelopmentscotland.co.uk/media/43127/early-learning-and-childcare-sip-digital.pdf>

23 <http://www.hie.co.uk/common/handlers/download-document.ashx?id=0e113231-5668-4945-b1db-e88a137a738d>

24 <http://www.hie.co.uk/common/handlers/download-document.ashx?id=8f6ee73b-75dc-445c-9e09-36aa261492ab>

ticularly from parents of children attending GME schools.

3.49 Comhairle nan Eilean Siar's area has by far the highest percentage density of Gaelic language skills in Scotland. Reflecting the importance of Gaelic language in the community, the 2013-2017 CnES' Gaelic Language Plan has a number of ambitious goals. These include increasing the percentage of Primary One school children enrolling in GME to 55 per cent. There is also a commitment to improving Gaelic employment opportunities. That includes through providing Gaelic work experience opportunities and developing and implementing a cultural industries strategy. Within the Comhairle itself there is also a commitment to always have Gaelic communication easily available across all platforms including front of house in the Comhairle's buildings, on the telephone, and in email/letter correspondence²⁵.

3.50 Gaelic language plans are also produced by Glasgow City Council and City of Edinburgh Councils which cover urban areas where there has been

a large increase in the uptake of Gaelic Medium Education. Glasgow City Council's 2013-2017 Gaelic language plan focuses on the area's increased provision for GME. Actions include establishing a second GME school, which has been achieved as Glendale primary school opened in 2016 and there are further plans to develop a third GME school in Glasgow²⁶. Future plans for Gaelic language development in Glasgow include holding the Royal National Mòd in 2019. This important event will offer volunteering opportunities and a boost to the local economy along with the possibility of new Gaelic language jobs.

3.51 It should be stressed that Glasgow has become a very important area for the development of Gaelic language, both in terms of education and employment opportunities. Glasgow City Council was the first Local Authority to provide 3-18 GME provision and there are a number of important Gaelic language employers in the city including of course Glasgow City Council itself, BBC Alba and Gaelic charities such as Comhairle nan Leabhraichean (The Gaelic Books Council). There are also a

number of important Gaelic arts organisations in Glasgow including An Lòchran, which develops and promotes Gaelic arts in the city, putting on regular events²⁷; and Theatre Gu Leòr, a theatre company based in Glasgow, which produces Gaelic theatre using multimedia technologies that is performed across Scotland²⁸. Glasgow Life also organises Gaelic arts and performances in partnership with other organisations and includes an extensive Gaelic programme as part of Aye Write! Glasgow's Book Festival²⁹.

3.52 The City of Edinburgh Plan 2012-2017 similarly focuses on the growth of GME in the city. Commitments include developing provision of Gaelic in adult learning; developing Gaelic youth social groups; and increasing the number of Gaelic books available in the city's libraries³⁰.

3.53 In terms of post-school Gaelic language education provision, the University of the Highlands and Islands (UHI) is a key institution. UHI is a partnership of 13 dispersed colleges and research institutions. UHI's Gaelic Language Plan 2014-2018

25 http://www.cne-siar.gov.uk/sgioba/documents/language_plan/plan_e.pdf

26 <https://www.glasgow.gov.uk/CHttpHandler.ashx?id=32461&p=0>

27 <http://www.anlochran.com/en/>
 28 <https://www.theatreguleor.com/aboutus>
 29 <http://www.glasgowlife.org.uk/gaelic-arts/Pages/home.aspx>
 30 http://www.edinburgh.gov.uk/downloads/download/752/gaelic_language_plan

refers to its role as a Gaelic Medium Education provider, principally through Sabhal Mòr Ostaig (SMO) and Lews Castle College³¹.

3.54 SMO offers a number of degree and more informal courses, all including teaching of Gaelic language. SMO's 2017-2022 Gaelic Plan affirms its mission statement to be an all-Gaelic educational institution and business, with the aim that all teaching and every day communication on campus will be conducted in Gaelic. Reflecting its position as the National Centre for Gaelic Language and Culture, SMO's Gaelic plan outlines its key role in implementing the National Gaelic Language Plan. This is primarily through encouraging acquisition and usage of Gaelic language via Gaelic educational provision to students, visitors, and the wider community. Through conducting academic research in the Gaelic medium, SMO also contributes to the development of Gaelic language status and corpus³².

3.55 Lews Castle College is a Further Education provider based in the Outer Hebrides. It offers a variety of full-time and part-time courses including

various BAs in Gaelic language and other aspects of Gaelic. Ulpan (intensive immersion technique) courses offered across the Outer Hebrides and delivered to a range of organisations including NHS Western Isles and BBC Alba. Lews Castle College Gaelic Language Plan outlines its contribution to the National Gaelic Language Plan. This is primarily through educational courses that encourage the acquisition and usage of Gaelic language by students and organisations³³.

3.56 As tourism has been shown to be an important sector for Gaelic language, VisitScotland's 2015-2018 Gaelic Language Plan is also an important policy document. VisitScotland is a public body that aims to grow and develop Scottish tourism. It primarily engages in marketing and organising events. In VisitScotland's 2015-2016 Visitor Survey, 18 per cent of European and 21 per cent of long haul visitors indicated they agreed strongly with the statement: 'Finding out more about Gaelic, as a national language of Scotland was of interest to me/enhanced my visit'³⁴.

3.57 VisitScotland's Gaelic Language Plan reflects this interest as – sitting alongside commitments related to identity, publications, and communications – there is an emphasis upon marketing to promote Scotland's Gaelic language and heritage. This promotion is also included in plans for VisitScotland's website and digital marketing. The VisitScotland Gaelic language plan 2015-2018 also refers to Gaelic language skills as being a 'desirable' criterion for all posts based in areas where Gaelic is an important part of the community. VisitScotland have also shown their commitment to developing the interaction between tourists and Gaelic language through holding Gaelic strategy meetings with key stakeholders in an attempt to improve the value and recognition of Gaelic as an asset³⁶. VisitScotland also plan to develop a Gaelic Tourism Strategy for Scotland which should be complete by August/September 2018; it involves working with the tourism industry to understand the extent to which they recognise Gaelic and the use of it by businesses at the moment, what the use of Gaelic could mean for their business and what they need to do to capitalise on it. It includes encouraging other organisations, e.g. Historic Environment Scot-

31 <https://www.uhi.ac.uk/en/t4-media/one-web/university/about-uhi/facts-and-figures/publications/gaelic-language-plan.pdf>

32 <http://www.smo.uhi.ac.uk/files/PDFs/Plana-Gaidhlig-Beurla-lion.pdf>

33 <https://www.lews.uhi.ac.uk/about-us/publications/gaelicplan.pdf>

34 <http://www.visitscotland.org/pdf/Gaelic%20Language%20Extract%20SVS%201516.pdf>

35 <http://www.visitscotland.org/pdf/VisitScotland%20Gaelic%20Language%20Plan%20-%203%20December%202015.pdf>

36 VisitScotland (2017) VisitScotland Gaelic Strategy Meeting – Collated information from the 3 Groups

land, to build more Gaelic into their visitor facing operations.

National Gaelic Organisations

3.58 Aside from public bodies and their Gaelic Language Plans, there are also a number of national organisations who make important contributions to Gaelic language. In particular this includes co-ordinating groups as well as organisations focused in the key areas of arts and media.

3.59 Comunn na Gàidhlig is a social enterprise that works as a co-ordinating Gaelic development agency. Its work involves organising Gaelic language events for young people and support for Gaelic Medium Education (GME). A key function in Comunn na Gàidhlig's development of GME is its support for the parental advisory scheme. The parental advisory scheme aims to increase the number of children in GME through training parents of children already in GME on the benefits of GME so this can be passed on to other parents by word-of-mouth³⁷. Comunn na Gàidhlig also supports Iomairtean Gàidhlig – partnerships of Gaelic organisations in local areas who coordinate work plans to increase the acquisition and usage of Gaelic – through

general organisation and particular specialisms in support for young people and GME³⁸.

3.60 Significant Gaelic language arts organisations are Fèisean nan Gàidheal and An Comunn Gàidhealach. Fèisean nan Gàidheal is a charity organisation that currently supports over 40 community based fèisean who work to offer young people tuition in Gaelic arts. They also run the Fèisgoil service, which delivers Gaelic arts and learning in schools³⁹. Thus, their work generates Gaelic related employment opportunities, as it also does for Fèisean tutors.

3.61 An Comunn Gàidhealach is a charitable organisation whose key role is organising the annual Royal National Mòd where Gaelic language and culture is celebrated through a range of competitions, including Highland dancing and song. An Comunn Gàidhealach branches also organise a series of smaller, local Mòds⁴⁰.

3.62 Finally, throughout the policy literature reviewed in this chapter there have been references to the importance of Gaelic media in terms of Gaelic identity and profile as well as employment

opportunities. MG Alba is the Gaelic Media service and it was formed under the Communications Act (2003). MG Alba's premise is 'to inspire and encourage through Gaelic and media'. BBC Alba was formed in 2008 through a partnership between MG Alba and the BBC. Other important work has included the Film G short film competition which helps to promote new talent in Gaelic film making and the LearnGaelic.scot website aimed at people interested in learning Gaelic⁴¹.

37 <http://www.parant.org.uk/index.php/parental-advisory-scheme>

38 <http://cnag.org/index.php/en/gaelic-initiatives>

39 <http://www.Fèisean.org/en/Fèisean-en/about-us/>

40 <http://www.ancomunn.co.uk/>

41 <http://www.mgalba.com/index.html?lang=en>

In summary

- The key policy driving Gaelic language in Scotland is The Gaelic Language (Scotland) Act 2005 which established Bòrd na Gàidhlig as a Gaelic development agency.
- Education policy has also been important for Gaelic language as it has helped to promote GME. The Education (Scotland) Bill 2015 introduced a new process for parents to request Gaelic Medium Education. The Bill has now been replaced by the Education (Scotland) Act 2016.
- Bòrd na Gàidhlig's 2017-2022 National Gaelic Language Plan will guide the development of Gaelic language over the next five years and includes commitments to increase the number of Gaelic medium schools to 10 by the end of 2022 and to develop and implement a Gaelic tourism strategy.
- The Scottish Government's 2016-2019 Gaelic Language Plan sets out its plans to promote Gaelic language through internal and external use within the government as well as providing funding to a number of Gaelic language organisations.
- Within their Gaelic plans, Skills Development Scotland (SDS) and Highlands and Islands Enterprise (HIE) emphasise Gaelic's economic contribution. SDS plans to develop Gaelic recruitment opportunities through Gaelic Modern and Foundation Apprenticeships. Whilst HIE's plan makes reference to their Gaelic as an Asset research and includes plans to pilot a Gaelic investment fund.
- The Gaelic language plans from Glasgow City Council, City of Edinburgh Council, Highland Council and Comhairle nan Eilean Siar focus on the development of GME. Eilean Siar is the area of Scotland with the highest prevalence of Gaelic speakers and the Comhairle's Gaelic language plan includes a goal to increase the percentage of Primary One children enrolling in GME to 55 per cent.
- Sabhal Mòr Ostaig and Lews Caste College, the two UHI institutions that are primarily involved in the provision of Gaelic language education, both underline their commitment to promoting Gaelic language through education in their Gaelic language plans. This involves both students and the wider community.
- With the increasing focus on Gaelic language tourism, VisitScotland's Gaelic language plan emphasises the need to market Scotland's Gaelic language and heritage.
- Apart from public authority Gaelic language plans, important organisations contributing to the Gaelic language context include Comunn na Gàidhlig, a social enterprise that works as a co-ordinating Gaelic development agency; Fèisean nan Gàidheal and An Comunn Gàidhealach, two arts organisations that organise festivals and Gaelic arts tuition; and MG Alba, the Gaelic media service which, in partnership with the BBC, formed BBC Alba in 2008.

Opportunities and challenges

3.63 This section presents the opportunities for increasing the use of Gaelic language and discusses the issues and challenges with respect to the Gaelic language in the workplace.

Opportunities

3.64 Scottish Government policy has been a key driver in the promotion and adoption of Gaelic language. This has created opportunities for increasing the use of the Gaelic language in schools, communities and the workplace. Whilst it has been in force for over eleven years now, it is still important to reference the Gaelic Language (Scotland) Act 2005. The act was important in setting out the goal for Gaelic to achieve equal respect to English and, of course, the establishment of Bòrd na Gàidhlig.

3.65 The establishment of Bòrd na Gàidhlig has offered National Gaelic Language Plans that have brought coordination and cohesiveness to language planning. Bòrd na Gàidhlig has also been key in coordinating Gaelic medium education and offering funding and support to various Gaelic organisations

and initiatives. This has included funding for Gaelic teaching students and early years provision.

3.66 The ability of Bòrd na Gàidhlig to request Gaelic language plans from public bodies has also meant that more organisations are integrating Gaelic into their future business and operating plans and considering their role in promoting and developing the language. This should have a direct impact on the future numbers of Gaelic essential and desirable posts.

3.67 Gaelic language promotion and adoption is also driven by more general policy. For example, the Education (Scotland) Act 2016 included a provision for parents of pre-school aged children to have the right to request Gaelic medium primary education⁴². This presents a significant opportunity which will increase the demand for Gaelic language skills and for teachers to meet this demand.

3.68 Another important education policy is the Scottish Government's 1+2 language commitment, which it aims to implement across Scotland by August 2021. The policy stipulates that every child

has a right to learn a modern language from P1-S3. This is supplemented by the right to learn a second language from primary 5 onwards. 1+2 language policy will have an important impact for Gaelic learners' teaching in English medium education as it boosts the provision of language education more generally. There are already 21 schools delivering Gaelic as L3 in Glasgow's local authority area.

3.69 As an example, Go! Gaelic is a package of online resources that has been created by Stòrlann, the Gaelic educational resources organisation, to aid teachers in implementing Gaelic learning as part of 1+2 provision. It has been adopted by Highland Council as the 'preferred method' for teaching Gaelic and technological resources have also been supplemented with teacher training courses⁴³.

3.70 The Scottish Government's commitment to increase annual free childcare allowance for three and four year olds, along with eligible two year olds, to 1,140 hours by 2020 is another important policy driver for Gaelic language. Previous work by ekosgen has underlined the need for expansion of

42 <http://www.gaidhlig.scot/wp-content/uploads/2017/03/An-Aithisg-Bhliadhna-15-16.pdf>

43 <https://go-gaelic.scot/exciting-time-gaelic-new-phase-teacher-training-begins/44>

the early years and childcare workforces in order to meet this commitment.

3.71 Again this will be an opportunity to develop the supply and demand for Gaelic skills. However, consultees suggested, albeit there are regional variations, that it is currently difficult to attract Gaelic speakers to the childcare sector due to the availability of other higher paid positions and negative perceptions of career progression.

3.72 GME has become increasingly popular and is already available at nursery and pre-school level across Scotland. Stakeholders engaged with as part of consultations for ekosgen's Early Learning and Childcare evidence base for the SDS Skills Investment Plan believed that it was likely demand for Gaelic language early years provision would increase with the expansion of free childcare. They also suggested that recruiting sufficient numbers of Gaelic speaking staff may prove challenging.

3.73 Similarly consultees suggested that the care sector in areas with a high prevalence of Gaelic is another area where Gaelic may be valuable. That is because it would offer elderly people the opportunity to converse in their first language.

However, as with childcare, the care sector is often not considered as a positive career option.

44 <http://www.skillsdevelopmentscotland.co.uk/media/43127/early-learning-and-childcare-sip-digital.pdf>

Promotion and adoption of Gaelic language

3.74 Stemming from the policy drivers mentioned above, there have been a number of initiatives and developments to support promotion and adoption of the Gaelic language. The growth of GME has been a very important part of this. It is both increasing the number of young Gaelic speakers and the number of them in parts of Scotland less traditionally associated with Gaelic. The growth of GME has been developed particularly through marketing campaigns emphasising the benefits of bilingualism. This has also been assisted by initiatives such as the parental advisory scheme and Bòrd na Gàidhlig's support for parents and local authorities in GME planning and provision.

3.75 The introduction of Bòrd na Gàidhlig and Gaelic language plans has also had an important impact in terms of language identity and perceptions of Gaelic. Gaelic language plans generally place emphasis on the availability of Gaelic communications and signage. Making them increasingly available is important in raising awareness of the Gaelic language and boosting its status.

3.76 HIE has offered funding to businesses developing Gaelic signage and communications through the Marketing and Bilingual Signage Scheme (MBSS). ekosgen's Evaluation of HIE's investment in Gaelic Cultural Development Services found that 60

per cent of respondents were positive about MBSS, stating that signs had been of particular interest to customers.

3.77 The development of Gaelic in the Media and Creative industries has also been an important driver of the language. BBC Alba has been crucial in raising awareness among the general public. The programmes and activities organised by Fèisean nan Gàidheal and An Comunn Gàidhealach have also offered an accessible and creative route into the Gaelic language. This includes Fèisean nan Gàidheal's local Gaelic arts groups and events and schools provision via Fèisgoil. The Celtic Connections festival held in Glasgow has also helped promote the language to a wider audience.

3.78 Awareness has been further raised in Eilean Siar by the activities of An Lanntair and Taigh Chearsabhagh. Ceòlas, the South Uist based arts and cultural organisation also holds a long standing annual festival and is taking forward plans for a centre for Gaelic culture and music. Economic drivers

3.79 Outside of its social and cultural value there has also been increasing recognition of the potential economic value of the Gaelic language to business. Feedback from the study's employer survey and consultations shows that factors driving the

demand for Gaelic language skills in the workforce currently include:

- having Gaelic speaking customers and service users;
- a recognition that Gaelic is the preferred language of the populace in some of its operating areas;
- where the business is working with the elderly in Gaelic speaking communities; and
- when Gaelic is the working language of the business or organisation.

3.80 It is recognised that Gaelic language skills are particularly valuable within the Tourism and Creative industries sectors. This has been reflected in various planning and strategy documents. As mentioned earlier SDS is planning to develop Gaelic Modern Apprenticeships for these sectors. VisitScotland have also emphasised and made plans for the promotion of Gaelic language as part of their marketing collateral. They also are about to embark on the development of a Gaelic Tourism Strategy for Scotland.

3.81 Consultees also emphasised the employment prospects for Gaelic language skills in the

Creative industries and Media sectors, For example, the “Gaelic Media Village” in Stornoway is estimated to provide around 100 jobs. It houses a number of Gaelic media organisations, including MG Alba and BBC Radio nan Gàidheal. Young Films have also established a business presence on Skye. In addition, Heritage and Archaeology are also sectors that can see economic benefit from utilising Gaelic language skills in their operations.

3.82 More generally, it is recognised by consultants that there are jobs where Gaelic can be used to improve and enhance service delivery and the customer experience without them necessarily being classed as Gaelic essential or desirable posts.

3.83 HIE’s Gaelic as an Asset research highlighted the potential economic value of Gaelic to businesses. It found that 70 per cent of businesses surveyed regarded Gaelic as an asset. The survey sample of businesses were mostly (70 per cent) based in Eilean Siar and Highland. The most common sectors were arts, entertainment and recreation (30 per cent) and manufacturing (14 per cent).

3.84 Gaelic was seen to add value to businesses through making products and services appear more unique, appear more authentic, and more appealing to target markets.

3.85 From those private sector businesses who view Gaelic as an asset, the estimated turnover attributed to Gaelic was approximately £5.6m. There were also an estimated 58 FTE jobs attributed to the impact of Gaelic. The research estimated that Gaelic could have a potential economic value of between £82m and £149m.

3.86 Figure 3.3 shows that of the c.100 businesses that regarded Gaelic as an asset, around one third (35) were in each of Highland and Eilean Siar whilst Glasgow City and Argyll and Bute accounted for a further nine per cent each (Figure 3.3). As shown in Figure 3.4, most (37 per cent) were based in arts, entertainment and recreation⁴⁵.

45 <http://www.hie.co.uk/common/handlers/download-document.ashx?id=0e113231-5668-4945-b1db-e88a137a738d>

Figure 3.3
Share of businesses regarding Gaelic as an asset
by location

Source: Gaelic as an Asset, HIE (2014)

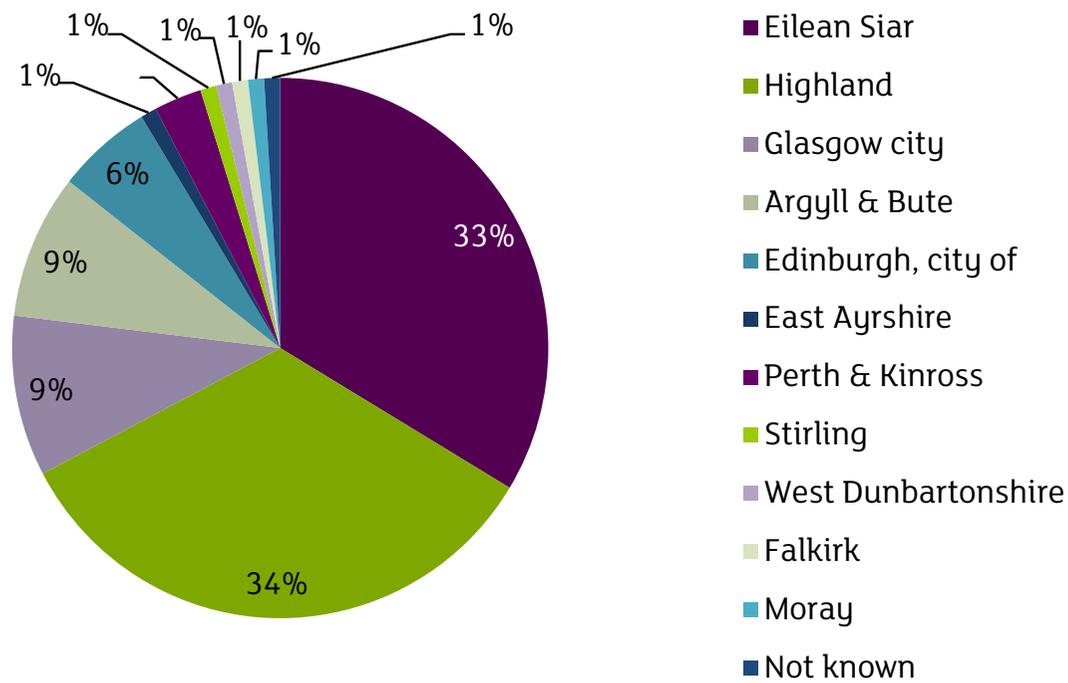
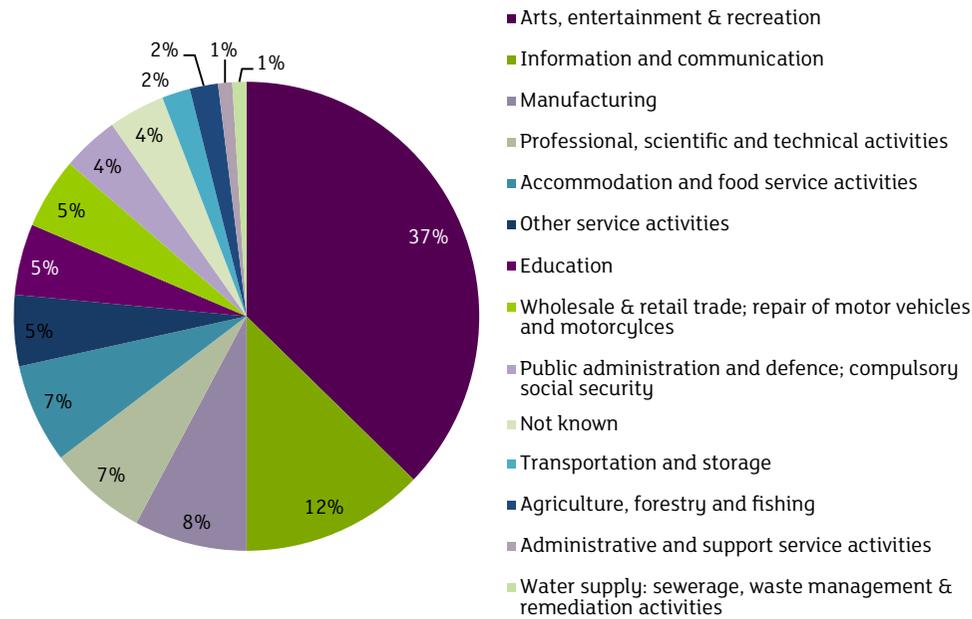


Figure 3.4
Share of businesses regarding Gaelic as an asset
by sector

Source: Gaelic as an Asset, HIE (2014)



3.87 The research also underlined that the use of Gaelic within businesses is often driven by the social value of Gaelic and that, in turn, Gaelic being an economic asset also helps to improve its social value⁴⁶.

⁴⁶ <http://www.hie.co.uk/common/handlers/download-document.ashx?id=0e113231-5668-4945-b1db-e88a137a738d>

Challenges

3.88 There are a number of issues and challenges which have been highlighted by employers who have a need for Gaelic language skills. These are discussed below.

Recruitment

3.89 There is widespread agreement that there are significant recruitment challenges facing those employers with a demand for Gaelic language skills. They range from:

- Gaelic essential and desirable posts not attracting large enough candidate pools, in some cases for GME teaching posts none at all;
- securing applicants with the required Gaelic language skills plus a high level of Gaelic literacy can be challenging; and
- attracting candidates with higher level or technical skills plus Gaelic language is also often difficult.

3.90 As digital technology continues to affect how businesses interact with their customers across all sectors, there will be an increasing need for candidates to have the required IT and digital skills as a priority even if this is at the expense of Gaelic language skills.

3.91 The underlying difficulties with recruitment relate to a number of factors including: the location of many Gaelic language jobs (in remote or rural areas with challenges around housing and jobs for partners) and as mobility for people increases, keeping salaries competitive to both retain and attract staff with the required Gaelic and other skills becomes critical.

3.92 Feedback also suggests that young people are more reticent to speak and use Gaelic in the workplace, although there is a view that they 'return to it' in their early 20s. Thus, it can be hard to attract them, making it important therefore for employers to build relationships with schools and colleges and offering apprenticeships and internships. There is also a lack of applicants with a recognised Gaelic qualification, which, in many cases, is a result of a lack of access to-and provision of-entry level courses and qualifications.

3.93 The recent growth in GME school numbers has put pressure on the supply of teachers making recruitment more competitive, with some GME schools currently forced to employ English speaking teachers for subjects which should be taught in Gaelic. Some stated that they will struggle to meet the growing demand for GME if they cannot attract more teachers to GME; and that more needs to be done to keep people going through the GME system

and thus produce more GME teachers. This is, of course, in a context where some parts of Scotland are struggling to recruit teachers across a range of pupil age groups and subjects.

3.94 Attracting applicants with the right mix of technical/specialist skills and requisite Gaelic language skills is problematic. In the views of several consultees, in many cases the recruitment outcome will tend to be that:

'Demonstrating an operational need takes precedence over a cultural benefit'

Language development

3.95 Employers also highlighted several issues around the required level of Gaelic skills. There is an agreed view that native Gaelic speakers in many cases lack the confidence to use the language in business. That is especially with respect to technical and written language skills. There is a need therefore to remove both perceived and real barriers to using Gaelic in the workplace. Employers are also of the view that a lot of Gaelic speakers lack real fluency.

3.96 Their experience is that a lot of learners lack 'staying power' or commitment to learning and progressing their language skills. It is recognised however, that the Gaelic language is complex and has

evolved a lot over the last 20 years and to remain fluent may require undertaking refresher courses as well as regular usage. It is also acknowledged that written skills are much harder to keep current.

3.97 Together these factors result in a lack of applicants and has led to the need for both public and private sector employers to build capacity in-house by supporting staff to develop their Gaelic language skills, once recruited. For example, Glasgow City Council's Languages Development team develops and delivers courses which are mandatory for GME teachers and other education staff (e.g. clerical staff and classroom assistants). All new MG Alba staff are required to attend in-house Gaelic learner classes whilst CalMac has provided basic Gaelic online courses for staff in the past. VisitScotland reports significant interest by staff in internal training courses in Gaelic and Gaelic awareness which they have been running over the past four years.

3.98 Employers are also funding courses to upskill staff. These include SMO's distance learning courses, and the University of Strathclyde's Gaelic Immersion for Teachers course – a one year intensive full-time course funded by Bòrd na Gàidhlig. The latter however, creates issues in terms of back-filling the post whilst the staff member is on study leave.

Employment opportunities and career progression

3.99 The online survey and our consultations point to a large pool of Gaelic speakers not using their skills in the workplace. Aside from the lack of confidence mentioned above, a lack of career progression and opportunities is considered an issue within the education sector in particular. Some teachers do not want to enter GME as there is an impression of a lack of opportunities for progression. Those who are in the sector often will move out of GME to get promoted and earn more money. This is part of a general issue as to whether people can see career progression in a number of sectors that are key for growing the number of Gaelic jobs.

3.100 There is a widespread view that Gaelic language employment opportunities are under promoted. That is both at school leaver level and more widely. Although some are keen to take up 'Gaelic' jobs, the latter are perceived to be located in remote areas, likely to be underpaid or do not exist in the individual's own community.

3.101 Understanding the barriers to employers creating Gaelic essential jobs and more clearly defining Gaelic desirable jobs is important as is engaging those businesses with no existing connection with Gaelic language and culture. This is out with the scope of this study but is worthy of further research.

The future

3.102 In the context of growing demand in some sectors, and in the face of shortages of Gaelic language staff, employers are turning to the development of staff retention and talent management strategies in order to minimise the level of staff turnover; training budgets and plans are increasingly used to close the earnings gap between Gaelic jobs (and the sectors they are found in) and non-Gaelic ones. Succession planning is also considered key for employers and for all Gaelic organisations in particular.

4

Supply and Provision of Gaelic Language

Introduction

4.1 This chapter provides an overview of what is currently known about the use of the Gaelic language in Scotland. The 2011 Census showed 87,100 people in Scotland with some knowledge of Gaelic. Of these:

- 32,400 could speak, read and write Gaelic;
- 57,600 could speak Gaelic;
- 6,100 could read and/or write Gaelic but not speak; and
- 23,400 could understand Gaelic but not speak, read, or write it⁴⁷.

4.2 In comparison with the 2001 Census this represented an overall fall of 1,100 in the number of Gaelic speakers and 5,300 in the number of people with any knowledge of Gaelic. However, importantly, there was an increase in the number of people under 25 who could speak Gaelic⁴⁸.

4.3 In terms of geographical location, as shown in Table 4.1, Eilean Siar was the local authority with the highest percentage density of people with some

Gaelic language skills (61 per cent). This was followed by Highland at seven per cent and Argyll and Bute at six per cent. However there is also evidence of Gaelic language in more urban areas. Despite a lower density, Glasgow City is in the top 3 local authorities for highest number of people with Gaelic language skills⁴⁹.

47 http://www.scotlandscensus.gov.uk/documents/analytical_reports/Report_part_1.pdf

48 <http://www.gaidhlig.scot/wp-content/uploads/2017/02/national-gaelic-language-plan2017-22-en.pdf>

49 <https://www.nrscotland.gov.uk/news/2015/scotlands-census-2011-gaelic-report-part-1>

Table 4.1
Number and density of people with any Gaelic skills by local authority, 2011

Source: 2011 Census

Local Authority	Count	Density	Local Authority	Count	Density
Highland	16,596	7%	North Ayrshire	1,129	1%
Eilean Siar	16,489	61%	Moray	1,081	1%
Glasgow City	9,469	2%	Dundee City	1,073	1%
Edinburgh, City of	5,935	1%	Dumfries & Galloway	968	1%
Argyll & Bute	5,050	6%	East Ayrshire	961	1%
Aberdeen City	3,174	2%	East Renfrewshire	874	1%
Aberdeenshire	2,721	1%	West Dunbartonshire	862	1%
Fife	2,462	1%	Angus	825	1%
Perth & Kinross	2,169	2%	Scottish Borders	771	1%
North Lanarkshire	2,127	1%	South Ayrshire	733	1%
South Lanarkshire	2,106	1%	East Lothian	728	1%
Renfrewshire	1,586	1%	Inverclyde	667	1%
Stirling	1,360	2%	Midlothian	546	1%
East Dunbartonshire	1,340	1%	Clackmannanshire	507	1%
West Lothian	1,179	1%	Orkney Islands	217	1%
Falkirk	1,163	1%	Shetland Islands	187	1%
			Total	87,056	2%

4.4 Looking at the usage of Gaelic language at home, 25,000 people across Scotland (0.5 per cent of the Scottish population) used Gaelic at home. This amounted to 40 per cent of Gaelic speakers. In Eilean Siar 39 per cent of people reported using Gaelic at home⁵⁰. This is also reflected in the 2016 Schools Census figures which showed that across Scotland 522 children at publicly funded schools used Gaelic as their main home language. In Eilean Siar, Gaelic was the next most common main home language after English. Gaelic did not feature in the top three main home languages for any other local authority area⁵¹.

50 <https://news.gov.scot/news/scotlands-census-2011-gaelic-report-part-1>

51 <http://www.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus16f>

Overview of GME in Scotland

4.5 Gaelic education is of course vitally important to the development of Gaelic language skills for the labour market. As referenced in Chapter 3, provision of Gaelic education continues to be a key part of Bòrd na Gàidhlig's development plans and is supported by government policy.

4.6 Based on Bòrd na Gàidhlig's education data, there are currently 57 primary schools providing GME and 31 secondary schools providing GME in Scotland. This represents three per cent and nine per cent of all primary and secondary schools in Scotland respectively. As the proportion of schools is significantly higher than the proportion of pupils, this suggests that GME schools tend to have a much lower number of pupils than English medium schools. This may be partly related to the large numbers of GME schools in more remote and rural areas.

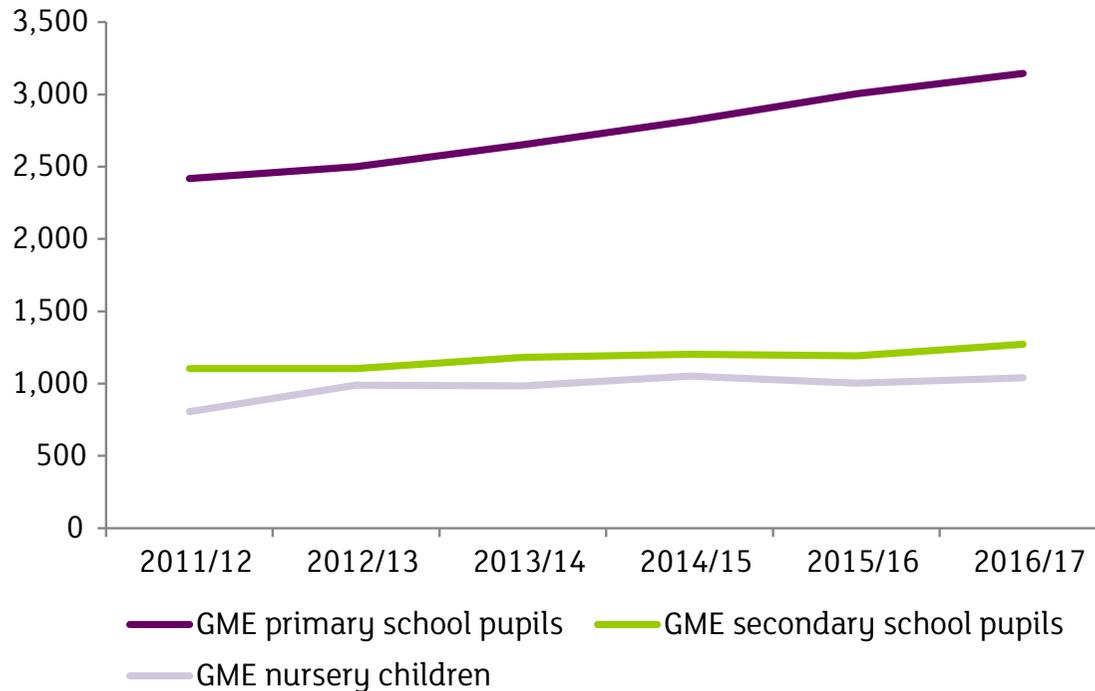
4.7 There are currently 3,145 primary school students and 1,272 secondary school pupils attending GME schools across Scotland. This represents an increase of 727 primary school students (a 30 per cent rise) or 168 secondary school pupils (a 15 per cent rise) since 2011/12, as shown at Figure 4.1. As a share of all school pupils in Scotland, GME educated students account for 0.8 per cent of primary school children and 0.5 per cent of secondary school pupils. This represented a growth in share

from 0.7 per cent of primary school children and 0.4 per cent of secondary school pupils in 2011/12.

4.8 The number of pupils enrolling in GME schools for Primary One was a key target for Bòrd na Gàidhlig in its 2012-2017 Gaelic Language Plan as they aimed to increase enrolments to 800 by 2017. Whilst this target has not yet been met, 558 Primary One pupils enrolled in GME schools at the start of 2016/17. This was a significant increase from just over 400 in 2011/12.

Figure 4.1
Number of GME secondary, primary and nursery pupils, 2011/12-2016/17

Source: Bòrd na Gàidhlig



4.9 Within GME secondary schools a total of 338 pupils in 2016/17 are involved in qualification courses for Gaelic (fluent). In addition, 133 certificates are being studied for in the Gaelic medium.

4.10 Early years' Gaelic educational provision has also increased. There are currently 1,039 children attending Gaelic nurseries, an increase of 233, or 29 per cent, from 2011/12. In addition, it is estimated that there are currently 868 children attending non Local Authority Gaelic 0-3 groups. There is no historical data on the number of 0-3 nursery pupils, but there has been a small increase in the number of 0-3 groups from 56 in 2011/12 to 63 in 2016/17

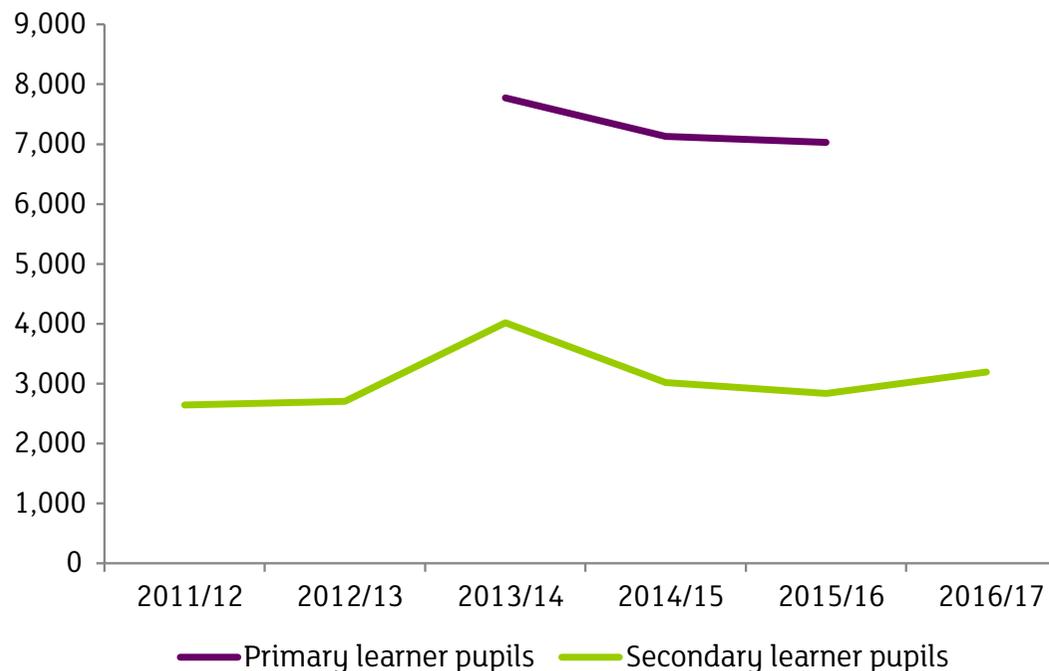
Gaelic learners

4.11 As well as GME where school pupils are taught in Gaelic language across the curriculum, there is also provision for Gaelic learners' education within English medium schools. Gaelic learners' education programmes are taught similarly to modern languages such as French or German. Data on primary school pupils taking part in the Gaelic Language in the Primary School learners' programme (GLPS) is not available for 2016/17. However, they show 7,029 Gaelic learners in primary schools in 2015/16⁵², a fall from 7,772 pupils in 2013/14 (Table 4.2). This is set against a four per cent rise in the primary school roll nationally over this time.

4.12 There are currently 3,195 learner secondary pupils in Scotland. This is a growth of 552, or 21 per cent, from 2011/12, as shown at Table 4.2. This is strong growth during a period where the overall secondary roll in Scotland has fallen by five per cent. However, half of these Gaelic learning secondary pupils (1,606, or 50 per cent) were at S1 level, with only a small number, 138 pupils, at S4 level, meaning that a small proportion are progressing to Gaelic qualifications. In 2016/17, 228 secondary school pupils were involved in Gaelic (learner) qualifications. Overall, 1.1 per cent of secondary school pupils and 1.8 per cent of primary school pupils across Scotland are Gaelic learner pupils.

Figure 4.2
Number of primary and secondary Gaelic learner pupils, 2011/12-2016/17

Source: Bòrd na Gàidhlig



52

No data is available as yet on Gaelic Learners in Primary Schools for 2016/17.

Provision by area

4.13 Across Scotland, GME education is offered in 12 local authorities for nursery, 14 for primary schools and 12 for secondary schools. A breakdown of GME nursery, primary and secondary school pupils is given at Table 4.2.

4.14 Highland has the largest number of GME primary school pupils at 896, followed by Eilean Siar at 685 and Glasgow at 600. GME is most prevalent in Eilean Siar where 36 per cent of primary school pupils attend a GME school. This is followed by Highland at five per cent. Argyll and Bute (three per cent) and Glasgow (two per cent) are the only other local authorities where the GME share of primary school pupils is greater than one per cent.

4.15 The largest numbers of secondary school GME pupils are also in Highland (378), Eilean Siar (310) and Glasgow (286). Similarly, the proportion of secondary school GME pupils is highest (21 per cent) in Eilean Siar. This is followed by Highland at three per cent.

4.16 For Gaelic nursery provision, the highest numbers are currently in Eilean Siar (318) and Highland (313). These areas also have the highest proportionality at 64 per cent for Eilean Siar and seven per cent for Highland. However, it should be noted that in absolute terms Glasgow and

Edinburgh have the third and fourth highest number of Gaelic nursery pupils at 124 and 117 respectively.

Table 4.2
Number of GME pupils by local authority, 2016/17

Source: Bòrd na Gàidhlig

Local authority	GME nursery children	GME primary school pupils	GME secondary school pupils
Highland	313	896	378
Eilean Siar	318	685	310
Glasgow	124	600	286
Edinburgh	117	311	91
Argyll & Bute	55	186	73
North Lanarkshire	40	152	66
East Dunbartonshire	22	70	16
South Lanarkshire	20	65	21
Stirling	-	60	-
Perth & Kinross	7	35	1
Aberdeen City	7	32	-
East Ayrshire	6	25	5
Inverclyde	10	21	14
Angus	-	7	11
Total	1,039	3,145	1,272

4.17 Gaelic learners' education, particularly at primary school level, has featured high numbers of pupils in areas not traditionally associated with Gaelic. Whilst the number of primary school learners in 2015/16 was still highest in Highland (1,817) and Eilean Siar (1,095), there were also 982 learners in Falkirk, an area that has no other Gaelic educational provision. Again, after Eilean Siar (59 per cent) and Highland (11 per cent), Falkirk had the third highest portion of Gaelic learner primary school pupils at eight per cent, as shown at Table 4.3.

4.18 Highland and Eilean Siar also have the highest Gaelic learner pupil roll at secondary school, at 1,829 and 591 respectively. These areas also had the highest proportionality of secondary Gaelic learners, at 40 per cent for Eilean Siar and 14 per cent for Highland. Proportionally, is also fairly high in Argyll and Bute (nine per cent).

Table 4.3
Number of Gaelic learners by local authority,
2015/16 or 2016/17

Source: Bòrd na Gàidhlig

Local authority	Gaelic learner primary school pupils (2015/16)	Gaelic learner secondary school pupils (2016/17)
Highland	1,817	1,829
Eilean Siar	1,095	591
Glasgow	443	-
Edinburgh	693	398
Argyll & Bute	309	-
North Lanarkshire	144	-
East Dunbartonshire	461	5
Falkirk	982	-
Stirling	319	-
Perth & Kinross	601	89
Aberdeenshire	52	-
North Ayrshire	50	241
Clackmannanshire	63	-
Total	7,029	3,153

Growth by area

4.19 The largest absolute growth in GME primary school pupils from 2011/12 to 2016/17 was in Glasgow, where numbers grew from 371 to 600, as shown at Table 4.4. This level of growth is due to a second GME primary school, Glendale Primary School, opening in the Southside of Glasgow in 2016. Glasgow has also contributed significantly to specific growth in Primary One GME enrolment as numbers nearly doubled from approximately 65 in 2011/12 to 129 in 2016/17.

4.20 Other areas experiencing significant growth in the number of GME primary school pupils were Eilean Siar (+155), Edinburgh (+151), and Highland (+135). The highest proportional growth was in Edinburgh where numbers of GME primary school pupils nearly doubled. Glasgow's high absolute growth also reflected 62 per cent proportional growth. The most significant growth in share of total primary school pupils took place in Eilean Siar where the GME share grew from 30 per cent in 2012/13 to 36 per cent in 2016/17.

4.21 Glasgow and Edinburgh were also important areas for growth in GME secondary school pupils between 2011/12 and 2016/17, with increases of pupil numbers totalling 104 and 38 respectively. Proportionally, this represents 72 per cent growth in Edinburgh and 57 per cent in Glasgow. Argyll and

Bute is one of a number of authorities that has experienced a decline in the number of GME secondary school pupils, although this is a small decline of 15 pupils, or 17 per cent. Whilst in absolute terms growth in GME secondary pupils was not so significant in Eilean Siar, total numbers of secondary pupils fell so the GME share of secondary pupils grew from 16 per cent in 2012/13 to 21 per cent in 2016/17.

Table 4.4
Change in GME pupils by local authority, 2011/12-2016/17

Source: Bòrd na Gàidhlig

Local authority	GME primary school pupils change	Change as %	GME secondary school pupils change	Change as %
Glasgow	229	62%	104	57%
Eilean Siar	155	29%	32	12%
Edinburgh	151	94%	38	72%
Highland	135	18%	4	1%
Argyll & Bute	36	24%	-15	-17%
North Lanarkshire	5	3%	16	32%
Other	16	5%	-11	-14%
Total	727	30%	168	15%

4.22 In terms of GME nursery children, numbers in Edinburgh have more than doubled over the period from 2011/12 to 2016/17 (Table 4.5). The strongest absolute growth for nursery children was in Eilean Siar, with an increase of 67 children. Aside from Edinburgh, proportional growth is also high in Argyll and Bute (53 per cent) and Glasgow (41 per cent).

Table 4.5
Change in GME nursery children, 2011/12-2015/16

Source: Bòrd na Gàidhlig

Local authority	Gaelic nursery pupils change	Change as %
Eilean Siar	67	27%
Edinburgh	64	121%
Glasgow	36	41%
Highland	24	8%
Argyll & Bute	19	53%
North Lanarkshire	7	21%
Other	16	29%
Total	233	29%

4.23 Highland is the only local authority that has experienced significant growth in secondary school Gaelic learners, with an increase of 543 pupils, or 42 per cent, between 2011/12 and 2016/17, as shown at Table 4.6.

4.24 The ‘other’ category, which has grown by 35 times from eight pupils in 2011/12 to 288 in 2016/17, includes a number of local authorities for which exact numbers were not available but all had either small numbers of pupils or none at all in 2011/12. Particular areas of growth include East Ayrshire where there are now 241 learner secondary school pupils and Edinburgh where there are now 42.

4.25 Outside of these local authorities there has been a decline in numbers of secondary school learners in Argyll and Bute (-113 pupils), Eilean Siar (-108 pupils) and Perth and Kinross (-50 pupils). Perth and Kinross has seen the largest proportion decline, at 36 per cent.

Table 4.6
Change in Gaelic secondary school learners, 2011/12-2016/17

Source: Bòrd na Gàidhlig

Local authority	Gaelic learner secondary school change	Change as %
Highland	543	42%
Perth & Kinross	-50	-36%
Eilean Siar	-108	-15%
Argyll & Bute	-113	-22%
Other	280	3,500%
Total	552	21%

Gaelic education staff

4.26 When evidencing the Gaelic labour market and skills pipeline, it is also important to consider the levels of Gaelic education staff. In 2016/17 there were 153 staff members (91 FTEs) working at Gaelic nurseries, 213 teachers (190 FTEs) at GME primary schools, 101 teachers at GME secondary schools, and 56 teachers working in secondary school Gaelic Learners’ programmes. There were also 186 staff teaching the GLPS learners programme in primary schools in 2015/16. Table 4.7 provides a breakdown of staff by local authority area.

Table 4.7
Gaelic education staff, 2016/17

Source: Bòrd na Gàidhlig

Local Authority	Gaelic nursery staff	GME primary staff	GME secondary staff	Gaelic learners' primary staff (2015/16)	Gaelic learners' secondary staff
Highland	51	72	32	63	24
Eilean Siar	55	43	25	37	15
Glasgow	8	31	23	8	-
Argyll & Bute	9	16	7	17	7
Edinburgh	5	15	2	13	2
North Lanarkshire	8	8	5	3	5
South Lanarkshire	3	5	1	-	-
Inverclyde	2	5	-	-	-
East Dunbartonshire	3	4	1	9	-
East Ayrshire	3	4	1	-	1
Perth & Kinross	2	3	1	6	2
Aberdeen	4	3	2	-	-
Stirling	-	3	1	7	-
Angus	-	1	-	-	-
Falkirk	-	-	-	14	-
North Ayrshire	-	-	-	6	-
Clackmannanshire	-	-	-	2	-
Aberdeenshire	-	-	-	1	-
Total	153	213	101	186	56

4.27 In total, but excluding the staff working in the GLPS programme, this represents a growth in Gaelic education staff between 2011/12 and 2016/17 of 33 staff members, or seven per cent. This is shown at Table 4.8. Growth has been concentrated within GME primary where there has been an increase of 24 teachers.

Table 4.8
Change in Gaelic education staff, 2011/12-2016/17

Source: Bòrd na Gàidhlig

Category	Staff change	Change as %
Gaelic nurseries	3	2%
GME primary schools	24	13%
Gaelic secondary learners' programmes	3	6%
GME secondary schools	3	3%
Total	33	7%

53 No FTE figure was available for staff working at GME secondary school or for GLE so figures for staff count have been used in Table 4.8.

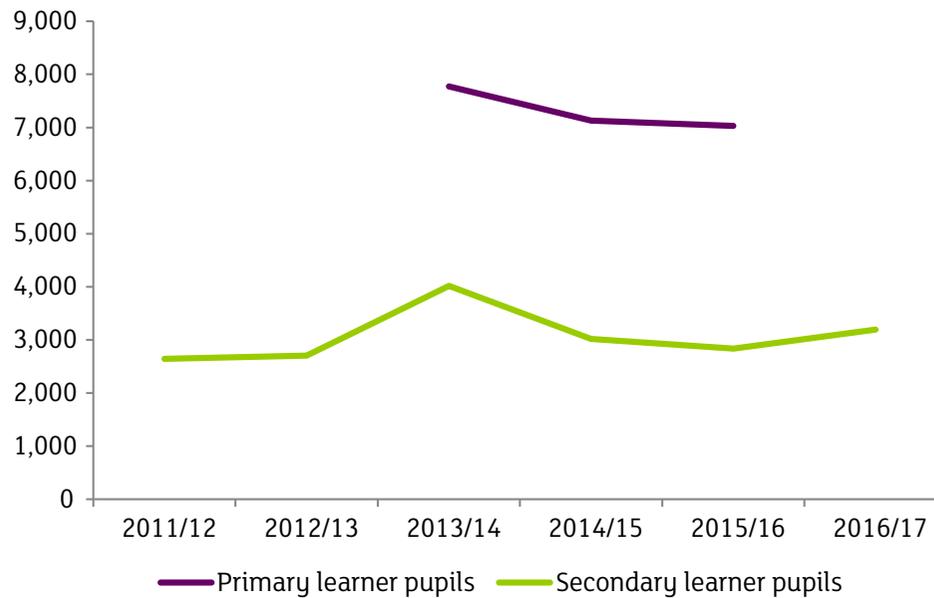
Further and Higher Education overview

4.28 Students participating in Gaelic related Higher and Further Education courses represent an important base of high level Gaelic skills. The data on Gaelic related Higher and Further Education courses from which the figures and tables in this section derive were provided by the Scottish Funding Council⁵⁴.

4.29 As shown in Figure 4.3, the number of students enrolled in Gaelic related Higher Education courses increased from 446 to 499 from 2009/10 to 2015/16, a growth rate of 12 per cent, although there was a slight fall in the most recent year. This compared with an overall fall in enrolments at Scottish Higher Education Institutions (HEIs). Gaelic related courses at HE level are dominated by Celtic Studies courses but there are also courses based on Gaelic language itself.

Figure 4.3
Change in HE Gaelic enrolments, 2009/10-2015/16

Source: Scottish Funding Council

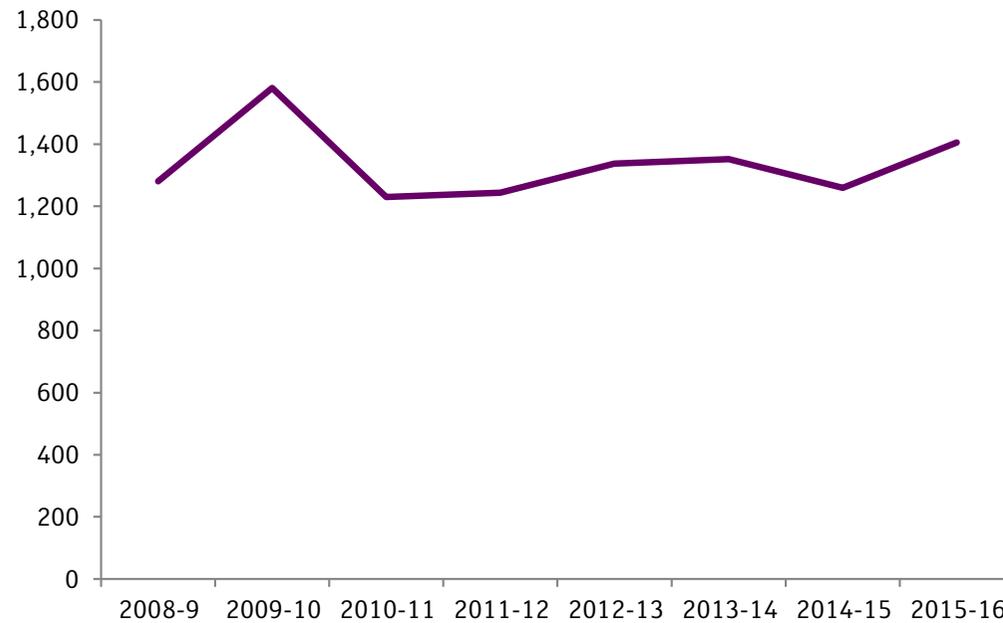


⁵⁴ Please note that UHI provision is presented in this chapter as 'UHI', despite being made up of 13 autonomous colleges.

4.30 As shown in Figure 4.4, from 2008/09 to 2015/16 there was a 10 per cent increase in enrolments on Gaelic related courses at Further Education institutions as numbers increased from 1,281 to 1,406. However, the number of enrolments in 2015/16 remained lower than the peak of 1,581 in 2009/10. It should be noted that many of these courses are part-time or short courses, and many are beginner Gaelic courses. Most enrolments (81 per cent) do not lead to a recognised qualification for the learner.

Figure 4.4
Change in FE Gaelic enrolments, 2008/09-2015/16

Source: Scottish Funding Council



Further Education courses and providers

4.31 Figures for courses taught and assessed in Gaelic, and therefore part of GME, are provided for Further Education enrolments. In total 27 per cent of total enrolments in Gaelic related subjects in 2015/16 were for courses taught and assessed in Gaelic. This amounted to 379 students. The number of enrolments in GME Further Education courses has fallen substantially from 643 in 2008/09.

4.32 Eleven FE Colleges in Scotland were delivering Gaelic related course in 2015/16 . As shown in Table 4.9, the Highlands and Islands college region accounted for the vast majority of Gaelic related enrolments in 2015/16 at 94 per cent or 1,321 enrolments. Within this there were two key institutions: Sabhal Mor Ostaig accounted for 970 enrolments (69 per cent of total Gaelic related enrolments) and Lews Castle College accounted for 247 enrolments (18 per cent).

Table 4.9
FE Gaelic related enrolments by college region, 2015/16

Source: Scottish Funding Council

College Region	Count	Share
Highlands & Islands	1,321	94%
Edinburgh & Lothians	35	2%
Glasgow	24	2%
West	17	1%
Forth Valley	9	<1%
Total	1,406	100%

4.33 Gaelic related HE courses are offered at six Higher Education Institutions (HEIs): University of Aberdeen, University of Edinburgh, University of Glasgow, UHI, University of Strathclyde, and Royal Conservatoire of Scotland. As shown in Table 4.10, UHI accounted for the majority of students studying courses related to Gaelic at 290 enrolments (58 per cent) in 2015/16. However, 180 (62 per cent) of these enrolments are at the ‘other undergraduate’ level, which are below degree level. These include Certificates and Diplomas of Higher Education. UHI was followed by University of Aberdeen with 79 enrolments (16 per cent). Over the period from 2009/10, there has been significant increases in the provision at UHI (65 enrolments, 29 per cent) and University of Edinburgh (22 enrolments, 63 per cent).

Table 4.10
HE Gaelic related enrolments by institution, 2015/16

Source: Scottish Funding Council

Institution	Count	Share
UHI	290	58%
University of Aberdeen	79	16%
University of Edinburgh	57	11%
University of Glasgow	47	9%
University of Strathclyde	14	3%
Royal Conservatoire of Scotland	12	2%
Total	499	100%

4.34 In total there were 100 students enrolled on Gaelic related postgraduate courses and 399 on Gaelic related undergraduate courses in 2015/16. This amounted to a split of 20 per cent postgraduate and 80 per cent undergraduate. At 20 per cent, the share of postgraduate enrolments was slightly lower than the share of postgraduate enrolments across all Scottish HEIs, which was 23 per cent.

4.35 Gaelic teaching courses are particularly important HE courses for the Gaelic labour market. In 2016/17, 13 students were enrolled in Gaelic PGDE courses and eight were enrolled in an undergraduate degree or combined degrees leading to teacher registration, as shown at Table 4.11. The number of PGDE enrolments fell from 21 in the previous year, while the number of undergraduate entrants grew slightly from six.

4.36 There were also 21 serving school teachers enrolled in a postgraduate Gaelic related course; 14 current teachers improving their Gaelic skills through the GIFT course at the University of Strathclyde, which is supported by Bòrd na Gàidhlig; and 12 students enrolled in a postgraduate course on learning and teaching Gaelic arts at Royal Conservatoire of Scotland.

4.37 There are allocated teacher education places to support the training of Gaelic-medium

teachers at UHI, University of Edinburgh, University of Strathclyde and the University of Aberdeen. The number of allocated places for Gaelic PGDE students has grown substantially in recent years: from just 25 in 2012/13 to 153 in 2016/17. This has been largely due to growth in allocated PGDE Primary places at UHI (80 in 2016/17) and smaller growth in MA Gaelic and Primary Education places at University of Edinburgh (30 in 2016/17).

Table 4.11
HE teaching course enrolments, 2015/16-2016/17

Source: Scottish Funding Council

Year	Allocated places		Uptake	
	PGDE		PGDE	BEd/combined degrees
2016/17	153		13	8
2015/16	113		21	6

Higher Education qualifiers

4.38 In total 122 students qualified from HEIs in Gaelic related subjects in 2015/16. The number of qualifiers has been broadly stable since 2009/10. Five institutions had qualifiers from Gaelic related subjects in 2015/16: UHI, University of Aberdeen, University of Glasgow, University of Edinburgh, and University of Strathclyde. As shown in Table 4.12, almost half, at 58 qualifiers (48 per cent), graduated from UHI. University of Aberdeen had the next highest number of qualifiers at 32 (26 per cent).

Table 4.12
HE Gaelic related qualifiers by institution, 2014/15

Source: Scottish Funding Council

Institution	Count	Share
UHI	58	48%
University of Aberdeen	32	26%
University of Glasgow	14	11%
University of Edinburgh	12	10%
University of Strathclyde	6	5%
Total	122	100%

4.39 At 35 per cent, postgraduates made up a very significant share of qualifiers. This compared with undergraduate qualifiers, which accounted for 65 per cent of total qualifiers.

Distance/online learning

4.40 As well as offering undergraduate and postgraduate degrees taught through Gaelic medium to campus based students, SMO also offers distance learning Gaelic language courses involving online learning and tutor input. These range from An Cùrsa Inntrigidh, which was established in 2000 as an introductory course, to postgraduate courses. All courses apart from An Cùrsa Inntrigidh are accredited. An Cùrsa Adhartais is a Gaelic progression course aimed at those who have completed An Cùrsa Inntrigidh or have prior Gaelic knowledge. Strep is a postgraduate certificate in GME aimed at existing nursery, primary and secondary school teachers who are already fluent in Gaelic⁵⁶.

4.41 As shown in Table 4.13, the total number of students taking part in SMO distance courses has increased from 301 in 2011/12 to 348 in 2016/17, amounting to a 16 per cent growth. In particular there has been a 30 per cent growth in the number of students enrolled on the introductory An Cùrsa Inntrigidh course and three new courses – honours degree, Continuous Professional Development (CPD) and PGCert Editing and Publishing – have been established. Distance learning courses offer greater access to Gaelic language, most learners are based in Scotland but there are some who live abroad, mostly in the USA, Canada and some countries in the EU.

Table 4.13
SMO online learning student numbers, 2011/12-2016/17

Source: Sabhal Mòr Ostaig

Course	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
An Cùrsa Inntrigidh	158	171	171	173	197	206
An Cùrsa Adhartais	82	79	68	76	77	80
Diploma in Gaelic and Related Studies	32	30	43	29	33	34
Degree	8	10	16	22	24	12
Honours Degree	-	3	2	6	5	7
CPD	-	2	1	0	0	1
PGCert Editing and Publishing	-	-	-	2	1	0
Gaelic Writing Skills	13	3	5	14	1	3
Strep	8	11	4	11	8	5

Table 4.14
Gaelic adult learning courses by local authority, 2016

Source: Gaelic for Adults report (2016), Bòrd na Gàidhlig

Community learning and development

4.42 Community learning and development has an important role to play in improving the supply of Gaelic skills by providing support for Gaelic learners from beginners to Gaelic speakers requiring refresher courses.

4.43 Eight local authorities with Gaelic Plans currently have an adult learning course offering. These are shown at Table 4.14 below, and course providers include councils, colleges, VisitScotland and local clubs or groups. Courses are aimed at all levels from beginner to fluent, and provision is delivered through either class settings, conversations, singers or a combination of these. The LearnGaelic.scot website is a single portal for all Gaelic courses in Scotland, and some international courses, for learners of all ages and abilities.

Local authority	Provider	Level
Aberdeen City	University of Aberdeen	Any level
	Club Gaidhlig Obar Dheathain	Beginner
		Intermediate
		Advanced
Edinburgh City	Edinburgh College	Upper intermediate
	VisitScotland	Beginner
Glasgow City	Glasgow City Council	Beginner
		Intermediate
	An Lòchran	Unknown
Highland	Highland Council	Beginner
		Lower intermediate
		Intermediate
		Upper intermediate
		Advanced
		Fluent
Midlothian	Newbattle Abbey	Beginner
North Ayrshire	North Ayrshire Council	Beginner
		Upper intermediate
		Any level
Scottish Borders	Scottish Borders Council	Beginner
		Lower intermediate
	Turas	Any level
South Lanarkshire	South Lanarkshire Council	Beginner

4.44 Highland Council’s Community Learning and Development (CLD) team work with SMO to develop course content and organise external tutors to deliver a wide range of Gaelic courses across the Highland region. They have also recently started an Adult Literacy course with SMO and have delivered some Gaelic creative writing workshops for young people. Glasgow Life (on behalf of Glasgow City Council) provide three levels of Adult Learner classes in Gaelic and are currently working with SMO to ensure progression to the latter’s online accredited courses.

4.45 Bòrd na Gàidhlig conducted the second of three planned surveys in November 2016 of Adult Learners of Gaelic⁵⁷. The trends identified across 2015-2017 will further inform their draft Strategy for Adult Learning. The 2016 survey had a sample of 338 adult Gaelic learners. Just eight per cent of respondents identified themselves as beginners, with nearly two thirds (65 per cent) of respondents identifying themselves as in category two or three between one (complete beginner) and five (express myself very fluently). Attended classes or courses were the most common learning activity, followed by conversation only classes. Twenty-nine percent of respondents stated that the activity they rated

as most important to their learning was provided by a local authority, 25 per cent an HE/FE institution, 14 per cent a community group and 12 per cent any other Gaelic organisation. In the survey sample (not the total registered number), City of Edinburgh reported the highest number of adult Gaelic learners at 70. This was followed by Glasgow City at 39. This is evidence of the development of Gaelic learning in urban, Central Belt areas.

4.46 The sample was dominated by older learners, as under 30 year olds made up just 11 per cent compared to a 52 per cent share for over 50 year olds. However, compared to 2015 there was an increase in the proportion of 30-34 year olds. Interestingly from the point of view of the Gaelic labour market, 37 per cent of adult learners were unwaged and 35 per cent of adult learners were using Gaelic in their workplace.

4.47 As part of the survey, learning providers reported an estimated 3,500 learners registered for adult learning courses in 2016⁵⁸.

57 <http://www.gaidhlig.scot/wp-content/uploads/2016/12/Gaidhlig-do-dhInbhich-AM-FOLLAIS-2016-PUBLIC-Gaelic-for-Adults.pdf>

58 Survey of Adult Learners of Gaelic – 2016, Bòrd na Gàidhlig

In summary

- There are currently 3,145 primary school and 1,272 secondary school pupils attending GME schools across Scotland. This represents an increase of 727 (30 per cent) school pupils and 168 (15 per cent) secondary school pupils since 2011/12.
- Growth in number of GME pupils has been particularly high in Glasgow, where a new GME primary school was opened in 2016. In Glasgow the number of primary school GME pupils grew from 371 in 2011/12 to 600 in 2016/17.
- Gaelic learners' programmes are also an important part of Gaelic schools provision. In 2015/16 7,029 primary school and 3,195 secondary school pupils took part in Gaelic learners' programmes.
- The number of staff employed in Gaelic educational provision (excluding Gaelic learners' primary school staff) had grown by 33 per cent from 2011/12 to 2016/17. This has been concentrated in GME primary schools where there has been an increase of 21 teachers.
- There has also been growth in the number of enrolments in Gaelic related courses in Further and Higher Education. There was a 12 per cent growth in HE from 2009/10 to 2015/16 and 10 per cent in FE from 2008/09 to 2015/16, however most of the current enrolments on FE Gaelic related courses do not lead to a recognised qualification.
- In 2016/17 there were 13 Gaelic PGDE entrants and eight undergraduate Gaelic teaching entrants in Scotland, although there is allocated provision for significantly more.
- Since 2000 Sabhal Mòr Ostaig has provided a range of distance learning programmes from beginner to postgraduate degree level. In 2016/17 348 students took part in these distance learning courses, a 16 per cent increase from 2011/12. Most students are Scottish but the courses also attract participants from the USA, Canada and countries in the EU.
- Many local authorities with Gaelic Language Plans also deliver adult learning courses, such as Highland Council and Glasgow City Council.
- Bòrd na Gàidhlig's 2016 survey of adult learners found that most learners categorise themselves as having an intermediate level of Gaelic. Classes are an important activity for adult learners and the majority of important learning activities are provided by local authorities (29 per cent) or HE/FE institutions (25 per cent). Nearly one third of the survey sample was based in Edinburgh or Glasgow and a majority (52 per cent) were aged over 50 years.
- There are an estimated 3,500 learners registered for adult learning Gaelic courses in Scotland in 2016.

5

Issues arising
in Gaelic skills
pipeline

Issues arising in Gaelic skills pipeline

Introduction

5.1 The previous chapter explored the supply-side picture for Gaelic language training and skills. A number of wider supply-side issues were identified in our consultations and survey responses and these are discussed below.

Progression

5.2 There is a recognised lack of progression – more marked in some area than others – for learners between GME primary and secondary school and then between secondary and FE/HE. The former is due in part, to the challenges of recruiting enough GME staff for secondary schools; the latter is more likely to be related to individual career choices and the lack of Gaelic employment opportunities.

5.3 As one consultee put it:

‘There is no correlation between Primary One in GME and Gaelic jobs. It is no easier now than 30 years ago to progress into Gaelic employment’

5.4 Some of the leakage along the progression pipeline is a function of a lack of awareness of opportunities and not enough sufficiently well-paid jobs. In some sectors where Gaelic employment opportunities currently exist, and which predict

growth in the future – e.g. childcare, tourism – there is a need to better influence the pipeline of people into the sector through enhanced careers guidance, clear progression routes and the effective publicising of career opportunities.

Community learning and development

5.5 As discussed in Chapter 4 there is, in the main, a focus on the formal skills and education pipeline that feeds Gaelic language employment. It is important, however, that consideration is given to learning that occurs outside of formal education and how this can contribute to the Gaelic language skills pipeline. This has become increasingly important for adult Gaelic speakers wishing to update their language skills (for use in and outside of the workplace), for GME teaching staff and for newcomers to the language including parents of children in GME. Adult learners potentially have an important role to play as a source of labour. However, as already mentioned the majority of FE short courses do not lead to a recognised qualification and there are currently no clear pathways from short courses to formal/accredited qualification in FE or HE. For example, in Glasgow there is currently no facility to be able to sit SQA Gaelic exams as a private candidate.

5.6 A lack of accreditation and a clear progres-

sion pathway to a qualification is a key issue to be addressed. Equally, greater availability and accessibility of CLD courses (including online and distance learning platforms) is considered important by employers, especially those in more remote areas where time out of the workplace for staff training can be problematic and costly due to transport and accommodation costs. There is also an opportunity to increase the supply of Gaelic skills by considering mid-career Gaelic skills development via refresher courses for example, thus also increasing Gaelic usage in employment.

5.7 Feedback suggests that Gaelic CLD activity is relatively fragmented. There appears to be a lack of a clear integrated plan across local authorities – which deliver a significant amount of CLD courses – and no co-ordinating organisation directing the planning and development of courses and pathways. Links with FE and HE course planning and development are also considered to be patchy.

5.8 The Community Learning and Development Review Group for Gaelic⁵⁹ meets quarterly with representatives from various local authorities. Its aim is to try to standardise short course offerings at various levels, review progression pathways (into e.g. SMO and FE provision) and monitor tutor pro-

files and qualifications. Whilst some organisations and their CLD Officers have links with other Gaelic, Cultural and Active School Officers e.g. Highland Council. There is potential for this group to have better links to Bòrd na Gàidhlig and the wider network of local authority Gaelic Development Officers and Language Co-ordinators as well as partners in SDS, FE and HE.

5.9 Consultees feel that there is a need for a national qualification that details Gaelic literacy and oral fluency, e.g. for Gaelic tutors and translators. This is considered to be a means of imposing quality standards and provide learners with a formally recognised qualification which they can present to employers.

5.10 In terms of the provision of adult learning provision Scotland wide, there is information available on the LearnGaelic.scot website, a partnership project involving BnG, MG Alba, BBC Alba and Sabhal Mor Ostaig. The extent to which this presents a comprehensive picture of all available Gaelic CLD courses and is considered a repository of all available CLD courses is unclear. CLD's role in widening knowledge of qualifications such as learner courses, different progression pathways and alternative routes to employment using Gaelic language can lead to positive change for individuals and com-

munities, as well as creating an additional pipeline of Gaelic skills for key sectors. It may also in the future allow for a different route into the formal education and training pipeline. Further, CLD can help to support Gaelic Development Officers and others to effectively engage with businesses and communities to create development pathways to Gaelic language employment.

Influencing the influencers – parents, teachers, careers advisers

5.11 Employers and stakeholders believe that to improve the supply of Gaelic language skills to employers and sectors which have a demand for Gaelic language skills, there is a pressing need to:

- better inform young people of the opportunities available; and
- provide relevant, up to date information to key influencers of young people – parents, teachers and career advisers.

5.12 Providing positive messages on social media platforms – which young people rely on for information about all aspects of life – is also critical to increasing awareness of Gaelic career opportunities.

5.13 SDS and some local authorities are already undertaking a variety of activities. For example, Highland Council's promotional campaigns on Gaelic skills and careers; SDS Career roadshows in Gaelic; and Comhairle nan Eilean Siar's provision of work experience opportunities with the local authority.

5.14 2018 is the Year of Young People . With themes that include education, enterprise and regeneration and culture it presents an opportunity for Gaelic educators and organisations to promote better understanding of Gaelic career opportunities to pupils, students and employed young people. Equally, the Year can be used as a platform to encourage and work with employers to recognise and use the Gaelic skills of their workforce in a way that they haven't before.

Contact us:

If you have any feedback or comments on this report,
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