

Analysis o Consultation Responses for the Gaelic and Scots Commitments relatin tae the Scots Languages Bill

Final Report



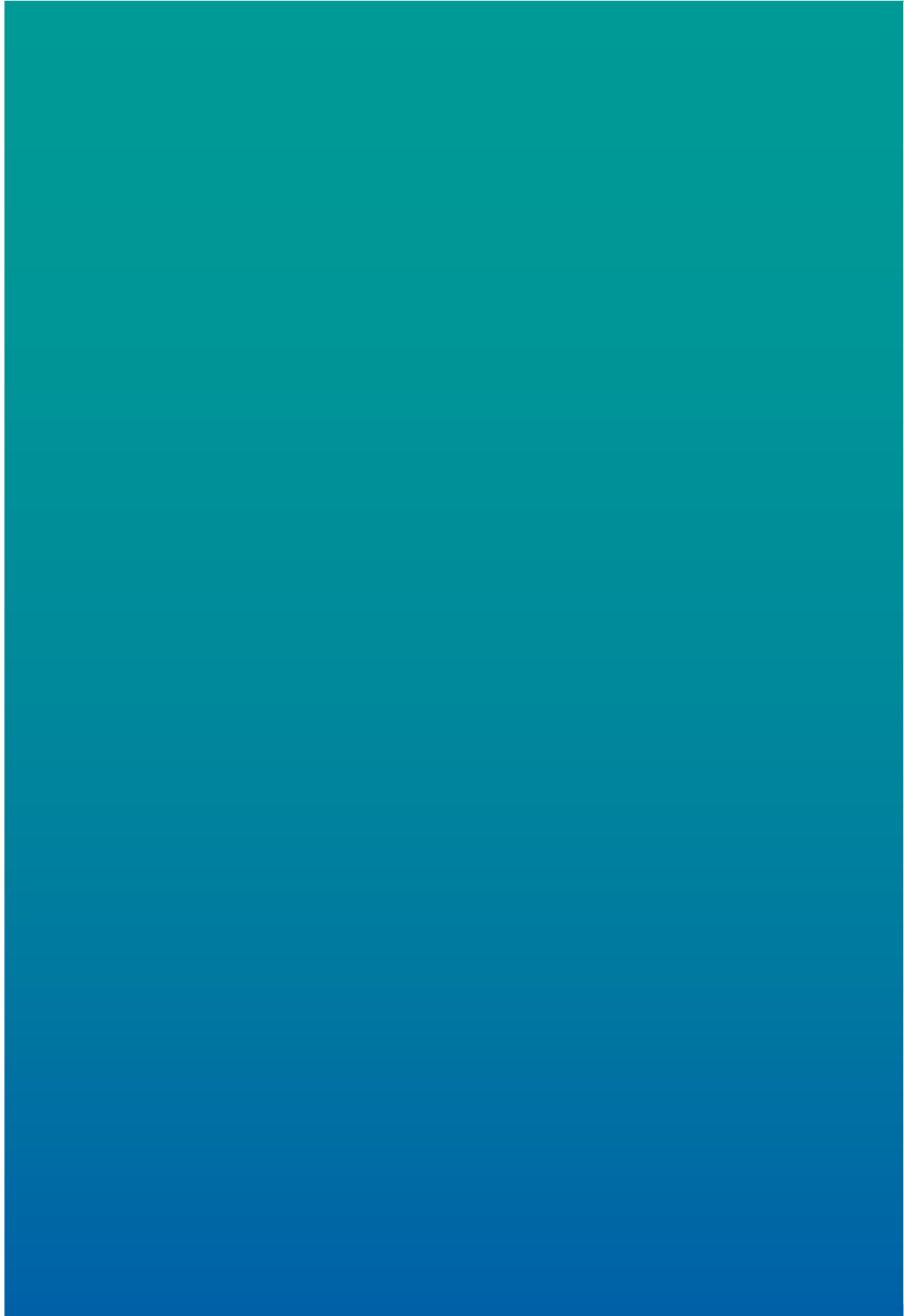


Table o Contents

List o Tables	02
Executive Summary	03
Introduction	04
Main Findins	04
Introduction	09
1.1 Ooverview	10
1.2 Methodology	10
1.3 Report Structure	11
1.4 Terms of Reference	11
Consultation Findins	12
2.1 Gaelic Medium Education	13
2.1.1 Nummer o responses	13
2.1.2 Qualitative insights	13
2.2 Gàidhealtachd	18
2.2.1 Nummer o responses	18
2.2.2 Qualitative insights	18
2.3 Bòrd na Gàidhlig	23
2.3.1 Nummer o responses	23
2.3.2 Qualitative insights	23
2.4 Scots Leid	28
2.4.1 Nummer o responses	28
2.4.2 Qualitative insights	28
2.5 Cross-cuttin themes	32
Feedback on the Consultation Process	33
3.1 Nummer o Responses	34
3.2 Insights	34
3.2.1 Satisfaction wi the consultation	34
3.2.2 Satisfaction wi the Citizen Space platform	36
Concludin Remarkks	37
Annex	39

List o Tables

Table 1: Gaelic Medium Education responses	13
Table 2: Maist common responses for Gaelic Medium Education	13
Table 3: Nummer o responses for Gàidhealtachd	18
Table 4: Maist common responses for Gàidhealtachd	19
Table 5: Nummer o responses for Bòrd na Gàidhlig	23
Table 6: Maist common responses for Bòrd na Gàidhlig	23
Table 7: Nummer o responses for the Scots language	28
Table 8: Maist common responses for the Scots language	28
Table 9: Nummer o responses on the consultation process	34
Table 10: Level o satisfaction wi the consultation process	34
Table 11: Level o satisfaction wi the Citizen Space platform	36

Executive Summary

Introduction

The report sets furth findins frae the public consultation haudit atween 24 August and 8 December 2022 through the Citizen Space platform and ither engagement methods sic as email, focus groups and ither engagement events. The goal o this consultation is tae gauge public views on the uphauin o the Gaelic and Scots languages as pairt o the Scots Government’s commitments.

Main Findins

Gaelic Medium Education

Some kenable themes includit an increased need for fundin and resoources tae forder Gaelic Medium Education. Some barriers that hinder the forderin o Gaelic and Gaelic Medium Education include social stigmas associatit wi the uise o Gaelic and lack o access tae Gaelic educational services. The analysis kythed the follaein action pynts regardin Gaelic Medium Education.

Awaurness and uphauin o Gaelic Medium Education

- Parents should be gied the legal richt tae Gaelic Medium Education.
- Information and campaigns tae raise public awaurness should be used tae address the stigmas aroond the uise o Gaelic.
- Multilingualism should be fordert forrit by showin the benefits o it.
- The new strategy maun lead tae provisions for secondary and tertiary-level Gaelic education.

- Insteid o haein Gaelic units ben English-spikkin schuils, staun-alane Gaelic educational provision should be upbiggit and fordered tae allou for mair accessibility.
- Educational authorities should upbig targeted schemes for adults tae forder their Gaelic lairnin.

Gaelic Medium Education Curriculum

- Mair inpit frae education experts in the upbiggin o a national curriculum for Gaelic Medium Education maun be considert tae mak siccar that the process is neutral and apolitical.
- The Gaelic curriculum should include aw aspects o culture and history tae bring about a hale-heidit kennin o the leid.

Policy, legislation and pairtnerships

- There should be policy and legislative provision and forderin forrit for baith Gaelic Medium Education and Gaelic Lairner Education.
- Statutory guidance on Gaelic education maun be luikt ower again and makkit mair strang. It should include the advisins on Gaelic Education frae Education Scotland.
- The Scots Government should wirk closely wi ither government departments, local authorities, local schuils, community groups, parents, and ither stakeholders tae mak siccar that expectations and commitments regardin Gaelic Medium Education are jyned-up.

- A strategic plan and timetable should be follaed tae phase oot English Medium education awthegither in the Western Isles and ither core Gàidhealtachd areas. Aw English-medium staff left ower in thir areas should be allowed tae acquire Gaelic skills if they hivnae got them awready and inpit tae the Gaelic Medium education sector.
- Bòrd na Gàidhlig and a new post o a Language Commissioner maun hae povers tae owersee compliance wi the legal duties o local authorities tae forder and upbig Gaelic Medium education and luik intae ony complaints about non-compliance. Local authorities need tae be makkit accoontable regairdin how National Language strategy and local language plans are implementit and how funds are makkit use o.

Gàidhealtachd

For the makkin o a Gàidhealtachd, respondents thocht its boonds should be based on Gaelic’s historical presence in ony gien area. Tae herten and uphaud Gaelic spikkers, public, economic, and infrastructural forderin should be implementit tae allou for and tae normalise the use o the language. The analysis kythed the follaein action pynts regairdin a Gàidhealtachd.

Definin and preservin a Gàidhealtachd

- A Gàidhealtachd should consist o areas with a guid nummer o spikkers. It should be set oot geographically. Houaniver, this shouldnae be at the expense o Gaelic

spikkers no bein gien eneuch uphaudin ootside a Gàidhealtachd. The authorities should mak a priority o preservin and forderin Gaelic in the vernacular communities, gien the shilpit set o the leid the noo.

- A mixer-maxter o national and local plannin maun be in place tae preserve a Gàidhealtachd. Thir should include regular reviews and parritch-plain monitorin metrics tae win at targets and drive chynge. Public and private organisations maun wirk thegither tae upbig and forder a Gàidhealtachd, maist o aw in areas without guid nummers o Gaelic spikkers.

Investments for developments in a Gàidhealtachd

- Resoorcin and fundin need tae be weel-tethert tae local objectives for a Gàidhealtachd. Houaniver, fundin maun be available forby tae lat cooncils forder the use o Gaelic in communities without the makkin o a Gàidhealtachd and mak siccar that local authorities no weened tae be a pairt o a Gàidhealtachd dinnae feel the less uphaudit in their ettles tae deliver the targets set oot in their Gaelic Language plans. Mair-ower, the revitalisation o the Gaelic leid and fettlin up o existin Gaelic communities maun be prioritised in Gàidhealtachd relatit policies.
- For a Gàidhealtachd tae be makkit and fordered, there maun be an investment in economic benefits and employment opportunities allouin Gaelic-spikkers tae bide in thir Gaelic-majority areas. Issues

sic as a want o hooses, ower-dear hoose prices for young fowk, and transport and infrastructural forderin forrit maun aw be taen tent o.

- For a community tae thrive, cultural initiatives sic as uphaudin traditional/fowk music, promotin local Gaelic airtists, and upbiggin cultural centres and language festivals should be promotit ben a Gàidhealtachd.

Community engagement

- Ony chyngees tae policy structures and the giein-oot o resoorces need tae pit Gaelic-spikkin and Gaelic lairnin faimilies and associatit communities at the hert o the consultation and development focus. Pairtnership and netwirkin ben local communities wad lead tae shared local vision and commitment aw while biggin on and maintainin the priorities ootlined in the National Gaelic Plan. Likes o, the local authority areas o na h-Eileanan Siar, the Hielands, and Argyll and Bute could wirk wi community stakeholders in the sindry districts o the abidin vernacular Gaelic communities tae agree on an operational mechanism tae mak the maist o leid uphaudin and revitalisation ben ilk ane o their regional localities.

Bòrd na Gàidhlig

There wis a mixer-maxter o thochts on the duties, functions, and structure o Bòrd na Gàidhlig. Respondents suggestit that Bòrd na Gàidhlig needs mair fundin for its duties. Some pit forrit that the organisation needs tae be restructured. A puckle threaped about the foremaist need tae engage wi

communities mair tae airt oot the best weys tae uphaud Gaelic. Last o aw, some respondents wirnae content wi the operations o Bòrd na Gàidhlig the noo and pit forrit that it should be disbandit. Keepin in view the responses mentioned afore, the follaein action pynts could be gied thocht tae.

Functionin and pouers o Bòrd na Gàidhlig

- Bòrd na Gàidhlig maun hae mair statutory pouers for it tae be able tae cairry oot legal duties regairdin Gaelic Medium Education and statutory guidance relevant tae local authorities.
- For Bòrd na Gàidhlig and its operations tae dae the job, it maun bring in a siccar monitorin mechanism and strang reportin framework. There is a need for ootricht transparency on the wark o the Board. The Board maun wirk on collaborative unnerstaunin atween aw pairtners, stakeholders, and communities wirkin taewards the strategic objectives.
- Richt noo, the set o Bòrd na Gàidhlig is sic that it has ower mony duties with no eneuch funds and resoorces. Mair fundin and resoorces are needit tae sponsor CLD practitioners and ither sma community bodies tae uphaud the Gaelic leid. On tap o thon, the eident and efficient implementation o tentily shapit local authority Gaelic Language Plans maun be sufficiently and fittinly fundit. Wi a range o functions, it wants funds for uphaudin community ongauns and initiatives and giein advice on Gaelic-relatit maitters tae ministers and ithers, amang ither responsibilities.

Pairtnerships and community engagement

- Bòrd na Gàidhlig should wirk in pairtnership and collaboration wi the Scots Government, ither private and public bodies like MG ALBA and community stakehauders. A representative system needs tae be upbiggit at national and regional levels, forderin community participation around community governance, agency, and accoontability.
- Gaelic language plannin framewark should reflect local circumstances and priorities, which can anely be makkit daeable through context-specific, locally agreed plans. The approach should be flexible, allouin ilka public body/local authority tae consider and identify its ain goals and targets ben the braid framewark o priorities set for Scotland. Ower-aw, the framewark and approach should be less stechie and mair pragmatic.

Scots Leid

Some respondents felt awfie strangly aboot stairtin up a Scots Language Board sib tae Bòrd na Gàidhlig tae forder forrit the Scots Language. Respondents forby pyntit oot the need for mair vital legislation and statutory provisions tae uphaud the leid. There wis a relative want o kennin aboot the wark o Scots bodies that, accordin tae respondents, needit mair visibility and influence. The analysis kythed the follaein action pynts.

Recognition o Scots as an official leid

- There is a real need for legal and official recognition o Scots as an official minority leid in Scotland through the Scots Languages Bill. Acause there has been, tae a certain extent, a mister-maxter o attitudes tae the Scots leid, initiatives tae mak the leid mair kenspeckle should be uphaudit. The form o linguistic colonisation that has up tae noo dinged doon the leid in the social and legal sphere maun be haunled through a legislative framewark and information campaigns. The linguistic richts o Scots spickers maun be uphaudit forby.
- The Scots bodies and authorities maun staunardise the Scots leid. Ony staunardised spellin, grammar and dictionary should follae kenable conventions and historic precedents while accommodatin aw byleids. A staunard orthography o the Scots language is needit for tae heeze up its status and mak practical its uise in communication and education. The Scots Government should set up a leid plannin board o experts tae research, discuss and pit in place an agreed staunardised orthography and grammar for the Scots leid.
- Scots leid maun be wirked in tae the education system o Scotland. Foremaist wark on the Scots leid and accessibility through education wad include recognisin and certifyin fluent Scots spickers and supportin the retention o Scots-spikkin

teachers at primary and secondary levels aw ower Scotland, but maist o aw in the Scots-spikkin hertlands. Forby Scots bein in Scotland’s mainstream education, new programmes should be upbiggit tae reach mair muckle audiences. Scots universities should be uphaudit tae mak siccar that lairners can follae the study o Scots in-depth and at a tertiary level.

Fundin and investments for the forderin o Scots

- A consistent cycle o fundin is needit tae upbig and forder ony projects or policies aboot uphaudin the Scots leid. Ony commitment taewards the Scots leid maun be legally uphaudit and hae eneuch fundin. The Scots Government should provide fundin for cultural aspects o Scots, includin fundin for films, opera, braidcastin, media, and ither airt forms.
- Ony forderin o Scots maun mak siccar that it is inclusive and daesnae uphaud negative and exclusionary stereotypes. The approach taeward the Scots leid maun be apolitical.

Community engagement

- There should be mair opportunities for engagement wi local communities tae mak siccar o stakehauder involvement. Thir opportunities can include introducun community-based projects.

Introduction

1.1 Ooverview

This report sets oot an analysis o the public consultation stairtit up by the Scots Government. The consultation process fordered through Citizen Space luiks at fower significant commitments the Scots Government has makkit tae uphaud the Gaelic and Scots leids. Thir commitments are:

- tae set oot a new strategic approach tae Gaelic Medium Education
- tae luik intae the makkin o a Gàidhealtachd
- tae review the structure and functions o Bòrd na Gàidhlig, and
- tae uphaud the Scots leid

The commitment tae a Scots Languages Bill is the legislative vehicle tae allow progress wi thir commitments whaur chyngees need primary legislation. The consultation speired 13 open-endit questions. The consultation steyed open frae 24 August tae 8 December 2022. Respondents includit the follaein; Pre Schuil sector and uisers, schuil parents, pupils and staff (athort nursery, primary and secondary sectors), staff and students in ither educational establishments includin the tertiary sector, stakehauder groups (sic as trade unions, local government, parent groups, etc.), think tanks and academics wirkin in Gaelic research and Scots, Bòrd na Gàidhlig and bodies that receive fundin through Bòrd na Gàidhlig, memmers o the Gaelic spikkin communities in rural and urban areas wi views on how the leid should be used and bieldit faurer, Scots leid bodies and ither memmers o the public.

For aw consultation questions, some responses were mair detailed and descriptive than ithers. This report luiks at the qualitative findins for the fower commitments and aw thirteen questions. A total o 750 responses were received via Citizen Space. In this first analysis, we set furth the figures on the respondent category, nummer o responses received for ilka question, maist common responses, and descriptive analysis uisin respondent quotations.

1.2 Methodology

We stairtit oor analysis wi data cleanin. The responses were gaithert frae Citizen Space and directly used in the form o an Excel database. We left oot tuim, incomplete, or duplicate responses frae oor database in oor first data review.

For the analysis, we exportit the database tae oor analysis tool, Dovetail App and categorised the data uisin codes for the responses. Responses for ilka question were luikt ower tentily and ilka ane gied a code for its meanin. We pit thegither the codes for ilka question and luikt ower aw 750 responses. We hae mairked oot the maist common themes and less common themes separately. In the qualitative insights section, we used direct quotations frae respondents tae add mair depth for the reader.

Tae mak siccar o quality control, twa researchers frae oor team cross-checked the responses tae mak siccar that the categories and codes reflectit the critical pynts that a response wis makkin. Last o aw, we maun

hielicht that we hae ettled at cairryin oot this analysis objectively and siccarly. Nane o the responses set oot ablow reflects ony o the researchers’ opinions. We hae bided impartial and unbiased throughout this analysis.

1.3 Report Structure

The analysis ablow kythes the range o answers received frae respondents for ilka question. There wis repetition and duplication in some responses for aw questions. The descriptions o the findins in Section 2 (Consultation Findins) categorise the responses in the follaein weys:

- **Maist common themes:** Thir responses hae a hie frequency o mair than or equal tae 50. Thir themes micht include a mixter-maxter o responses frae aw questions ben the mair muckle thematic categories o Gaelic Medium Education, Gàidhealtachd, Bòrd na Gàidhlig, and Scots Leid.
- **Less common themes:** Thir responses hae a low frequency or were mentioned ilka noo and then. Thir micht range atween 1 tae 50.

In Section 3, we hae includit the feedback received on the consultation process and the Citizen Space platform. At the end o the report, graphs includit as annexes visually show the frequency o major themes and tags identified durin the analysis. For ilka thematic area, i.e. Gaelic Medium Education, Gàidhealtachd, Bòrd na Gàidhlig, and Scots Leid, graphs set oot the frequency o specified tags based on aw questions unner the respective theme.

1.4 Terms of Reference

The terms, ‘Gaelic’ and ‘Scots’, refer tae leids spoken in Scotland. For the purpose o this report, Scots is bein referred tae as ‘Scots Leid’ tae mak siccar o linguistic coherence (as taen forrit frae the consultation form/ questions). As statit in the introduction abuin and analysis ablow, the Scots Government ettles tae forder forrit baith Gaelic and Scots leids in Scotland through the Scots Languages Bill – wi a focus on increasin the nummer o fowk lairnin, spikkin and uisin thir leids in Scotland.

Consultation Findings

2.1 Gaelic Medium Education

2.1.1 Nummer o responses

Responses relatin tae views on Gaelic Medium Education covered answers tae the follaein questions. The table sets furth the nummer o responses received for ilka question.

Questions on Gaelic Medium Education	Nummer o responses
Q1 – Thinkin aboot barriers, obstacles and solutions – whit are the maist important aspects that should be includit in a new strategic approach tae Gaelic Medium Education?	612
Q2 – Whit steps should be taen tae forder and uphaud Gaelic education and mak siccar that ony new strategic approach tae GME is implementit?	600
Q3 – Are there ony ither pynts ye’d like tae mak aboot providin Gaelic Medium and Gaelic lairner education in Scottish education?	525

Table 1: Gaelic Medium Education responses

2.1.2 Qualitative insights

This section sets forrit the maist common responses that cam oot unner the category o Gaelic Medium Education durin the analysis.

Maist common themes

Barriers, obstacles and solutions for a new strategic approach tae Gaelic Medium Education

1. Widespreid uise and uphaudin o the Gaelic leid
2. Mair accessibility and provision o Gaelic educational services
3. Mair fundin and investment in human resoorces for Gaelic Medium Education
4. Campaigns and community engagement tae forder Gaelic Medium Education

Ways tae uphaud Gaelic Medium Education

1. Management and accoontability for Gaelic Medium Education
2. Investment in teachin resoorces tae increase access and quality o Gaelic Medium Education
3. Information campaigns tae mak Gaelic mair kenspeckle
4. Uphaudin o bilingualism
5. Cultural activities tae forder the uise o the Gaelic leid

Views about the provision o Gaelic Medium Education in Scottish Education

1. Preservation o Gaelic as pairt o Scotland’s cultural uniqueness
2. Monitorin and accoontability o Gaelic Medium Education provision

Table 2: Maist common responses for Gaelic Medium Education

Question 1: Thinkin about barriers, obstacles and solutions – whit are the maist important aspects that should be includit in a new strategic approach tae Gaelic medium education?

The follaein themes stood oot as the maist common responses regairdin barriers, obstacles and solutions regairdin a new strategic approach tae Gaelic Medium Education.

Widespreid uise and uphaudin o the Gaelic leid as an opportunity. The muckle feck o respondents are ahint a new strategic approach tae Gaelic Medium Education. For a widespreid uphaudin o the Gaelic leid, respondents referred tae:

- forderin forrit o public signage in Gaelic in public infrastructure,
- improved teachin curricula in primary and secondary schuils,
- forderin o and easy access tae immersion lairnin, and
- prioritisation o Gaelic as a compulsory subject in Scottish education systems.

Forby, for mair significant forderin o Gaelic linguistic abilities, respondents suggestit the provision o advanced-level classes along wi beginner’s classes.

Mair fundin and investment in human resoources for Gaelic Medium Education.

Twa ither common barriers tae Gaelic Medium Education set furth were lack o fundin and no eneuch human resoources (maistly teachers). For teachers, respondents

pyntit oot that lack o guid-eneuch trainin and qualification in teachin Gaelic hinders the provision o Gaelic Medium Education, and sae the nummer o Gaelic spidders in Scotland. Comparin wi the nummer o English spidders and wi an ambition tae increase Gaelic spidders, a respondent threaped that *‘there should be linkages atween the Gàidhealtachd framewark and ettles tae forder Gaelic Medium Education. A strategic plan and timetable should be follaed tae phase oot English Medium Education awthegither in the Western Isles and ither core Gàidhealtachd areas. Aw English Medium staff left-ower in thir areas should be allowed tae acquire Gaelic skills if they hiunae got them awready and inpit tae the Gaelic Medium sector’* (Respondent # 428)

Mair accessibility and provision o Gaelic educational services. Respondents wha had strang feelins about the widespreid forderin o Gaelic and relatit educational services suggestit the additional provision o Gaelic educational services tae pupils outside o schuil. This could be in the form o clubs and lairnin events. Ithers shared their howps tae see mair availability o Gaelic Medium Education in ilka schuil or at least in the Hielands and Islands at nurseries and primary and secondary levels.

Local authorities were seen as responsible pairties tae mak weel-kent the availability o Gaelic Medium Education locally. For proponents o Gaelic Medium Education, Gaelic should be the default (subject) in major Gaelic communities. Respondents affirmed forby that there wis mair demand for Gaelic Medium Education than there

wis availability. Sae, lack o accessibility and provision wis ane o the maist common barriers for maist respondents.

Community and cultural initiatives tae forder Gaelic Medium Education. Some respondents pyntit oot that there has aft been an awfie lack o kennin about the importance o Gaelic as Scotland’s traditional leid. Tae uphaud local uise and forderin forrit, community engagement should be boukit up by organisin cultural events, includin music, dance, and literary festivals, tae immerse the population intae the Gaelic leid. A respondent suggestit *‘increased resoources for Gaelic Medium residential sports camps sic as skiing as Gaelic spikkers and Gaelic Medium educatit bairns are unner-representit at a national level’* (Respondent # 319). Sic activities and initiatives will increase Gaelic’s visibility.

Question 2: Whit steps should be taen tae forder and uphaud Gaelic education and mak siccar that any new strategic approach tae GME is implementit?

Forby the references tae some o the themes frae Question 1, the follaein themes stood oot as the maist common responses regairdin specific steps tae forder Gaelic education.

Mair strang management and mair accoontability for Gaelic Medium Education.

Respondents supportin Gaelic Medium Education threaped o a want for mair transparency and accoontability around implementin Gaelic Language Plans. The authorities at the national level maun coordinate and jyne thegither for better

resoocin and staff development. The ettles bein makkit the noo are *‘fragmentit and ineffective’ and need better plannin*. Ane respondent pyntit oot that *‘real commitment and investment is needit afore any new strategy is promotit*. Provision the noo is ower fragile for gleg, widespreid expansion. Ongawin improvement maun be nurtured and sustained tae mak stieve foonds tae big on gawin forrit (Respondent # 434). Forby, the government maun mak mair strang the legislation tae bield the public’s richts tae Gaelic education.

Investment in teachin resoources tae bouk up access and quality o Gaelic Medium Education. Many respondents socht efter initial teacher trainin, incentives, and opportunities for teachers tae lairn Gaelic. Accordin tae them, the quality and diversity o the teachin staff can mak aw the odds tae improvements in the provision o Gaelic Medium Education. Incentives could be gien tae mak siccar o teacher retention in the current warkforce and the creation o new teachin staff. Teachin oors and salaries should be thoct ower again forby for tae herten fowk in takkin mair Gaelic teachin roles and tae match the cost o livin in sindry pairts o Scotland. Respondents suggestit forby trainin and recruitin language assistants tae add tae the quality o Gaelic Medium Education and support for pupils.

Information campaigns tae mak Gaelic mair kenspeckle. Tae uphaud Gaelic Medium Education, respondents suggestit that locally organised information campaigns can be a guid wey tae normalise the uise o Gaelic in ilkaday life. Thir campaigns

can target the *'ongawin negativity and disinformation surroondin the leid and its teachin'* (Respondent # 495). Ettles tae raise awarness will mak it easier for the public tae ken mair about whit wey Gaelic is necessar tae preservin the traditional culture o Scotland.

Uphaudin o bilingualism. Respondents were o the mind that an emphasis on bilingualism could encourage mair fowk tae be at ease wi Gaelic as their local leid. Bilingual road signs should be available aw ower. Forby, yin respondent pyntit oot that *'haein aw bairns lairnin in Gaelic, Scots, and English frae the ootset o their schuilin wad finally get rid o the stigma surroondin thir leids'* (Respondent # 181).

Cultural activities tae forder the use o the Gaelic leid. Cultural activities sic as community lairnin opportunities that are available tae adults as weel as bairns can forder Gaelic lairnin. Thir activities can include occasions tae celebrate minority language festivals, celebrate Gaelic airtists daein weel, and provision o multilingual cultural resoources.

Question 3: Are there any ither pynts ye'd like tae mak aboot providin Gaelic Medium and Gaelic lairner education in Scottish education?

Unner Question 3, respondents wance mair affirmed the themes set oot unner Questions 1 and 2. As can be seen ablow, respondents shared some new responses regairdin providin Gaelic medium education and lairnin in Scottish education.

Preservation o Gaelic as pairt o Scotland's cultural uniqueness. Some respondents stressed the importance o Gaelic Medium Education as pairt o Scottish Education tae biel the culture and history o the country. Accordin tae them, in the current system o education, *'the sair-needit emphasis on STEM subjects jyned wi the parin doon o chyce o subjects at a schuil level hae endit up wi no sae many students choosin Gaelic (and ither non-STEM subjects) at the higher levels'* (Respondent # 62). Forby, some respondents reflectit on how independent schools in Scotland dinnae offer Gaelic as a subject in Scotland. The Scottish authorities should recognise Gaelic at a Nat 5 or higher level and then open up future pathways for employment for Gaelic spikkers.

Monitorin and audit o Gaelic Medium Education provision. Accordin tae respondents, Bòrd na Gàidhlig should be accoontable for Gaelic lairner education. There needs tae be a mair straicht-forrit strategy tae airt oot, uphaid and follae lairners through their journey. Respondents suggestit forby that this monitorin and audit can be implementit by makkin the office o a 'Gaelic Commissioner.' Accordin tae them, the Gaelic Commissioner wad owersee the national policy implementation at the local level, actin as an ombudsman. They will mediate atween the national policy framewark and implementation by local authorities.

Less common themes

Ablow are ither responses mentioned across the three questions regairdin Gaelic Medium Education.

Social stigmas around the Gaelic language.

Respondents' reluctance tae engage in Gaelic has been affectit by the social stigmas associatit wi the uise o the leid. They reportit a lack o confidence in spikkin the leid, especially amang younger fowk.

Revised legislative framework. Respondents identified the need tae upbig a national Gaelic language policy that recognises the importance o Gaelic and gies a framework for its integration intae local authority policies. This new framework should emphasise 1) pre-schuil and early Gaelic lairnin, 2) Gaelic-medium primary and secondary education, 3) Gaelic education at the tertiary level includin college, vocational and university education, and 4) Gaelic as a second leid.

Strang leadership tae mak siccar o better management o local authorities.

Respondents suggestit an emphasis on makkin strang leadership and management that 1) hauds local authorities accoontable for fulfillin Gaelic language plans, 2) appynts officials that ken Gaelic weel and are empathetic tae the leid, and 3) steys connectit wi local authorities tae uphaud them in a coordinatit, hale-heidit wey.

Information campaigns tae publicise Gaelic.

A clear campaign tae spreid information aboot Gaelic, the benefits and the availability o opportunities open tae aw.

Multilingualism. Accordin tae respondents, multilingualism should be promotit at an official and public level. The benefits o bilingualism should be publicised and associatit wi Gaelic Medium Education.

Restrictions tae Gaelic Medium Education.

A few respondents suggestit that Gaelic Medium Education shouldnae be rowed oot aw ower Scotland.

Chynges in the curriculum. The resoources available as pairt o the Gaelic curriculum should be siccarly luikt at wance mair. There should be a separate curriculum for Gaelic Medium Education.

Secondary-level education. There is a want for mair provision o Gaelic education at a secondary level. The secondary curriculum is seen as foremaist tae the development o Gaelic Medium Education.

Tertiary-level education. The authorities should invest in tertiary-level Gaelic education. Daein this wad allow a mair coordinatit approach atween schuils and universities tae promote careers foondit in Gaelic or the uise o Gaelic.

Gaelic Lairner Education. Respondents believed that ony developments relatin tae Gaelic Lairners wad hae an important role in promotin the Gaelic leid. Focusin on Gaelic Medium Education shouldnae minimise investments in Gaelic Lairner Education. Accordin tae respondents, opportunities and available provisions tae be involved in Gaelic Lairner Education micht spark interest and virr amang fowk that michtna want tae tak on a halely immersive Gaelic Medium Education.

Apolitical approach taewards Gaelic Medium Education. Accordin tae a respondent, politicians shouldnae hae a say in decisions regairdin the national curriculum. Education experts maun be fully involved in sic decisions.

2.2 Gàidhealtachd

2.2.1 Nummer o responses

Responses relatit tae views on a Gàidhealtachd covered answers tae the follaein questions. The table sets furth the nummer o responses received for ilka question.

Questions on a Gàidhealtachd	Nummer o responses
Q4 - Dae ye hae ony thochts on whit measures should be in place tae uphaud Gaelic spidders in areas wi a guid nummer o spidders?	556
Q5 - Dae ye hae ony thochts on how sic areas should be defined?	476
Q6 - How wad ye balance the commitment tae pit measures in place in areas wi significant Gaelic spidders wi the principle that Gaelic should be a national leid for the hale o Scotland?	526
Q7 - Are there ony ither pynts ye'd like tae mak aboot the commitment tae luik intae the makkin o a Gàidhealtachd and the associatit commitments relatit tae Gaelic uise in the faimily and community?	396

Table 3: Nummer o responses for Gàidhealtachd

2.2.2 Qualitative insights

Maist common themes

Measures tae uphaud Gaelic spidders in areas wi a guid nummer o spidders

1. Developments in a Gàidhealtachd
2. Ony measures should be restrictit tae a Gàidhealtachd alane

Definin areas wi Gaelic spidders

1. Geographical definition based on the historical presence o the leid
2. Nae definition is necessar syne Gaelic spidders bide aw ower Scotland
3. A flexible definition for Gàidhealtachd is necessar

4. Definin Gàidhealtachd isnae necessar
5. Community consultations are needit

Balancin the commitment tae pit measures in place in areas whaur there's a guid nummer o Gaelic spidders wi the principle that Gaelic should be a national language for the hale o Scotland

1. Public, infrastructural and economic uphaudin for a Gàidhealtachd at the local level
2. Aw o Scotland should be a Gàidhealtachd wi Gaelic as the national leid
3. Scotland is a bilingual nation wi English and Gaelic as official leids
4. Gaelic shouldnae be a national leid o Scotland

Thochts about the commitment tae luik intae the makkin o a Gàidhealtachd and the associatit commitments relatin tae Gaelic uise in the faimily and community

1. New-fangelt initiatives sic as toys, buiks, and the uise o digital technology (Alexa) for the forderin o Gaelic
2. The makkin o a Gàidhealtachd micht bring aboot communal divisions.

Table 4: Maist common responses for Gàidhealtachd

Question 4: Dae ye hae ony thochts on whit measures should be in place tae uphaid Gaelic spidders in areas wi a guid nummer o spidders

Developments in a Gàidhealtachd.

Respondents shared that the government should gie mair funds tae uphaid Gaelic spidders, especially ben thon pairts wi a guid nummers o spidders. Economic and infrastructural measures should be pit in place tae uphaid Gaelic spidders in a Gàidhealtachd. Respondents statit that language policies are relatit tae socioeconomic policies. Accordin tae them, without the socio-economic uphaidin for communities in a shilpit set, language transmission in a Gàidhealtachd will continue tae loss new generations o Gaelic spidders. As yin respondent pyntit oot, economic measures could help tae stem the teem o young Gaelic spidders that aft flit awa frae Gaelic areas. Thir measures micht include providin affordable hooses and employment opportunities. Local tourism should be

improved forby, makkin possible an ongawin preferential provision o jobs for local Gaelic spidders or fowk wi Gaelic qualifications (Nat5 and Higher).

Forby, some respondents wantit tae see the uise o cultural initiatives sic as Gaelic language clubs, that allou baith auld and young community members tae engage and connect. On tap o thon, the integration o Gaelic intae ilkaday life is like tae uphaid Gaelic spidders. Respondents suggestit forby haein Gaelic available as a leid on sel-serve machines in supermairkets and organisin Gaelic Medium clubs and activities sic as Gaelic knittin groups as ither initiatives. In terms o media, radio and TV programmes and print literature wad help forby wi uphaidin the uise o Gaelic among the local communities and empouer local spidders. As weel, cooncils, the NHS, and the public sector should tak the steps necessar tae offer aw their services in Gaelic.

Ony measures should be restrictit tae a Gàidhealtachd alane. Accordin tae respondents, areas wi a guid nummer o Gaelic spidders include the Hielands and Islands and the Western Isles. In Gàidhealtachd regions, Gaelic should be the heidmaist leid in aw statutory and public service provisions. A respondent suggestit that *'the measures should be upbiggit and uphaidit anely in thon pairts whaur Gaelic has been historically spoken, but no in the Northern Isles whaur their dialect should be retained'* (Respondent # 172). Anither respondent suggestit that Gàidhealtachd areas should be the priority, whaur a focus

on Gaelic communities and their cohesion is o foremaist importance. Ony investment or meisures for a Gàidhealtachd should be meticulously directit acause, as yin respondent statit, *the proportion o Gaelic spikkers is reducin, and incomin faimilies and individuals are maistly English-spikkin wi nae real reason that they should spik Gaelic* (Respondent # 511). Some respondents felt that ony meisures in the country's central belt wad be misguidit and a waste o public resoources.

Question 5: Dae ye hae any thochts on how sic areas should be defined?

A geographical definition based on the historical presence o the leid. Maist respondents favour definin areas wi Gaelic spikkers as thon areas wi mony spikkers. Thir include areas whaur Gaelic wis historically present but, as yin respondent pit it, *'systematically malafoustert by certain political groups/them in pover'* (Respondent # 431). The definition, houaniver, shouldnae be restrictive and should focus forby on areas whaur there's potential for ongawin growth.

Nae definition is necessar syne Gaelic spikkers bide aw ower Scotland. Anither common opinion mangst respondents regairdin definin areas wi Gaelic spikkers wis that there shouldnae be ony definition in terms o geography. Ane o the respondents statit that *'leid loyalty in the cities is heidmaist tae the smeddum and enjoyment o a leid'* (Respondent # 296). The leid maun bide accessible aw ower. The role o media and digital technology has assistit in keepin the

leid accessible and available across sindry regions o Scotland. Anither respondent shared thochts that were sib, statin that syne *'online resoources can be accessed onywhaur, makkin a defined Gàidhealtachd area wad be a step backarties'* (Respondent # 471).

A flexible definition for Gàidhealtachd is necessar. A sma segment o respondents thoct that a flexible definition o Gàidhealtachd wad mak siccar that uphaudin o the leid in a Gàidhealtachd daesnae hinder ony forderin forrit on offer tae communities outside a Gàidhealtachd. A flexible approach allous for the widespreid forderin o Gaelic ootside a Gàidhealtachd, openin opportunities for expandin the Gàidhealtachd region. Forby, it wad include online communities tae be pairt o a Gàidhealtachd.

Definin areas wi Gaelic spikkers isnae necessar. A guid nummer o respondents thoct the agenda o definin areas wi Gaelic spikkers wis pyntless. This idea wis motivatit by Gaelic's relative lack o status compared tae English or the precedence o ither policy/development issues for fowk bidin in Scotland. Directin funds tae the forderin o Gaelic as a national leid wis seen as pairt o a political agenda by respondents.

Mair community consultations are needit. A nummer o respondents believed that definin areas wi Gaelic spikkers for policy should be based on consultations wi local communities. Respondents suggestit that this definition needs tae be groondit in research, especially regairdin the education model in Wales for the Welsh leid.

Question 6: How wad ye balance the commitment tae pit measures in place in areas wi significant Gaelic spickers wi the principle that Gaelic should be a national leid for the hale o Scotland?

Status o Gaelic as a national leid o Scotland.

Some respondents, for yin reason or another, wirnae siccar o Gaelic's status as a national leid o Scotland. Among them that were mair or less ahint the ettles tae forder forrit the leid, there wis noo and then a view that national policies shouldnae be prioritised ower measures that could address the needs o the leid at a local level. On the ither haun, ither respondents felt that, gien the economic climate the noo and ither national priorities, Gaelic maunna be a priority, and statit that maist fowk in Scotland arenae interestit in Gaelic.

Aw o Scotland should be a Gàidhealtachd wi Gaelic as a national leid.

Some respondents shared their interest in Gaelic as a national leid o Scotland. Suggestin that there maun be nae geographical boonds tae a Gàidhealtachd, they believed that the uise o the leid should be equally uphaudit in areas wi sma nummers o spickers. A respondent lat ken o their enthusiasm through this stieve comment: *'Ah think Gaelic is an important pairt o the national identity, even though it wis anely spoken in the Highlands and Islands in recent history. Revivin the leid and shapin an identity sindert frae English (if thon is whit's wantit) leid is a byspiel tool for bringin fowk thegither* (Respondent # 430).

Public, infrastructural, and economic uphaudin for a Gàidhealtachd at the local level.

For them that believed in the intentions ahint makkin and forderin a Gàidhealtachd, Gaelic spickers want access tae benefits, incentives, and aw-ower recognition for the leid tae bide on through its spickers. This uphaudin wad imply mair language visibility through infrastructural signage and public services.

Scotland is a bilingual nation wi English and Gaelic as official leids.

Some respondents believed in a mair balanced approach tae uisin multiple leids in Scotland. For them, there should be equal opportunities for aw English, Scots, and Gaelic spickers. Reinstatin Scotland as a bilingual nation wad require aw bairns tae lairn Gaelic, Scots, and English frae the verra stairt o their education. It wad help get rid o ony stigmas attached tae the uise o ony leid and growe braider cultural acceptance o aw leids.

Question 7: Are there any ither pynts ye'd like tae mak about the commitment tae luik intae the makkin o a Gàidhealtachd and the associatit commitments relatit tae Gaelic uise in the family and community?

New-fangelt initiatives for the forderin o Gaelic.

Respondents suggestit pittin intae place new-fangelt strategies tae uphaud Gaelic. Thir include inventin or adaptin toys and digital technologies like Alexa that integrate Gaelic as a leid. By addin an element o 'lairn through play', bairns will like as no immerse themsels mair in the leid in their early years.

The makkin o a Gàidhealtachd micht bring aboot division. The aspect o division has been a recurrin theme in some o the responses providit abuin. Some respondents thocht that it is necessar for the government tae forder Gaelic in weys that arenae divisive. They added that drawin lines and designatin some pairts o Scotland as an official Gàidhealtachd wad proclaim Gaelic spidders bidin in thon areas as mair authentic and vital than Gaelic spidders bidin onywhaur else in Scotland. Accordin tae respondents, ony makkin o a Gàidhealtachd through policy maun be groondit in actual evidence and consultation wi traditional Gaelic-spikkin communities themsels. Failin tae dae thon micht lead tae an imposition o an identity tae which Gaelic spidders michtna want tae attach themsels.

Less common themes

Ablow are ither responses mentioned across the fower questions regairdin a Gàidhealtachd.

Community Initiatives. Respondents stressed that community events or cultural activities could be a guid wey forrit for extra-curricular Gaelic engagements. Mair fundin and resoorces should be gied oot tae community-led initiatives tae forder the uise and growth o Gaelic.

Hielands and Islands as a Gàidhealtachd. The Hielands and Islands were identified as the main Gàidhealtachd areas. Accordin tae respondents, Gaelic Medium Education should be institutit as default ben thir regions.

Tier system. A few respondents pyntit oot that a tiered system for interventions micht be haundy in forderin Gaelic based on the nummer o spidders in ony particular area. Different levels o Gaelic in regions will need different initiatives. Likes o, Tier 1 mairks oot areas whaur Gaelic is spoken richt noo (Ooter Isles, Skye), and Tier 2 mairks oot areas whaur Gaelic wis spoken traditionally but isnae commonly spoken noo (Argyll, Hielands, and Islands). Tier 3 wad include areas whaur anely a puckle o fowk spik the leid (Central Belt – Aiberdeenshire, Lothian, and Soothern Uplands).

A Gàidhealtachd awready exists. There were mony pynts o view on the stairtin up o a Gàidhealtachd. Respondents threaped that Scotland awready had a Gàidhealtachd syne this term is uised in Scots Gaelic in direct reference tae the region o the Hielands. Ithers were o the mind that the Gàidhealtachd existit whaurever Gaelic spidders are tae be fund. Some respondents were agin the norrie o a Gàidhealtachd bein defined ootside o the leid's modern day hertlands sic as the Western Isles. Ithers felt that definin a Gàidhealtachd wad wirk against the leid's claim tae national status and lea oot spidders in ither pairts o Scotland.

Investment the noo is eneuch. Respondents statit that investment levels in Gaelic the noo are mair as eneuch.

2.3 Bòrd na Gàidhlig

2.3.1 Nummer o responses

Responses relatit tae views on Bòrd na Gàidhlig covered answers tae the follaein questions. The table sets oot the nummer o responses received for ilka question.

Questions on Bòrd na Gàidhlig	Nummer o responses
Q8 – Dae ye hae ony thochts on the current duties o Bòrd na Gàidhlig and ony suggestions o how thir could operate mair eidently or efficiently?	451
Q9 – Dae ye hae ony thochts on structural chynges at Bòrd na Gàidhlig that could mak mair o the uphaudin and forderin o Gaelic in Scotland?	390
Q10 – Are there ony ither pynts ye’d like tae mak aboot reviewin the functions and structure o Bòrd na Gàidhlig, which seeks tae mak siccar Scotland has the maist effective leadership body and network o organisations for forderin Gaelic?	343

Table 5: Nummer o responses for Bòrd na Gàidhlig

2.3.2 Qualitative insights

Maist common themes

Thochts on the current duties o Bòrd na Gàidhlig and suggestions

1. Bòrd na Gàidhlig needs mair fundin for its effective operation
2. Bòrd na Gàidhlig should be mair visible and efficient in forderin Gaelic
3. Bòrd na Gàidhlig should be restructured as an organisation wi mair legal povers
4. Bòrd na Gàidhlig should engage wi communities mair

Thochts on structural chynges at Bòrd na Gàidhlig

1. Bòrd na Gàidhlig should hae mair influence in decisions regairdin the forderin o Gaelic
2. A culture o accoontability for language plans should be instilled ben the organisation

Thochts on review o the functions and structure o Bòrd na Gàidhlig

1. Wirkin wi significant organisations, includin cooncils, universities, and charities, tae update Gaelic Language Plans
2. Commission mair research on the effectiveness o ither language plannin bodies for best practices

Table 6: Maist common responses for Bòrd na Gàidhlig

Question 8: Dae ye hae any thochts on the current duties o Bòrd na Gàidhlig and any suggestions o how thir could operate mair eidently or efficiently?

Bòrd na Gàidhlig needs mair fundin for effective operation. Respondents identified how Bòrd na Gàidhlig needit mair fundin and resoorces tae eidently implement the forderin o Gaelic education, community events, extra-curricular activities, and provision o public services wi an active integration o Gaelic. Some statit that the budget allocatit for Bòrd na Gàidhlig means it is faur frae easy tae achieve the expectit ootcomes and duties.

Bòrd na Gàidhlig should be mair visible and efficient in forderin Gaelic. Respondents pyntit oot that they didnae ken about Bòrd na Gàidhlig and that a *‘mair muckle explanation o the setup the noo is owerdue tae the braider non-Gaelic spikkin populations* (Respondent # 493). They were takkin a lend o an example frae Wales; ane respondent reflectit on the appyntment o a Language Commissioner responsible for mitigatin the misinformation that spreids regairdin a leid. They will mak siccar forby o bidin leal tae ony legislation on the uise and forderin o Gaelic. The language plannin system in place the noo, wi nae effective enforcement meisures, is ower *‘shilpit’*.

Bòrd na Gàidhlig should be restructured as an organisation wi mair legal povers. Apairt frae the limitit fundin and invisibility that mak fykie the operations o Bòrd na Gàidhlig, no haein eneuch legal povers and influence

haes an impact forby on Bòrd na Gàidhlig’s credibility, accordin tae respondents. Respondents thoct that ane o the foremaist issues tae dae wi Gaelic language plannin is the lack o legal povers that the Bòrd na Gàidhlig has tae haud organisations or local authorities tae accoot for the uise and forderin o the Gaelic leid. Forby, the government should mak mair strang the enforcement povers o Bòrd na Gàidhlig for ony language plans. Respondents jaloused that Bòrd na Gàidhlig wis anely an advisory body wi nae real pover tae implement chynge.

Ither respondents statit their satisfaction wi the structure and duties o Bòrd na Gàidhlig as it stauns. They commentit that the organisation gies oot professional advice and uphauidin on aw issues relatin tae Gaelic tae Scots Ministers, the Scots Government, and national and regional agencies, as weel as uphauidin Gaelic communities.

Bòrd na Gàidhlig should engage wi communities mair. A need for mair engagement frae Bòrd na Gàidhlig wi the local Gaelic communities wis yin o the foremaist themes for this question. Respondents statit that while they kent about Bòrd na Gàidhlig’s wark, they wirnae happy wi whit sma engagement there is wi the Gaelic communities. Ane respondent statit that *‘makkin siccar that Bòrd na Gàidhlig is near tae the significant Gaelic spikkin communities really maitters’* (Respondent # 184). Accordin tae respondents, the lived, generational experiences regairdin the leid and culture,

in general, are invaluable and micht gie valuable insights for the faurer forderin o Gaelic. Respondents stressed forby the need for mair public consultation wi Gaelic-spikkin communities tae mak siccar their vyces are heard weel.

Question 9: Dae ye hae ony thochts on structural chynghes at Bòrd na Gàidhlig that could mak mair o the uphaudin and forderin o Gaelic in Scotland?

Bòrd na Gàidhlig should hae mair influence in decisions regairdin the forderin o Gaelic.

Bòrd na Gàidhlig should hae mair pouers tae intervene in education maitters. Local authorities should speir Bòrd na Gàidhlig when thinkin about structural or institutional chynghes in the ootpit o Gaelic Medium Education. Accordin tae respondents, Bòrd na Gàidhlig wirks weel ben its remits but daesnae mak siccar the implementation o Gaelic Language Plans and policies. Mair pouer and influence can be brocht tae beir by employin community development officers tae owersee the implementation.

A culture o accoontability for language plans should be instilled ben the organisation.

This accoontability can tak the form o speirin for participation frae as many sindry organisations as possible for Gaelic's ultimate forderin and uphaudin. Due tae whit's seen as a want o accoontability and fushionless plannin and implementation, there wis a view amang some respondents that Bòrd na Gàidhlig had undergaed 'muckle reputational damage', causin a want o trust mang the Gaelic communities. Tae mak siccar o the

eident implementation o Language Plans and relatit operations, respondents suggestit sinderin the Bòrd's current functions atween at least twa bodies for language forderin, regulation, and enforcement. Respondents shared that it micht mak mair sense tae identify community actors tae uphaud the work o Bòrd na Gàidhlig. They reflectit on the example o the Doric Board in Scotland's North-East, which acts as a local agent, giein oot funds frae national soorces tae gressruits actors. Sic a decentralised mechanism can mak siccar o community ownership ower Gaelic initiatives.

On the hale, respondents agreed on mair organisational transparency o Bòrd na Gàidhlig, which is crucial in biggin up the trust o the Gaelic communities. Bòrd na Gàidhlig maun gie oot information frae official discussions, mak connections wi ither authorities, and mak fundin accessible for community initiatives.

Question 10: Are there ony ither pynts ye'd like tae mak about reviewin the functions and structure o Bòrd na Gàidhlig, which seeks tae mak siccar Scotland has the maist effective leadership body and network o organisations for forderin Gaelic?

They wirk wi major organisations, includin cooncil, universities, and charities, tae update Gaelic Language Plans. A puckle o responses pyntit oot the need for Bòrd na Gàidhlig tae wirk wi ither bodies for a mair eident forderin o Gaelic and implementation o Gaelic Language Plans. It wis thoct that

their darg taks place in silos, hinderin them frae eidently cairryin oot n their duties. Ane respondent scribed that *mair emphasis on pairtnership wirkin and bringin mony mair public agencies [and even private organisations] on Board tae wirk alangside ony Gaelic development agency wad be fittin the noo* (Respondent # 380).

Commission mair research on the effectiveness o ither language plannin bodies for best practices. Respondents suggestit that studies should be commissioned tae luik intae the wark and effectiveness o ither language plannin bodies aw ower the world. Thir research insights will be wirth muckle in upbiggin a language policy that micht wirk best in the case o Gaelic. O note wis a respondent wha pyntit oot that the example nearest tae hame, the uise o Gaelic in Ireland, michtna be the best example tae follae. Accordin tae them, the research shows that Irish medium education attainment in terms o Irish language skills is waur in the Gaeltacht areas than in ither pairts o Ireland.

Less common themes

Ablow are ither responses mentioned across the three questions regairdin Bòrd na Gàidhlig.

Lack o awaurness regairdin the functions and structure o Bòrd na Gàidhlig.

Respondents identified the need for mair clarity on the roles and functions o Bòrd na Gàidhlig.

Satisfaction wi Bòrd na Gàidhlig. Some respondents pit on the record their satisfaction wi the darg bein led and uphaidit by Bòrd na Gàidhlig. Accordin tae ane respondent, Bòrd na Gàidhlig has been mair public-facin, open, and engaged as faur as its wark for the Gaelic leid gangs.

Dissatisfaction wi Bòrd na Gàidhlig. A puckle o respondents scribed that the Gaelic community hasnae awfie muckle trust taewards Bòrd na Gàidhlig. They were o the mind that Bòrd na Gàidhlig should loss their remit tae forder Gaelic Education seen as their plans for the forderin o Gaelic hinnae led tae ony significant ootcomes.

Staff at Bòrd na Gàidhlig. Accordin tae twa respondents, staff at Bòrd na Gàidhlig should be young Gaelic spikkers that can inpit tae implementin Gaelic Language Plans ambitiously and eidently.

Negative views about Gaelic Medium Education, Gàidhealtachd and Bòrd na Gàidhlig

Some respondents scribed in wi negative opinions around the forderin o Gaelic and relatit aspects o Gaelic Medium Education, development o a Gàidhealtachd and Bòrd na Gàidhlig. Follaein are the themes that were howked oot frae the analysis.

Gaelic isnae important tae maist fowk bidin in Scotland. Respondents statit that ony investment in forderin the Gaelic leid is pyntless syne fowk in Scotland dinnae uise the leid awfie muckle. Ony steps taen should be restrictit tae Gaelic-majority areas. Ane respondent set oot their concerns by suggestin tae *‘prioritise lairnin whaur the leid is aye spoken – Western Isles, Hielands, Glesga, Embra. We’re strauchlin tae fund ither basic services, and haein Gaelic taucht in the likes o [named local authority] is pyntless, tae ma mind* (Respondent # 281).

Redundancy o ony uphaudin for Gaelic spikkers. Mony respondents had strang views about the redundancy o ettles tae uphaud the Gaelic leid. They felt that the funds can be better spent in ither priority areas ben the education system.

Redundancy o Gaelic Medium Education.

The want o belief in Gaelic Medium Education wis among the common responses. Accordin tae respondents, an emphasis on normalisin Gaelic Medium Education chimes wi makkin divisions in the country. On tap o thon, they were o the mind that the government should spend resoources allocatit for Gaelic Medium Education on ither national priorities sic as English-medium education and healthcare. Ane respondent shared their views by notin how the forderin o Gaelic michtna be haundy tae young fowk, as *‘the priority athin education is tae gie young fowk employability skills, whether that’s eneuch academic qualifications tae gang ontae faurer education or higher education or soft skills, cannae see how Gaelic helps wi thon in ony wey’* (Respondent # 20).

Bòrd na Gàidhlig should be disbandit as it wastes public resoources. A guid nummer o respondents gied their views that Gaelic as a leid shouldnae be imposed on the fowk o Scotland. They were o the mind that investments should insteid be spent on giein bairns and young fowk the chance tae be mair skeelie in English. Ane respondent statit that *‘bairns are missin oot on life opportunities acause o the failure tae mak siccar o basics sic as readin and scribevin English’* (Respondent # 57).

2.4 Scots Leid

2.4.1 Nummer o responses

Responses relatit tae views on Scots leid covered answers tae the follaein questions. The table sets oot the nummer o responses received for ilka question.

Questions on Scots leid	Nummer o responses
Q11 – Thinkin about the wark o the main Scots bodies as referred tae in the paper – Whit are yer thochts on the wark o the Scots bodies? How wad ye mak mair o the wark o thir bodies?	445
Q12 – Whit are yer thochts on the next steps that should be taen tae uphaud the Scots leid?	489
Q13 – Are there any ither pynts ye’d like tae mak about the commitment tae uphaud the Scots leid?	424

Table 7: Nummer o responses for the Scots leid

2.4.2 Qualitative insights

Maist common themes

Views on the work o Scots bodies

1. Social stigmas around the uise o Scots should be debunked.
2. Lack o Scots educational services.
3. Mair fundin and legislative pover tae uphaud Scots.

Next steps tae uphaud the Scots leid

1. Scots leid should be used in mainstream media and day-tae-day life.
2. Mair visibility for Scots wi mair resoources at haun.

Thochts on a commitment tae uphaud the Scots leid

1. Mair vital legislation and statutory provisions are needit tae uphaud the Scots Leid.
2. There isnae a strang eneuch commitment tae the Scots Leid in the Bill.

Table 8: Maist common responses for the Scots leid

Question 11: Thinkin about the wark o the main Scots bodies as referred tae in the paper – Whit are yer thochts on the wark o the Scots bodies? How wad ye mak mair o the wark o thir bodies?

Social stigmas around the uise o Scots should be debunked. For the leid tae thrive, the leid should be fordered forrit in a wey akin tae Gaelic. Respondents thoct that the Scots leid is aye a leid o their forebeirs' history and inheritance. Ony stigmas or norries around the inferiority o Scots anent English should be debunked. Respondents hielichtit how Scots leid spidders hae aye been depictit as less educatit and wirthy than English leid spidders. They suggestit that there is a need tae show how staunardisin Scots as a leid can add tae its legitimacy and mak lairnin the leid mair streamlined, preservin the idiosyncrasies o the sindry Scots byleids and cultures.

Lack o Scots educational services. It wis statit that the leid had lost its smeddum and credibility due tae a want o educational provision through Scots. Respondents suggestit that the educational authorities should bring in and forder a range o free and peyed-for curricula wi sindry forms o accreditation and recognition. Respondents forby tuik tent o the need for a Scots Languages Bill.

Mair fundin and resoources tae uphaid the Scots Leid. As pyntit oot in the previous theme, mony respondents believed that the Scots leid should be uphaidit wi mair fundin. A puckle o ideas suggestit by respondents include the appyntment o Local Education Authority advisors for indigenous languages tae mak siccar thir policies for language forderin are cairried oot, language awaurness trainin for aw teachers in Scotland, the establishment o an umbrella body sic as a Scots Language Board that could serve as a repository o information, a link tae specialists and proposals, and implementin agency for the delivery o ony legislation or Scots language policy.

Question 12: Whit are yer thochts on the next steps that should be taen tae uphaid the Scots leid?

Scots language should be used in mainstream media and day-tae-day life. Respondents suggestit that official documents and publications should be furthset in the Scots leid. Regairdin educational provision in Scots, integration o the leid in schuil and university curriculums and Introduction o national exams and educational services/coorses in the Scots leid should be thoct o as a priority. Scots leid maun be normalised in public, administrative, and professional contexts. On tap o thon, respondents had strang feelins forby about the forderin o Scots in media, social media, and news braidcastin through the normalisation o its uise and the makkin o information campaigns tae mend ony misinformation that's connectit tae the uise o the Scots leid. Mair-ower, a respondent

advised that regional Scots Language centres can be set up tae act as bases for a network o Scots coordinators wha wirk wi schuils and businesses in the area, helpin tae bring about local chynge.

Mair visibility for Scots bodies wi mair resoources tae haun. Yin o the weys tae increase the visibility o Scots bodies and their darg is tae fund netwirkin, and information-sharin sessions whaur sindry bodies gaither tae share guid practices and systematically draw on the expertise frae ben the Scots Leid professional community. Respondents identified how the Scots bodies tend tae wirk in silos and in areas that arenae aye accessible tae mony fowk wirkin ootwith the academic and cultural circles. Tae brek oot o the silos, mair collaborative, community-driven approaches are needit.

Question 13: Are there any ither pynts ye'd like tae mak about the commitment tae uphaud the Scots leid?

Mair vital legislation and statutory provisions are needit tae uphaud the Scots Leid. Respondents statit that ony actions taen regairdin the Scots Language Bill maun be lang-term, flexible, and fit tae uphaud the Scots Leid. Tae uphaud thir actions, the Bill should set up a statutory body, sic as a Scots Leid Board, chaired wi developin a lang-term strategic approach or vision for Scots leid policy. A respondent notit that sic a measure is like tae *'bring existin Scots bodies unner its umbrella tae wirk taewards a common strategy, sicweys encouragin cross-sectoral cooperation and active ootreach tae the public'* (Respondent # 170).

There isnae a strang eneuch commitment tae the Scots Leid in the Bill. The aspirations for the forderin forrit o Scots should match the actions needit. In biggin a coherent, sustainable, and realistic environment for the uphaudin, bieldin, and forderin o Scots across aw domains, the Scots Language Bills should pit in place practical steps tae improve the ootlook for baith Scots and Gaelic. The approach tae Scots maun be mair ambitious. Accordin tae respondents, it has tae stairt wi baurin discrimination based on spikkin Scots. Dingin doon Scots as 'slang' is relatit tae hie rates o unemployment or unneremployment in Scots-spikkin areas. Tae tackle this, the government maun demonstrate a commitment sib tae thon shown for Gaelic. The approach maun be coordinatit wi mair resoources.

Less common themes

Ablow are ither responses mentioned across the three questions regairdin the Scots Leid.

Visibility o Scots bodies. The darg o the Scots bodies can be makkit mair strang by focusin on their public visibility. The visibility can be boukit up forby by makkin a Scots Board that shares parity wi Bòrd na Gàidhlig in a legal sense.

Recognition o Scots bodies. Respondents expressed their satisfaction wi the wark unnertaen by Scots bodies, which gies a haun tae fowk wha can or want tae communicate in Scots. The role o Scots bodies is foremaist in raisin awarness and forderin the uise o the Scots leid, culture, and education.

Community Engagement. Respondents identified mair need for the Scots bodies tae engage wi communities that spik the Scots leid through consultations or fundin projects for localised community projects for faimilies, schuils, and young fowk.

Pairtnerships and collaborations.

Respondent organisations scribed that they welcome the opportunity tae wirk closely wi Scots bodies tae bring aboot plans tae forder the leid. Thir pairtnerships wad expand the reach and bring Scots tae new audiences.

Definin Scots is necessar for its forderin.

Like Gaelic, Scots needs a staunard form o orthography.¹ There needs tae be agreed-upon orthography and grammatical staunards for official purposes.

Strategy for Scots. A strategic approach tae Scots and its forderin forrit maun include a unifyin vision and lang-term mission. There should be mair opportunities tae collaborate and expand the reach for mair significant ootcomes. Lairnin maun be drawn frae the experience o Bòrd na Gàidhlig and legislative developments in Wales and Ireland.

Lack o kennin aboot Scots bodies. Some respondents didnae ken o ony Scots bodies, which affectit their ability tae comment on their darg.

Negative views about Scots Language

Some respondents expressed strang views about the redundancy o ony government ettles in the forderin o Scots leid. Ablow are the responses shared by respondents.

Wark on the forderin o the Scots Leid shouldnae be a priority.

Mony respondents dinged doon Scots bodies' ettles by cawin it a 'politically driven initiative' or 'an unnecessar, misguidit step'. A respondent hielichtit forby that *syne 'there is awready a birkie Scots community that maintains the leid and culture without ony need for government uphaidin. Ony ettle at 'codifyin' this and regulatin it will strangle it wi jist a puckle o vestit interests gettin the benefit'* (Respondent # 358). Respondents spoke oot against the politicisation o the Scots leid.

Forby, respondents were in favour o retractin fundin and resoources frae government objectives o forderin the Scots leid. Sic pynts o view were groondit in a perception that, unlike English and Gaelic, the Scots leid daesnae hae a significant status as an official leid in Scotland. It is thocht o as an English byleid rather as a leid in itsel.

1 Orthography refers tae the 'staunardized system o scribing (or script) for a particular leid aboot how letters are uised tae express soonds and wirds, as weel as includin rules for spellin wirds'. For mair information, luik tae Hopkins (2019).

2.5 Cross-cuttin themes

Best practices in language forderin. A puckle o respondents suggestit that luikin again at best practices in language forderin nicht help wi upbiggin a strategic approach that nicht dae maist guid tae the communities it targets. Respondents referred tae Éire (Ireland) as haein their Gaeltacht. It gies a brow example o how the concept has been upbiggit and employed weel athin their contexts. A respondent forby suggestit Wales as a guid example. Wales has managed tae preserve their leid without ony impacts on ‘trade and connections tae the world’. The Welsh Government did weel in upbiggin a 10-year Welsh in Education Warkforce Plan that encourages education providers tae teach through the Medium o Welsh. Forderin Gaelic and Scots leids needs strang statutory provisions like Wales has pit in place for Welsh. Anither example shared is that o the Basque Autonomous Community (BAC). A respondent mentioned in particular that it wis due tae legal richts gien tae parents and their oweraw empouement and engagement athin the process that led tae forms o Basque medium education becomin a norm for the feck o students in the BAC.

Relative significance for Gaelic and Scots Leids. There were twa responses regairdin the theme o relative significance for Gaelic and Scots leids. Some respondents were o the mind that baith leids are as important as each ither. Ony statutory provisions and legislations makkit for Gaelic maun forby be extendit tae the Scots leid. Respondents recognised that Scots has been dinged doon and is treatit even waur than Gaelic amang

the Scottish communities. This is about the social stigmas attached tae the leids that misliken them in comparison tae English and stap them frae bein thocht o as Scotland’s official leids. A puckle o respondents believed that the Scots leid shouldnae be awthegither forgot aboot in Gaelic hertlands. The ither curn o respondents suggestit that gien the limitit nature o resoources, an agenda for splittin resoources atween the twa could end up benefittin nane. They believed that, comparin the twa, Gaelic should be gien mair importance as an official leid o Scotland.

Mair research and consultations. Anither important theme that came oot in responses tae mair than ane question wis the want o mair research and community consultations. Respondents suggestit that the relevant authorities should commission mair research tae luik intae parental attitudes tae GME tae meisure the short-term and medium-term potential for providin Gaelic Medium Education.

Forby, they emphasised that the community is an essential stakehauder in this process. It is necessar tae listen tae their plans. Frae an institutional pynt o view, mair exploration in the form o mair consultation exercises should be unnertaen tae fund oot whit resoources wad be maist relevant and impactful for the forderin and uphaudin o Gaelic and Scots leids. For Scots, respondents suggestit forby that information-sharin sessions could help draw on guid practices and expertise frae ben the community in a systematic wey.

Feedback on the Consultation Process

3.1 Nummer o Responses

Responses tae feedback on the consultation process covered answers tae the follaein questions. The table sets oot the nummer o responses received for ilka question.

Questions	Nummer o responses
How satisfied were ye wi this consultation?	671
How wad ye rate yer satisfaction wi usin this platform (Citizen Space) tae respond tae this consultation?	654

Table 9: Nummer o responses on the consultation process

3.2 Insights

3.2.1 Satisfaction wi the consultation

Responses	Total	Per cent
Gey dissatisfied	86	11.47%
A bittie dissatisfied	53	7.07%
Neither satisfied nor dissatisfied	179	23.87%
A bittie satisfied	140	18.67%
Gey satisfied	213	28.40%
No Answered	79	10.53%

Table 10: Level o satisfaction wi the consultation process

Some insights gairthert on the feedback regairdin the consultation process include:

- a) Incorporatin information relatit tae the consultation questions wis haundy in the context.
- b) For some respondents, the questions were braid and open-mindit. For ithers, the questions seemed vague and ‘no wirmed in an awfie inspirin wey’.
- c) Questions in the consultation are leadin. They stairt frae the notion that the Gaelic leid should be uphaudit raither as addressin the issue frae a neutral pynt o view.
- d) There wis a lack o unnerstaunin o the importance o the Scots leid in the consultation.
- e) For some respondents, the questions presumed the value o the initiatives and makkit the questions leadin. The consultation anely socht affirmation o the initiatives.
- f) A few respondents expressed their satisfaction wi the consultation events.
- g) There should be separate consultations in ither leids. Ane respondent shared, *‘Ah can reply in Gaelic, but the questions are in English. Ah wad reply in Gaelic gin the questions were in Gaelic. Gin ye were tae speir aboot Gàidhealtachd areas in Gaelic, ye wad get a different answer acause Gàidhealtachd has a deeper cultural resonance when ye unnerstaun the leid. It wadnae be linked in yer mind tae officialdom as the idea o this Gàidhealtachd area is in English’.*

3.2.2 Satisfaction wi the Citizen Space platform

Responses	Total	Per cent
Gey dissatisfied	52	6.93%
A bittie dissatisfied	23	3.07%
Neither satisfied nor dissatisfied	175	23.33%
A bittie satisfied	147	19.60%
Gey satisfied	257	34.27%
No answered	96	12.80%

Table 11: Level o satisfaction wi the Citizen Space platform

Some insights gaihert on the feedback regairdin the uise o the Citizen Space platform for the consultation process include:

- a) For maist o the respondents, the platform wis straicht-forrit tae navigate.
- b) For some respondents, the platform seems shapit tae gie biased answers.
- c) For a puckle o respondents, the navigation arraes maun be pit at the tap o the page.

Concluding Remarks

The analysis abuin spiiks tae public opinions on the fower commitments that were pit in place by the Scots Government tae forder forrit the uphaidin o Gaelic and Scots leids. There is a mixter-maxter o thochts on sindry aspects o Gaelic Medium Education, a Gàidhealtachd, Bòrd na Gàidhlig, and Scots Leids. Some recurrin themes that stuid oot were the social stigmas associatit wi the uise o Gaelic and Scots in day-tae-day lives, the need for mair significant fundin and resoources for the forderin o the twa leids, and mair in the wey o statutory provisions and legislation, especially for Scots. On the ither side o the spectrum, some respondents shared strang views aboot the redundancy o ony policies or fundin for the forderin o Gaelic and Scots, emphasisin how ony political focus on thir leids will lead tae social divisions within the country. Taen thegither, the responses present a range o positive and negative views on the Scots Government's commitment tae uphaidin Gaelic and Scots leids, wi stieve recommendations on how tae haud forrit wi the fower commitments as reflectit abuin.

Annex

Gaelic Medium Education

This table shows the frequency o tags and codin applied when analysin responses for Gaelic Medium Education, considerin aw three questions.

Tag	Frequency
Widespreid uise and forderin	326
Redundancy	236
Fundin and Resoorces	205
Accessibility for and tae Gaelic education provision	125
Community and cultural activities	59
Revised strategic plan/legislation	53
Strang management/leadership	43
Information campaign	43
Institutional barriers and solutions	37
Multilingualism	34
Social barriers and solutions	26
Restriction tae community	24
Chynges in curriculum	23
Pairtnerships and wirkin thegither	23
Monitorin and accoontability for	23
Opportunity for adults	21
Statutory richts and guidance	17
Community engagement	15
Secondary-level provision	15
Legal richt tae GME	11
GME journey	10
Nae comment	6
Tertiary level o GME	4
Immersion opportunities	3
Gaelic Lairner Education	3
Visibility for Gaelic	3
An apolitical approach is needit	2
Business incentives	2
Policy and processes	2
New-fangelt lairnin	2

Gàidhealtachd

This table shows the frequency o tags and codin applied when analysin responses for a Gàidhealtachd.

Tag	Frequency
Makkin an forderin o Gàidhealtachd	200
Areas wi a guid nummer o spickers	194
Redundancy o Gàidhealtachd	93
Nae definition	56
Government Management	53
Incentives/Services in Gàidhealtachd	39
Flexible definition	33
Fundin for Gàidhealtachd	29
Division	29
Community initiatives for language forderin	27
Forderin o Gaelic	24
Hielands and Islands	23
Community engagement for Gàidhealtachd	19
Mair research	14
Policy and legislation for Gàidhealtachd	13
Access tae public services	10
Uphaudin frae the government	10
Incentives and benefits for Gàidhealtachd	9
Areas wi no mony Gaelic spickers	7
Tier system	6
Gàidhealtachd awready exists	3
Nae comments	3
Accoontability	3
Government agenda	3
Current measures are eneuch	2

Bòrd na Gàidhlig

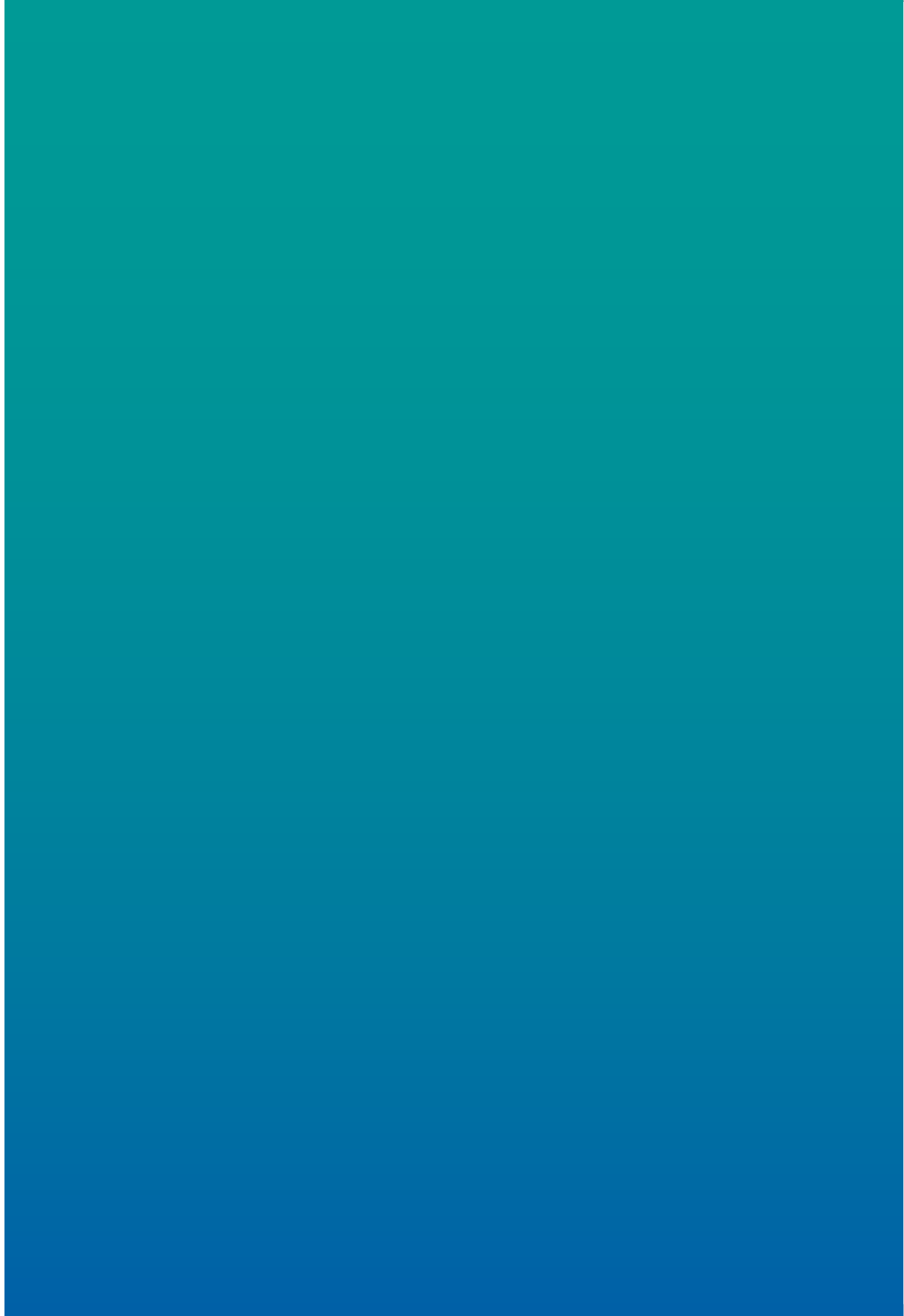
This table shows the frequency o tags and codin applied when analysin responses for Bòrd na Gàidhlig.

Tag	Frequency
Structural improvements	128
Lack o public demand	96
Community engagement and consultations	60
Visability and influence o Bòrd na Gàidhlig	60
Fundin for Bòrd na Gàidhlig	47
Resoorces at Bòrd na Gàidhlig	32
Statutory pouers	26
Pairtnerships and wirkin thegither	23
Waste o public resoorces	20
Accoontability and transparency	17
Flexible/decentralised approach	17
Nae comment	16
Satisfaction wi Bòrd na Gàidhlig	8
Lack o awareness o Bòrd na Gàidhlig	7
Recognition o Bòrd na Gàidhlig	6
Dissatisfaction wi Bòrd na Gàidhlig	3
Staff at Bòrd na Gàidhlig	2
Strang leadership	2

Scots Leid

This table shows the frequency o tags and codin applied when analysin responses for the Scots Leid.

Tag	Frequency
Redundancy/Waste o public resoources	328
Mair uise and forderin	314
Fundin and Resoources	133
Legislation	76
Nae opinion	48
Addressin the misinformation regairdin Scots	46
Accessibility through education	38
Official and legal recognition for Scots	35
Public recognition and uphaudin for Scots bodies	28
Visibility o Scots bodies	26
Community engagements	14
Pairtnerships and wirkin thegither	13
Definin Scots is important for its uise and forderin	13
Scots awready weel-kent and in public uise	11
Accoontability	10
Division	7
Strategy for Scots bodies	4
An apolitical approach is needit	3
Dissatisfaction wi Scots bodies	2
Lack o kennin about Scots bodies	2
Opportunities for adults	1





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