



hosted by FRYSCHE  AKADEMY

## **GÀIDHLIG**

**The Gaelic Language in Education in Scotland**

| 2nd Edition |

| Regional dossiers series |

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

© **Mercator European Research Centre on Multilingualism and Language Learning, 2018**

ISSN: 1570 – 1239  
2nd edition

The contents of this dossier may be reproduced in print, except for commercial purposes, provided that the extract is preceded by a complete reference to the Mercator European Research Centre on Multilingualism and Language Learning.

This Regional dossier was originally compiled by Boyd Robertson, then of the University of Strathclyde. Now Principal at Sabhal Mòr Ostaig UHI (University of the Highlands and Islands). He updated the dossier in 2017. Unless otherwise stated academic data refer to the 2016/2017 school year.

#### *Acknowledgements*

The author wishes to express his gratitude to Dr Douglas Ansdell, Morag Campbell, Joan Esson HMI, Juliet McAlpine HMI, Joanne McHale, Jennifer McHarrie, Peadar Morgan and Dr Fiona O'Hanlon for their assistance in the preparation of this dossier.

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

Marlous Visser and Rixt van Dongera have been responsible for the publication of this Mercator Regional dossier.

## Contents

Glossary .....	2
Foreword .....	3
1 Introduction.....	5
2 Pre-school education.....	16
3 Primary education .....	18
4 Secondary education.....	22
5 Vocational education .....	26
6 Higher education .....	28
7 Adult education.....	33
8 Educational research.....	35
9 Prospects.....	37
10 Summary statistics .....	40
Education system in Scotland .....	42
References and further reading.....	43
Addresses .....	46
Other websites on minority languages .....	52
What can the Mercator Research Centre offer you?.....	54

## Glossary

BEd	Bachelor of Education
CfE	Curriculum for Excellence
CnaG	Comunn na Gàidhlig
CnES	Comhairle nan Eilean Siar (The Western Isles Council)
CNSA	Comhairle nan Sgoiltean Àraich (The Gaelic Pre-school Council)
ES	Education Scotland
FE	Further Education
GLE	Gaelic Learner Education
GLPS	Gaelic Learners in the Primary School
GME	Gaelic Medium Education
GTCS	General Teaching Council for Scotland
HMIE	Her Majesty's Inspectorate of Education
HNC	Higher National Certificate
HND	Higher National Diploma
ITE	Initial Teacher Education
NQ	National Qualification
PDA	Professional Development Award
PGDE(P)	Postgraduate Diploma in Education (Primary)
PGDE(S)	Postgraduate Diploma in Education (Secondary)
SCCC	Scottish Consultative Council on the Curriculum
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SG	Scottish Government
SMO	Sabhal Mòr Ostaig
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualification
TEI	Teacher Education Institution
UHI	University of the Highlands and Islands
UK	United Kingdom

## Foreword

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

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

3

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

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

**link with Eurydice** The format of the Regional dossiers follows the format of Eurydice - the information network on education in Europe - in

order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

**contents**

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

## 1 Introduction

### language

Gaelic is an autochthonous language spoken mainly in the Highlands and Islands of Scotland. It is a Celtic language closely related to Irish and Manx, and more distantly related to Welsh, Breton and Cornish.

The Gaelic language was introduced into Scotland by settlers from Ireland in the 4th and 5th centuries AD. These settlers were known to the Romans as Scotti and it is a measure of their influence on the development of the country that it came to be known as Scotland. By the end of the 10th century AD, the Gaelic language had penetrated most areas of the country and was used as the language of the Crown and Government. Anglicising influences from the south began to erode this situation in the 12th century, which also started a long period of attrition of the language and its culture.

The language maintained a strong base in the Western Highlands and Islands, particularly during the period of the Lordship of the Isles from the 13th to the 16th centuries. The Lordship, which covered large tracts of the West Coast of Scotland as well as the Western Isles, was a largely autonomous region within the kingdom. The interests of the Lordship often conflicted with those of the Government in Edinburgh and numerous efforts were made by the Crown to impose its authority over the western seaboard.

Even after the forfeiture of the Lordship of the Isles, there was continuing resentment and intermittent strife between the Highland clans and the authorities in Edinburgh. Many attempts were made to subjugate the clans and the Gaelic language and culture were deliberately targeted by the Crown. The Privy Council Act of 1616, for example, was explicit in its call “that the vulgar English tongue be universally planted, and the Irish language, which is one of the chief and principal causes of the continuance of barbarity and incivility among the inhabitants of the Isles and Highlands, be abolished and removed.” The targeting of Gaelic language and culture became even more pronounced after the failure of the 18th century Jacobite Rebellions. The Government, now based in

London, was determined to bring the Highlands into line with the rest of the country and launched a sustained onslaught on all badges of cultural distinctiveness, notably the language, the bagpipes and the kilt. The 18th and 19th centuries saw mass emigration, much of it enforced, from the Highlands and continuing suppression of the language and culture.

By the late 1800s, centuries of repressive Government policies and large-scale emigration had reduced the number of Gaelic speakers to around 250,000 or 6% of the Scottish population. Many of these were monoglot Gaelic speakers but this demographic was disregarded when State education was established in Scotland by the 1872 Education Act. No provision was made in the Act for Gaelic or for education through the medium of Gaelic despite the fact that many of the previously private schools run by societies and churches, had made provision for the language. Thus began another phase in the decline of the language and the culture.

After a campaign by Gaelic societies such as An Comunn Gàidhealach, the 1918 Education Act required education authorities to make adequate provision for Gaelic in Gaelic-speaking areas. The Act did not specify what constituted adequate provision or define Gaelic-speaking areas. It did sanction the teaching of Gaelic as a subject but not using the language as medium of instruction in education. A growing realisation of the parlous condition of the language in the second half of the 20th century saw a raft of initiatives in education, broadcasting, the arts and language promotion fields to stem the decline in the number of speakers. In education, some of the early initiatives launched included the Inverness-shire Gaelic Education Scheme, the Western Isles Bilingual Education Project and the Skye Bilingual Schools Project. Subsequent developments in Gaelic Medium education are discussed in the sections that follow.

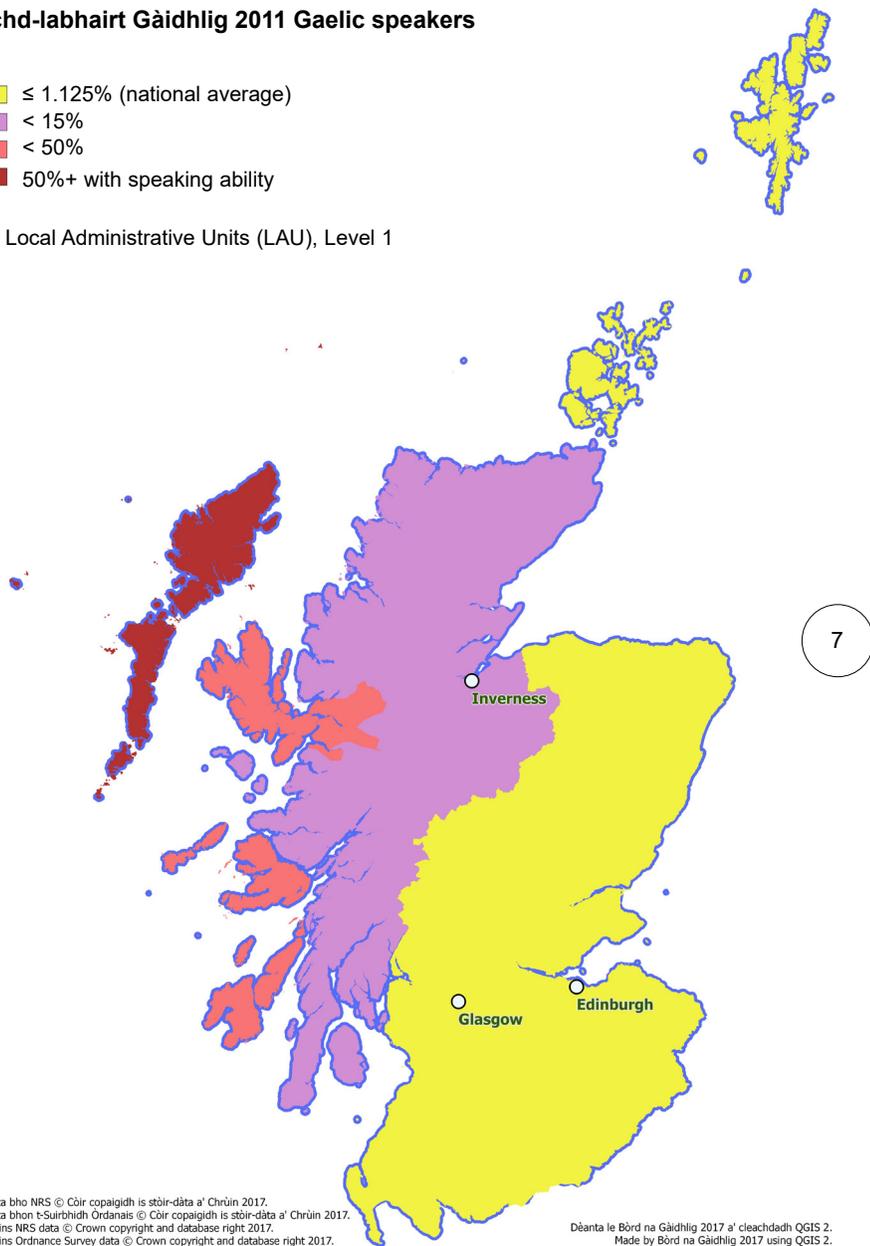
**population**

At the 2011 Census, there were 87,100 people aged 3 and over in Scotland who had some Gaelic language skills. 57,600 of them were Gaelic speakers, 1.1% of the Scottish population. 29,500 could understand Gaelic while there were 6,100 able to read and/or write Gaelic but not able to speak it. Just over half of

## Luchd-labhairt Gàidhlig 2011 Gaelic speakers

- ≤ 1.125% (national average)
- < 15%
- < 50%
- 50%+ with speaking ability

by Local Administrative Units (LAU), Level 1



Le dàta bho NRS © Còir copaidh is stòir-dàta a' Chrùin 2017.  
Le dàta bhon t-Suirbhidh Òrdanais © Còir copaidh is stòir-dàta a' Chrùin 2017.  
Contains NRS data © Crown copyright and database right 2017.  
Contains Ordnance Survey data © Crown copyright and database right 2017.

Dèanta le Bòrd na Gàidhlig 2017 a' cleachdadh QGIS 2.  
Made by Bòrd na Gàidhlig 2017 using QGIS 2.

Map 1: Number of Gaelic speakers in Scotland (Source: Bòrd na Gàidhlig, 2017)

Gaelic speakers (51.5%) live in the Highlands and Islands. The most strongly Gaelic-speaking communities are in the rural areas of the Outer Hebrides. 52.5% of the inhabitants of the Outer Hebrides were Gaelic-speaking in 2011 and the Inner Hebridean islands of Tiree, Skye, Lismore, Colonsay and Islay recorded percentages ranging from 38% to 19%. The main concentrations of Gaelic speakers outside the Highlands and Islands are to be found in the Glasgow conurbation and in Edinburgh. The Census revealed that the Gaelic-speaking population was heavily weighted towards the older age-groups, with 23.6% aged 65 or over and 45% aged 50 or over as compared with 17% and 37% of the non-Gaelic-speaking population.

**language status** Scotland is part of the United Kingdom (UK) but the Scottish Parliament, established in July 1999, has given Scotland a substantial measure of autonomy including legislative and fiscal powers in fields such as education and health, justice and policing, industry and transport. A Referendum on Scottish Independence held in September 2014 resulted in a 55-45% vote to remain part of the UK but the main political parties in London promised additional powers to the Scottish Parliament. New powers over some taxes and welfare payments were included in a Scotland Bill passed by the UK Parliament early in 2016.

The Gaelic Language (Scotland) Act of 2005 conferred a measure of official status on the language specifying that it should have 'equal respect' with English. The Act aimed to create the conditions for a sustainable future for the language by providing direction to Gaelic development activities through a strategic language planning approach. An official language agency, Bòrd na Gàidhlig (The Gaelic Board), set up in 2002 by the then Scottish Executive was established in statute by the 2005 Act and was given responsibility for advising the Government on all matters relating to the language and culture. It was charged with the responsibility of devising a National Gaelic Language Plan that specifies strategies and priorities for future development and is submitted to the Government for approval. The first National Plan was published in 2007, a

second in 2012 and the third comes into force in 2018. The Act conferred powers on the Bòrd to require public authorities in Scotland to produce language plans which should articulate with the National Plan.

A Minister for Gaelic post was created by the Westminster Government in 1997 and has been retained by successive Scottish Governments. The current Minister with responsibility for Gaelic is the Deputy First Minister. The UK Government is a signatory to the Council of Europe Charter for Regional or Minority Languages and is committed to applying 39 of the 65 conditions to Gaelic in Scotland.

There is some provision for the language in legislation on education and broadcasting and the language can be used to a limited degree in civil and land courts. Gaelic has official status in one local government area, the Outer Hebrides, where the local council, now called Comhairle nan Eilean Siar (The Western Isles Council), has operated a bilingual policy since it was first formed in 1974.

The advent of the Scottish Parliament has seen a modest enhancement in provision for, and usage of, the language. There is bilingual signage throughout the Parliamentary Chambers, a Gaelic Development Officer has been appointed, a Dictionary of Parliamentary Terms has been produced and correspondence with the public can be conducted in Gaelic. Gaelic has been the subject of parliamentary debate and the language has been used in some other debates in the Chamber and in committee proceedings. There is a Cross-Party Gaelic Group of Members of Parliament.

**status of  
language  
education**

The educational needs of Gaelic speakers were acknowledged for the first time when a Gaelic clause was introduced in the 1918 Education (Scotland) Act. This clause has been incorporated in subsequent Acts including the Education (Scotland) Act of 1980. The clause placed an obligation on education authorities to make provision for “the teaching of Gaelic in Gaelic-speaking areas.” These areas were not defined and the clause did not provide for teaching through the medium of Gaelic.

The Standards in Scotland’s Schools Etc. Act, passed by the

Scottish Parliament in 2000, created a new statutory framework for schools' education and required local authorities and schools to plan, monitor and report on improvement in education. Local authorities had to publish annual statements of improvement objectives and each school had to produce a school development plan linked to the local authority's statement of objectives. The local authorities and schools also had to report on progress and performance. An important element of the Standards Act was that it empowered the Minister for Education to give strategic direction to the educational system by publishing national priorities and measures of performance for education. Gaelic education was one of the priorities identified in the Education (National Priorities) (Scotland) Order 2000. The Standards Act was amended by the Gaelic Language (Scotland) Act 2005 in such a way that the annual statement of improvement objectives had to have regard to any Gaelic language plan produced by an education authority and any guidance that Bòrd na Gàidhlig might publish in relation to the provision of Gaelic education.

The Gaelic Language (Scotland) Act 2005 required relevant public authorities to prepare a Gaelic language plan, if requested to do so by Bòrd na Gàidhlig. These public bodies include local authorities or councils whose remit embraces education and commitments on education thus form part of the statutory Gaelic plans. The School Consultation (Scotland) Act 2010 set out the consultative process education authorities must follow in relation to proposals to close or relocate schools or to establish new schools or new stages of education in a school. Where a proposal affects the provision of Gaelic Medium education, Bòrd na Gàidhlig has to be consulted.

The Education (Scotland) Act 2016 modified existing legislation and imposed additional duties in respect of matters such as reducing inequalities, additional support for learning and extending the provision of early learning and childcare. A section of the Act devoted to Gaelic Medium education (GME) sets out a statutory process by which parents can request Gaelic Medium primary education and requires local authorities to respond positively to such requests where possible. Five or more children in the same pre-school group is deemed to

constitute a potential need for Gaelic Medium primary education. When a local authority receives a parental request for GME, it must carry out a full assessment and it must make provision for GME unless it is unreasonable to do so. The Act required Bòrd na Gàidhlig to produce guidelines on Gaelic education. The Guidance was published in 2017.

**education  
system**

Although part of the United Kingdom, Scotland has its own educational system which is distinct from that of England, Wales and Northern Ireland. Education is one of the powers devolved from Westminster to the Scottish Parliament and there is a Cabinet Secretary and a department for Education and Training within the Scottish Government.

As with the rest of the UK, schooling is compulsory for all children between the ages of 5 and 16. There is nursery provision from age 3 and pupils may elect to stay on at school for one or two years beyond the statutory school-leaving age.

**private and  
public**

The vast majority of children in Scotland (95%) are educated in the public sector (Scottish Government, 2016). Most of the 102 independent or private schools are located in towns and cities, particularly in Edinburgh where around a quarter of pupils attend an independent school. Nearly half of the private secondary schools provide boarding facilities. Private schools make only occasional provision for Gaelic and generally as an extra-curricular element.

In the public sector, around 15% of pupils are educated in denominational schools, almost all Roman Catholic and mainly located in urban areas in Lowland Scotland.

**bilingual  
education forms**

Gaelic first became an officially recognised medium of instruction in schools in 1975 when a Bilingual Education project was set up by the newly constituted local authority for the Outer Hebrides, *Comhairle nan Eilean*. Prior to this, use of Gaelic as a teaching medium had been ad hoc, informal, and largely unofficial. The Bilingual Project, which had Government backing and funding, began as a pilot project and was gradually extended to all schools in the council area. The Project, which

was innovative in terms of its curricular as well as its linguistic approach, was well-received by parents in the initial stages but, by the 1980s, doubts had grown about the effectiveness of bilingual teaching in delivering attainment in Gaelic comparable to that in the majority language, English. The Gaelic community became increasingly exercised by the degree and rate of language erosion amongst young people and greater use of Gaelic as a teaching medium was felt to be necessary to arrest this decline. Gaelic Medium playgroups were formed across Scotland and their success led to demands for Gaelic Medium education in primary schools.

The first Gaelic Medium provision in the primary sector came in 1985 with the opening of units in schools in Glasgow and Inverness. By session 2016-2017, there were 57 primary schools and 3,145 pupils engaged in Gaelic Medium education. Most of these schools have Gaelic and English streams. The first wholly Gaelic Medium school opened in Glasgow in 1999 and the local authority in the Western Isles has designated 10 of its primary schools as Gaelic schools. All of these are public schools.

Use of Gaelic as a medium has been gradually extended to secondary education, particularly in subjects such as History, Geography, Mathematics and Personal and Social Education and, by 2016-2017, there were 31 schools and 1,272 pupils engaged in some subject study through the medium of Gaelic. National examinations are available through the medium of Gaelic in History, Geography, Modern Studies and Mathematics (Bòrd na Gàidhlig, 2017)

The development of Gaelic Medium education has been promoted by a number of language agencies. Comhairle nan Sgoiltean Àraich, the national Gaelic Pre-school Council, facilitated the growth in pre-school education and stimulated demand for primary school provision from the early 1980s. Comunn na Gàidhlig, played a central part in the development of GME, often acting as broker between parents and the local authority providers before the establishment in 2002 of Bòrd na Gàidhlig, a Government sponsored language development agency. Local parental organisations, consolidated into a national association,

Comann nam Pàrant Nàiseanta, took a leading role in campaigning for provision.

**administration**

The administration of education in Scotland has traditionally operated at two levels, state and local authority. Overall responsibility for state-funded education lies with the Scottish Government Education Department. The Minister for Education and Training is ultimately responsible for educational policy but receives advice and guidance from the Department and from other relevant agencies and major funding decisions are taken by the Minister.

Educational provision at local level has hitherto been determined by each of the 32 local authorities. Although funded mainly by central government block grant, the local authority has determined the configuration and level of local provision and has been responsible for implementing national policies and guidelines within its area. Recruitment of teachers, provision of buildings and resources and in-service teacher training have been among the responsibilities of the local authorities. In the recent past, parents have been given a defined role in the running of schools through Parent Councils and, under current Government proposals, a range of functions will be transferred from local authorities to schools and to new regional educational bodies.

The curriculum in Scotland is not prescribed and there are, in fact, only two subjects which must by law be taught in Scottish schools, namely religious education and observance and Gaelic in Gaelic-speaking areas.

A new Curriculum for Excellence (CfE) has been implemented in Scottish schools and pre-school establishments since 2010. It aims to replace what had previously been a somewhat fragmented approach with a single, coherent curriculum for all young people aged 3 to 18. The CfE seeks to achieve a better balance between knowledge, understanding and skills development and to equip pupils with the requisite skills for learning and work in the modern world. It aspires to 'enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society'.

Literacy, numeracy and health and wellbeing are placed at the centre of learning at all stages of the curriculum.

Assessment for the Curriculum for Excellence is designed to put the learner at the heart of the process and to emphasise assessment as an integral part of learning and teaching. The introduction of the CfE was accompanied by an overhaul of the secondary school national examination structure which forms part of the Scottish Credit and Qualification Framework (SCQF). The Framework has 12 levels with Levels 1-7 (National 1, 2, 3, 4 and 5, Higher and Advanced Higher) covering school education. These examinations are administered by the Scottish Qualifications Authority (SQA). Highers and Advanced Highers are the qualifications required by universities and colleges. The CfE allows greater flexibility as to when pupils take these assessments within the senior phase.

**inspection**

Education Scotland (ES), an executive agency of the Scottish Government, is the body responsible for inspecting and reporting on the quality of education at all levels of provision from pre-school through primary and secondary to further and community education. ES also inspects the education functions of local authorities. Individual educational establishments are inspected on a rolling programme basis by a team of Her Majesty's Inspectors of Education (HMIE) who also conduct periodic reviews of particular aspects of education across a sample of providers. Local authorities have Quality Enhancement units which mirror the functions of the HMIE and seek to raise standards locally. The Care Inspectorate monitors standards in pre-school provision.

**support  
structures**

Education Scotland is the main quality and improvement agency. It was formed out of a merger between the curriculum development body, Learning and Teaching Scotland (LTS), and Her Majesty's Inspectorate of Education (HMIE). ES provides advice to the Scottish Government and is the national body for supporting quality and improvement in learning and teaching. It is responsible for inspecting schools, providing guidance on developing the curriculum, and for organising an extensive

range of professional learning opportunities and the sharing of effective practice. At a more local level, schools are supported by teams of education authority officers and by resource centres. Gaelic education receives support in a number of particular ways. A Scheme of Specific Grants for Gaelic education, initiated in 1986, enables local authorities to submit proposals to the Scottish Government for projects and development programmes and to receive 75% funding for approved initiatives. The Government allocated £4.482 million funding to this scheme in 2015-2016. Authorities have to demonstrate that their bids are for new and additional provision for Gaelic education and that they are willing to meet the full costs of projects beyond an initial three-year period. A proportion of the funding is allocated to collaborative ventures. An inter-authority network was formed to co-ordinate local authority activity and this, together with the Specific Grant funding, has resulted in major advances in the provision of Gaelic Medium education and of teaching and learning materials. A national resource centre for Gaelic, *Stòrlann*, was established on the Isle of Lewis in 1999 to address the shortage of materials in most curricular areas.

## 2 Pre-school Education

- target group** Early Learning and Childcare is provided for children aged 3 to 5. All 3 and 4 year-olds and certain 2 year olds are entitled to a funded place in a nursery school or class and to a minimum of 600 hours per year.
- structure** Local authorities administer the Early Learning and Childcare (ELC) service but provision of the ELC facility may be made by private and voluntary sector agencies as well as the public sector. Early Learning and Childcare may come in the form of classes attached to a primary school and administered by the Head Teacher or may be provided in a separate nursery school. All nursery provision is non-denominational.
- legislation** Early Learning and Childcare is non-statutory but is governed by child-care legislation included in the Children and Young People (Scotland) Act 2014, the Children's Act of 1999 and the Children (Scotland) Act of 1995. In the guidance produced anent the 2014 Act, there is a requirement to consult representatives of parents about their preference for early learning and childcare and Gaelic provision is specifically mentioned.
- language use** Most Early Learning and Childcare in Scotland is delivered through the medium of English but there is also a significant level of Gaelic Medium provision. This can be attributed to the efforts of Comhairle nan Sgoiltean Àraich (CNSA), the voluntary sector Gaelic Pre-school Council, founded in 1982 with 4 affiliated groups and just 40 children. CNSA worked assiduously to promote and support the development of local pre-school activities through the medium of Gaelic and created a burgeoning sector. The introduction of Government funded and local authority provided nursery education led to a diminished role for CNSA and a concentration by CNSA on playgroups. Bòrd na Gàidhlig took over the reins from CNSA in 2011 and has set up an Early Years service in partnership with local authorities and the Parental Advisory Scheme. Gaelic Medium ELC is largely provided by local authorities with nursery provision

tending to be located in primary schools with Gaelic Medium provision.

**teaching materials**

Learning and teaching resources for the pre-school sector are produced at local, regional and national level and in accordance with the Curriculum Framework for Children 3-5 published in 1999. Local authority curriculum development centres, CNSA and inter-authority working parties have all contributed to the production of Gaelic Medium learning and teaching materials and the national resource centre, Stòrlann, is taking on an increasing role in this regard. The onus, however, is likely to remain with the individual group or class teacher who currently produces most of the materials used.

The curriculum in ELC is based on learning through play and total immersion. Practitioners foster fluency through creative, investigative and exploratory learning. They are supported with a range of resources, particularly in the development of early literacy through songs, rhymes and stories.

**statistics**

<b>type of education</b>	<b>number of schools/classes</b>	<b>number of children</b>
Gaelic Medium provision Age 0-3 2016/2017	63	868
Gaelic Medium nursery education Age 3-5 2016/2017	54	1,039

*Table 1: Gaelic Medium provision and Gaelic Medium nursery education (source: Bòrd na Gàidhlig, 2017).*

### 3 Primary Education

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

**structure** Primary school education is divided into three stages – early, first and second level. Primaries 1-3 form the early stage, primaries 4 and 5, the first level and primaries 6 and 7 the second level. Schools are open for 190 days a year with term dates being determined by local education authorities. The normal school week is 25 hours although there are reduced hours for infants. Curriculum and assessment in primary and secondary schools is governed by the Curriculum for Excellence (Cfe). The CfE seeks to develop the knowledge, skills, attributes and capabilities of pupils to enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society. It is divided into two phases: a broad general education phase and a senior phase. The broad general education phase begins in early learning and childcare at age 3 and continues to the end of the third year of secondary school. It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills needed for the present and the future.

The curriculum is divided into eight broad areas: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. The Languages area of the CfE comprises Literacy and English, Literacy and Gàidhlig, Modern Languages, Gaelic (Learners) and Classical Languages. Expressive Arts embraces Art and Design, Music, Drama, Dance and Physical Education while Health and Wellbeing includes Home Economics and Physical Education (Scottish Government, 2017).

The curriculum is based around learning experiences and learning outcomes which build progressively. The framework is less detailed and prescriptive than the 5-14 Curriculum which it replaces. It affords schools and teachers considerable autonomy in implementing the guidance, in selecting what to teach and in deciding how to teach it.

**legislation** Primary school education, in common with other sectors of education, is governed by the 1980 Education (Scotland) Act referred to in Section 1, the Standards in Scotland's Schools etc Act, 2000, the Schools Consultation (Scotland) Act 2010 and the Education (Scotland) Act 2016. Other pieces of legislation such as the Additional Support for Learning Act 2009 and the Children and Young People (Scotland) Act 2014 also relate to the sector.

**language use** Gaelic features in primary schools, both as a medium of instruction and as a subject. Education through the medium of Gaelic is available in 57 of the 2038 primary schools in Scotland. 46 of these are located in the Highlands and Islands, with the rest situated in cities and towns in the Lowlands. There are currently 4 dedicated Gaelic Medium schools in Glasgow, Inverness, Edinburgh and Fort William with another planned for Portree. Comhairle nan Eilean Siar has designated 10 of its primaries in the Outer Hebrides as Gaelic Medium schools although these have some English Medium provision. In most other schools, Gaelic Medium streams and units form part of local mainly English Medium schools (Bòrd na Gàidhlig, 2017; Scottish Government, 2016).

Gaelic Medium education is provided by local authority public schools and is open to anyone. A high proportion of pupils enrolling for Gaelic Medium education in urban areas come from non-Gaelic-speaking homes. Education Scotland (2015a) in its *Advice on Gaelic Education* recommends that all pupils follow a three-year total immersion programme in the language and that Gaelic continues to be the predominant language of instruction in the immersion phase from Primaries 4 to 7. It is at this stage that schools begin to formally introduce the experiences and outcomes for literacy and English through the medium of Gaelic. The balance between Gaelic and English can vary considerably across schools and local authority areas and between the first and second levels. The ES publication referred to above brings greater definition to GME and clarifies what is expected of schools. The overall linguistic aim of Gaelic Medium education in primary school is to give pupils confidence

in the use of Gaelic and English and the ability “to use both in a full range of situations within and outwith school”. (Education Scotland, 2015a, p. 8 )

In the Outer Hebrides, there are some schools not designated as Gaelic Medium schools which provide a form of bilingual education. There are also a few schools with Gaelic Medium streams which offer a measure of bilingual education to pupils in the rest of the school.

Gaelic features as a language subject in English Medium primary schools in various parts of the country including areas of the Highlands where the language was once widely spoken. This Gaelic Learner Education (GLE) provision builds on a Gaelic Language in the Primary School scheme (GLPS) which ran from 2000 and also operates in areas where there is a Gaelic Medium school or unit in the locality. GLE is delivered, in conjunction with other modern languages, as part of the recently introduced national 1+2 languages initiative which seeks to give pupils exposure to two languages over and above their first language. The GLE provision aims to embed language learning in school from Primary 1. It is mainly delivered by members of staff who speak Gaelic or who are willing to learn the language to a level where they can implement the Curriculum for Excellence guidelines.

**teaching  
material**

Materials are generated at local, regional and national levels. Schools still have to produce a substantial proportion of their own resources but the Scheme of Specific Grants referred to previously has greatly facilitated the development of materials for all main areas of the primary curriculum. Local authority curriculum development centres in Inverness and Stornoway made significant contributions to the production of materials in the early days of GME and, more recently, Stòrlann, the national resource centre in Lewis, has produced a substantial amount of attractive teaching and learning materials for all areas of the primary curriculum.

**statistics**

	<b>number of schools</b>	<b>number of pupils/students</b>
Gaelic Medium primary education 2016/2017	57	3,145
Gaelic Learner education in Primary 2015/2016	127	7,029

*Table 2: Gaelic Medium primary education in 2016/2017 and Gaelic Learner education in Primary 2015/2016 (source: Bòrd na Gàidhlig, 2017)*



## 4 Secondary education

**target group** Secondary education begins at age 12 and extends to the statutory school leaving age of 16. Pupils can elect to continue secondary education for a further two years to age 18.

**structure** The secondary school curriculum is divided into two phases. The first three years, known as Secondary 1 to 3, provide young people with a broad general education. In the Senior Phase from fourth to sixth year, there is more specialisation as pupils work towards the National Qualifications. In the optional 5th and 6th Years, pupils typically follow programmes of study determined by the Higher and Advanced Higher syllabus and assessment arrangements. Pupils in the Senior Phase have the option of following learning pathways at Further Education colleges as well as at secondary school, but the vast majority elect to continue at school.

The curriculum is organised around the same eight broad areas: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. The Languages area of the CfE comprises Literacy and English, Literacy and Gàidhlig, Modern Languages, Gaelic (Learners) and Classical Languages. Expressive Arts embraces Art and Design, Music, Drama, Dance and Physical Education while Health and Wellbeing includes Home Economics and Physical Education. Social Studies covers History, Geography, Modern Studies, Economics, Geology and Travel and Tourism. Biology, Chemistry and Physics constitute the Sciences while Technologies encompasses Computing, Design, Business and Practical Technologies such as Craft skills, Metalworking and Woodworking.

**legislation** The main instrument of legislation governing secondary education is the 1980 Education (Scotland) Act. The provisions of this Act have been supplemented by legislation such as the Scottish Parliament's Standards in Scotland's Schools Etc. Act, 2000, the Schools Consultation (Scotland) Act 2010 and the Education (Scotland) Act 2016. Other pieces of legislation

such as the Additional Support for Learning Act 2009 and the Children and Young People (Scotland) Act 2014 also have application.

**language use**

Gaelic features in the secondary curriculum as a subject of study and as a medium of instruction. There are separate courses and examinations in the language for those studying it as fluent speakers and learners.

The first official use of Gaelic as a medium of instruction in secondary education came in 1983 with the extension of the Bilingual Project in the Western Isles to two small secondary schools in Lewis. The pilot project involved the teaching of social subjects through the medium of Gaelic in Years 1 and 2 in Lionel and Shawbost Secondary Schools. Both schools have subsequently closed as a result of a rationalisation of secondary school provision by the local authority.

The establishment of Gaelic Medium education in primary schools in other parts of Scotland created a need for continuity of experience at secondary level. The first such provision was made in 1988 at Hillpark Secondary in Glasgow and, by 2016/2017, there were 16 schools offering some form of Gaelic Medium education. In most schools, this is restricted to two or three subjects. History is the most widely available subject through the medium of Gaelic. Geography, Modern Studies, Home Economics, Mathematics, Science, French, Physical Education, Religious and Moral Education, Personal and Social Education and Drama are also taught in Gaelic in one, or more, of the 16 schools. Pupils can opt to take Gaelic versions of the National examinations in History, Geography, Modern Studies and Mathematics in 4th Year and Higher Mathematics may also be taken in Gaelic. 90 pupils elected to take these examinations in Gaelic in 2016.

Gaelic Medium pupils also study the language as a subject and follow the Gàidhlig course designed for fluent speakers. In 2016, 158 candidates sat the National 5 Gàidhlig examination while 132 took the Higher exam and 31 sat the Advanced Higher (Scottish Qualifications Authority, 2017). These numbers include some pupils from Gaelic-speaking homes who have not

had access to Gaelic Medium education in primary school.

A Gaelic (Learners) Course, instituted in 1962, is included in the curriculum of 28 of the 358 state schools. 23 of these schools are located in the Highlands and Islands. Pupils in the cities and in most areas of the Lowlands do not have the opportunity of studying Scotland's longest-established language. The Gaelic (Learners) Course is similar in design to Modern Language courses and leads to National Qualification examinations in 4th Year and to Higher and Advanced Higher in 5th and 6th Year. A handful of schools in the private sector enter pupils for the Gaelic (Learners) examinations periodically. 145 pupils sat the National 5 Gaelic (Learners) examinations in 2016 while 84 candidates sat the Higher (Learners) examination and 24 took the Advanced Higher (Learners) (Scottish Qualifications Authority, 2017).

In schools in the Outer Hebrides, Skye and the West Highlands, all 1st and 2nd Year pupils study Gaelic and another Modern Language. From 3rd Year, they are free to choose which language or languages to study. In other parts of Scotland where the Gaelic Learners course is offered, pupils have to choose between Gaelic and French or German in 1st Year or take Gaelic as a second language option in 2nd or 3rd Year. Such curricular arrangements militate against the uptake of Gaelic.

**teaching  
material**

As in the primary sector, resources for secondary schools are produced at national, regional and local level. There has been a marked improvement in the provision of teaching and learning materials in the past decade since the establishment of the Stòrlann national resource centre and the associated collaborative effort by local authorities funded by the Scheme of Specific Grants previously described. There is still, however, a considerable onus on schools and teachers to produce their own materials and resources for both Gaelic Medium teaching and Gaelic as a subject are still a long way short of provision in cognate curricular areas.

statistics

number of schools with Gaelic Medium provision	number of pupils
16	1,102

Table 3: Gaelic Medium secondary education 2016/2017 (source: Bòrd na Gàidhlig, 2017)

number of schools with Gaelic subject provision	number of pupils
31 Schools with Gaelic Course	1,272
28 Schools with Gaelic (Learners) course	3,195

Table 4: Gaelic subject provision in secondary schools 2016/2017 (source: Bòrd na Gàidhlig, 2017)

## 5 Vocational and further education

- target group** Vocational education begins at the school-leaving age of 16.
- structure** Vocational education is provided mainly by Further Education colleges although there is also significant provision in the senior phase of secondary school. The Scottish Government's *Developing the Young Workforce* programme has a particular focus on supporting skills development and helping young people aged 3-18 prepare for the world of work. The Career Education Standard 3-18, the Work Placements Standard and the Guidance for School/Employer Partnerships outline the entitlements for learners and the expectations placed on providers and agencies.
- In addition to the National Qualifications courses, Further Education (FE) colleges offer a range of vocational qualifications including Higher National Certificates (HNCs), Higher National Diplomas (HNDs), Professional Development Awards (PDAs) and Scottish Vocational Qualifications (SVQs). SVQs relate closely to the work situation and to competence at work.
- legislation** The principal legislative instruments governing vocational education are the 1992 Further and Higher Education Act (Scotland) and the Post-16 Education (Scotland) Act 2013.
- Scotland's further education colleges, most of which have previously been run by local authorities, became independent entities following the 1992 Act. The 2013 Act introduced far reaching changes in Further Education and created a new landscape of regional colleges. These changes involved mergers of many colleges in urban areas and led to a reduction in the number of Colleges from 42 to 26.
- Vocational education lies within the remit of the Department of Education and Training. The colleges are funded by the Scottish Funding Council (SFC).
- language use** Gaelic features in the FE curriculum as a medium of instruction, as a subject of study for fluent speakers and as a second language. 9 colleges provide full-time or part-time courses for

learners of the language, including immersion courses. One of these, Lews Castle College in Stornoway, provides modules in Business and Communication for fluent speakers. It also has some courses taught wholly, or partly, through the medium of Gaelic.

The most sustained and wide-ranging provision for Gaelic within Further Education is made by Sabhal Mòr Ostaig (SMO), the National Centre for Gaelic Language and Culture on the Isle of Skye. SMO is a Gaelic Medium college which offers a range of HNC, HND, degree and postgraduate courses, all taught and assessed in Gaelic.

**teaching material** Teaching and learning materials for vocational education are produced locally in schools and colleges and at national level through initiatives led by agencies such as Education Scotland, the Scottish Qualifications Authority and Stòrlann.

**Statistics**

number of FE Colleges with Gaelic provision	number of students
9	1,302 (mostly short course and part-time)

Table 5: Gaelic Enrolments in Colleges 2014/2015 (source: Scottish Funding Council, 2016)



## 6 Higher education

### structure

There are 15 universities in Scotland of which the universities of Aberdeen, Edinburgh, Glasgow and St Andrews are the longest established. The number of universities increased in the 1990s with the upgrading of five former polytechnics to university status. 10 of the 15 universities are located in the cities of Aberdeen, Edinburgh, Glasgow and Dundee. The Open University also has a presence in Scotland.

The sector includes a further 3 Higher Education (HE) institutions: The Royal Conservatoire of Scotland (formerly the Royal Scottish Academy of Music and Drama), Glasgow School of Art and Scotland's Rural College. All HE institutions are funded by the Scottish Funding Council which operates in a similar way to the Higher Education Funding Council in England and Wales.

12 FE colleges and institutions in the north of Scotland, including SMO and Lews Castle, are academic partners in the University of the Highlands and Islands (UHI), Scotland's newest university, which acquired University title in 2011. UHI is a federal, collegiate institution with campuses throughout the Highlands and Islands.

The main type of degree course in Scottish universities is the four year Honours course but students may elect to take a three year Ordinary degree course.

### legislation

Further and higher education in common with other sectors of Scottish education are governed by legislation passed by the Scottish Parliament. The Parliament has enacted two major pieces of legislation, the Further and Higher Education (Scotland) Act 2005 and the Post-16 Education (Scotland) Act 2013. The 2005 Act brought the funding of further and higher education under the control of a single body, the Scottish Funding Council. The 2013 Act focussed on the governance of further education colleges and introduced a major reform of the sector with large regional colleges being formed from previously separate smaller colleges.

**language use** Three of the four traditional universities - Aberdeen, Edinburgh and Glasgow - offer a range of undergraduate courses in Celtic and Gaelic Studies. Celtic Studies encompasses the study of other Celtic languages, particularly Irish and Welsh. Students in these universities can take Celtic Studies to Honours Degree level and many take Joint Honours in Celtic and another discipline, e.g. Scottish History, Scottish or English Literature, Politics and Law. Each university offers students the opportunity to learn the language and the most heavily subscribed classes are usually courses in Celtic Civilisation which feature history, heritage and culture. Postgraduate study opportunities are offered in each of the three Celtic Departments. The University of the Highlands and Islands has extended the provision of Gaelic Studies and Gaelic folklore and oral tradition feature in Scottish ethnology courses offered by the University of Edinburgh.

A few Celtic Studies classes are taught in Gaelic but the language is not used as a medium in any other discipline in the traditional universities. Gaelic is the teaching medium in all degree courses taught at Sabhal Mòr Ostaig and in some at Lews Castle College UHI.

**teacher training** Teachers in Scotland are trained in Teacher Education Institutions (TEIs), most of which were free-standing colleges but now form schools within universities. There are eight TEIs, the largest of which is the Faculty of Education of the University of Strathclyde in Glasgow. Four of the TEIs including Strathclyde make some provision for Gaelic. The University of the Highlands and Islands and the University of Edinburgh have become providers of Gaelic teacher education in the recent past.

**pre-school training**

Early Years managers and lead practitioners are expected to have a degree qualification such as a BA Childhood Practice. Nursery schools and classes run by local authorities are usually staffed by qualified teachers, many of whom will have a certificate in Early Years Education, or by child development officers who require a Higher National Certificate (HNC) in

Early Education and Childcare. The HNC and the Scottish Vocational Qualification (SVQ) in Children's Care, Learning and Development Care are the qualifications held by most of the Early Years workforce. The first training modules in Gaelic for Early Years and Childcare will be delivered at Sabhal Mòr Ostaig in 2017-18.

**primary school training**

Students train to be primary teachers in two main ways. The majority enter the profession through a four year course leading to a Bachelor of Education (Honours) degree. A substantial proportion of students train to be primary teachers through the postgraduate route. After completing their first degree, they undertake a one-year training programme leading to the award of a Postgraduate Diploma in Education (Primary) (PGDEP).

Students training to become Gaelic Medium primary school teachers receive some preparation for teaching in the language and are given periods of school experience in a Gaelic setting. The Gaelic elements of courses are generally optional and there is no certification of capability to teach through the medium of Gaelic. Reports by the General Teaching Council for Scotland (GTCS) in 1999 and by Lindsay Milligan in 2012 concluded that existing training arrangements were unsatisfactory and that students were inadequately prepared for the Gaelic Medium classroom. The GTCS recommended that formal qualifications for teaching through the medium of Gaelic should be introduced along with greatly enhanced pre-service training in the language. The first of these measures has yet to be implemented but there have been significant improvements in Gaelic Medium provision in new courses at the University of Edinburgh and at UHI. In its Aspect Review of Initial teacher education in 2015, ES encouraged Universities that offer ITE for Gaelic Medium Education to collaborate more and to share resources and effective practice. They were urged to provide initial teacher education which is bespoke to Gaelic Medium Education, delivered through the medium of Gaelic and develops leadership qualities from the start of a teacher's career.

The number of students training to be primary school teachers

per year seldom exceeds a total of 20 across the four TEIs. A number of steps have been taken to reduce the gap between teacher supply and demand including conversion courses for serving teachers interested in transferring from English Medium to Gaelic Medium.

### **secondary school training**

There are also two routes into secondary teaching. The vast majority of students train to be secondary teachers through the one-year Postgraduate Diploma in Education (Secondary) (PGDES) course. To qualify for this course, they must have a minimum three-year period of progressive study in one or more subject disciplines in their first degree. The other entry route into secondary teaching is through a concurrent degree course whereby students engage in professional training while completing their first degree. A small percentage of students enters the profession by this route.

Pre-service training of secondary teachers was traditionally provided at Aberdeen and Strathclyde but has now been extended to UHI. Students taking the PGCE (Secondary) are trained to be teachers in one or two subject areas. Gaelic is one of these specialisms and the Gaelic course prepares students to teach both Gaelic (Learners) and Gàidhlig (Fluent Speakers) courses in schools. As yet, there is no linguistic qualification required to teach a subject specialism through the medium of Gaelic.

### **In-service training**

In-service training is mainly provided at local authority and school level. Teachers are required to undertake in-service training on a certain number of days per year when schools are closed to pupils. Staff can also attend in-service courses at points during the school term. Gaelic Medium in-service is offered at national and regional levels and there are specific Gaelic elements to in-service training programmes for national curriculum development initiatives. Teachers can convert from secondary to primary or qualify to teach another secondary

subject through a one-term Additional Teaching Qualification course offered at a TEI.

**statistics**

<b>number of TEIs</b>	<b>number of students</b>
4	27 (16 PGDEP; 6 PGDES; 5 BA/MA)

*Table 6: Students completing teacher training 2015-16 (source: Bòrd na Gàidhlig, 2017)*

## 7 Adult education

### structure

Education for adults in Scotland is provided by local authorities through Community Education Departments, by Higher and Further Education institutions through Departments of Adult or Continuing Education and by a range of public and private agencies. The sector has been boosted in the recent past by Government promotion of the concept of lifelong learning. This has led to initiatives such as the introduction of individual learning accounts which provide a contribution to the costs of a course of class for adult with an income less than £22,000 per year. The emphasis on lifelong learning and the trend towards early retirement from work has led to increased provision of daytime classes in universities and colleges.

### language use

Gaelic rarely features as a medium of instruction in adult education, other than in Immersion courses for learners and in literacy classes for fluent speakers. The bulk of adult provision in Gaelic is targeted at learners, reflecting a growing interest in the language and culture amongst non-Gaelic-speakers. A survey conducted by Bòrd na Gàidhlig in 2014 found that around 3,500 adults were engaged in learning Gaelic. The most common provider of the first learning activity was an HE/FE institution with the local authority and community groups being the other main providers. The survey showed that only 12% were beginner learners but other evidence suggests that only a small proportion advance beyond intermediate level and few attain fluency in the language.

Evening classes for learners are available in towns and cities in most parts of Scotland. The Gaelic College in Skye runs a series of short courses throughout the year and SMO and Lews Castle College are contracted by employers to provide courses for specific groups of employees, such as teachers, local government officials etc. A number of other private and public bodies also offer various forms of short courses in the language.

A report commissioned by Bòrd na Gàidhlig in 2016 has proposed a new and more coherent strategy for Gaelic learning,

including structured learner pathways, more intensive or immersion learning facilities and the development of a national scale of competencies. There are a range of options open to individuals wanting to learn Gaelic, including self-learn courses, a series of radio programmes for learners, online facilities, and distance learning courses. The LearnGaelic.scot website run by MG ALBA and BBC Scotland hosts a range of resources for learners at every stage and provides information about the availability of courses, classes and materials. There is dedicated provision for parents of children engaged in Gaelic Medium Education in certain areas and residential courses are organised for families and teenagers engaged in GME.

**statistics**

A sample survey commissioned by Bòrd na Gàidhlig estimated that there were 3,261 Adult Learners in Scotland in 2016

## 8 Educational research

There is a growing corpus of research into facets of Gaelic education. Much of the early research in this field was conducted by the Institute of Education at Stirling University. The first of three highly significant pieces of research by the University of Stirling came in 1987 with the publication of an evaluation of the Western Isles Bilingual Education Project, the findings of which were mostly positive and supportive. In 1994, Professor Richard Johnstone of Stirling produced a Review of Research on the Impact of Current Developments to Support the Gaelic Language, which gave a full account and analysis of developments in education and other fields of Gaelic activity.

Professor Johnstone also led a team involving the Lèirsinn Research Centre at Sabhal Mòr Ostaig and members of the Scottish Council for Research in Education which produced a report in 1999 entitled 'The Attainments of Pupils receiving Gaelic-medium Primary Education in Scotland'. This was the culmination of a three-year research project and the overall conclusion was that "pupils receiving Gaelic Medium primary education, whether or not Gaelic was the language of their home, were not being disadvantaged in comparison with children educated through English. In many - though not all - instances they out-performed English-medium pupils and in addition gained the advantage of being proficient in two languages." (Johnstone R et al, 1999, p.4)

The Schools' Inspectorate has produced four significant reviews of Gaelic education in the past 23 years. The first of these, Provision for Gaelic Education in Scotland, published in 1994, endorsed practice in Gaelic Medium education in the primary sector, but some of its conclusions and recommendations in regard to secondary Gaelic Medium education were heavily criticised by the Gaelic community. The conclusion that "the provision of Gaelic Medium secondary in a number of subjects, determined by the vagaries of resource availability, is neither desirable nor feasible in the foreseeable future" (HM Inspectors, 1994, p.3), was considered particularly ill-judged and inconsistent and was expressly rejected by the

incoming Labour Government in 1997. Subsequent reports by the Inspectorate in 2005, 2011 and 2015 have been much more insightful and positive.

The Lèirsinn Centre conducted several research projects on aspects of Gaelic Medium education for individual local authorities and for an inter-authority body and produced reports such as *Emergent identities and bilingual education: the teenage years*, published in 2000. In 2009, Lèirsinn's role in educational research was taken over by *Soillse*, a major inter-university project based at Sabhal Mòr Ostaig, which received funding of £5.2m for an initial 5 year phase. *Soillse* has a sociolinguistic focus and aims to build capacity in Gaelic research. Education is one of the three main strands of the research programme and several significant studies have been undertaken by teams of researchers. Reports produced to date include *Language models in Gaelic Medium pre-school, primary and secondary education*, *Choice and Attainment in Gaelic Medium primary and early secondary education* and a review of Gaelic Medium early education and childcare.

Educational research features prominently in the *Rannsachadh na Gàidhlig* (Researching Gaelic) conference, held biennially in one of the Universities offering Gaelic studies. The 2008 conference was held at St Francis Xavier University in Antigonish, Nova Scotia. The 2016 event was hosted by Sabhal Mòr Ostaig.

## 9. Prospects

The past 30 years have seen significant developments in Gaelic in Scotland namely the advent and expansion of Gaelic Medium education, the passing of a Gaelic Language Act, the establishment of a Government agency for the language, the production of a National Plan for Gaelic and the creation of a Gaelic television channel, BBC ALBA. These initiatives have each helped to create a more favourable climate for the language and the status of the language has been elevated.

The growth in Gaelic Medium education from scratch in 1985 has been remarkable. Not without justification has it been called 'one of the success stories of Scottish education'. The 2011 Census figures show a perceptible increase in the number of school age children able to speak Gaelic against a backdrop of continuing reduction amongst adults and Gaelic Medium Education is undoubtedly the single biggest factor in arresting the decline in the younger age groups. However, the demographic challenge the language faces remains formidable. An analyst has estimated that 1,500 new Gaelic speakers are needed each year to offset the attrition in the number of older Gaelic speakers.

Spectacular as the development of GME has been, significant challenges lie ahead. One of these will be the attainment of the National Plan target of a 15% year-on-year increase in the number of children entering Gaelic-medium education from a baseline of 400 in 2011/2012. The growth experienced by the all-Gaelic schools in Glasgow, Inverness and Edinburgh and the opening of similar schools elsewhere will go some way towards that goal. A concern remains that the advances made in urban areas have not been matched in rural parts of the Highlands and Islands. The creation of Gaelic schools in dispersed and thinly populated rural areas remains more problematic than in urban centres. It is an issue which Bòrd na Gàidhlig will have to seek to resolve in its engagement with local authorities during production of their language plans and

in fulfilling the terms of the Statutory Guidance issued in respect of the Education (Scotland) Act 2016.

A particular challenge facing GME is that of meeting demand. There have been instances where local authorities have sought to cap enrolment to GME because of a failure to plan adequately and timeously for expansion and provide sufficient capacity in schools. In other cases, uncertainty as to teacher recruitment has been cited by authorities as the reason for not offering additional GME provision. A number of steps have been taken to address the shortage of GME teachers but a more coherent, sustained and effective strategy is required.

The leakage of pupils from GME at the primary-secondary interface and at other transition points in secondary school is an issue similar to that found in other minority language contexts. A key factor affecting this is that GME in secondary school has not been properly planned and fully developed. The range of subjects available through Gaelic in secondary schools is limited and provision is uneven and uncertain. Some recent initiatives in distance learning are designed to tackle the current deficit but access to subjects needs to be enhanced and made more consistent.

The Advice on Gaelic issued by HM Inspectorate sets strong expectations about the use of Gaelic for learning, teaching and assessment in all aspects of the 3-18 curriculum and should allay parental concerns about the variability in language models that have been adopted across local authorities. It is to be hoped that the new guidance will lead to more uniform implementation of the good practice that does exist in maximising the use of the language as the vehicle of instruction. That, in turn, should allow the target of attaining communicative competence in both Gaelic and English by the end of primary school to be achieved more readily. It should also instil more confidence in pupils in their use of the language beyond the confines of the classroom. Research has indicated that youngsters who have been educated in Gaelic do not use the language regularly after leaving school.

Access to the language and culture should not be confined to the Gaelic-medium sector. Over 90% of secondary school children in Scotland are denied the opportunity to learn Gaelic in their local school (Scottish Government, 2016). Research, attitudinal surveys, audience figures for learners' programmes on television and the uptake of learners' classes in continuing and higher education all suggest that there is considerable potential for the development of provision for learners within secondary schools. It is hoped that the third National Gaelic Language Plan will recognise the need to expand Gaelic learning in the school, college and university sectors and in informal settings and that measures suggested in a report on adult learners commissioned by Bòrd na Gàidhlig will lead to more structured pathways and more customised resources which will enable greater numbers of learners to progress to fluency.

Despite the overdue introduction of a Scottish Studies option in the curriculum, Celtic and Gaelic elements of Scottish heritage, life and culture continue to be neglected in most Scottish schools. It is an indictment of the education system that so few pupils have any awareness, let alone knowledge, of Celtic civilisation or Gaelic culture. This lacuna in education manifests itself in singularly ill-informed forms of public discourse and in negative attitudes to the language and culture in certain quarters.

## 10. Summary Statistics

type of education	number of schools/classes	number of children
Gaelic Medium provision Age 0-3 2016/2017	63	868
Gaelic Medium nursery education Age 3-5 2016/2017	54	1,039

Table 1: Gaelic Medium provision and Gaelic Medium nursery education (source: Bòrd na Gàidhlig, 2017).

	number of schools	number of pupils/students
Gaelic Medium primary education 2016/2017	57	3,145
Gaelic Learner education in Primary 2015/2016	127	7,029

Table 2: Gaelic Medium primary education in 2016/2017 and Gaelic Learner education in Primary 2015/2016 (source: Bòrd na Gàidhlig, 2017)

40

number of schools with Gaelic Medium provision	number of pupils
16	1,102

Table 3: Gaelic Medium secondary education 2016/2017 (source: Bòrd na Gàidhlig, 2017)

number of schools with Gaelic subject provision	number of pupils
31 Schools with Gaelic Course	1,272
28 Schools with Gaelic (Learners) course	3,195

Table 4: Gaelic subject provision in secondary schools 2016/2017 (source: Bòrd na Gàidhlig, 2017)

number of FE Colleges with Gaelic provision	number of students
9	1,302 (mostly short course and part-time)

Table 5: Gaelic Enrolments in Colleges 2014/2015 (source: Scottish Funding Council, 2016)

number of TEIs	number of students
4	27 (16 PGDEP; 6 PGDES; 5 BA/MA)

Table 6: Students completing teacher training 2015-16 (source: Bòrd na Gàidhlig, 2017)

sector	number of schools	number of pupils
primary education	2,030	396,237
secondary education	358	280,408

Table 7: Number of Schools and Pupils in Scotland 2016/2017 (source: Scottish Government, 2016).

sector	number of schools	number of pupils
nursery education	54	1,039
primary education	57	3,145
secondary education	16	1,102

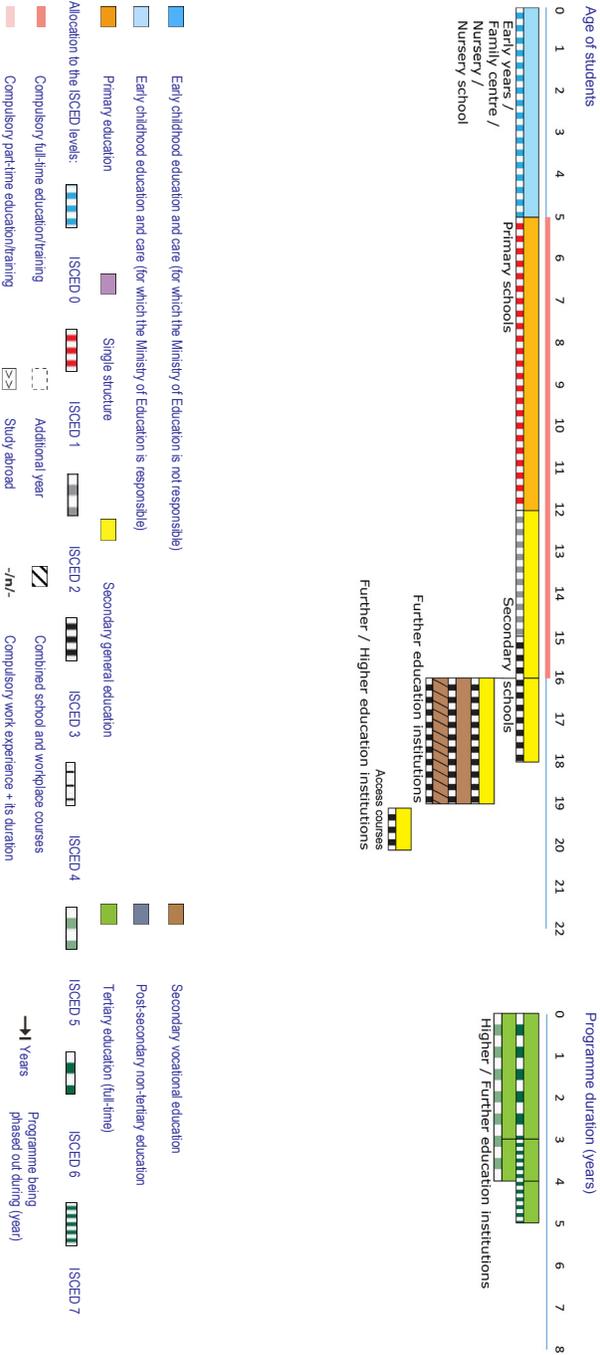
Table 8: Number of Schools and Pupils involved in Gaelic Medium education 2016/2017 (source: Bòrd na Gàidhlig, 2017)

41

sector	number of schools		number of pupils	
	Gàidhlig (Fluent)	Gaelic (Learners)	Gàidhlig (Fluent)	Gaelic (Learners)
secondary education	31	28	1272	3195

Table 9: Number of Schools and Pupils with Gaelic as a Subject in Secondary School 2016/2017 (source: Bòrd na Gàidhlig, 2017)

The structure of the education system in Scotland in 2016/2017



Source: Eurydice (2016 / 2017)

## References and further reading

### regulations

*Grants for Gaelic Language Education (Scotland) Regulations (1986)*. Available at [www.gaidhlig.org.uk/bord/wp-content/uploads/sites/2/0017534.pdf](http://www.gaidhlig.org.uk/bord/wp-content/uploads/sites/2/0017534.pdf). [Accessed on 7 January 2017]

*Standards in Scotland's Schools Etc. Act (2000)*. Available at [www.legislation.gov.uk/asp/2000/6/contents](http://www.legislation.gov.uk/asp/2000/6/contents). [Accessed on 7 January 2017]

*Gaelic Language (Scotland) Act (2005)*. Available at [www.legislation.gov.uk/asp/2005/7](http://www.legislation.gov.uk/asp/2005/7). [Accessed on 7 January 2017]

*School Consultation (Scotland) Act (2010)*. Available at [www.legislation.gov.uk/asp/2010/2/pdfs/asp20100002en.pdf](http://www.legislation.gov.uk/asp/2010/2/pdfs/asp20100002en.pdf). [Accessed on 7 January 2017]

*Education (Scotland) Act (2016)*. Available at [www.legislation.gov.uk/asp/2016/8/enacted](http://www.legislation.gov.uk/asp/2016/8/enacted). [Accessed on 7 January 2017]

### publications

Bòrd na Gàidhlig (2011). *The National Gaelic Language Plan 2012-17: Growth and Quality*. Inverness: Bòrd na Gàidhlig.

Bòrd na Gàidhlig (2017). *Data Foghlaim Ghàidhlig 2016-17*. Available at: <http://www.gaidhlig.scot/bord/research/education-data/>.

Curriculum for Excellence (2011). *Gaelic Excellence Group Report*. Glasgow: Education Scotland.

Dunbar, R (2010). "BBC ALBA and the Evolution of Gaelic Television Broadcasting: A Case Study" in *European Yearbook of Minority Issues*, Volume 9, pp. 389-418. Bolzano: Brill/Nijhoff.

Education Scotland (2015a). *Advice on Gaelic Education*. Livingston: Education Scotland.

Education Scotland (2015b). *Aspect Review of the Education Authority and University ITE Partnership Arrangements*. Livingston: Education Scotland.

Education Scotland (2015c). *Gaelic Education 3-18 in Language Learning in Scotland: A 1+2 Approach*. Livingston: Education Scotland.

General Teaching Council for Scotland (1999). *Teaching in Gaelic Medium Education*. Edinburgh: General Teaching Council for Scotland.

HM Inspectors of Schools (1994). *Provision for Gaelic Education in Scotland*. Edinburgh: The Scottish Office Education Department.

HM Inspectors of Schools (1997). *A Curriculum Framework for Children in their Pre-school Year*. Edinburgh: The Scottish Office.

HM Inspectors of Schools (2005). *Improving Achievement in Gaelic*. Edinburgh: The Scottish Office Education Department.

HM Inspectorate of Education (2011). *Gaelic Education: Building on the successes, addressing the barriers*. Livingston: HM Inspectorate of Education.

Johnstone, R (1994). *The Impact of Current Developments to support the Gaelic Language: Review of Research*. Stirling: Scottish CILT.

Johnstone, R (1999). *The Attainments of Pupils Receiving Gaelic Medium Primary Education in Scotland*. Stirling: Scottish CILT.

MacKinnon, K (1991). *A Past and Future Prospect*. Edinburgh: Saltire Society.

Macpherson, J A (2000). *Revitalising Gaelic - A National Asset - Report by the Taskforce on Public Funding of Gaelic*. Edinburgh: Scottish Executive.

Nicolson and MacIver (eds) (2003). *Gaelic Medium Education: Policy and Practice in Education 10*. Edinburgh: Dunedin Academic Press.

O'Hanlon, F., McLeod, W. & Paterson, L. (2010). *Gaelic-medium Education in Scotland: choice and attainment at the primary and early secondary stages*, Inverness: Bòrd na Gàidhlig.

O'Hanlon, F., McLeod, W. & Paterson, L. (2012). *Language Models in Gaelic-medium Pre-school, Primary and Secondary Education*, Edinburgh: University of Edinburgh.

O'Hanlon, F. & Paterson, L. (2015). "Gaelic education since 1872" in M. Freeman, R. D. Anderson and L. Paterson (Eds) *The Edinburgh History of Education in Scotland*. Edinburgh: Edinburgh University Press.

Robertson, B. (2001). "Gaelic in Scotland" in Extra and Gorter (ed), *The Other Languages of Europe*. Clevedon: Multilingual Matters.

Robertson, B. (2002). "Teacher Training in Gaelic in Scotland" in Kirk and O'Baoill (eds) *Language Planning and Education: Linguistic Issues in Northern Ireland, the Republic of Ireland, and Scotland*. Belfast: Queen's University Belfast.

Robertson, A. G. B. (2006). "Issues in Minority Language Teacher Education: a Scottish Gaelic Perspective" in Kirk (ed) *Voces Diversae*. Belfast: Queens University Press.

Robertson, B. (2006). "Foghlam Gàidhlig: Bho Linn gu Linn" in MacLeod (ed) *Revitalising Gaelic in Scotland: Policy, Planning and Public Discourse*. Edinburgh: Dunedin Academic Press.

Robertson, B. (2013). "Gaelic Education" in Bryce, Humes, Gillies and Kennedy (ed) *Scottish Education* (fourth edition). Edinburgh: Edinburgh University Press.

Scottish Government (2016). *Summary Statistics for Schools in Scotland, No: 7-2016*. Available at: <http://www.gov.scot/Publications/2016/12/9271>.

Scottish Government (2017). Curriculum for Excellence. Available at: <http://www.gov.scot/Topics/Education/Schools/curriculum>

Scottish Qualifications Authority (2017). Available at: <http://www.sqa.org.uk/sqa/70972.html>.

## Addresses

### official bodies

#### **Bòrd na Gàidhlig**

Great Glen House  
Leachkin Road  
INVERNESS  
IV3 8NW  
T 01463 225454  
E [oifis@gaidhlig.org.uk](mailto:oifis@gaidhlig.org.uk)  
W [www.gaidhlig.org.uk](http://www.gaidhlig.org.uk)

#### **Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
LIVINGSTON  
EH54 6GA  
T 01382 443600  
E [enquiries@educationscotland.gov.uk](mailto:enquiries@educationscotland.gov.uk)  
W [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

#### **MG ALBA**

Seaforth Road  
STORNOWAY  
Isle of Lewis  
HS1 2SD  
T 01851 705550  
E [fios@mgalba.com](mailto:fios@mgalba.com)  
W [www.mgalba.com](http://www.mgalba.com)

#### **The General Teaching Council for Scotland**

Clerwood House  
96 Clermiston Road  
EDINBURGH  
EH12 6UT  
T 0131 314 6000  
E [gtcs@gtcs.org.uk](mailto:gtcs@gtcs.org.uk)  
W [www.gtcs.org.uk](http://www.gtcs.org.uk)

#### **Scottish Government**

Gaelic and Scots  
Learning Directorate,  
Curriculum Unit  
Victoria Quay  
EDINBURGH  
EH6 6QQ  
T 0131 244 1479  
E [ceu@scotland.gsi.gov.uk](mailto:ceu@scotland.gsi.gov.uk)  
W [www.scotland.gov.uk](http://www.scotland.gov.uk)

**Scottish Funding Council**

Apex 2,  
97 Haymarket Terrace  
EDINBURGH  
EH12 5HD  
T 0131 313 6500  
E [info@sfc.ac.uk](mailto:info@sfc.ac.uk)  
W [www.sfc.ac.uk](http://www.sfc.ac.uk)

**Scottish Qualifications Authority**

The Optima Building  
58 Robertson Street  
GLASGOW  
G2 8DQ  
T 0845 279 1000  
E [customer@sqa.org.uk](mailto:customer@sqa.org.uk)  
W [www.sqa.org.uk](http://www.sqa.org.uk)

**local  
authorities**

**Comhairle nan Eilean Siar**

Sandwick Road  
STORNOWAY  
Isle of Lewis  
HS1 2BW  
T 01851 600502  
E [enquiries@cne-siar.gov.uk](mailto:enquiries@cne-siar.gov.uk)  
W [www.cne-siar.gov.uk](http://www.cne-siar.gov.uk)

**The Highland Council**

Council Offices  
Glenurquhart Road  
INVERNESS  
IV3 5NX  
T 01349 886606  
E [enquiries@highland.gov.uk](mailto:enquiries@highland.gov.uk)  
W [www.highland.gov.uk](http://www.highland.gov.uk)

**Argyll & Bute Council**

Kilmory  
LOCHGILPHEAD  
Argyll  
PA31 8RT  
T 01546 605522  
E [enquiries@argyll-bute.gov.uk](mailto:enquiries@argyll-bute.gov.uk)  
W [www.argyll-bute.gov.uk](http://www.argyll-bute.gov.uk)

**Glasgow City Council**

City Chambers  
GLASGOW  
G2 1DU  
T 0141 287 2000  
E [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)  
W [www.glasgow.gov.uk](http://www.glasgow.gov.uk)

**curriculum  
development  
agencies**

**Stòrlann Nàiseanta na Gàidhlig**

An Tosgan  
54 Seaforth Road  
STORNOWAY  
Isle of Lewis  
HS1 2SD  
T 01851 700880  
E oifis@storlann.co.uk  
W www.storlann.co.uk

**higher  
education  
institutions**

**Sabhal Mòr Ostaig**

Teangue  
SLEAT  
Isle of Skye  
IV44 8RQ  
T 01471 888000  
E oifis@smo.uhi.ac.uk  
W www.smo.uhi.ac.uk

**University of the Highlands and Islands**

12b Ness Walk,  
INVERNESS  
IV3 5SQ  
T 01463 279000  
E eo@uhi.ac.uk  
W www.uhi.ac.uk

**University of Strathclyde**

Level 5  
Lord Hope Building  
141 St James Road  
GLASGOW  
G4 OLT  
T 0141 444 8100  
E hass-courses-edu@strath.ac.uk  
W www.strath.ac.uk

**University of Aberdeen**

Gaelic Studies  
School of Language and Literature  
King's College  
ABERDEEN  
AB24 3UF  
T 01224 272625  
E langlit.school@abdn.ac.uk  
W www.abdn.ac.uk

**University of Edinburgh**

Celtic and Scottish Studies  
50 George Square  
EDINBURGH  
EH8 9LH  
T 0131 650 4167  
E Celtic@ed.ac.uk  
W www.ed.ac.uk

**University of Glasgow**

Celtic and Gaelic  
School of Humanities  
3 University Gardens  
GLASGOW  
G12 8QH  
T 0141 330 4222  
W www.gla.ac.uk

**publishers and  
publishing  
agencies**

**Gaelic Books Council**

32 Mansfield Street  
GLASGOW  
G11 5QP  
T 0141 337 6211  
E fios@gaelicbooks.net  
W www.gaelicbooks.net

**Acair Ltd**

An Tosgan  
54 Seaforth Road  
STORNOWAY  
Isle of Lewis  
HS1 2SD  
T 01851 703020  
E info@acairbooks.com  
W www.acairbooks.com

**Cànan Ltd**

Sabhal Mòr Ostaig  
Teangue  
SLEAT  
Isle of Skye  
IV44 8RQ  
T 01471 888500  
E fios@canan.co.uk  
W www.canan.co.uk

**research  
agencies**

**Soillse Research Centre**

Sabhal Mòr Ostaig  
Teangue  
SLEAT  
Isle of Skye,  
IV44 8RQ  
T 01471 888559  
E [fios@soillse.ac.uk](mailto:fios@soillse.ac.uk)  
W [www.soillse.ac.uk](http://www.soillse.ac.uk)

**language  
development  
bodies**

**Comunn na Gàidhlig**

5 Mitchell's Lane  
INVERNESS  
IV2 3HQ  
T 01463 234138  
E [oifis@cnag.org.uk](mailto:oifis@cnag.org.uk)  
W [www.cnag.org.uk](http://www.cnag.org.uk)

**Comann nam Pàrant**

5 Mitchell's Lane  
INVERNESS  
IV2 3HQ  
T 01463 234138  
E [seonag@cnag.org.uk](mailto:seonag@cnag.org.uk)  
W [www.parant.org.uk](http://www.parant.org.uk)

50

**cultural bodies**

**An Comunn Gàidhealach**

Leverhulme House  
Perceval Square  
STORNOWAY  
Isle of Lewis  
HS1 2DD  
T 01851 703487  
E [info@ancomunn.co.uk](mailto:info@ancomunn.co.uk)  
W [www.acgmod.org](http://www.acgmod.org)

**Fèisean nan Gàidheal**

Meall House  
PORTREE  
Isle of Skye  
IV51 9BZ T 01478 613555  
E [fios@feisean.org](mailto:fios@feisean.org)  
W [www.feisean.org](http://www.feisean.org)

# THE GAELIC LANGUAGE IN EDUCATION IN SCOTLAND



## Other websites on minority languages

**Mercator** [www.mercator-research.eu](http://www.mercator-research.eu)

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

**Mercator** [www.mercator-network.eu](http://www.mercator-network.eu)

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

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

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

52

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

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

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

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

**European Parliament Committee – supporting analyses database**

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

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

**NPLD**

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

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

**FUEN**

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

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

## What can the Mercator Research Centre offer you?

**mission & goals** The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and endeavours to promote linguistic diversity within Europe. The centre focuses on research, policy, and practice in the field of multilingualism and language learning. Through the creation, circulation and application of knowledge in the field of language learning at school, at home and through cultural participation, the Mercator Research Centre aims to provide for the increasing need of language communities to exchange experiences and to cooperate in an European context. Though the main focus lies in the field of regional and minority languages, immigrant languages are topic of study as well.

### **partners**

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

**research**

The research activities of the Mercator Research Centre focus on various aspects of bilingual and trilingual education such as language proficiency in different languages, interaction in the multilingual classroom, and teachers' qualifications for working in a multilingual classroom. Latest developments look at how educational models for minority languages can also cater for immigrant pupils. Whenever possible, research is carried out in a comparative European perspective. Results are disseminated through publications, conferences and publications in collaboration with European partners.

**conferences**

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

**q&a**

If you have any questions, please contact us at:  
[mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl).



### Available in this series:

Albanian; the Albanian language in education in Italy  
Aragonese; the Aragonese language in education in Spain  
Asturian; the Asturian language in education in Spain (2nd ed.)  
Basque; the Basque language in education in France (2nd ed.)  
Basque; the Basque language in education in Spain (2nd ed.)  
Breton; the Breton language in education in France (2nd ed.)  
Catalan; the Catalan language in education in France  
Catalan; the Catalan language in education in Spain (2nd ed.)  
Cornish; the Cornish language in education in the UK  
Corsican; the Corsican language in education in France (2nd ed.)  
Croatian; the Croatian language in education in Austria  
Danish; The Danish language in education in Germany  
Frisian; the Frisian language in education in the Netherlands (4th ed.)  
Friulian; the Friulian language in education in Italy  
Gàidhlig; The Gaelic Language in Education in Scotland (2nd ed.)  
Galician; the Galician language in education in Spain (2nd ed.)  
German; the German language in education in Alsace, France (2nd ed.)  
German; the German language in education in Belgium  
German; the German language in education in Denmark  
German; the German language in education in South Tyrol (Italy) (2nd ed.)  
Hungarian; the Hungarian language in education in Slovakia  
Hungarian; the Hungarian language in education in Slovenia  
Irish; the Irish language in education in Northern Ireland (2nd ed.)  
Irish; the Irish language in education in the Republic of Ireland (2nd ed.)  
Italian; the Italian language in education in Slovenia  
Kashubian; the Kashubian language in education in Poland  
Ladin; the Ladin language in education in Italy (2nd ed.)  
Latgalian; the Latgalian language in education in Latvia  
Lithuanian; the Lithuanian language in education in Poland  
Maltese; the Maltese language in education in Malta  
Manx Gaelic; the Manx Gaelic language in education in the Isle of Man  
Meänkieli and Sweden Finnish; the Finnic languages in education in Sweden  
Nenets, Khanty and Selkup; The Nenets, Khanty and Selkup language in education in the Yamal Region in Russia  
North-Frisian; the North Frisian language in education in Germany (3rd ed.)  
Occitan; the Occitan language in education in France  
Polish; the Polish language in education in Lithuania  
Romani and Beash; the Romani and Beash languages in education in Hungary  
Romansh: The Romansh language in education in Switzerland  
Sami; the Sami language in education in Sweden  
Scots; the Scots language in education in Scotland (2nd ed.)  
Serbian; the Serbian language in education in Hungary  
Slovak; the Slovak language in education in Hungary  
Slovene; the Slovene language in education in Austria (2nd ed.)  
Slovene; the Slovene language in education in Italy (2nd ed.)  
Sorbian; the Sorbian language in education in Germany (2nd ed.)  
Swedish; the Swedish language in education in Finland (2nd ed.)  
Turkish; the Turkish language in education in Greece  
Ukrainian and Ruthenian; the Ukrainian and Ruthenian language in education in Poland  
Võro; the Võro language in education in Estonia  
Welsh; the Welsh language in education in the UK

# THE GAELIC LANGUAGE IN EDUCATION IN SCOTLAND



c/o Fryske Akademy  
Doelestrjitte 8  
P.O. Box 54  
NL-8900 AB Ljouwert/Leeuwarden  
The Netherlands

T 0031 (0) 58 - 234 3027  
W [www.mercator-research.eu](http://www.mercator-research.eu)  
E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl)