

Assessment of the Impact of the National Gaelic Language Plan 2012-17

Final Report for Bòrd na Gàidhlig

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Table of abbreviations

ALEO	Arms-length external organisation
BnG	Bòrd na Gàidhlig
CnaG	Comunn na Gàidhlig
CnES	Comhairle nan Eilean Siar
FG	focus group
GLA	Gaelic Language (Scotland) Act 2005
GLAIF	Gaelic Language Act Implementation Fund
GLE	Gaelic learner education
GLP	Gaelic Language Plan
GM	Gaelic medium
GME	Gaelic-medium education
HE	higher education
HIE	Highlands and Islands Enterprise
LA	local authority
NGLP	National Gaelic Language Plan
SDS	Skills Development Scotland
SFC	Scottish Funding Council
SLA	Service Level Agreement
SME	small or medium-sized enterprise
SMO	Sabhal Mòr Ostaig
SQA	Scottish Qualifications Authority
TFC	Taic Freumhan Coimhearsnachd
TGT	Thig Gam Theagasg
UHI	University of the Highlands and Islands

Geàrr-chunntas Gnìomhach

1. Tha an aithisg seo ag amas air measadh a dhèanamh air buaidh a' Phlana Cànain Nàiseanta Gàidhlig (PCNG) 2012–2017 agus air cobhair a thoirt do Bhòrd na Gàidhlig (BnG) an lùib ullachadh an ath PhCNG, a ruitheas bho 2017–2022, le a bhith a' measadh:
 - soirbheas a' PhCNG ann a bhith a' coileanadh amasan fhèin agus amasan Achd na Gàidhlig (Alba) 2005 (AG);
 - buaidh a' PhCNG air na diofar raointean a tha cudromach do chor a' chànain;
 - nan adhbharan airson gach soirbheas, uireasbhaidh agus easbhaidh a tha rin lorg ann an cor a' chànain ri beatha a' PhCNG; agus
 - moladh air mar a dh'fhaodte piseach a thoirt air structar is toimhsean a' PhCNG nuair a thèid ùrachadh.

2. Tha am measadh a' toirt a-steach còig modalan:
 - Tha Modal 1 a' sgrùdadh susbaint agus cur an gnìomh ro-innleachdan cànain nàiseanta ann an diofar dhùthchannan, a' feuchainn ri leasan a thoirt asta a tha freagarrach do shuidheachadh na Gàidhlig.
 - Tha Modal 2 a' tarraing ri chèile agus a' sgrùdadh nan aithisgean agus na fianais sgrìobhte a tha air an glèidheadh leis a' Bhòrd a tha co-cheangailte ri cur an gnìomh a' PhCNG.
 - Tha Modal 3 a' sgrùdadh naoi innleachdan is pròiseactan fa leth a sheallas mar a thathas a' cur a' PhCNG an gnìomh ann an diofar raointean.
 - Tha Modal 4 a' feuchainn ri sgrùdadh dìreach a dhèanamh air buaidh a' PhCNG agus tha e a' gabhail a-steach:
 - suirbhìdh air-loidhne air beachdan a' phobaill air èifeachdachd a' PhCNG;
 - anailis air na beachdan a chuireadh an cèill aig seachd buidhnean fòcais, trì dhuibh ann an coimhearsnachdan cruinneòlach (na Hearadh, Slèite agus Dùn Èideann), trì ann an coimhearsnachdan ùidhe sònraichte (òigridh, pàrantan agus luchd-ealain) agus aon aig a' Bhòrd fhèin; agus
 - anailis air beachdan is eòlasan dusan luchd-ùidhe, stèidhichte air agallamhan mionaideach le riochdairean bhuidhnean cudromach a tha an sàs ann an cur an gnìomh a' PhCNG.
 - 'S e anailis chontra-fhìrinneach a tha ann am Modal 5, a' feuchainn ri coimeas a dhèanamh eadar an suidheachadh mar a tha e agus suidheachadh contra-fhìrinneach anns nach robh PCNGan air an cur air dòigh.

Modal 1 – Sgrùdadh sgrìobhaidhean is litreachais eadar-nàiseanta

3. 'S iad na prìomh sgrìobhaidhean a thaobh ro-innleachdan cànain oifigeil a chaidh ath-sgrùdadh agus a mheasadh an fheadhainn a bhuineas don Choimhearsnachd Fhèin-riaghlach Bhasgach, na h-Eileanan Balearach, Canada, Catalunya, Eastòinia, Galicia, Èirinn, Alba agus a' Chuimrigh. Rinneadh feum cuideachd air sgrìobhaidhean co-cheangailte ri ath-sgrùdaidhean riaghaltais meadhan-beatha (nuair a bha an leithid rim faighinn) agus taghadh den litreachas dàrnach gus tuigse fhaighinn air na co-theacsan laghail, institiuideach agus sòisealta anns an deach na ro-innleachdan seo a chur an sàs.

4. Dheasaicheadh na diofar sgrìobhaidhean ro-innleachd a mheas sinn le farsaingeachd mhòr bhuidhnean, eadar roinnean riaghaltais gu buidhnean reachdail mar am Bòrd gu buidhnean poblach neo-reachdail, air farsaingeachd mhòr adhbharan, agus ann an co-theacsan cànanain a tha eadar-dhealaichte ann an dòighean fìor chudromach. Mar sin tha sinn air amas ris na tèamannan is prionnsabalan as cudromaiche a thoirt asta, a dh'aindeoin na caochlaideachd cho-theacsan seo, agus ri fòcas a chumail air na taobhan de na planaichean seo as cudromaiche do cho-theacs na Gàidhlig.
5. 'S e aon de na tèamannan seo cudromachd a bhith a' bonntachadh na sgrìobhainn ro-innleachd air tuigse air pròiseasan dinimigeachd cànanain agus air teòraidhean ath-bheothachaidh cànanain. Air an dàrna làimh, feumar an lùib seo measadh air choreigin a dhèanamh air cor a' chànain mar a tha e an-dràsta agus air na dùbhlain shònraichte a tha an suidheachadh seo a' cruthachadh. Air an làimh eile, feumar beachdachadh air mar a dh'amaiseas an ro-innleachd chan ann a-mhàin air mar a chuirear àireamhan iomlan an luchd-labhairt am meud, ach cuideachd air giùlan – gu h-àraidh, a' cur cleachdadh a' chànain am meud, an da-rìribh, ann an àireamh nas motha de raointean beatha làitheil (raointean cleachdaidh) – agus air beachdan. Tha e feumail seo a thuigsinn a thaobh comas (a' cur am meud an àireamh dhaoine a tha comasach air Gàidhlig a chleachdadh), cothrom (a' cur am meud an àireamh chothroman Gàidhlig a chleachdadh nam beatha làitheil) agus miann (a' cur am meud an àireamh dhaoine a tha airson Gàidhlig a thogail agus, am measg na feadhna aig a bheil i mar-thà, a tha a' gabhail nan cothroman a tha ann airson a bruidhinn).
6. Airson cànanan mar a' Ghàidhlig, is mathaid gum feumar an dà chuid ro-innleachd fharsaing agus iomraidhean sònraichte air co-theacsan ionadail. Tha e cudromach gun a bhith a' cur cus cuideim air na diofaran, ach faodaidh e a bhith gum bi na dùbhlain ro, agus na cothroman airson, leasachadh ann an aon phàirt den dùthaich eadar-dhealaichte ri pàirt eile. Ach 's e sgrìobhainn poileasaidh poblaich a tha anns an sgrìobhainn ro-innleachd cuideachd, agus mar sin tha e cuideachd cudromach gu bheil i bonntaichte air tuigse dheimhinne air a' cho-theacs poileasaidh poblaich nas fharsainge agus air pròiseasan riaghaltais mar a tha iad an da-rìribh. Uime sin, the e cudromach a bhith a' tarraing a-steach an t-seòrsa eòlais a gheibhear bhon dà chuid eòlaichean poileasaidh cànanain agus searbhantan catharra.
7. Tha dèanadachd agus ceannach a-steach nan tèamannan cudromach eile. Bu choir dhan sgrìobhainn ro-innleachd a bhith bonntaichte air mothachadh air an dà chuid cumhachdan is stòrasan na buidhne a tha ag ullachadh na sgrìobhainn – an seo, am Bòrd – agus air na crìochan air na cumhachdan is stòrasan ud. Bu chòir dha feart a thoirt don ròl a chluicheadh buidhnean eile, a' gabhail a-steach Riaghaltas na h-Alba, ùghdarrasan ionadail agus buidhnean poblach eile, buidhnean Gàidhlig agus buidhnean anns na roinnean prìobhaideach agus saor-thoileach, agus do na cumhachdan is stòrasan a dh'fhaodas iad toirt a-steach.

8. Nuair a bhios builean an crochadh air buidhnean eile – mar a bhios a’ mhòr-chuid dhiubh – tha e cudromach a bhith soilleir mu ròl a’ Bhùird agus ròl nam buidhnean eile seo. Bu chòir builean a bhith soilleir, air an tuigsinn gu furasta leis an dà chuid luchd-obrach a’ Bhùird agus luchd-obrach nam buidhnean com-pàirteach, agus bu chòir dhaibh a bhith ruigsinneach a rèir cumhachdan is stòrasan nam com-pàirtichean.

9. Tha ceannach a-steach deatamach cuideachd. Ann an cuid de shuidheachaidhean, faodaidh e a bhith gun tèid aig a’ Bhòrd air a bhith a’ brosnachadh no fiù ’s iarraidh tomhas de cheannach a-steach – mar eisimpleir, tro riatanasan ann am plana Gàidhlig, no cumha a tha air a chur an sàs gus maoinachadh fhaighinn bhon Bhòrd. Ach fiù ’s anns na suidheachaidhean seo, bidh barrachd na ùmhlachd a-mhàin a dhìth airson cur an gnìomh; tha ceannach a-steach deatamach. Tha seo a’ ciallachadh gum feumar comharrachadh nam buidhnean a bhios sàr-chudromach ann an cur an gnìomh na ro-innleachd, agus co-chomhairle leotha aig ìre thràth. ’S e pròiseas an dà chuid sios bhon bhàrr agus suas bhon bhonn a tha ann am planadh cànan, agus mar sin tha ceannach a-steach bhon choimhearsnachd cànan deatamach cuideachd. An lùib seo feumar chan e a-mhàin co-chomhairle ach solar gu leòr de dh’fhiosrachadh, leithid an dàta a thathas a’ cur gu feum ann an deasachadh poileasaidh, roghainnean poileasaidh, agus nan adhbharan airson nan roghainnean a tha air an taghadh, gus an tèid co-chomhairle a dhèanamh an da-rìribh.

10. Faodar diofar innleachdan is ro-innleachdan a chleachdadh airson a bhith a’ measadh cur an gnìomh ro-innleachdan cànan ann an dòigh a tha soirbheachail agus èifeachdach a thaobh chosgaisean. ’S e aon dhiubh a bhith nas faiceallaiche a thaobh phròiseasan aithrisean agus sgrùdaidh, los gun cruinnichear corpas dàta a tha nas motha agus nas mionaidiche. ’S e fear eile co-chomhairle, còmhradh agus ‘iomlaid fiosrachaidh’ le luchd-ùidh agus coimhearsnachdan a chleachdadh na b’ èifeachdaiche.

11. Tha cleachdadh anns a’ Chuimrigh a’ sealltainn gum faod iarrtasan mionaideach a thaobh aithrisean air na comharraidhean cur an gnìomh a tha air an sònrachadh a bhith glè fheumail a thaobh measadh phlanaichean. Le bhith a’ stèidheachadh dhòighean-obrach coileanta agus gan cur an gnìomh gu cunbhalach thar ùine, gabhaidh claonaidhean a chomharrachadh agus a mheasadh gu soilleir. A thaobh ceist togail na Gàidhlig, feumaidh na builean agus na comharraidhean cur an gnìomh a bhith brìoghmhor, a’ toirt sealladh an da-rìribh air an ìre ’s a tha atharrachadh feumail air a thoirt gu buil. Dh’fhaodte a-rèist gum bi comharraidhean cur an gnìomh a tha brìoghmhor dùbhlanaich cuideachd; feumar adhartas dha-rìribh a bhith ann mus bi an comharra air a shàsachadh. A thaobh pragtaigeachd, tha e feumail a bhith a’ taghadh comharraidhean cur an gnìomh a tha a’ toirt cothrom do luchd-measaidh tarraing à corpasan dàta a tha ann mar-thà seach a bhith an crochadh air cruinneachadh corpas dàta ùr.

Modal 2: Co-chur agus sgrùdadh aithisgean agus fianais sgrìobhte

12. Ann am Modal 2, thathas a' tarraing ri chèile agus a' sgrùdadh nan aithisgean agus sgrìobhainnean eile a tha ann an làmhnan a' Bhùird, no a tha ri fhaighinn bho bhuidhnean eile, a' gabhail a-steach aithisgean air cur-an-gnìomh planaichean reachdail Gàidhlig nam buidhnean poblach aig a bheil iad, agus air data air Foghlam Gàidhlig. Tha an earrann seo dhen aithisg seo a' toirt measadh coitcheann nan stuthan seo, a' feuchainn ri dearbhadh co-dhiù a bheil beàrnann anns an data annta, agus a' tabhann mholaidhean a thaobh nan siostaman agus nan structaran a tha am Bòrd a' cleachdadh gus fiosrachadh a thrusadh agus a sgrùdadh ceangailte ri cur-an-gnìomh a' Phlana Nàiseanta agus measadh buaidh shòisio-chànanach a' Phlana.
13. Tha Modal 2 ag ainmeachadh caochladh chùisean a thaobh mheadhanan agus mhodhan-obrach a thathas a' cleachdadh an-dràsta gus cur-an-gnìomh a' Phlana Nàiseanta a mheasadh, maille ri grunn mholaidhean airson atharrachaidhean agus leasachaidhean. Tha iad seo a' toirt a-steach na leanas:
- Tha e nas duilghe co-dhùnaidhean cinnteach a dhèanamh air soirbheas (no dith soirbheis) cur-an-gnìomh a' Phlana Nàiseanta air sàilleibh nach eil gu leòr thomhasan-measaidh soilleir anns a' Phlana. Bheireadh tomhasan-measaidh (no comharran-coileanaidh) soilleir, susbainteach airson 'prìomh bhuilean' agus 'prìomhachasan ro-innleachdail' an ath Phlana Nàiseanta (ma bhios a leithid ann) dòigh na b' fheàrr gus cur-an-gnìomh agus buaidh a' phlana a mheasadh.
 - Chan eil clàr no cairt-iùil anns a' Phlana Nàiseanta a tha a' sònrachadh nam buidhnean aig a bheil dleasnas a thaobh nam prìomh bhuilean no nam prìomhachasan ro-innleachdail. Bheireadh foir-shealladh dhen t-seòrsa seo soilleireachd a thaobh riarachadh dhleasnasan agus cunntachalachd, agus dhèanadh e sgrùdadh an ath-Phlana Nàiseanta na b' fhasa.
 - Bheireadh aithisg thar-ruigheach bhliadhnail aig deireadh gach bliadhna a' Phlana, a mheasadh adhartas a thaobh amasan sònraichte agus so-thomhasach, meadhan gus sgrùdadh leantainneach a dhèanamh air a' Phlana.
 - Bhiodh measaidhean ùineach a thaobh phrìomh bhuilean agus phrìomhachasan ro-innleachdail sònraichte airson gach aon dhe na 'raointean leasachaidh' taiceil, ag amalachadh, mar eisimpleir, Dachaigh agus Tràth-Bhliadhnachan, Sgoiltean agus Tìdsearan, agus Foghlam Seach-sgoile. Ghabhadh na fo-aithisgean seo fhighe a-steach do mheasadh bliadhnail a' Phlana gu lèir.
 - Tha diofaran anns na h-aithisgean a tha am Bòrd a' coimiseanadh gus cur-an-gnìomh nam planaichean reachdail Gàidhlig a thaobh dhòighean-measaidh, structair, cruais, agus càileachd. Gus barrachd leantalachd agus samhlachd fhaighinn, dh'fhaodadh am Bòrd beachdachadh air aon chùmhnannt a buileachadh fad beatha an ath-Phlana Nàiseanta agus/no dh'fhaodadh am Bòrd a bhith na b' òrdachail a thaobh an structair agus modh-sgrùdaidh a b' fheàrr anns na measaidhean seo.
 - Tha beàrnann brìgheil anns an àireamh de dh'aithisgean bliadhnail adhartas nam Planaichean Reachdail Gàidhlig a chuireadh a-steach dhan Bhòrd agus ann an cleachdadh teamplaid aithriseach a' Bhùird. Aig an àm a rinneadh an sgrùdadh seo, cha robh am Bòrd air adhartas soilleir a dhèanamh ann a bhith a' comhairleachadh bhuidhnean poblach mun dleasnas aca aithisgean bliadhnail

adhartais a chur a-steach, no ann a bhith a' cur thuca cuimhneachain ro chinn-ama no rabhaidh mu chinn-ama nach deach coileanadh. Is coltach cuideachd nach robh siostam gu buileach èifeachdach ann gus freagairt bhuadhach a thoirt dha na h-aithisgean a tha air tighinn a-steach. Chaidh cur ris a' chomasachd ri làimh bho chionn ghoirid, ge-tà, agus thathas an dùil gum bi na pròiseasan seo air an leasachadh. Bheireadh aon tasglann structaraichte anns a bheil na sgrìobhainnean buntainneach uile ann an cruth a dhèanadh rannsachadh agus coimeasadh na b' fhasa agus a dhèanadh tasgadh agus lorgadh dàta mu chur-an-gnìomh nam Planaichean Reachdail Gàidhlig na bu chinntiche agus furasta a làimhseachadh air siostaman-tasgaidh a' Bhùird, a' dèanamh comasach sgrùdadh-dàta aig àrd-ìre thar ùine.

- Tha tomhas mòr de dh'fhiaradh ann an uiread agus càileachd an fhiosrachaidh a tha buidhnean a' toirt seachad a thaobh cur-an-gnìomh nam Planaichean Reachdail Gàidhlig aca. Bhiodh an dàta na b' fheumaile nan robh buidhnean a' leantainn an aon bhun-tomhas. Bhiodh e na b' fheàrr aon stòr-dàta a chruthachadh, le cinn cho-fhreagrach. Dhèanadh sin sgrùdadh air adhartas a dh'ionnsaigh phrìomh bhuilean agus phrìomhachasan ro-innleachdail sònraichte na b' fhasa.
- Tha an dàta air solar foghlaim agus clàrachadh sgoilearan a thrusar gach bliadhna airson a' Bhùird iomlan agus mionaideach. Chuireadh barrachd foir-sheallaidh ro-innleachdail, a' meòrachadh air pàtran an agus comharan fàbharach agus neo-fhàbharach, ris an t-sàr-eòlas a tha ri fhaighinn anns na h-aithisgean seo.
- A thaobh foghlaim seach-sgoile, tha e nas doirbhe adhartas a mheasadh air sàilleabh dhuilgheadasan structarail ann a bhith a' cruinneachadh dàta clàraidh agus cheistean mineachaidh a thaobh ìrean adhartas oileanach. Ach tha siostam cruinneachaidh dàta bliadhnail a' ruith a-nis agus bu chòir dha an suidheachadh a leasachadh gu ìre.

Modal 3 – Samplachadh agus sgrùdadh air prògraman agus pròiseactan fa leth

14. Chaidh sgrùdadh a dhèanamh air naoi prògraman agus pròiseactan air leth a bha air am maoinneachadh fo na sgeamaichean Maoin Gnìomhachaidh Achd na Gàidhlig (GLAIF) agus Taic Freumhan Coimhearsnachd (TFC) gus buaidh nan sgeamaichean seo a mheasadh. Dh'fheuch sinn ri measadh a dhèanamh air taghadh farsaing de dh'iomairtean a bha ceangailte, ann an dòighean eadar-dhealaichte, ri gach aon dhe na h-ochd raointean leasachaidh anns a' Phlana Nàiseanta, agus ann an diofar seòrsaichean coimhearsnachdan ionadail Gàidhlig (sgìrean dualchasach na Gàidhlig, bailtean mòra, sgìrean dùthchail le dùmhachd ìosal de luchd-labhairt na Gàidhlig, agus Alba air fad). Seo an fheadhainn a thagh sinn:

- Gaelic Bookbug;
- Fàs Mòr;
- Thig Gam Theagasg/Gabh an Cothrom;
- GIFT (Gaelic Immersion for Teachers);
- Gàidhlig@Oilthigh Ghlaschu;
- LearnGaelic.net;
- Gàidhlig Dumgal;

- FilmG; agus
 - Faclair na Gàidhlig.
15. Sa chiad dol a-mach, bha sinn an dùil beagan a bharrachd phrògraman a sgrùdadh, ach thug an dàil ann an solarachadh fiosrachaidh buntainnich bhon Bhòrd buaidh air na bha comasach anns an ùine a bh' againn gus a' phàirt seo dhen rannsachadh a dhèanamh agus, le sin, anns an àireamh de phrògraman a b' urrainn dhuinn sgrùdadh. Gidheadh, gheibhear anns na naoi prògraman a chuir sinn fon phrosbaig dealbh air farsaingeachd gnìomhachd dha bheil am Bòrd a' toirt taic tro GLAIF agus TFC ceangailte ris na prìomh raointean leasachaidh anns a' Phlana Nàiseanta.
16. Gus stiùir a thoirt dhan sgrùdadh againn air prògraman agus pròiseactan a tha a' faighinn taic bho GLAIF/TFC tro bheatha a' Phlana Nàiseanta làithrich, fhuair eadh greim air aithisgean ràitheil agus bliadhnail a tha ann an làmhnan a' Bhùird a thaobh maoinachaidh agus cur-an-gnìomh gach prògraim gus an sgrùdadh a dhèanamh. Rinneadh agallamhan leth-structaraichte le prìomh luchd-fios gus barrachd sgrùdaidh a dhèanamh air na bha soirbheachail, air na cnapan-starraidh, agus air na builean ceangailte ri cur-an-gnìomh nan naoi prògraman a thaghadh, agus mar a tha iad seo ceangailte ri amasan nas fharsainge a' Phlana Nàiseanta.
17. Bu chòir do leughadairean sùil a thoirt air an aithisg iomlain gus sgrùdadh air gach aon dhe na naoi prògraman fhaighinn. Gu h-aithghearrach, bha am feum air meudachadh ann am planadh ro-innleachdail, air conaltradh nas fheàrr, agus air co-obrachadh nas èifeachdaiche eadar buidhnean, nam prìomh cho-dhùnaidhean bhon sgrùdadh againn air na prògraman agus iomairtean air leth air tugadh sùil airson Modal 3.
18. Nuair a chunnacas cnapan-starraidh mu choinneamh cuir-an-gnìomh soirbheachail amasan ro-innleachdail a' Bhùird tro GLAIF agus tro sruthan airgid eile, mar as trice bha na leanas a bu choireach:
- dìth planadh ro-innleachdail agus poileasaidh co-òrdanaichte ann an raon leasachaidh;
 - eisimpleirean far nach deach obair a chaidh a chur an gnìomh gu soirbheachail air ionnsachadh no air leasachadh le buidhnean eile;
 - dìth conaltraidh agus eadar-obrachaidh leis a' Bhòrd às dèidh solarachadh agus gabhail aithisgean;
 - dìth taice agus dealais bho chuid de dh'ùghdarrasan ionadail, cuid de sgoiltean agus cuid de bhuidhnean Gàidhlig eile;
 - dìth maoinachaidh freagarraich, dìth modhan maoinachaidh geàrr-ùineach, atharrachaidhean ann am modhan maoinachaidh letheach-slighe tron phròiseact, agus dìth tèarainteachd ann am bun-maoinachaidh ro-innleachdail; agus
 - duilgheadasan ath-chùrsach ann an trèanadh agus ann an glèidheadh luchd-obrach.
19. Cuideachd, dh'ainmich Modal 3 eisimpleirean de chleachdaidhean as fheàrr, breithneachadh ùr-gnàthach, agus suidheachaidhean far an tug co-obrachadh

èifeachdach eadar am Bòrd, oifigearan pròiseict agus buidhnean Gàidhlig agus buidhnean poblach eile leas do chur-an-gnìomh soirbheachail phrògraman a fhuair taic bho GLAIF agus TFC. Gus luach an airgid fhaighinn à prògraman agus pròiseactan leasachaidh, feumar breithneachadh cruthachail agus ro-innleachd co-òrdanaichte gus prìomh amasan a choileanadh a thaobh:

- A' neartachadh agus/no ag ath-thòiseachadh tar-chur eadar-ginealach na Gàidhlig ann an dachaighean agus coimhearsnachdan agus a' meudachadh bogadh sòisealta na cloinne anns a' chànain.
- A' lìonadh nam beàrn a thathas am beachd a tha ann eadar cleachdadh na Gàidhlig anns an dachaigh air an dàrna làimh agus anns an sgoil air an làimh eile, agus anns an dòigh sin, a' cur ri coileanadh nam buil anns a' chiad dhà raon leasachaidh a fhuair prìomhachas anns a' Phlana Nàiseanta (Dachaigh agus Tràth-Bhliadhnaichean, agus Foghlam: Sgoiltean & Tidsèaran) ann an dòigh cho-òrdanaichte.
- A' tairgse fhuasglaidhean airson duilgheadasan glè aithnichte ann an leasachadh na Gàidhlig, leithid trusadh thidsèaran airson foghlam tro mheadhan na Gàidhlig.
- A' brodadh co-obrachadh nas dlùithe eadar diofar bhuidhnean agus am Bòrd, agus a' cur ri barrachd co-obrachaidh dlùith eadar diofar bhuidhnean gus amasan ainmichte sa Phlana Nàiseanta a thoirt gu buil.

Modal 4: Sgrùdadh dìreach air buaidh Plana Nàiseanta na Gàidhlig 2012-17

20. Ann am Modal 4, rinneadh sgrùdadh dìreach air buaidh a' Phlana Nàiseanta, a' cleachdadh trì modhan-rannsachaidh air leth ach a chuireadh ris a' chèile:

- Ann an suirbhidh air-loidhne, dh'iarr sinn air 211 daoine freagairtean a thoirt seachad mu iomchaidheachd builean agus prìomhachasan ro-innleachdail a' Phlana Nàiseanta, agus na beachdan aca mun ìre is a bha iad an dùil gum biodh iad seo air an toirt gu buil (Modal 4.1).
- Chum sinn seachd buidhnean fòcais gus beachdachadh a dhèanamh ann an dòigh na bu mhionaidiche air gach aon dhe na builean agus na prìomhachasan ro-innleachdail anns a' Phlana Nàiseanta. Chaidh trì dhiubh a chumail ann an diofar coimhearsnachdan ionadail agus trì am measg buidhnean dhaoine aig a bheil ùidhean sònraichte anns a' Ghàidhlig: òigridh, pàrantan, agus daoine a tha an sàs anns na h-ealain Ghàidhlig. B' e grunn luchd-obrach a' Bhùird fhèin a bha anns a' bhuidhinn eile. (Modal 4.2).
- Rinn sinn agallamhan le dusan riochdairean bho bhuidhnean eadar-dhealaichte aig an robh pàirt shònraichte ann an cur-an-gnìomh a' Phlana Nàiseanta a thaobh nam beachdan aca air buaidh a' Phlana agus air mar a dh'fhaodadh am Bòrd a bhith ag obair ann an dòigh na b' èifeachdaile (Modal 4.3).

Suirbhidh air-loidhne

21. De na 211 freagairtean a fhuair, chaidh 84% a chur a-steach le daoine fa leth agus 16% às leth bhuidhnean. Fhuair an t-suirbhidh freagairtean bho daoine de gach aois, de dhiofar bhuidhnean sòisio-eaconamach, agus àireamhan co-ionann de bhoireannaich agus fireannaich. Chum a' mhòr-chuid a-mach gun robh iad nan luchd-labhairt Gàidhlig (55%) no-luchd-ionnsachaidh Gàidhlig (31%). A thaobh àite-

tuinidh, bha a' mhòr-chuid a' fuireach ann an Dùn Èideann (àireamh=47; 22%), air a' Ghàidhealtachd (à=34; 16%), ann am Baile Ghlaschu (à=27; 13%), anns na h-Eileanan Siar (à=14; 7%) agus taobh a-muigh na h-Alba (à=14; 7%). Fhuair eadh eadar aonan agus còignear bhon chòrr de sgìrean Ùghdarrasan Ionadail seach Aonghas, Clach Mhanann, agus Sealtainn. Bhiodh e iomchaidh, ma-tha, a bhith faiceallach nach cleachdar freagairtean na suirbhìdh seo gus co-dhùnadh a dhèanamh air beachdan dhaoine mu èifeachd a' Phlana Nàiseanta mar a chaidh a chur an-gnìomh anns gach pàirt de dh'Alba.

22. Dh'aontaich no dh'aontaich gu làidir a' mhòr-chuid de luchd-freagairt gun do chuir am Plana Nàiseanta làithreach an cèill na prìomhachasan cearta airson leasachadh na Gàidhlig ann an Alba. Cha robh aonta aon-ghuthach ann, ge-tà, a thaobh dè cho coltach is a bha e gun coileanadh gin de bhuilean a' Phlana Nàiseanta ro deireadh beatha a' Phlana ann an 2017. Bha caochladh bheachdan aig daoine air a' cheist seo, a' sealltainn gun robh am Plana Nàiseanta soirbheachail ann a bhith ag adhbhrachadh atharrachaidhean ann an cuid a raointean leasachaidh.

23. Tha toraidhean na suirbhìdh a' nochdadh gu bheil na leanas na builean a thathas am beachd as dòcha a thoirt gu buil:

- àrdachadh ann an àireamhan de chloinn a tha a' tòiseachadh ann am foghlam Gàidhlig thràth-bhladhnaichean;
- àrdachadh ann an àireamh de chloinn a' clàrachadh ann am Foghlam tro Mheadhan na Gàidhlig, a' dùblachadh àireamh chlàrachaidhean bliadhnaile gu 800;
- àrdachadh bliadhna às dèidh bliadhna ann an àireamh de chloinn sa bhun-sgoil agus san àrd-sgoil a tha ag ionnsachadh na Gàidhlig mar chuspair;
- cruthachadh barrachd chothroman Gàidhlig a chleachdadh do choimhearsnachdan agus do lionraidhean de luchd-labhairt na Gàidhlig de gach seòrsa, agus àrdachadh ann an cleachdadh na Gàidhlig ann an gnìomhachdan agus seirbheisean aig ìre na coimhearsnachd;
- a' meudachadh cleachdadh na Gàidhlig ann an àitean-obrach agus a' meudachadh cothroman cosnaidh anns a bheil a' Ghàidhlig na sgil riatanach;
- a' leasachadh nan ealan agus nam meadhan Gàidhlig mar mheadhan air adhartachadh na cànan, air tarraing dhaoine thuice, agus air meudachadh chothroman Gàidhlig ionnsachadh, chleachdadh agus leasachadh;
- ìomhaigh nas àirde airson na Gàidhlig ann an roinnean dualchais agus turasachd, agus barrachd cleachdadh na Gàidhlig ann a bhith a' mineachadh eachdraidh agus cultar na h-Alba; agus
- a' co-òrdanachadh bhuidhnean a tha an sàs ann an leasachadh corpas na Gàidhlig gus neart, buntanas, cunbhalachd agus faicsinneachd na Gàidhlig a mheudachadh ann an Alba.

24. 'S iad na leanas na builean a thathas am beachd as eu-choltaiche a thoirt gu buil:

- meudachadh ann an togail agus ann an cleachdadh na Gàidhlig san dachaigh le òigridh (tha an t-amas seo doirbh a mheasadh air sàilleibh dìth dàta a leigeadh tomhas air atharrachadh bho bhun-loidhne ann an 2012);

- a' leudachadh factainneachd chuspairean tro mheadhan na Gàidhlig ann an àrd-sgoiltean; agus
 - àrdachadh ann an àireamh de dh'inbhich a tha a' togail na Gàidhlig gu 3,000 agus a' cur ri sgilean cànaicheach luchd-labhairt na Gàidhlig a tha fileanta mu thràth.
25. Tha na dùbhlannan a thàinig am bàrr a thaobh coileanadh amasan a' Phlana Nàiseanta a' sealltainn mar a dh'fheumar:
- ceannach a-steach, eibheachd agus co-obrachadh a thoirt am feabhas eadar an Riaghaltas, Bòrd na Gàidhlig, ùghdarrasan ionadail agus prìomh bhuidhnean eile air feadh Alba;
 - fàs a thoirt air roinnean tro phlanadh ro-innleachdail, co-obrachadh èifeachdach, agus goireasachadh; agus
 - ainmeachadh bun-dàta agus comharran-coileanadh soilleir gus sùil a chumail agus measadh a dhèanamh air buaidh.
26. Tha na ceistean a shoillsicheadh agus na molaidhean a rinneadh le luchd-freagairt na suirbhidh a thaobh gach aon dhe na prìomhachasan agus na builean a bha air faire anns a' Phlana Nàiseanta a' co-fhreagairt nam puingean a rinneadh le buill de na buidhnean fòcais coimhearsnachd agus dhaoine aig a bheil ùidhean sònraichte, agus air sàilleibh sin, thèid beachdachadh a dhèanamh air iad seo anns an ath-earrainn dhen gheàrr-chunntas seo.

Buidhnean fòcais ann an coimhearsnachdan ionadail agus de dhaoine le ùidhean sònraichte

27. Às dèidh aonta fhaighinn leis a' Bhòrd, ghabh sinn comhairle sia buidhnean, nam measg trì coimhearsnachdan ionadail anns na Hearadh, ann an Slèite agus ann an Dùn Èideann, agus trì buidhnean dhaoine le ùidhean sònraichte, a' gabhail a-steach òigridh (ann an Inbhir Nis), pàrantan (ann an Steòrnabhagh), agus luchd-ealain Gàidhlig (ann an Glaschu). Chaidh na buidhnean fòcais a chur air dòigh gus roinnt-tarsainn ioma-chuimseach de na coimhearsnachdan a riochdachadh, air feadh Gàidhealtachd, Eileanan, agus Galltachd na h-Alba, air an robhar an dùil agus an dòchas gun toireadh am Plana Nàiseanta as motha buaidh. Gus còmhradh air prìomh bhuilean agus raointean leasachaidh a' Phlana Nàiseanta a dhèanamh nas fhasa, chaidh geàrr-chunntas cuimhir, dà-chànanach amasan a' Plana, a' cleachdadh prìomh earrannan às, a sgaoileadh dhan fheadhainn a ghabh pàirt anns na buidhnean fòcais nuair a thugadh le post-dealain cuireadh dhaibh pàirt a ghabhail anns an rannsachadh, agus chaidh an cuartachadh ann an cruth clò-bhuailte aig a' bhuidhinn fòcais fhèin.
28. Bha e soilleir nach robh tuigse dhomhain air a' Phlana Nàiseanta san fharsaingeachd aig an fheadhainn a ghabh pàirt anns na buidhnean fòcais no aig cuid mhath dhen fheadhainn a ghabh pàirt san t-suirbhidh. Tha seo a' sealltainn gu bheil feum air conaltradh nas fheàrr mun Phlana Nàiseanta le coimhearsnachd na Gàidhlig uile gu lèir. Cha leòr e dìreach am Plana Nàiseanta a sgaoileadh; tha e cuideachd cudromach prìomh phuingean a' Phlana a dhèanamh so-ruigsinneach, agus ro-

innleachd a chruthachadh gus a' choimhearsnachd, agus gu sònraichte luchd-iomairt, a ghabhail a-steach agus a dhèanamh nas fhiosraiche mu na prìomh amasan agus builean ro-innleachdail agus na bhiodh iad seo a' ciallachadh gu practaigeach. 'S e aon dhe na ceistean as bunaitiche cò dha a tha am Plana Nàiseanta; bha faireachdainn ann nach ann dhan fheadhainn a ghabh pàirt anns na buidhnean fòcais no anns an t-suirbhidh air loidhne a bha e.

29. Ged a bha taic sa chumantas ann dhan Phlana Nàiseanta, bha caochladh bheachdan ann a thaobh dè cho soirbheachail is a bha cur-an-gnìomh a' Phlana. 'S e seo na prìomh phuingean a thàinig am bàrr bho dhàta nam buidhnean fòcais agus na suirbhidh:

- Dragh mun lùghdachadh ann an cleachdadh na Gàidhlig ann an coimhearsnachdan ann an 'crìdhe na Gàidhealtachd', gu sònraichte am measg òigridh (fiù 's am beagan a ghabhas cùrsaichean tro mheadhan na Gàidhlig san àrd-sgoil);
- A dh'aindeoin cho tairbheach is a tha foghlam tro mheadhan na Gàidhlig dha sgoilearan, bha faireachdainn ann sa chumantas nach tug e mòran buaidh a thaobh a bhith a' brosnachadh barrachd cleachdadh na cànan anns a' choimhearsnachd Ghàidhlig no am measg an t-sluaigh;
- Gu ìre mhòir, mhòir, b' e cruthachadh chothroman Gàidhlig a chleachdadh taobh a-muigh na sgoile a' cheist a bu chudromaiche dhan fheadhainn a ghabh pàirt. Ann an sgìrean bailteil fada air falbh bho 'chridhe na Gàidhealtachd', bhathas am beachd gun robh e cudromach structaran de bhuidhnean coimhearsnachd agus de chothroman cleachdaidh a leasachadh mar chùl-taice do bhun-structar foghlam tro mheadhan na Gàidhlig, agus gun robh feum air barrachd chothroman a chruthachadh gus a' Ghàidhlig a chleachdadh gu sòisealta, agus fiù 's air barrachd ionadan sòisealta Gàidhlig, aig ìre na coimhearsnachd.
- B' e a' choimhearsnachd, an t-àite-obrach agus na h-ealain Ghàidhlig na prìomh raointean a chaidh ainmeachadh airson cleachdadh na Gàidhlig a bhrodadh.
- Bhathas am beachd gur dòcha gun robh leasachadh gnìomhachdan ceangailte ri dualchas na Gàidhlig ann an co-theacs a' gnìomhachais turasachd, na mheadhan ann an sgìrean ann an 'crìdhe na Gàidhealtachd' gus barrachd cleachdadh na Gàidhlig a bhrosnachadh anns a' choimhearsnachd.
- Bha e soilleir gun robhas am beachd gu bheil foghlam tro mheadhan na Gàidhlig comasach air barrachd cleachdadh na Gàidhlig a bhrosnachadh am measg òigridh, ach nach robh gu leòr taic ann an-dràsta do sgoilearan ann am foghlam tro mheadhan na Gàidhlig aig an dachaigh – gu h-àraidh a thaobh pàrantan a bhrosnachadh gus Gàidhlig a chleachdadh nas trice – no anns a' bheatha-obrach aca san àm ri teachd.
- Bhathas am beachd gu bheil ceangal a dhìth anns a' Phlana Nàiseanta làithreach eadar cleachdadh na Gàidhlig anns an dachaigh, anns na tràth-bhliadhnaichean agus anns a' choimhearsnachd air an dàrna làimh agus ann am foghlam foirmeil air an làimh eile, agus gu bheil seo na laigse anns a' Phlana.
- Ged a chaidh cuideam a chur air leantail ann an cleachdadh na Gàidhlig agus air taic do sgoilearan ann am foghlam tro mheadhan na Gàidhlig taobh a-muigh na sgoile mar phrìomh bhuilean, chuireadh cuideam cuideachd air dìth

leantalachd ann am foghlam tro mheadhan na Gàidhlig san àrd-sgoil agus anns an àite-obrach mar laigsean anns a' Phlana Nàiseanta làithreach.

- Bha pàrantan dhen bheachd gun robh coimhearsnachdan ann an 'cridhe na Gàidhealtachd' deatamach ann a bhith a' cur ri leasachadh-cànain sòisealta an cuid cloinne deatamach, agus bha iad gu ìre mhòir, mhòir dhen bheachd gum bu chòir do dh'fhoghlam tro mheadhan na Gàidhlig a bhith na mhodal foghlam bun-sgoile àbhaisteach anns na coimhearsnachdan sin.
- Mar as trice, chuir pàrantan prìomhachas air cho cudromach is a bha e cleachdadh na Gàidhlig san dachaigh, sa choimhearsnachd agus san sgoil amalachadh. A rèir nan tobraichean dàta againn, is soilleir gun tug dìth co-òrdanachaidh eadar an dachaigh, a' choimhearsnachd agus an sgoil droch bhuaidh air soirbheas cur-an-gnìomh a' Phlana Nàiseanta.
- Chan eil gu leòr sa Phlana Gàidhlig làithreach mu na h-ealain Ghàidhlig agus mu cheòl Gàidhlig, aon chuid a thaobh bhuilean agus amasan a ghabhas dèanamh agus measadh, no a thaobh na buaidh mhòir agus nan leasan a dh'fhaodadh a bhith aca airson coimhearsnachd na Gàidhlig san fharsaingeachd.

30. Ged a thuir an fheadhainn a ghabh pàirt anns na buidhnean fòcais agus anns an t-suirbhidh gun robh iad riarachaidh gu ìre le amasan a' Phlana Nàiseanta, chaidh cur-an-gnìomh agus amalachadh bhuilean ann an raointean leasachaidh a chunnacas mar raointean air leth bho chèile a mheasadh mar chnapan-starraidh bunaitich do thoirt gu buil amasan luchd-poileasaidh.

31. Ann an leasachadh an ath Phlana Nàiseanta, bidh ceangladh obair na roinne-foghlaim, agus gu h-àraidh foghlam tro mheadhan na Gàidhlig, nas dlùithe ris a' choimhearsnachd, agus brodadh barrachd làthaireachd buill na coimhearsnachd ann am foghlam tro mheadhan na Gàidhlig anns na sgoiltean nam prìomh bhuilean.

32. Tha sinn a' moladh, stèidhichte air an sgrùdadh againn sa mhodal seo, gum biodh dòigh-obrach na b' iomlanaiche a thaobh glèidheadh na Gàidhlig ann an coimhearsnachdan agus togail na Gàidhlig, leasachadh sòisealta agus ath-ùrachadh san t-siostam foghlaim na buannachd ann an leasachadh an ath Phlana Nàiseanta.

Agallamhan le daoine aig an robh ùidh shònraichte sa chùis

33. Airson na treas pàirt, agus a' phàirt mu dheireadh, san sgrùdadh dhìreach againn air buaidh a' Phlana Nàiseanta, rinn sinn agallamhan leth-structaraichte le dusan riochdairean bho bhuidhnean eadar-dhealaichte aig an robh pàirt shònraichte ann an cur-an-gnìomh a' Phlana Nàiseanta. Am measg an t-sampla againn bha riochdairean bho chòig dhe na prìomh bhuidhnean Gàidhlig (com-pàirtichean a' Bhùird ann a bhith a' libhrigeadh sheirbheisean), bho trì ùghdarrasan ionadail, agus bho cheithir buidhnean eile a bha an cois a' Phlana Nàiseanta, a' gabhail a-steach dà bhuidheann foghlaim agus dà bhuidheann mheadhanan.

34. Thàinig ceithir prìomh chuspairean am bàrr bhon sgrùdadh chàileachdail againn air na h-agallamhan, mar a leanas:

- faireachdainnean nan daoine seo mun Phlana Nàiseanta;

- foghlam agus ath-bheothachadh cànanain sa choimhearsnachd;
 - ro-innleachd agus ròl reachdail a' Bhùird; agus
 - conaltradh Bhòrd na Gàidhlig.
35. San fharsaingeachd bhathas am beachd gun robh am Plana Nàiseanta feumail mar inneal a chur prìomhachasan ann am planadh cànanain fa chomhair sheirbheiseach catharra agus luchd-poileataigs, agus gu ìre bhuidhnean poblach a tha ag ullachadh phlanaichean reachdail Gàidhlig. Gidheadh, bhathas cuideachd am beachd nach robh am Plana feumail no fiù 's buntainneach do choimhearsnachd na Gàidhlig san fharsaingeachd.
36. Chuireadh cuideam air seo san dàrna cuspair anns an sgrùdadh againn, a thaobh na teanntachd, ann am beachd cuid a dhaoine, eadar am poileasaidh foghlam tro mheadhan na Gàidhlig a chur air adhart agus a leasachadh mar mheadhan air ath-bheothachadh cànanain air an dàrna làimh, agus glèidheadh nan coimhearsnachdan dualchasach Gàidhlig air an làimh eile. Bho shealladh an taoibh seo dhen sgrùdadh againn, tha sinn a' moladh leasachadh ro-innleachdan gus a' bheàrn eadar an dà raon leasachaidh seo a lìonadh, chun na h-ìre as motha a ghabhas sin dèanamh, a' toirt luchd-labhairt dualchasach a-steach ann an lìbhrigeadh foghlam tro mheadhan na Gàidhlig agus ann an taic seachtrach a tha na pàirt ann an Curraicealam airson Sàr-mhathais.
37. 'S ann mu ro-innleachd fhad-ùinich, ròl a' Bhùird ann an iomairtean planaigh-cànanain san fharsaingeachd, agus an ceangal eadar am Plana Nàiseanta agus lèirsinn fhad-ùineach a' Bhùird airson leasachadh na Gàidhlig a bha an treas cuspair a thàinig am bàrr san sgrùdadh againn. Tha e soilleir gu bheil cnuasachadh soilleir, ro-innleachdail deatamach do bhuidhnean an dà chuid anns an obair làitheil aca a' cur an gnìomh nan dleasan aca fon Phlana agus ann an leasachadh ròl nam buidhnean aca thar ùine, gus prìomhachasan planaigh-cànanain às leth na Gàidhlig a thoirt gu buil. Cha robh na riochdairean ris an do bhruidhinn sinn daonnan mothachail co-dhiù an ann air a' Bhòrd gu ìre mhòir a tha an t-uallach airson ro-innleachd fhad-ùineach dhen leithid seo, no a bheil an t-uallach seo air a roinn eadar an Riaghaltas, am Bòrd agus na prìomh bhuidhnean Gàidhlig. Is dòcha gu bheil leasachadh nan ro-innleachdan seo a' dol air adhart gu leantainneach taobh a-staigh a' Bhùird, ach tha a' bheachd aig na daoine ris an do bhruidhinn sinn gu bheil an soilleireachadh seo a dhìth agus gum biodh e luachmhor dhaibh nan obair a' comharrachadh na faireachdainn aca nach eil iad air a bhith an sàs anns na còmhraidhean seo.
38. Bhathas am beachd gu bheil leasachadh planaichean conaltraidh cudromach an dà chuid ann a bhith a' freagairt ionnsaighean poblach air a' Ghàidhlig anns na meadhanan agus mar inneal gus tuigse an t-sluaigh agus na beachdan aca air a' Ghàidhlig a mhathachadh. A rèir an sgrùdaidh againn air beachdan nan riochdairean ris an do bhruidhinn sinn, tha e soilleir gu bheil, nam beachd, leasachadh conaltradh a' Bhùird – leis na buidhnean aca agus le coimhearsnachd na Gàidhlig, cho math ris an t-sluaigh san fharsaingeachd – na phrìomhachas gus na h-amasan agus na builean a tha san t-sealladh sa Phlana Nàiseanta a choileanadh.

39. Stèidhichte air an dusan agallamhan a rinn sinn le daoine aig a bheil ùidh shònraichte anns a' Phlana Nàiseanta, tha sinn dhen bheachd gum biodh na leasachaidhean seo air leth tairbheach ann a bhith ag ullachadh an ath Phlana Nàiseanta:
- Bu chòir dhan ath Phlana buntanas sònraichte nam prìomhachasan-leasachaidh a mhìneachadh ann an dòigh a tha nas soilleire agus nas so-thuigsinniche dha na coimhearsnachdan Gàidhlig eadar-dhealaichte na mar a tha iad anns a' Phlana Nàiseanta làithreach.
 - Bhiodh e comasach na draghan a tha aig mòran gu bheil barrachd cuideim ga chur air foghlam tro mheadhan na Gàidhlig na air glèidheadh na cànan sa choimhearsnachd a lùghdachadh gu ìre nan robhar a' tuigsinn foghlam ann an dòigh na b' fharsaing agus na b' fhosgailte mar inneal airson leasachadh cànan a chuireas gu feum feartan cànanach nan coimhearsnachdan dualchasach Gàidhlig. Bu chòir dhan Phlana amasan a mhìneachadh nas soilleir a thaobh neartachadh nan coimhearsnachdan seo, a' gabhail a-steach cruthachadh barrachd chothroman-cleachdaidh annta ann am barrachd shuidheachaidhean.
 - Gus a' bheàrn a tha ann, ann am beachd cuid a dhaoine, eadar luchd-labhairt 'ùra' anns an t-siostam-foghlaim agus luchd-labhairt 'dualchasach' anns na diofar choimhearsnachdan Gàidhlig, mholamaid gum bu chòir dhan ath Phlana càirdeas nas fhaisge a thogail eadar an dà bhuidheann seo.
 - Bidh ullachadh cùramach de ro-innleachd mhionaidich, fhad-ùinich, a nì soilleir an dà chuid ròl a' Bhùird ann an leasachadh na Gàidhlig agus amasan fad-ùineach poileasaidh-cànain na Gàidhlig, deatamach ann a bhith a' toirt gu buil amasan agus builean Phlanaichean Nàiseanta san àm ri teachd, agus ann a bhith a' ceangal nan amasan seo ri lèirsinn luchd-poileasaidh airson na cànan.
 - Bheireadh ullachadh de ro-innleachd ioma-chùiseach conaltraidh, a thugadh luaidh air mar a dh'obraicheas am Bòrd le buidhnean aig a bheil ùidh ann an leasachadh na Gàidhlig agus le coimhearsnachdan, piseach air cur-an-gnìomh prìomhachasan planadh-cànain a' Bhùird mar a nochdas iad anns na Planaichean Nàiseanta.

Modal 5: Beachdachadh air mar a dh'fhaodadh cùisean a bhith gun Phlanaichean Nàiseanta

40. Ged a tha e doirbh sgaradh a dhèanamh eadar buaidh shònraichte an dà Phlana Nàiseanta agus buaidh gnìomhan mòra planaidh-cànain eile, 's ann a tha e soilleir gun tug ullachadh agus cur-an-gnìomh nam Planaichean Nàiseanta buaidh bhàrdach air planadh-cànain airson na Gàidhlig, buaidh nach biodh ann chun na h-aon ìre mura b' e na Planaichean seo.
41. An toiseach, às aonais nam Planaichean Nàiseanta, bhiodh coladar air planadh-cànain airson na Gàidhlig na bu sgleòthaiche, na bu mhaoile, agus na b' fharsaing, agus is coltach gum biodh slighe na bu bhrìste agus na bu neo-chunbhalach ann a bhith a' dèiligeadh ri prìomh chuspairean agus prìomh dhùbhlain.
42. San dàrna àite, tha na Planaichean Gàidhlig air a bhith nan cuideachadh ann an ullachadh cnuasachaidh ro-innleachdail agus ann an leasachadh gnìomh ro-

innleachdail a thaobh leasachadh na Gàidhlig, agus às an aonais, cha thugadh an aon chuideam air atharrachadh ann an dol a-mach bhuidhnean agus dhaoine fa leth. Gu cudromach, às aonais nam Planaichean Nàiseanta, cha bhiodh inneal ann gus slatan-tomhais a chur air bonn gus adhartas ann an leasachadh na Gàidhlig a sgrùdadh. Gidheadh, bhiodh e na chuideachadh nan robh barrachd shlatan-tomhais gan cleachdadh ann an diofar raointean leasachaidh agus sgrùdadh eadar-amail coileanadh nan slatan-tomhais ann am Planaichean Nàiseanta san àm ri teachd.

43. San treas àite, tha na Planaichean Nàiseanta air a bhith feumail ann a bhith a' trusadh cruinneachadh mòr data a thaobh gnìomhan air leth ann an taghadh farsaing de raointean leasachaidh, agus san dòigh sin a' dèanamh comasach sgrùdadh farsaing air na cothroman agus na dùbhlain a tha ann mu choinneamh leasachadh na Gàidhlig. Mar a chaidh mìneachadh ann am modal 2, ge-tà, tha duilgheadasan air a bhith ann ann an trusadh, tasgadh agus sgrùdadh an data seo. Bu choir dha na h-ath Phlanaichean Nàiseanta dèanamh cinnteach gun cleachdar an dàta seo anns an dòigh as èifeachdaiche is a tha comasach.
44. Sa cheathramh àite, rinn ullachadh agus leasachadh nam Planaichean Nàiseanta comasach coluadar na b' fharsaing agus na b' eòlaiche am measg taghadh farsaing bhuidhnean ann an Alba le ùidh ann an leasachadh na Gàidhlig. Cuideachd, tha barrachd mothachaidh ann mu chudromachd agus mu fheum rannsachaidh pongail mar bhunait poileasaidh, agus tha tuigse air na prionnsabalan bun-bheachdail agus teòiridheach planadh-cànain a-nis nas stèidhichte.
45. Mu dheireadh, tha dleasnas ullachadh nam Planaichean Nàiseanta air toirt air prìomh actairean ann an leasachadh na Gàidhlig modhan ad hoc, bras a sheachnadh agus a bhith a' cnuasachadh air an t-suidheachadh ann an dòigh nas ro-innleachdail agus iomlanaiche. Thathas an dùil gur dòcha gun toir am fosgladh seo air modhan planaidh-cànain nas grinne buannachdan thar nam bliadhnaichean ri teachd airson leasachadh na Gàidhlig.

Co-dhùnaidhean agus molaidhean

46. Tha an sgrùdadh againn a' sealltainn gun tug an dà chuid pròiseas nam Planaichean Nàiseanta agus na Planaichean fhèin deagh bhuaidh, san fharsaingeachd, air leasachadh na Gàidhlig ann an Alba. Tha grunn chuspairean farsaing air èirigh san sgrùdadh againn, ge-tà.
47. An toiseach, thathas am beachd, san fharsaingeachd, gum biodh e comasach cuid dhe na builean a nochd anns na Planaichean Nàiseanta a chur an cèill na bu shoilleire. Uaireannan, tha cuid dhiubh air an cur an cèill ann an dòigh neo-phongail, ga dhèanamh nas duilghe co-dhùnadh a ruigsinn air co-dhiù an do rinneadh adhartas gu leòr a dh'ionnsaigh an coileanadh. Aig amannan far an deach iomradh a thoirt air amasan no builean, chan eil an dòigh anns an deach an cur an cèill ro chuideachdail.
48. San dàrna àite, tha mòran am beachd nach do rinneadh gu leòr a thaobh a bhith a' brodadh fileantachd phractaigeach agus cleachdadh na cànain ann an dà-rìribh taobh a-muigh na sgoile. Ceangailte ri sin, thugadh iomradh uair is uair nach tugadh

feart gu leòr ri planadh-cànain aig ìre ionadail, agus gu sònraichte ri planadh gus barrachd cleachdaidh dhen chànain aig ìre na coimhearsnachd a phiobrachadh. Bha draghan sònraichte ann a thaobh na h-èiginn anns a bheil, co-dhiù a rèir cuid a dhaoine, a' chànain ann an coimhearsnachdan ann an 'cridhe na Gàidhealtachd' far a bheil fhathast dùmhachd shusbainteach de luchd-labhairt. Bhathas mothachail nach e dìreach èiginn chànainach a bha ann, ach gu bheil e deatamach ro-innleachd amalaichte ullachadh a ghabhas a-steach an dà chuid ath-bheothachadh cànain agus leasachadh eaconamaidhean làidir ionadail. Mu dheireadh, b' e cuspair eile a thàinig am bàrr, am feum a tha ann airson barrachd cheanglaichean eadar na seòrsaichean eadar-dhealaichte de choimhearsnachdan Gàidhlig a tha ri fhaighinn, a' tarraing air na neartan cànainach a tha fhathast ri fhaighinn ann an coimhearsnachdan ann an 'cridhe na Gàidhealtachd', ach a' ceangal nan neartan sin ri gnìomhachdan ann an diofar seòrsaichean choimhearsnachdan, nam measg feadhainn anns na bailtean agus 'coimhearsnachdan ùidhe'.

49. San treas àite, b' e cuspair eile a thàinig am bàrr uair is uair am feum a tha ann airson barrachd coluadair leantainnich eadar am Bòrd air an dàrna làimh agus an diofar luchd-ùidhe leis a bheil am Bòrd ag obair. Bhathas riarachaidh gu ìre mhòir leis a' choludair a tha ann sa chiad dol-a-mach ach cha robhas am beachd gun robh mòran coluadair leantainnich ann, agus ann am beachd cuid, cha robh sin freagarrach. Leis cho cudromach is a tha cur an gnìomh an dà chuid a' Phlana Nàiseanta agus na planaichean reachdail Gàidhlig, tha an dà chuid coluadair leantainneach le luchd-ùidhe agus measadh a tha nas ro-innleachdaile de dh'iomairtean a' Bhùird deatamach.
50. Tha an cuspair mu dheireadh ceangailte ri mar a tha am Bòrd a' trusadh dàta, a' gabhail a-steach rianachd siostaman fiosrachaidh a' Bhùird fhèin. Bhiodh barrachd sgrùdaidh eadar-amail air cur an gnìomh nam Planaichean na chuideachadh mòr dhan Bhòrd ann am planadh ro-innleachdail, giullachd obrachaidh, agus co-dhùnaidhean air riarachadh ghoireasan. A bharrachd air sin, dh'fhàs e gu math soilleir tron phròiseact seo nach robh am prìomh dàta a chaidh a thrusadh leis a' Bhòrd a thaobh cuir-an-gnìomh furasta a lorg gu sgiobalta. Feumar sùil a thoirt air an dìth seo le cabhaig.

Executive Summary

1. This report endeavours to assess the impact of the National Gaelic Language Plan (NGLP) 2012–2017 and is intended to assist Bòrd na Gàidhlig (BnG) in the preparation of the next NGLP, which will run from 2017–2022, by:
 - assessing the success of the NGLP in meeting its own aims and those of the Gaelic Language (Scotland) Act 2005 (GLA);
 - assessing the impact of the NGLP on the various domains affecting the state of the language;
 - assessing the reasons for identified successes, failures and shortcomings in the state of the language over the period of the NGLP; and
 - recommending how the structure and metrics of the NGLP might be improved when it is renewed.

2. This evaluation consists of five modules:
 - Module 1 evaluates the content and implementation of national language strategies in other jurisdictions, seeking to draw lessons that are relevant for the Gaelic case.
 - Module 2 synthesises and analyses the reports and documentary evidence held by the Bòrd that relates to the implementation of the NGLP.
 - Module 3 analyses nine discrete programmes and projects that show how the NGLP has been implemented in different fields.
 - Module 4 attempts a direct investigation of the impact of the NGLP and consists of:
 - an on-line survey of public views on the effectiveness of the NGLP;
 - an analysis of views expressed at seven focus groups, three in different geographical communities (Harris, Sleat and Edinburgh), three involving distinct communities of interest (young people, parents and artists), and one at the Bòrd itself; and
 - an analysis of the views and experiences of twelve stakeholders, based on in-depth interviews with representatives of key organisations involved in the implementation of the NGLP.
 - Module 5 is a counterfactual analysis, attempting to compare the current position with a counterfactual situation in which no NGLPs had been developed.

Module 1 – International documentation and literature review

3. The principal official language strategy documents which have been reviewed and analysed include those pertaining to the Basque Autonomous Community, Balearic Islands, Canada, Catalonia, Estonia, Galicia, Ireland, Scotland and Wales. Reference was also made to government medium-term review documents (where available) and selected secondary literature to inform the contextual, legal, institutional and social milieu within which these strategies have operated.

4. The various strategy documents considered were prepared by widely differing types of bodies, from government departments to statutory bodies such as the Bòrd, to non-statutory public bodies, for a very wide variety of constitutional, statutory and

administrative purposes, and relate to language contexts which differ in fundamentally important respects. We have therefore sought to extract what we consider to be the more important themes and principles which emerge, in spite of this great diversity of context, and to focus on aspects of these plans which are of clearest significance in the Gaelic context.

5. One of these themes is the importance of grounding the strategy document in an understanding of the processes of language dynamics and theories of minority language revitalisation. On the one hand, this requires some assessment of the current linguistic situation of the language, and the particular challenges that this situation presents. On the other, this requires some consideration as to how the strategy will address not only how to increase overall numbers of speakers, but also behaviours – in particular, increasing actual language use by speakers in a greater number of areas of daily life (domains of use) – and attitudes. This can usefully be conceived of in terms of ability (increasing numbers of people able to use Gaelic), opportunity (increasing the opportunities to use Gaelic in daily life) and desire (increasing the desire of people to acquire Gaelic, and for those who have it, to take advantage of the opportunities to actually speak it).
6. For languages such as Gaelic, this may require the articulation of both an overarching strategy and particular reference to local contexts. It is important not to overstate differences, but the challenges to and opportunities for development in one part of the country may differ from those in another part. However, the strategy document is also a public policy document, and it is therefore also important that it is grounded in a firm understanding of the broader public policy context and the actual processes of government. As such, it is important to draw on the sort of expertise that both language policy specialists and civil servants can provide.
7. Other key themes are agency and buy-in. The strategy document should be firmly grounded in an awareness of both the powers and resources of the body preparing the document – in this case, the Bòrd – and the limits of those powers and resources. It should also pay attention to the role that other bodies can play, including the Scottish Government, local authorities and other public bodies, Gaelic language organisations, and bodies in the private and voluntary sectors, and to the powers and resources that they may also bring to bear.
8. Where outcomes are dependent on other bodies – as most will be – it is important to be clear as to what the role of both the Bòrd and those other bodies will be. Outcomes should be clear, easily understood by both Bòrd staff and partner organisations, and should be achievable, given the powers and resources of the partners.
9. Buy-in is also essential. In some cases, the Bòrd may be able to encourage or even require a certain amount of buy-in – for example, through a requirement in a Gaelic language plan, or a condition imposed in order to obtain Bòrd funding. But even in these cases, actual implementation will require more than mere obedience; buy-in is essential. This implies an identification of those organisations that will be crucial to the implementation of the strategy, and early consultation with them. Language

planning is both a bottom-up and a top-down process, and therefore buy-in from the language community itself is also crucial. This requires not only consultation but also the provision of sufficient information, such as data which is being relied upon in the formulation of policy, policy options, and rationales for the options chosen, so that consultation can be engaged in in a meaningful fashion.

10. A range of strategies and mechanisms are available for the successful and cost-effective assessment of the implementation of language strategies. One of these is to take a more demanding approach to processes of reporting and monitoring, so as to generate a larger and more fine-grained body of data. Another is to engage in more effective consultation, dialogue and 'knowledge exchange' with stakeholders and communities.
11. Welsh experience has shown that requiring specific reporting in relation to designated performance indicators for particular plan commitments can be very valuable for plan assessment. The establishment of a coherent methodology for data collection, and its consistent application over time, allows trends to be clearly identified and analysed. With regard to the specific issue of Gaelic language acquisition, specified outcomes and performance indicators need to be meaningful, yielding genuine insight into the extent to which a positive change has been accomplished. There is thus a possibility that meaningful indicators will be challenging ones; there will have to be genuine progress if the indicator is to be satisfied. In terms of practicability, it is helpful to establish indicators that allow evaluators to draw upon existing data sets wherever possible rather than requiring the collection of a new body of data.

Module 2: Synthesis and analysis of reports and documentary evidence

12. Module 2 provides a synthesis and analysis of the reports and other documents held by the Bòrd, or available from other bodies, including reports on the implementation by various public bodies of their Gaelic Language Plans (GLPs), and Gaelic Education data. This section of the report gives a general assessment of these materials, seeking to determine the extent of any gaps in the data provided, and offering suggestions concerning the systems and structures the Bòrd uses to gather and scrutinise data relating to the implementation of the NGLP and the assessment of its sociolinguistic impact.
13. Module 2 identifies a range of issues concerning the mechanisms and procedures currently used for the assessment of NGLP implementation, together with several suggestions for possible revision and improvement. These include:
 - The absence of clear benchmarks in the NGLP makes it more difficult to draw unambiguous conclusions with regard to the success (or lack) of implementation. Identifying concrete measurements (or performance indicators) for the 'key outcomes' and 'strategic priorities' (if retained) of the next NGLP would provide a means of better measuring implementation and impact.
 - The NGLP lacks any table or chart indicating the bodies that have responsibility in relation to the stated key outcomes and strategic priorities. Providing such an

overview would clarify the allocation of responsibility and accountability and facilitate the evaluation of the next NGLP.

- An annual overarching report produced at the end of each year of the plan assessing progress in relation to specific, measurable targets would provide a mechanism for ongoing evaluation.
- Periodic evaluations in relation to specific key outcomes and strategic priorities for each of the 'development areas' would be helpful, amalgamating, for example, Home and Early Years, Schools and Teachers and Post-school Education. These sub-reports could feed into the annual evaluation of the plan as a whole.
- The reports commissioned by the Bòrd to evaluate the implementation of GLPs vary in their approach, structure, rigour and overall quality. In order to gain more continuity and comparability, the Bòrd might consider awarding a contract for the life of the next NGLP and/or could be more prescriptive with regard to the preferred structure and analytical approach of these evaluations.
- There are significant gaps in the number of GLP annual progress reports submitted to the Bòrd and a general lack of use of the Bòrd's template for reporting. At the time this review was conducted no clear process appeared to have been established by the Bòrd to advise public bodies of their responsibility to submit annual GLP evaluation reports or to send reminders ahead of impending deadlines or warnings following missed deadlines. Neither did there seem to be a fully operational system to respond effectively to the reports that are submitted. Available resource has recently been increased, however, and it is anticipated that these processes will be improved. The Bòrd's storage system would benefit from being made into a structured central repository that contains all relevant documents in a format that allows for ready searching and cross-comparison and is designed to make the storage and retrieval of GLP implementation data more robust and user-friendly, enabling high-level diachronic data analysis.
- There is considerable variation in the amount and quality of information provided by organisations with regard to the implementation of their GLPs. This data could be better standardised. Ideally a single database with directly corresponding entries would be created, thus allowing for easier analysis of progress towards specific key outcomes and strategic priorities.
- The data concerning education provision and enrolment compiled annually for the Bòrd is comprehensive and detailed. It would further add to the insight of this data if these reports included more of a strategic overview, discussing positive and negative trends and indicators.
- In relation to post-school education, it is more difficult to assess progress given structural difficulties in collecting enrolment data and questions of definition concerning levels of student progress. However, an annual data-gathering exercise in relation to annual learners is now in place and this should bring some improvement.

Module 3 – Sampling and analysis of discrete programmes and projects

14. Nine discrete programmes and projects funded under the Bòrd's Gaelic Language Act Implementation Fund (GLAIF) and Taic Freumhan Coimhearsnachd (TFC)

schemes were examined to evaluate their impact. We endeavoured to scrutinise a wide range of initiatives implicating, in different ways, each of the eight different NGLP development areas and relating to different kinds of geographical communities (traditional Gaelic-speaking areas, large urban areas, outlying rural areas with low Gaelic density and Scotland as a whole). These were:

- Gaelic Bookbug;
- Fàs Mòr;
- Thig Gam Theagasg/Gabh an Cothrom;
- GIFT (Gaelic Immersion for Teachers);
- Gàidhlig@Oilthigh Ghlaschu;
- LearnGaelic.net;
- Gàidhlig Dumgal;
- FilmG; and
- Faclair na Gàidhlig.

15. We had originally anticipated surveying a somewhat larger number of programmes but delay in the provision of relevant documentation from the Bòrd limited the time available to conduct this aspect of the research and hence the number of programmes it was possible to scrutinise. Nevertheless, the final nine programmes analysed represent a diverse spread of the type of activity supported by the Bòrd through GLAIF and TFC in respect of the main development areas of the NGLP.
16. To guide our analyses of programmes and projects in receipt of GLAIF/TFC funding during the period covered by the current NGLP, quarterly and annual reports held by the Bòrd in relation to the funding and implementation of each programme were obtained for our scrutiny. Semi-structured interviews were conducted with key contacts in order to examine successes, obstacles and outcomes relating to the implementation of the nine programmes sampled, and how these relate to the wider aims of the NGLP.
17. Readers should refer to the full report for an evaluation of each of the nine programmes. In summary, the need for enhanced strategic planning, greater communication and effective inter-organisation co-operation emerged as key findings in our analysis of the discrete programmes and initiatives investigated for module 3.
18. Where there were obstacles to successful implementation of the Bòrd's strategic goals through GLAIF and other funding streams, these principally involved:
 - a lack of strategic planning and co-ordinated policy within a sector;
 - instances where work that has been successfully implemented had not been learned from and developed elsewhere;
 - a lack of communication and interaction with the Bòrd beyond the submission and receipt of reports;
 - a lack of support and commitment from some LAs, some schools and other Gaelic bodies;
 - a lack of adequate funding, short-term funding arrangements, changing funding streams mid-project and lack of strategic core-funding security; and
 - recurring difficulties in training and retaining staff.

19. Module 3 also identified examples of best practice, innovative thinking and instances where effective co-operation between the Bòrd, project officers and other Gaelic and public bodies was beneficial to the successful implementation of programmes funded through GLAIF and TFC. Obtaining best value for money from development programmes and projects requires creative thinking and co-ordinated strategy to achieve key objectives in respect of:

- Reinforcing and/or re-initiating intergenerational transmission of Gaelic in homes and communities and enhancing children's socialisation in the language.
- Bridging perceived divides between the domains of home and school, thereby contributing to realisation of outcomes in the first two development areas prioritised in the NGLP (Home & Early Years and Education: Schools & Teachers) in a co-ordinated manner.
- Offering solutions to well-established problems in Gaelic development, such as GME teacher recruitment.
- Stimulating closer co-operation between different bodies and the Bòrd and contributing to more successful collaborations between different bodies to implement objectives described in the NGLP.

Module 4: Direct investigation of impact of the National Gaelic Language Plan 2012-17

20. In Module 4, a direct investigation of the impact of the NGLP was undertaken using three distinct and complementary research methods:

- In an on-line survey, we asked 211 respondents about the appropriateness of the NGLP objectives and strategic priorities, and the extent to which they believed that these would be fulfilled (Module 4.1).
- We conducted seven focus groups to discuss each of the NGLP objectives and strategic priorities in greater detail. Three were conducted in different geographical communities and three with specific communities of interest: young people, parents and those involved in the Gaelic arts (Module 4.2). A final group was conducted among Bòrd staff.
- We interviewed 12 key stakeholders, representatives of different organisations involved in the implementation of the NGLP, concerning their views on the impact of the Plan and the ways in which the Bòrd might operate more effectively (Module 4.3).

On-line survey

21. Of the 211 responses to the survey, 84% were submitted on an individual basis and 16% on behalf of organisations. The survey drew responses from people of all ages, a wide range of organisations cutting across socio-economic categories and equal numbers of women and men. Most of the respondents self-identified as Gaelic speakers (55%) or Gaelic learners (31%). In terms of geography, most of the respondents were living in Edinburgh (n=47; 22%), Highland (n=34; 16%), Glasgow City (n=27; 13%), Western Isles (n=14; 7%) and Outside Scotland (n=14; 7%). Between one and five people responded from all the other LA areas apart from Angus, Clackmannan and Shetland. Care should therefore be taken not to use these

survey responses to infer people's views on the effectiveness of the NGLP as it is implemented in all parts of Scotland.

22. The majority of survey respondents agreed or strongly agreed that the current NGLP sets out the right priorities for the development of Gaelic in Scotland. However, there was no unanimous opinion regarding the likelihood that any of the NGLP's outcomes would be achieved by 2017. People's expectations in this regard varied and indicate that the NGLP has succeeded in effecting change to some degree in some areas.
23. The survey findings indicate that the outcomes perceived to be most likely to be accomplished are:
 - an increase in the numbers of children entering GM early years education;
 - an increase in the number of children enrolling in GME, doubling the current annual intake to 800;
 - a year-on-year increase in the number of primary and secondary pupils in GLE;
 - the creation of more opportunities for communities and networks of Gaelic speakers of all kinds to use Gaelic and an increased use of Gaelic in community activities and services;
 - increasing the use of Gaelic in the workplace and increasing employment opportunities where Gaelic skills are required;
 - developing Gaelic arts and media as a means of promoting the language, attracting people to it and enhancing opportunities to learn, use and develop Gaelic;
 - an increased profile for Gaelic in the heritage and tourism sectors and increased use of Gaelic in the interpretation of Scotland's history and culture; and
 - co-ordinating parties active in Gaelic language corpus development in order to achieve enhanced strength, relevance, consistency and visibility of Gaelic in Scotland.
24. The outcomes perceived as least likely to be accomplished are:
 - an increase in the acquisition and use of Gaelic by young people in the home (this goal being difficult to measure due to lack of data to measure any change from a baseline in 2012);
 - expanding the availability of Gaelic-medium subjects in secondary schools; and
 - an increase in the number of adults acquiring Gaelic to 3,000 and enhancing the language skills of fluent Gaelic speakers.
25. The challenges identified in achieving NGLP goals highlight a need to:
 - improve buy-in, compliance and collaboration between central government, the Bòrd, LAs and other key organisations across Scotland;
 - grow sectors through strategic planning, effective collaboration and resourcing; and
 - identify clear baseline data and progress indicators in order to monitor and measure impact.
26. The issues highlighted and suggestions made in regard to each of the NGLP priorities and intended outcomes by the survey respondents echo the points made by

members of the geographical and interest community focus groups and are therefore discussed in the following section.

Focus groups in geographical and interest communities

27. In agreement with the Bòrd, the six geographical and interest communities we consulted included the three geographical communities of Harris, Sleat and Edinburgh, and the three interest communities of young people (in Inverness), parents (in Stornoway) and Gaelic artists (in Glasgow). The FGs were designed to represent a comprehensive cross-section of the communities, throughout the Highlands, Islands and Lowlands of Scotland, that the current NGLP was intended and anticipated to impact upon most. To facilitate discussion of the NGLP's key objectives and development areas, a concise, bilingual summary of its aims, using key excerpts from the document, was circulated to FG participants when they were invited to take part in the research by email, and were also distributed as a printed hand-out during the FG itself.
28. It was clear that focus group participants in general as well as many of the survey respondents did not have a deep understanding of the NGLP. This highlights the need for better communication of the NGLP to the wider Gaelic community. The mere circulation of the NGLP is probably not the only answer here; it is also important to make its main points more accessible, and to develop a strategy for better involving and informing the community in general, and those who could be considered activists in particular, of the key strategic goals and outcomes and what these might mean in practical terms. The question of to whom the NGLP is directed is a crucial one; there seemed to be a sense that it is not directed at the sort of people who participated in the FGs and many of the people who responded to the online survey.
29. While there was general support for the NGLP, there were varying opinions regarding the success of the NGLP's implementation. Key issues emerging from the focus group and survey data are:
 - A concern for the declining use of Gaelic in 'heartland' Gaelic communities, especially among young people (even the relatively few who receive GME at secondary level).
 - The degree to which GME stimulates greater use of the language in the Gaelic community or involves people in the community was widely felt to be limited, in spite of its numerous benefits to pupils.
 - Overwhelmingly, the question of creating opportunities for Gaelic use outside of education was of principal concern to participants. In, urban, non-heartland areas, developing a structure of community organisations and opportunities as a support for the GM school infrastructure was considered important, as was the need to create more opportunities for social use of Gaelic, and even of Gaelic social spaces, at a community level.
 - Suggested domains for developing Gaelic use were principally those of the community, workplace and the Gaelic arts.

- The development of Gaelic heritage-related activity to complement the tourist industry in heartland areas was felt to be a potential means of stimulating greater use of Gaelic in the community.
 - It was clear that GME is viewed as having the potential to stimulate greater use of Gaelic by young people, but that support for GME pupils in their homes – particularly in terms of encouraging parents to speak the language more – and in their future working lives is currently felt to be insufficient.
 - A perceived lack of connection between the use of Gaelic in home, early years and communities, and in formal education was identified as a shortcoming in the current NGLP.
 - While continuity of Gaelic use and support for GME pupils outwith the formal setting of school was emphasised as a key objective, discontinuity in Gaelic provision at secondary school and in the workplace was also identified as a current weakness in the NGLP.
 - Parents regarded the contribution that 'heartland' Gaelic communities could make to their children's Gaelic language socialisation as crucial, and felt overwhelmingly that GME should be the default model of primary education in such areas.
 - Parents generally foregrounded the importance of integrating the language use domains of home, community and formal education. Our data sources suggest strongly that the relative lack of co-ordination between the home, community and school domains has been an important factor that has tended to diminish the success of NGLP implementation.
 - Gaelic arts and music are not sufficiently addressed in the current NGLP, either in terms of realisable and measurable objectives and aims, or of their considerable benefits for and importance to the wider Gaelic community.
30. While FG participants and survey respondents often reported a degree of satisfaction with the NGLP's stated aims, the implementation and integration of objectives within development areas conceived of as 'distinct' emerged as a key obstacle to policymakers' successful realisation of those objectives.
31. For the ongoing development of the next NGLP, tying the work of the education sector, and especially of GME, more closely into the community, and stimulating more involvement in GME from community members in the schools, will be key objectives.
32. We suggest, on the basis of our analysis in this module, that a more holistic approach to addressing Gaelic maintenance in communities and Gaelic language acquisition, socialisation and regeneration in the education system would be beneficial for the development of the next NGLP.

Stakeholder interview analysis (4.3)

33. For the third and final component of our direct investigation of the impact of the NGLP we conducted twelve semi-structured interviews with key stakeholders in the Plan's implementation. Included in our sample of stakeholders were five principal

Gaelic bodies (the Bòrd's service delivery partners), three local authorities, and four other key actors associated with the NGLP, including two educational and two media bodies.

34. Four overarching themes emerged from our qualitative analysis of stakeholder interviews. These were:
 - stakeholder perceptions of the NGLP;
 - education and community language revitalisation;
 - strategy and the statutory role of BnG; and
 - BnG communications.
35. Stakeholders' general perceptions of the NGLP tended to reflect their widespread sense that it was useful as a tool to demonstrate language policy priorities to civil servants and politicians, and to some extent public bodies preparing their own GLPs. However, there was also a perception that the Plan was often of little use or no relevance to the wider Gaelic community.
36. This concern was also emphasised in the second theme of our analysis, regarding the perceived tension between policy to promote and develop GME as a means of language revitalisation, and the maintenance of traditional Gaelic communities. In view of this aspect of our analysis, we advocate the development of strategies to bridge the two development areas as far as possible, involving traditional speakers in GME delivery and extra-mural support within Curriculum for Excellence.
37. The third theme to emerge in our analysis concerns the Bòrd's longer-term strategy, its role in language planning efforts more widely, and the relationship of the NGLP to the organisation's longer-term views of Gaelic development in Scotland. It is clear that both for their day-to-day work in implementing commitments under the NGLP, and for the development of their organisations' roles in the longer term, clearer strategic thinking is required to enact language policy priorities on behalf of Gaelic. Stakeholders were not always clear that the responsibility for such longer-term strategy rests principally with the Bòrd, or, alternatively, whether it is shared with government and the principal Gaelic bodies. It is possible that the development of such strategies is ongoing within the Bòrd, but stakeholders' suggestions that this clarification is needed and would be of value for their work reflect their sense of not being involved in those discussions.
38. The development of communications plans to tackle public attacks on Gaelic and to help improve public understanding and attitudinal perceptions of the language were considered important. From our analysis of stakeholders' views, it is clear that improving the Bòrd's communications – with stakeholders and the Gaelic community as well as the wider public – was clearly perceived as a priority area for realising the NGLP's anticipated aims and outcomes.
39. On the basis of our analysis of the twelve stakeholder interviews, we suggest that the following developments would be of great benefit in the preparation of the next NGLP:

- The specific relevance of the NGLP's development priorities should be explained more clearly and in more approachable terms to Scotland's various Gaelic communities than are they are in the current NGLP.
- Widely held concerns that GME is currently prioritised over language maintenance in the Gaelic community may, in part, be assuaged by adopting a more inclusive and wide-ranging conception of education as a strategy for language development which makes greater use of the traditional communities. These should articulate more clearly goals for the strengthening of such communities, including the development of greater opportunities within them for social use of Gaelic in an expanding number of settings.
- To bridge the perceived divide between 'new' speakers in the school system and 'traditional' speakers in Scotland's various communities, we recommend that the next NGLP seek to cultivate a closer relationship between the two groups.
- Careful development of a detailed, long-term strategy, clarifying both the Bòrd's role in Gaelic development and the long-term goals of Gaelic language policy, will be crucial for realising the aims and objectives of future NGLPs, and relating those aims to policymakers' wider vision for the language.
- The development of a comprehensive communications strategy, addressing both the Bòrd's interaction with stakeholders and communities, and with wider Scottish society, would benefit the implementation of the Bòrd's language planning priorities through NGLPs.

Module 5: Counterfactual analysis

40. While it is difficult to disentangle the specific impact of the two NGLPs from the impact of other major Gaelic language planning interventions, it is clear that the development and implementation of the NGLPs has brought meaningful benefits to Gaelic language planning, benefits that would not have been realised to the same degree in the absence of these plans.
41. First, in the absence of the NGLPs, the discourse on Gaelic language planning and policy in Scotland would be vaguer, less focused and less nuanced, and there would likely have been a more fragmented and less consistent approach to tackling key issues and challenges.
42. Second, the NGLPs have aided the development of strategic thinking and strategic action in relation to Gaelic development, and in their absence there would have been less emphasis on institutional and individual behavioural change. Crucially, without the NGLPs, there would be no mechanism establishing overarching milestones to evaluate the progress of Gaelic development. Nevertheless, it would be helpful if future iterations of the NGLP made greater use of appropriate milestones in different areas and of interim reviews towards their achievement.
43. Third, the NGLPs have assisted the Bòrd in accumulating a large body of data relating to specific interventions in a range of different fields that allows for wide-ranging assessment of the opportunities and challenges facing Gaelic development. As detailed in module 2, however, there have been difficulties in gathering, storing

and assessing this data. Future iterations of the NGLP should aim to ensure that this data is used as effectively as possible.

44. Fourth, the preparation and development of NGLPs has facilitated a broader and more sophisticated discussion amongst a wide variety of stakeholders in Scotland with respect to Gaelic development. The importance and utility of focused research as a foundation for policy has been more fully appreciated, and understanding of the conceptual and theoretical principles of language planning more widely established.
45. Finally, the discipline of having to prepare NGLPs has forced key actors in Gaelic policy to move away from ad hoc, often reactive approaches and to consider the situation in a more strategic and holistic way. The introduction of this more sophisticated approach to language policy may bring longer-term benefits for Gaelic development.

Conclusion and recommendations

46. Our review demonstrates that the NGLP process and the NGLPs themselves have had a generally positive impact on Gaelic development in Scotland. A number of broad themes have, however, emerged from our review.
47. First, it is clear that there is a fairly widespread perception that some of the outcomes which are stated in the NGLPs could be more explicitly articulated. The sometimes rather general way in which some of these have been presented makes it difficult to determine whether the progress which may have been made towards their achievement is sufficient. In some cases where targets or outcomes have been set out, the way in which they have been articulated has not been particularly helpful.
48. Second, there is also a fairly widespread perception that not enough is being done in relation to promoting practical fluency and actual language use outside of the school context. A related, recurrent theme was that insufficient attention is being given to language planning at a local level, and particularly planning to promote increased use of the language at a community level. Of particular importance is the perceived crisis for the language in those so-called 'heartland' communities where there are still significant concentrations of Gaelic speakers. There was recognition that the crisis facing these communities was not merely linguistic, but that an integrated strategy which includes both language revitalisation and the development of stronger local economies was essential. Finally, another theme related to the need for greater linkages between the different sorts of communities which exist, drawing on the remaining linguistic strengths in the so-called 'heartlands', but marrying those strengths with activity in different types of communities, including urban ones and 'communities of interest'.
49. Third, a recurrent theme was the need for closer ongoing engagement between the Bòrd and the various stakeholders with which it is working. There was considerable satisfaction with the interaction at initial stages but ongoing interaction was relatively limited, and was felt by some to be inadequate. Given the importance of NGLP and

GLP implementation, ongoing engagement with stakeholders and a more strategic assessment of Bòrd initiatives are both crucial.

48. A final issue involves the Bòrd's data gathering, including management of its own information systems. Greater use of interim reviews on NGLP implementation would greatly assist the Bòrd's strategic planning, operational management and allocation decisions. In addition, it became very clear during the course of this project that key data with regard to implementation which had been gathered by the Bòrd was not easily and quickly accessible. This deficiency should be addressed as a matter of some urgency.

