



Bòrd na Gàidhlig

**Census Survey of Adult Learners
of Gaelic**

Final Report

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Executive Summary

In April 2014 Bòrd na Gàidhlig commissioned Tkm Consulting to deliver a project to support the development of a strategy for adult learners of Gaelic by conducting a census survey. The required outcomes of the project were to establish the actual number of adult learners of Gaelic in Scotland and identify support needs they may have on their pathway to fluency. This report documents the approach taken to deliver the project outcomes together with the key findings from the survey and their potential implications for the strategy.

For the purposes of the project, an adult learner of Gaelic was somebody participating in any kind of activity to acquire, develop, or improve their Gaelic language skills, who was 16 or over, had left full time secondary education, and was living in Scotland.

The primary method of data capture was an on-line survey which collected data from those that considered themselves to fall within the definition of an adult learner of Gaelic from 27 October until 7 November 2014. There was a good level of participation and the findings are generally considered to be representative of adult learners of Gaelic. Learning providers were also asked to contribute to the project by providing information about any activities they were running during the survey period and the number of participants. From the findings, 7 recommendations were put forward, 6 of which related to strategy development and one to future project work.

The survey for learners was divided into 6 sections. The first section was to determine whether respondents were part of the required dataset and to gather information about the current status of their Gaelic language skills. The two key findings from this section with implications for the strategy were firstly that the profile of adult learners of Gaelic seems to be aging when comparing the profile to earlier work, with 60% of adult learners of Gaelic found to be aged 45 years or over. In particular, the age bracket 19 – 24 years was under represented when compared to participation rates in lifelong learning in Scotland, and it was recommended the strategy includes measures to more effectively engage with this age group.

The second finding was that learners seemed to be relatively skilled with complete beginners accounting for 12% of the group and the majority of learners placed their current skills level in the top half of the scale. Therefore the strategy may also want to focus on initiatives designed to encourage and support more learners at the lower end of the skills spectrum to enter the training pipeline.

The next section in the survey examined the types of learning interventions learners were actively participating in during the survey period. The most commonly reported first intervention was a formal or structured learning activity, with an informal activity being most common as a second reported activity. Evidence from this and other sections of the survey suggests defining or mapping learning pathways would be beneficial to learners and potential learners, which informed the second recommendation. Mapping learning opportunities would also help to address a number of other issues highlighted by the findings such as learner expectations with regard the time and commitment required to reach fluency.

The survey went on to examine resources and respondents were using a range of resources to support their learning. However, there was some evidence to suggest a proportion of learners may not be aware of all resources available to them. It is recommended the strategy provides a mechanism or overarching framework for a more holistic and streamlined presentation of resources to learners, which could also be integrated with learning provision.

The majority of respondents indicated that they had encountered issues, difficulties and barriers while learning Gaelic. More than half of the respondents reported that the lack of interaction with native

Gaelic speakers or fluent learners was adversely affecting their acquisition of Gaelic language skills. A large number also reported personal commitments were an issue, a finding which was supported by comments made by respondents regarding a lack of time to study.

A number of opportunities were identified in this section and two recommendations are made around managing barriers that learners associated with learning provision. The first suggests the strategy supports the development of learners who are not able to enter mainstream or traditional types of learning activity, and there was evidence to suggest there are learners or potential learners in this situation. The second recommendation suggests the strategy implements specific measures to support and encourage learning providers to diversify delivery of learning activities that have proven successful.

There was evidence to suggest that some of the barriers identified for adult learners of Gaelic seemed to be exacerbated for those that reported they were disabled. It is therefore recommended that the strategy prioritise measures to mitigate barriers where they are disproportionately affecting those that are disabled.

A high proportion of respondents provided their contact details and it was very encouraging to see learners expressing a wish to participate in future surveys. This group of learners will be a substantial asset to future projects and the main challenge will be maintaining interest in participation. This and other changes to data capture are addressed by the final recommendation, which is a general recommendation covering suggested question modifications, and amendments to the design and distribution of the survey.

There was also good quality data provided by some of the learning providers regarding the number of participants in learning activities they were offering during the survey period. This was used to determine a participation rate for the survey of learners and estimate the number of adult learners of Gaelic. There are assumptions and limitations that must be taken into consideration. Allowing for these, the number of adult learners of Gaelic during the survey period was estimated to be 3,495.

1. Introduction

Bòrd na Gàidhlig (the Bòrd) was established by the Gaelic Language (Scotland) Act 2005 as the organisation responsible for securing the status of Gaelic as an official language of Scotland, commanding equal respect to the English language.

As part of their remit, the Bòrd are required to produce, review and update the National Gaelic Language Plan (NGLP). The current plan is NGLP 2012 – 2017, which was launched in June 2012. The NGLP defines a number of development areas with some being prioritised for delivery, and post-school education is one of the prioritised areas.

In September 2013, the National Gaelic Education Strategy Steering Group recommended a working group be established to develop a national strategy for adult learning of Gaelic, and the Bòrd commissioned Tkm Consulting (Tkm) to deliver a census project to support strategy development.

The required outcomes from the project were to establish the actual number of adult learners of Gaelic in Scotland, and identify the support needs they may have whilst on the pathway from learner to fluency in Gaelic, and this report highlights the findings.

The project was initiated in April 2014 with a survey for adult learners of Gaelic being conducted during the period 27 October until 7 November 2014. Learning providers were also asked to participate by providing information about learning activities taking place during the survey period together with number of people participating.

Following the Introduction, there are 5 further sections in this report:

- i. Methodology - provides an overview of the approach taken to deliver the project and covers development and distribution of the surveys for both learners and learning providers. It covers project definitions, survey design, development of question sets, and details how the surveys were distributed;
- ii. Survey Data and Analysis - presents the data gathered from both learners and learning providers. For learners, the data gathered in response to each question is analysed and key the facts and trends evident from the data are highlighted;
- iii. Evaluation and Strategy Implications - discusses the key findings from the data analysis and identifies potential and emerging trends by using comparisons to previous work and examining evidence where available. The section also identifies where further investigation may be required and proposes recommendations about aspects of adult learning that relate to the project outcomes. Any issues with datasets are highlighted together with suggestions for improvement. The recommendations are summarised at the end of the section;
- iv. Number of Adult Learners of Gaelic - using data from the survey of learners and information provided by learning providers, the number of adult learners of Gaelic during the survey period is calculated;
- v. References – these are listed in the final section. An interim report was presented to the Buidheann Obrach Ionnsachadh Gàidhlig Inbheach (BOII) (the Adult Gaelic Learning Working Group) and points arising from discussions at that meeting are referenced in the report where appropriate.

2. Methodology

The first stage of the project was to define a number of key terms. The agreed definitions were:

- i. Adult Learner of Gaelic - a person who is actively seeking to improve any of their Scottish Gaelic language skills (reading, writing, speaking and listening) through study or experience. They are currently resident in Scotland, are aged 16 or over, and have left full time secondary school education although may be in further or higher education;
- ii. Learning intervention – a specific activity offered by a learning provider, with a clear start and finish (dates or on achievement of a particular standard by the participant), that either has the aim of improving a participant’s reading, writing, speaking and listening Scottish Gaelic language skills or competencies, or is intended to enable a participant to achieve a specific standard in Scottish Gaelic language reading, writing, speaking or listening. This was further broken down into two categories;
 - Formal learning intervention – activities that follow a predefined syllabus or list of topics delivering consistent content to each participant. There will be an expectation that those participating will reach or attain a specific standard or level. This may or may not be a formal qualification. There will usually be an expectation on the part of the learner about what will be learnt through participating, and a general expectation that participants will attend all, or the majority, of sessions;
 - Informal learning intervention – activities which may be led by a facilitator and are likely to help consolidate language skills although activities may result in some skills acquisition. Topics covered may be determined to some extent by participants attending each individual activity, or may have a primary purpose other than improving Gaelic language skills. Participants are unlikely to need to attend every session to benefit from participating.
- iii. Learning resource – a resource that is specifically designed to support adult learners in acquiring Scottish Gaelic language skills or competencies.

The required datasets from both surveys were also agreed at this stage and used develop question sets with specific pathways through the survey. With regard to the survey of learners, it was agreed to capture data about those that considered themselves learners of Gaelic, and those planning learning activities. However, the focus of the supporting text and promotion of the survey was on those that considered themselves learners during the survey period.

2.1. Design of Surveys

A proposed outline of the survey for both learners and learning providers was submitted as part of the response to the invitation to tender. Question sets were developed taking into consideration the original specification and the agreed definitions and datasets discussed above.

2.1.1. Learner Survey

Questions presented to respondents in 6 sections:

- i. About the learner - these questions were primarily designed to ensure the respondent was in the required dataset and also asked about proficiency with Gaelic language. There was a self-

assessment of current language skills which was broadly based on the Common European Framework of Reference (CEFR) framework, and was very similar to the levels used for a previous survey by the Highland Council in 2013;

- ii. Learning interventions - respondents were asked about 2 current (those being undertaken during the survey period) or planned learning interventions, asking them to categorise their learning. This section also asked questions about which skill they were looking to improve (speaking, listening, reading and writing) and where they hoped to be able to rate their language competence at the end of current learning interventions;
- iii. Resources being used and barriers to learning - questions were asked about which resources respondents used to improve or consolidate their learning of Gaelic language skills. Two resources, LearnGaelic.net and Clì Gàidhlig, were specifically named as they receive funding from the Bòrd. The remaining resources were more general. There was also a question included that was written by MG ALBA that specifically asked about the development of LearnGaelic.net. The section went on to ask respondents about potential issues, difficulties and barriers to learning that they may have encountered;
- iv. Disabilities and the effect, if any, they had on acquiring, developing or improving Gaelic language skills. The definition of disability was taken from guidance issued by the Equalities and Human Rights Commission (EHRC). Categories of disability were based on those in the Civil Service best practice guidance for monitoring equality where they were relevant to adult learners;
- v. Other Information - this section was one free text field in which respondents were able to make any comments they wished to in relation to the survey or their submission;
- vi. Contact details - respondents were asked to provide their name, e-mail and contact telephone number if they would like to participate in future surveys.

The questions for learners can be found at Appendix 1 which shows the questions, possible responses for each question, and the available pathways through the survey. The survey was provided in Gaelic and English languages throughout and respondents were able to respond in either language. The different languages were shown in the final survey in different colours, and the languages were separated with a / to facilitate accessibility.

The survey was designed using the on-line survey tool SurveyMonkey. A hard copy was also available for anyone who did not have internet access, which could be requested by contacting Tkm.

2.1.2. Learning Provider Survey

Information requested from learning providers was:

- i. Organisation and contact information;
- ii. Learning interventions being offered during the survey period, the types of delivery and/or attendance available for those interventions, and the number of students participating;
- iii. Learning interventions offered in the past 3 months, which were not already reported, and the number of students that participated;
- iv. Learning interventions that providers planned to offer in the next 3 months, which were not already reported, and anticipated number of attendees.

The learning provider survey allowed respondents to enter information about up to 5 current initiatives, 3 past, and 3 future initiatives and the survey question set can be found at Appendix 2.

This survey was also designed using SurveyMonkey, however, given some learning providers were anticipated to be offering large numbers of initiatives, a spreadsheet asking for the same data was also made available by request to facilitate returns.

2.2. Distribution of Surveys

2.2.1 Learner Survey Distribution

Initial information about the survey was sent out by the Ceannard and was issued to approximately 180 contacts by e-mail. These comprised contacts lists held by the Bòrd and included:

- i. Organisations with, or preparing, Gaelic Language Plans;
- ii. Main Gaelic organisations;
- iii. Contact details of those involved in adult education provided to the Bòrd by Clì Gàidhlig.

Additionally some people contacted Tkm about the survey once the promotional activity had started and asked to be added to the distribution lists.

During the survey period, the ongoing promotion of the survey was through e-mail to learning providers and also through the Bòrd's social media. Other organisations assisted with the promotion of the survey through their own communications channels and there was a link to the survey on a web page within Tkm's website.

The survey was initially open between 27 October – 7 November 2014. As there was still a fairly significant number of returns being made at the end of the survey period, the closing date of the learner survey was extended by one week.

2.2.2. Learning Provider Survey Distribution

Initial information circulated to the distribution lists above asked any learning providers to contact Tkm if they would like to receive information about the learning provider survey. The link to the survey was then issued to known learning organisations, those with Gaelic Language Plans, and anyone who had specifically requested the survey link. Learning providers were issued with two reminders by e-mail.

2.3. Collection of Results

The data gathered from both surveys was collected through SurveyMonkey, which was also used to do some of the preliminary analysis and presentation of data.

3. Summary and Analysis of Results

This section presents the data gathered from both surveys and provides some initial analysis of those results, highlighting key facts evident from the data.

It should be noted that:

- i. Percentages have been rounded to a whole number, and refer to the percentage of those responding to the question;
- ii. The presentation of figures shows the data labels in English only. Where the figures are marked with an *, the options that were offered to respondents have been summarised for the purposes of data presentation. The full text of options that respondents would have chosen from in the survey can be found at Appendix 1.

3.1. Numbers of Survey Respondents

3.1.1. Learner Survey Returns

The number of learner survey returns are shown in Table 1:

Total number of returns	1130
Total number of completed returns	944
Number of completed returns from people living in Scotland	863

Table 1 – Number of Learner Survey Returns

There were no returns made in hard copy.

3.1.2. Learning Provider Survey Returns

The learning provider returns are shown in Table 2:

Total number of returns (including nil returns and spreadsheets)	49*
Total number of completed returns	37*
Number of returns from learning providers with current learning interventions	30*

Table 2 – Number of Learning Provider Survey Returns

*1 return was received after the survey period had closed. It was not included in the calculation of the participation rate and therefore was not included in the number of current learning interventions reported, however, was included in the final spreadsheet showing numbers of learning activities during the survey period.

Spreadsheets were requested and completed by 4 learning providers.

3.2. Survey Data and Analysis

3.2.1. Learner Survey Data and Analysis

Data and a summary of analysis for each survey question is presented below. The sub-headings shown in bold and numbers below each sub-heading relate to section headings within the survey and question numbers respectively. It should be noted that there were various pathways through the survey and therefore not all those in the final dataset would have been given an opportunity to respond to all questions.

Section 1 - About the Learner

1. The number of people living in Scotland was 863. Additional, complete returns for other countries were:

- England – 32 responses;
- Other – 47. The most commonly reported countries in this category were Canada, the USA, and Germany.

All data presented below is for those who reported that they lived in Scotland.

Respondents were not asked any further detail about their location although some analysis was completed using IP addresses where available. This information will have limited accuracy due to a number of factors and only 48% of IP addresses had locations within Scotland. Using these records, the percentage of returns for each local authority were deduced and can be found at Appendix 3. The highest proportion of returns were from Glasgow (30%), followed by Edinburgh (21%) and the Highlands (7%).

2. The age profile for respondents is shown at Figure 1. The age bracket with the highest response was 35 – 44, however, it be noted that the majority of respondents (60%) were aged 45 or over which is discussed further in Section 4.1.1. There was a return for respondents aged 85+, which accounted for <0.5% of returns.

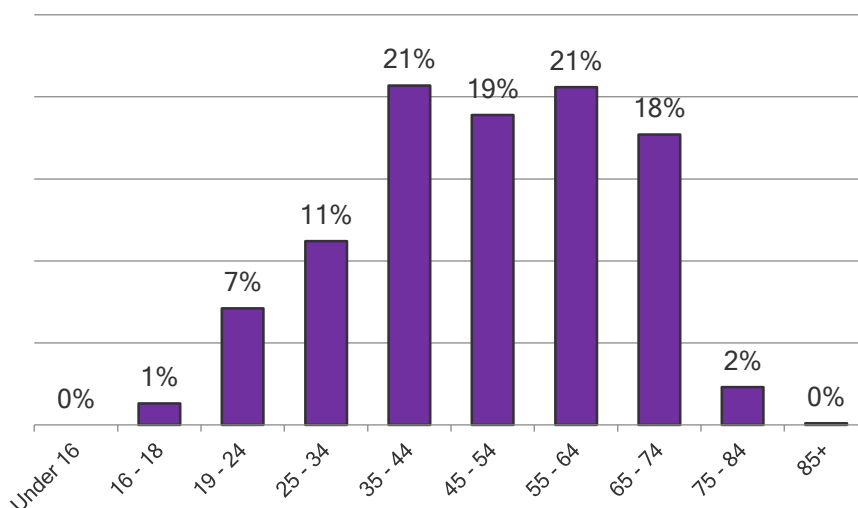


Figure 1 – Learner Age Profile

3. Within the 16 – 18 years bracket, 18% said they were still in full time secondary education and 82% said they had left full time secondary education. Those that stated they were still in full time secondary education were directed to the final section of the survey, Contact Details.

4. Respondents were asked to rate their current level of competency on a scale that offered respondents 6 increments from complete beginner to a degree of fluency (full descriptions can be found at Appendix 1).

There seemed to be relatively high levels of competency across the dataset and complete beginners accounted for 12% of the return. The highest proportion of respondents (19%) rated their current language skills at level 5, one below the top level offered. All responses are shown at Figure 2:

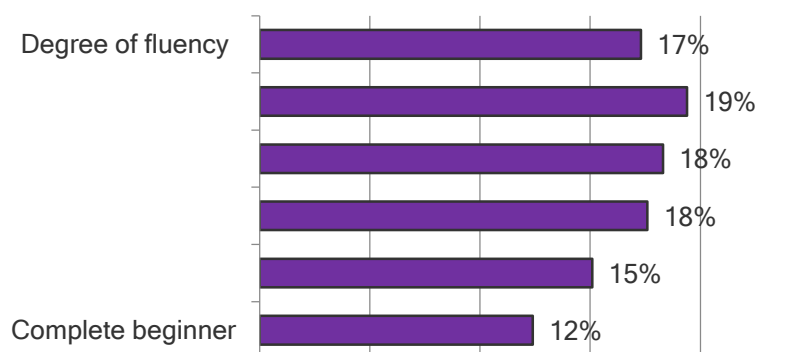


Figure 2* – Current Competency Levels of Learners

Section 2 - Learning Interventions

Respondents were given the opportunity to provide information about 2 learning initiatives that they were participating in during the survey period. The notes to the question asked any respondents that may have been participating in more than 2 activities to enter information on the 2 activities that they spent the most time actively participating in each week.

During data analysis it was evident that a proportion of respondents were unclear how to classify their learning, which is discussed further in Section 4.2.1. To ensure the data about learning interventions was as consistent and as accurate as possible, data was adjusted where it was clear that a learning intervention being reported belonged to another category. The values shown below refer to the adjusted dataset. It should be noted that data was only adjusted within individual questions. Any changes were not carried forward to subsequent questions.

5. When asked about their first learning intervention, 40% of respondents indicated they were undertaking a formal or structured learning activity. Within the remaining dataset, 23% were attending an informal learning activity.

Respondents teaching themselves accounted for 11%, 3% were using a private tutor, and there was a small but significant number (7%) classifying themselves as learners although not undertaking, and not planning to undertake, any activity. The same percentage (7%) planned to start a learning activity within the next 3 months.

Figure 3 shows the breakdown for the first current learning intervention:

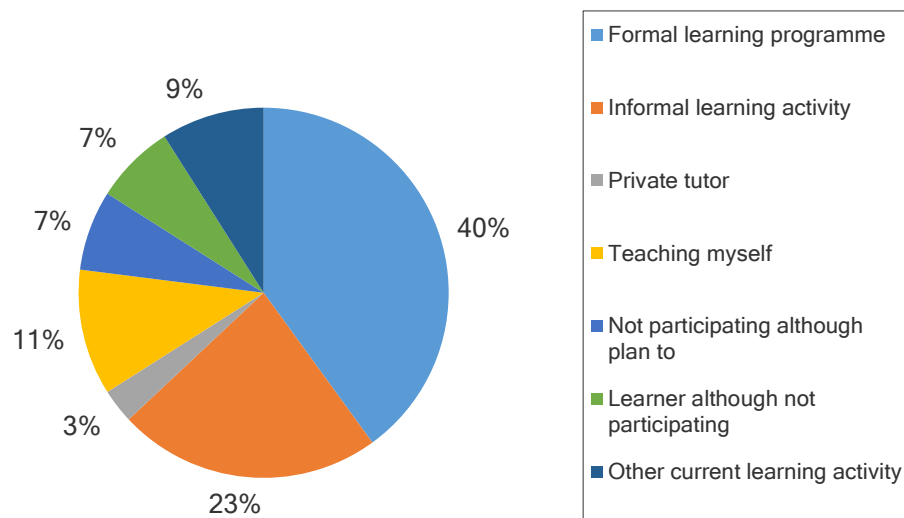


Figure 3* – First Reported Current Learning Interventions

Those that selected Other were learning by a variety of ways: with family, friends or neighbours; by teaching others; using on-line and media resources; using books and reference guides; and through parent groups. A number of respondents referred to class attendance (evening or with their local authority) although did not provide sufficient information for activities to be classified as formal or informal activities. Some also reported past learning experiences and others stated they wanted to learn but were unable to find a class.

6. The most popular category within formal interventions was undertaking a degree or post graduate level course (23%). Those attending conversation classes accounted for 21%, and 17% were completing Ùlpan. The full breakdown of activities reported within the first formal learning intervention is shown at Figure 4:

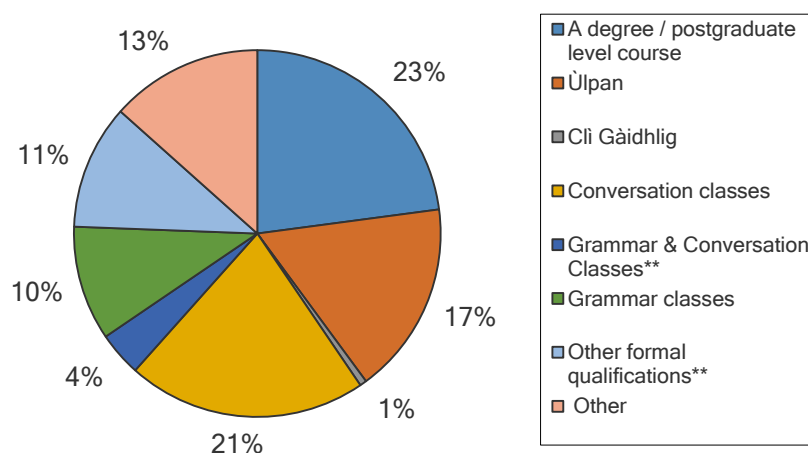


Figure 4* – First Reported Formal Learning Activities

**Categories added during data adjustment using the information provided by respondents in the Other category.

7. 308 respondents provided the name of the course they were participating in as their first reported formal learning activity. This data was used in conjunction with the data collected in response to question 10 to match responses to information provided by learning providers.

8. The most common method of study reported for a formal learning programme was through evening classes (43%). The remaining learners reported:

- Full time study - 16%
- Day release or weekend classes - 2%
- Class sessions on a week day (half day or less) – 18%
- Distance learning – 17%
- Immersion courses – 1%
- Other residential – 0%
- Other – 3%

9. The first reported informal activities are shown at Figure 5:

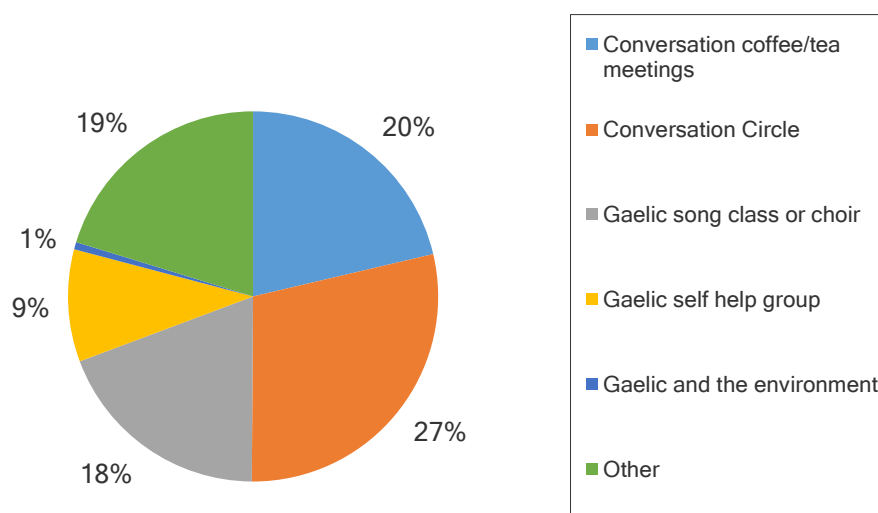


Figure 5 - First reported informal learning activities

Those in the Other category included: parent and family groups; family and friends; a range of classes for example, evening and local authority; and on-line and media resources.

10. The most common provider of the first learning activity was University, College or other HE/FE institution (34%). Other providers reported were:

- Local authority – 29%
- Community group – 20%
- Workplace – 2%
- Other – 16%

This question also asked respondents to state the name of the organisation providing their learning activity in a free text field.

11. The vast majority of learners reported that they hoped to improve their speaking (96%) and listening (90%) skills with the first reported learning activity. 74% reported wanting to improve their reading and 65% writing.
12. Just over half of respondents (51%) reported participating in a second learning intervention.
13. The breakdown for the types of second reported learning interventions is shown at Figure 6:

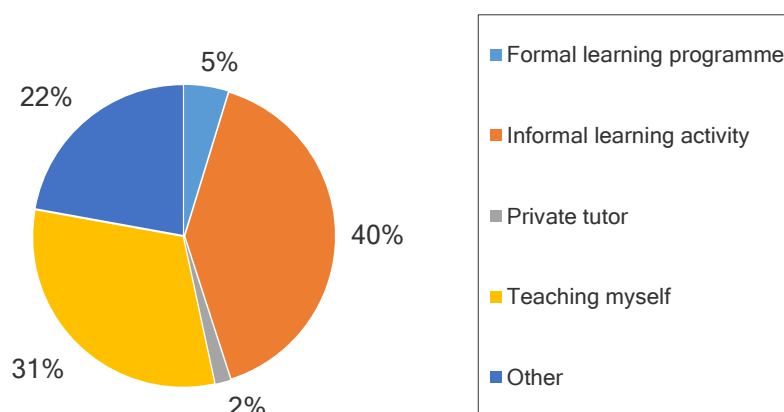


Figure 6* - Second Reported Current Learning Intervention

The types of learning activities referred to in Other were very similar to those reported against Other at question 5 and as with the questions regarding first learning interventions, the data was adjusted where appropriate.

14. The total number of respondents undertaking a formal learning activity as their second learning intervention was 18. Within this group, degrees or post graduate level courses, Úlpan, and conversation classes were equally the most reported activity. There were some reports against Cli Gàidhlig and grammar classes.
15. The name of the activity respondents were attending as a second formal activity was reported by 14 respondents. As with the name of the first activity, this was used to match returns to the information provided by learning providers in conjunction with the data gathered in response to question 18.
16. The main method of study for a formal activity as a second reported activity was distance learning, which accounted for 28% of respondents. This was followed by equal numbers attending evening classes or classes on a week day (half day or less). All other methods of study had some information reported against them with the exception of Other Residential.
17. The highest proportion of respondents were participating in informal learning activities (40%) as their second reported current learning activity, with the most popular activities being Gaelic song (29%) and Conversation Circles (27%). 30% of respondents reported teaching themselves.

The types of informal learning as a second activity are shown at Figure 7:

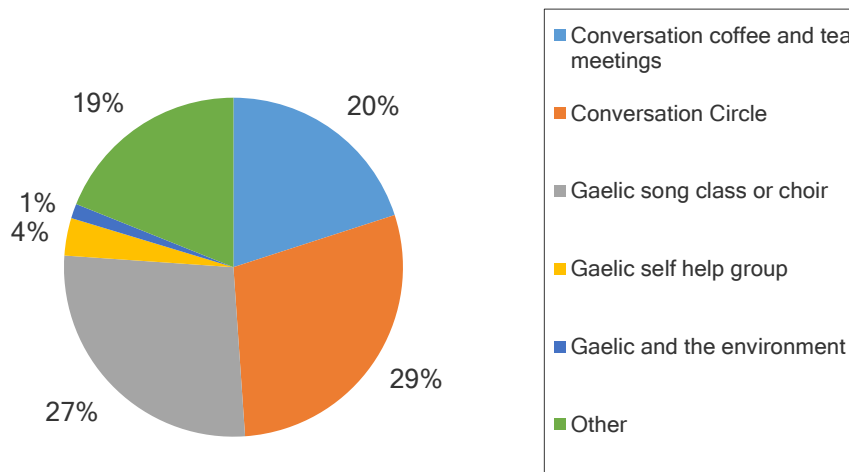


Figure 7* - Second Reported Informal Learning Activities

18. Community groups were the most commonly reported learning providers for the second activity (29%) with the other types of organisation having returns of:

- University, college or other FE/HE institution – 17%
- Local authority – 20%
- Workplace – 2%
- Other – 33%

This question also asked respondents to state the name of the organisation providing their learning activity in a free text field.

19. The majority of learners were still looking to improve speaking skills with their second activity (88%). The percentage looking to improve listening skills was 82%, reading was 58% and writing was 45%. This suggests respondents were less likely to be using their second activity to improve all elements of language competency than they were for their first activity.

20. At the end of their current learning interventions, 45% of respondents hoped to rate their language skills at the top level, level 6 of the framework. This and the other responses are shown at Figure 8:

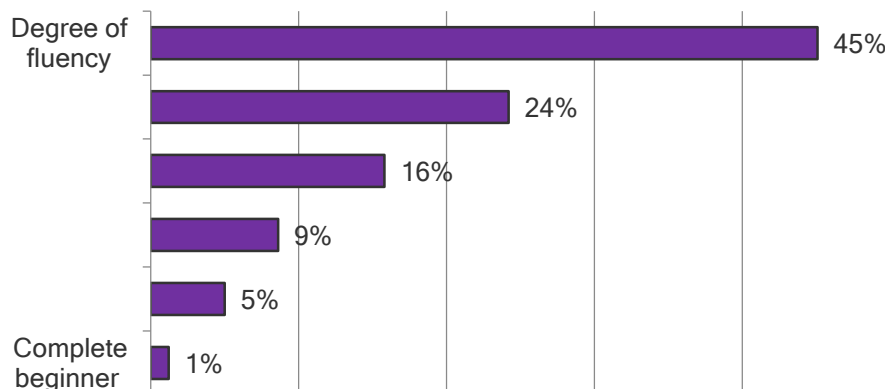


Figure 8* - Anticipated Competency Levels on Completion of Current Learning Interventions

21. Those that reported they were planning to undertake learning activities within the next 3 months (7% of the total dataset) reported they would be undertaking (respondents could select multiple answers):

- Formal learning programmes – 37%
- Informal learning activities – 30%
- Attending lessons with a private tutor – 9%
- Teaching themselves – 36%
- Other – 14%

22. There were 65 respondents that provided information about why they considered themselves a learner but were not currently undertaking any learning activity, and did not plan to within the next 3 months. The reasons were divided into categories with the most common being that they had participated in activities at some point in the past and thought they would return to Gaelic studies at some point in the future.

Within this group, 14% specifically mentioned issues with either a lack of time or the cost of studying, or both, and 12% referred to ongoing learning with friends and family. A further 8% said they wanted to continue learning and could not find suitable opportunities, and made reference to a number of issues including method of study and distance to their nearest appropriate course.

Section 3 - Learning Resources and Potential Barriers to Learning

23. The majority of respondents (843) answered the question about resources they were using to improve or consolidate their Gaelic language skills. The resources reported as being used are shown at Figure 9 (respondents could select multiple options):

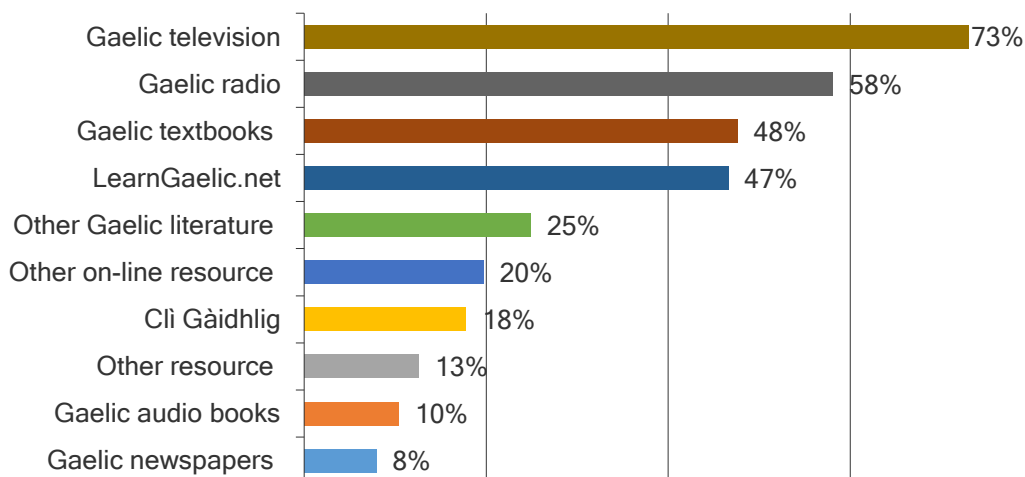


Figure 9* - Resources being used to Improve or Consolidate Gaelic Language Skills

There was a free text field for respondents to provide information on specific resources and 460 respondents provided additional information. There was a diverse range of resources referred to in this field. A text analysis showed common references were: Speaking Our Language, Teach Yourself Gaelic, Beag Air Bheag, Gaelic 4 Parents, and Sabhal Mòr Ostaig resources. There was also evidence of social media and apps being used together with a number of different text books and literature.

24. The survey then asked specifically about LearnGaelic.net and the results are shown at Figure 10. The highest response (46%) said that they had not previously used the site and therefore could not comment. With regard to improvements to LearnGaelic.net, 16% said to leave the site exactly as it is (the second highest response) with a further 11% providing positive feedback in the comments field. The most commonly requested improvements were for resources for both beginners and non-beginners.

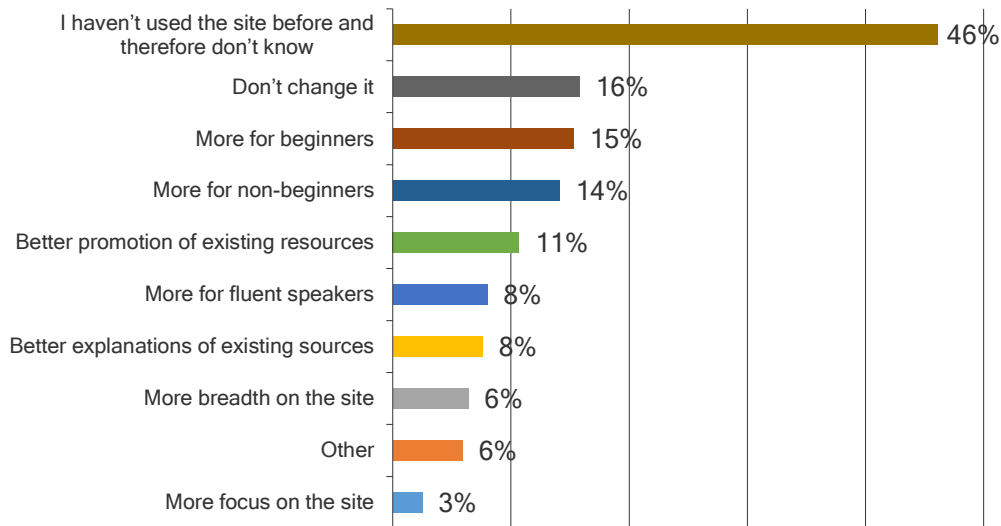


Figure 10* - Changes to LearnGaelic.net

Additional information was provided by 106 respondents. The two most common areas for improvement referred to in the free text field were better help with pronunciation and grammar, although these were themes running through all free text fields where people were given an opportunity to comment on particular issues. A number of people asked for practical exercises.

25. The majority of learners (56%) reported they had encountered issues, difficulties or barriers improving their Gaelic language skills.

26. The lack of opportunities to interact with native speakers and fluent learners was considered the largest barrier to learning with just over half (52%) reporting they had encountered it as an issue. This was supported by 13% of respondents who specifically stated in the comments field that a lack of opportunity to practice was affecting their learning of Gaelic. The issues, difficulties and barriers encountered are shown at Figure 11 (respondents could select multiple options):

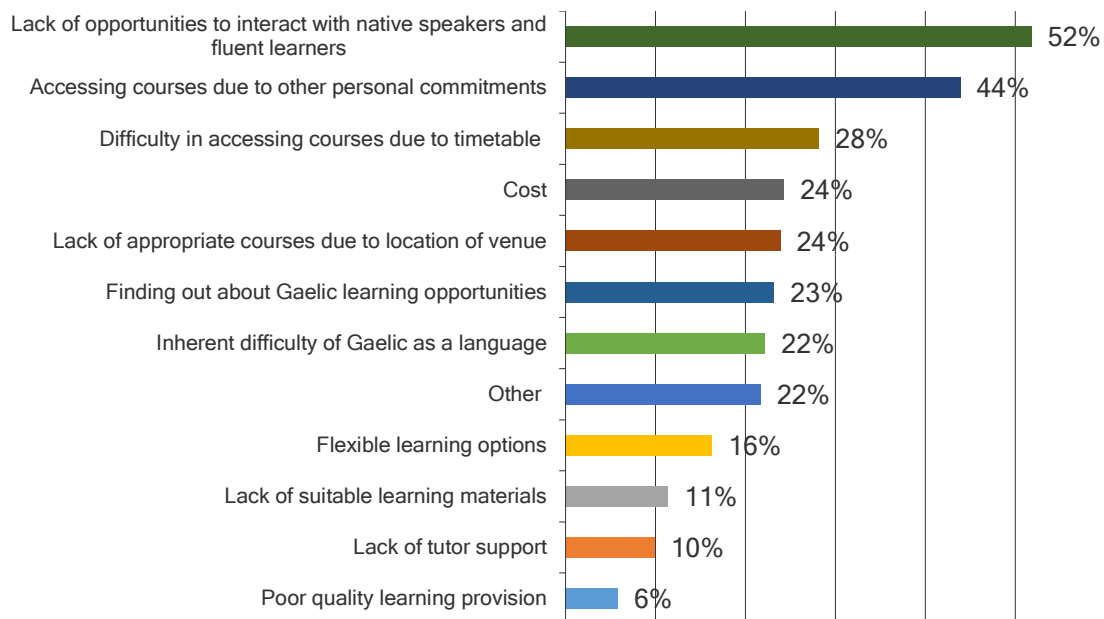


Figure 11* - Issues, Difficulties and Other Barriers Encountered by Learners

There were 212 respondents that provided additional information, some of which gave explanations for choices. Other respondents commented that they felt the lack of fluency of tutors was affecting the credibility of learning interventions, and that the level of fluency of tutors did not always meet expectations. A perceived poor quality standard of learning provision accounted for 12% of the comments although these did not all relate directly to tutors.

A lack of learning opportunities was the most significant issue raised by people in the comments field with 26% of comments referring in some way to a lack of suitable opportunities. The specific problems included finding tuition: at the right level; with a timetable that could fit around other commitments; and that offered the level of flexibility required by the learner.

Other issues referred to in the comments included: cost of course attendance; lack of resources for those with learning disabilities; issues with MG ALBA/Gaelic Radio; a perceived lack of promotion by local authorities and other organisations such as schools; lack of specific, named resources; issues with location of courses; personal ability; perceived poor quality resources to support learning; the fact that provision had been discontinued; specific language issues (for example, not sufficient help with grammar and pronunciation); and one comment regarding the survey design.

Ùlpan was specifically mentioned by a number of respondents in both this question and in previous questions about learning interventions, and received mixed feedback. Some of the comments were possibly not a fair reflection on Ùlpan as it seems there has been a recent change to delivery that requires two sessions each week rather than one, which has evidently caused issues for some respondents.

Some further work was carried out on the barriers to learning to determine whether there was any likelihood that respondents would select a particular set of barriers, the results of which can be found at Appendix 4.

Taking each barrier in turn as the primary barrier, a very simple analysis was used to calculate whether it was more likely than not that a learner would select each of the other barriers. It was

deemed likely where another barrier was selected by 50% or more of the respondents, and very likely if selected by 75% or more. The average number of barriers selected by respondents was also calculated, again, taking each barrier in turn as the primary barrier.

Respondents were very likely to report difficulties in accessing courses due to other personal commitments if they selected difficulty in accessing courses due to the timetable. Those selecting a lack of flexible learning options as a barrier were likely to report the most other barriers (4.7), which was only fractionally more than those reporting a lack of tutor support (also rounded to 4.7). Those selecting Other were likely to select the least number of barriers (2.6), which may suggest they were reporting issues, difficulties or barriers that a proportion of the respondents did not perceive as being related to the options offered.

Section 4 - Disability

27. The majority of learners did not consider themselves disabled (93%) with 5% reporting they were and 2% selecting that they prefer not to say. The national average for people that considered themselves disabled in the general population in Scotland in the 2011 census was 20%.

28. From those that reported that they considered themselves disabled, 51% reported that it either had an effect on the way in which they learnt Gaelic, or had an effect on their ability to learn. It should be noted that only respondents that stated their disability affected their learning in some way were asked about specific aspects of their disability.

29. It is difficult to be certain about common disabilities facing those who are learning and consider themselves disabled due to the small dataset. In general terms, the highest reported disability related to mobility, followed by learning difficulties and then mental ill health. Some respondents took the opportunity to make positive comments about venues although these were restricted to catering for mobility issues.

The issue most commented on in the free text field was dyslexia and those that provided a comment said there was no or little support in terms of resources. There were also references to a lack of tutor support.

30. 59% of respondents that had a disability reported they had encountered issues, difficulties and barriers to improving their Gaelic language skills, slightly higher than those reporting a barrier over the dataset as a whole (56%).

31. Some of the barriers to learning previously discussed seemed to be exacerbated for those that considered themselves disabled. The barriers to learning are shown at Figure 12 with the returns for those that consider themselves disabled shown in purple with text in bold. The returns across the whole dataset (which have been previously discussed and are at Figure 11) are shown for comparison purposes in orange with small text:

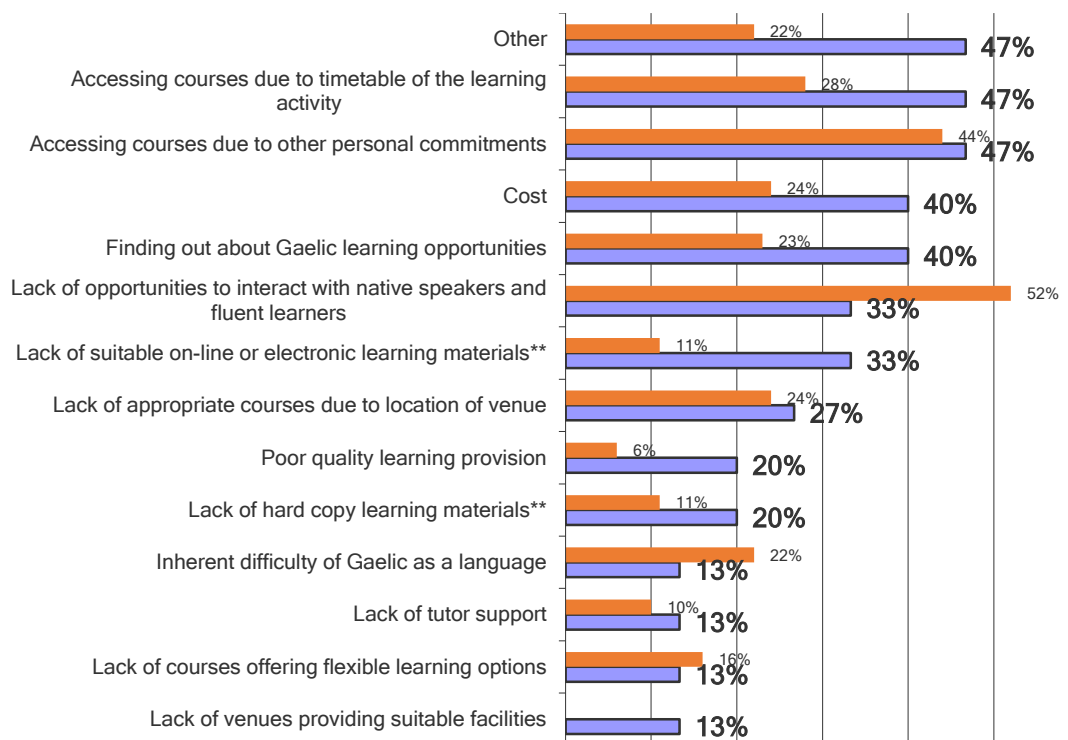


Figure 12* - Issues, Difficulties and Barriers Encountered by Respondents that Reported a Disability that Affected Their Learning

** This category was more general when included in the question for the whole dataset, split into two different types of learning materials for this question.

Many of the comments in Other reiterated information already provided in this section and were otherwise similar to issues raised in the previous section relating to barriers to learning for the dataset as a whole. Some also provided more detailed explanations of how their disability affected learning.

Section 5 - Additional Information

32. A free text field was provided at the end of the survey for respondents to make any other comments and 18% of respondents commented on a variety of issues. These were classified into the following categories: positive feedback (which accounted for the largest percentage at 22%); lack of opportunities to learn (for a variety of reasons); lack of opportunities to practice; a perceived lack of promotion of Gaelic; a perceived lack of resources; comments on respondents' own personal ability; perceived poor quality provision; issues with cost; comments on personal disabilities; reasons for starting Gaelic; issues with MG ALBA/Gaelic radio; issues with Ùlpan; issues with provision being discontinued; specific language issues; and ideas for change. Two people commented on survey design.

The comments provided in response to this question did not raise any significant issues that have not already been discussed in this Section. The ideas and suggestions put forward by respondents were very varied and there were no specific, common themes. A number of people highlighted the lack of a formal learning pathway and the consequences of this.

Section 6 - Contact Details

33. 570 people provided a contact e-mail address for a follow up survey.

3.2.2. Learning Provider Survey Data and Analysis

Learning providers were asked to submit data primarily to help with the triangulation of learner data and enable the calculation of a return rate for the learner survey. Completed returns were received from 37 organisations which are listed at Appendix 5. Within this dataset, 30 organisations had activities that were being provided during the survey period. Using the information provided about current learning interventions, it was calculated that there could be a maximum 756 people participating in activities declared by the learning providers that would be eligible to participate in the learner survey.

The final calculations to deduce the number of adult learners of Gaelic factored in the possibility that one person may be attending more than one activity and are illustrated in Section 5.2.

The data gathered from learning providers was also used to populate spreadsheets regarding current activities, activities provided in the past 3 months and activities planned for the next 3 months. A note was also made of nil returns. These spreadsheets were provided to the Bòrd along with the final report.

4. Evaluation and Strategy Implications

This section provides a discussion and evaluation of the findings from the surveys, making some comparisons to previous survey work where available. This includes work by McLeod, Pollock and MacCaluim (2010)ⁱ and a survey of adult learners in the Highlands by the Highland Council conducted in 2013.

The initial results and an interim report were discussed at the BOII on 26 November 2014. Some feedback from group members has been included where appropriate and is referenced accordingly.

Each section of the survey is discussed in a separate sub-section and includes some discussion about potential opportunities and recommendations for the strategy. The final sub-section looks specifically at changes to the survey for any subsequent work to address issues identified. Given the number of returns, the results are thought to be generally indicative of adult learners of Gaelic although some findings may warrant further investigation, as highlighted below. The section concludes with a summary of the recommendations.

4.1 About Learners

4.1.1. Age Profile of Learners

Respondents were offered age bands from age 16 up to age 85+. The profile of adult learners of Gaelic was weighted towards the upper end of the age spectrum, with 60% of learners aged 45 and over. When comparing this to the profile of the survey conducted by McLeod, Pollock, and MacCaluim, the percentage of learners that indicated they were 45 or over has almost doubled from 32%. This would suggest the learning population is aging. There has been a slight increase in the percentage of 19 – 24 year olds from 2% to 7%, however, the survey results suggest there may be an opportunity to better engage younger age groups.

This is supported by work commissioned by the EHRC by Jones (2010)ⁱⁱ that examined participation in adult learning. This found that participation rates for adults in Scotland were:

Age	18-24	25 – 44	45 – 64	65 – 74	75+
Participation Rate	71%	54%	40%	12%	6%

Table 3 – Adult Participation Rates in Lifelong Learning in Scotland

Jones (2010) also noted that there was a direct correlation between participation rates and economic activity. While the reference did not go on to provide details, there is a possibility that economic activity may disproportionately affect particular age brackets. Given the recent economic situation across the UK, this may be a factor affecting the lower age brackets more than the upper age brackets, and may warrant further investigation.

It should be noted that it is possible lower age groups are under-represented by the survey finding as a comparison made with learning provider data from one Higher Education (HE) institution indicated a lower than average return rate. Possible explanations are that some attending HE and Further Education (FE) courses did not realise they were included in the definition of adult learners, or that they did not consider themselves learners of Gaelic. This is discussed further in Section 4.8.1.

4.1.2. *Current Language Competency of Learners*

The figure for beginners (12%) seems relatively low although was found to be the same proportion as that in the survey of adult learners in the Highlands in 2013. The remaining levels used on the scale were slightly different, however, it is possible to surmise from the results that learners in the current survey generally scored their competency higher than in the Highlands survey. More than half of the respondents indicated their current skills were in the top 3 levels (the top half of the scale), which is a higher proportion than that found in the previous survey. While there is always going to be some degree of error in any self-assessment of level of skill due to subjectivity, the results do not provide any basis to suggest that the error would be any different in this survey than it has been in others.

There could be a number of reasons affecting the profile of learners' skills, and one example is the types of learning provision. Beginner or introductory courses may typically be short in length and therefore possibly less likely to be running through the survey period. Consequently, if figures had been gathered over a calendar year, they may indicate a different picture in terms of the relative number of beginners. This is supported in principle by the returns from learning providers as only 6% of activities specifically referred to catering for beginners. However, it is unlikely to explain any of the higher competency levels and the overall findings which, if taken in conjunction with the findings on age, may indicate there are relatively fewer people entering the training pipeline and is considered further below.

4.1.3. *Opportunities and Recommendations*

There are two key implications for the strategy from the age profile of adult learners. Firstly development work needs to take into consideration the age of current Gaelic learners and secondly, there is an opportunity to better engage with younger groups of learners.

Learners in the higher age brackets need to remain adequately catered for in terms of support. Specific issues learners in higher age brackets may face, particularly in rural areas, may be limited access to on-line information and technologies such as social media. This will be particularly important to remember when considering how to better engage younger learner groups, who are more likely to have a preference for optimising the use of available technology.

Further work may be required to verify numbers of learners in 19 – 24 age bracket and it will be important in the first instance to establish the returns are accurately representative of this age group, which is discussed further in Section 4.8.1.

However, even allowing for a lower than average participation rate, there is still likely to be a need to focus on engaging the younger age brackets and it is therefore recommended that the strategy considers mechanisms that will achieve this (**Recommendation 1**). One approach may be to further investigate barriers to learning that disproportionately affect the lower age groups and use the strategy to implement measures to mitigate or remove issues identified.

With regard to learner competency, work may be required to verify the number of beginners and this is discussed further in Section 4.8.2. Also related to competencies, it is recommended that some work is completed on mapping or defining learning pathways (**Recommendation 2**), which is discussed in more detail below, and encouraging more people to enter a learning pathway who are at the lower end of the skills spectrum. This work should not necessarily focus on complete beginners as it is likely there will be increasing numbers of people with some skill, particularly given the current successes of Gaelic Medium Education and Gaelic Language Education.

The levels used to determine language competence may need further work and refinement for future surveys to help eliminate error and ensure consistency for comparison purposes, and this is discussed further in Section 4.8.2. The CEFR is an accepted European standard for languages and therefore it is appropriate for work with Gaelic learners, however the framework is focussed more on speaking skills than others. While the survey results demonstrate the majority of learners are looking to improve competence with speaking, the other language competencies of listening, reading and writing are also important, and are perhaps not so well represented by the framework in its current form.

4.2. About Learning

4.2.1. Learning Interventions

It is clear from the data regarding learning interventions that the landscape for skills acquisition in relation to Gaelic language is extremely complex. The majority of learners were undertaking more than one activity to improve their Gaelic language skills and some indicated there were still further activities they were involved with.

As discussed in the data analysis section, it was evident that respondents were sometimes unsure how to classify their learning. This is likely to have resulted in some degree of error and needs to be factored into the findings. Changes to the questions on learning interventions are discussed further in Section 4.8.

There seemed to be a preference for a formal activity as a first learning activity and when asked about their first learning intervention, 40% of respondents indicated they were undertaking a formal or structured learning activity although this dropped to 5% for second reported learning interventions. When compared to informal activities, 23% were attending an informal learning activity as their first reported activity and 40% as a second activity.

A number of respondents reported being unable to find a suitable formal learning activity for a number of different reasons. This was mentioned by a number of respondents in relation to learning activities and was supported by the findings about issues, difficulties and barriers to learning that respondents had encountered.

One point of note is that 23% of those undertaking a formal activity as a first activity reported that they were undertaking a degree or post graduate level qualification. This figure seems relatively high given the low proportion of respondents in the 19 – 24 age bracket. One possibility is that respondents selected the option if they were participating in a learning at an HE/FE institution regardless of course. This possible error will be addressed by the recommendation for making changes to questions, discussed in Section 4.8.2.

Respondents teaching themselves accounted for 11% of responses to the first activity and rose to 30% for a second activity. Those using a private tutor represented 3% for the first activity and 2% for a second activity, with some respondents referring to technology such as Skype to interact with tutors, native speakers or fluent learners as learning activities in the Other category.

There was a small but significant number (7%) classifying themselves as learners although not undertaking, and not planning to undertake, any activity. These respondents had classified themselves as learners for a number of different reasons. The most common response from those that made comments was that they had undertaken some kind of learning activity in the past and intended to return to their studies. Some had supplemented their comments with information about

why they were not currently studying and this supported the findings from the data on barriers to learning encountered by learners.

There was also 7% planning to undertake activities in the next 3 months although this maybe under-representative as the survey was specifically targeted at those who considered themselves learners during the survey period. It is possible that people who plan to start an activity may not consider themselves a learner until the activity actually starts.

It may be useful in future surveys to change the promotion to also include those who are planning to start participating in learning activities to produce a more accurate figure. This would be a useful comparator in subsequent years as an indication of those that are planning to enter the training pipeline, and may help to determine levels of success of the strategy, for example, in engaging younger learners.

In terms of improving skill sets, respondents were more likely to be looking to improve all skill sets asked about (speaking, listening, reading and writing) with their first learning intervention compared to their second. This may indicate that some learners are looking to improve a specific skill with their second learning intervention although would require further work to establish learning patterns by undertaking particular activities.

4.2.2. Learner Aspirations

Learners were asked where they hoped to be able rate their language skills after their current learning interventions using the same scale as in the first section of the survey, and 45% stated they hoped to rate their skills at the top level. This seems very high given the question specifically referred to the level after current learning interventions. One possibility is that the question was misinterpreted by some and respondents have indicated their ultimate goal.

It would be unlikely that this percentage of learners will reach the level of attainment referred to on completion of their current activities, particularly given that many of the activities reported by learning providers were not designed to enable people to reach fluency. It is therefore also possible that some learners may have an unrealistic expectation of the time and commitment required to achieve a good degree of fluency, which is discussed further in the sub-section below.

4.2.3. Opportunities and Recommendations

As recommended above (Recommendation 2), the evidence suggests it would be beneficial to learners, potential learners and learning providers to define learning pathways. The pathways could be skills based, detailing available learning interventions to attain skills at each level, possibly basing these levels on the CEFR.

This would help illustrate the options available, demonstrate how specific courses and activities can develop language skills, and help manage learner expectations through offering a realistic indication of the level of attainment on completion of each activity. This may also enable people to better plan their own learning journey, and would be beneficial to learning providers who would have access to improved information to manage demand by looking at those coming through the training pipeline.

There are a number of other opportunities and recommendations relevant to learning interventions, which are discussed in the sub-section below.

4.3. Resources Used and Barriers to Learning

This part of the survey had two sub-sections. The first asked about resources and the second examined barriers to learning.

4.3.1. Resources

The top resources used to improve or consolidate Gaelic language skills were Gaelic television (73%), Gaelic radio (58%), textbooks or course handbooks for adult learners (48%), and LearnGaelic.net (47%).

There were a number of comments that indicated that some respondents were not aware of a number of the resources presented to them as options, which is discussed further below. This finding was supported by the question specifically asking about LearnGaelic.net where the percentage of people who said they had not used the site (46%) was almost the same as those people using it. The number of respondents who had not used the site seems high and it may be beneficial to look at the reasons behind this. Investigations could consider technical elements and performance on-line, for example, metadata and performance with search engines, and whether there is an opportunity to attract more learners to the site through planned developments.

There may be an opportunity to look at how learners are supported and make support resources more holistic and cohesive from a learner's perspective. There may also be an opportunity to better integrate support resources into learning provision. It is therefore recommended that the strategy looks to provide some focus for resources, identifying potential opportunities to streamline the provision of existing resources and provide an overarching framework. This will give learners and potential learners a single, logical, and accessible source where they will be able to find comprehensive information about learning Gaelic (**Recommendation 3**).

There was also evidence of people setting up their own informal groups to meet a lack of provision and there may be an opportunity to diversify support to cater for these groups. This would help retain their engagement, build on their motivation to learn, and create communications channels that can be used to promote future initiatives and learning opportunities.

4.3.2. Barriers to Learning

The main issue, difficulty or barrier to learning encountered by respondents was the lack of opportunities to engage with native speakers or fluent learners. When examining other barriers, there was also evidence that the lack of flexibility of learning programmes was an issue and there may be opportunities for the strategy to facilitate and enable people to plan their own learning programmes around personal commitments. One example evident from the findings was that some respondents were motivated to learn as their children had started to attend nursery/playgroup, or had started school. However, a number went on to say that when their children are young it is very difficult to find the time (and often money) to attend regular classes.

There were no trends immediately evident from the additional analysis on the barriers which looked at likely association between the barriers although this maybe an area that warrants further investigation given the potential complexity.

4.3.3. Opportunities and Recommendations

There seems to be a significant opportunity for better interaction between adult learners of Gaelic and native speakers or people in Gaelic speaking communities. In order to address the barriers to

learning, any initiative to involve communities would need to be designed to work within potential limitations. This will include the likelihood that participants may be in different geographic areas. There may also be a lack of a technical infrastructure and limited use of technology. However, there will still be possibilities such as using local libraries to access on-line facilities or something like a pen pal scheme.

Such a scheme could be expanded to include fluent learners, for example by creating learning mentors. One of the keys to success would be to make any scheme as inclusive as possible, devising collaboration around the communication channels available. This type of scheme had previously been discussed at the BOII and one of group members at the time the findings were discussed had an action to take forward work looking at the viability of a mentoring scheme.

It is recommended the strategy considers how to engage and maintain the interest in groups of people who cannot commit to specific learning interventions at the time they develop an interest in learning (**Recommendation 4**). This will help to ensure these groups continually review potential learning opportunities, and remain motivated to begin a more formal learning activity when they feel ready to do so.

As discussed at the BOII, it is also recommended that the strategy considers inclusivity and incorporates other methods of delivery to support those who were not able to attend formal classes such as the delivery of learning interventions in the community. Both of these elements of less conventional support are included in the recommendation.

There second area where there may be opportunities for strategic support is the expansion of delivery of courses that have been successful. It is recommended that the strategy addresses how best to support and encourage diversification of delivery by learning providers (**Recommendation 5**). This may be to provide successful courses in additional locations, through more methods of delivery, or at a greater number of levels of attainment.

Finally, there are likely to be a number of opportunities to better signpost resources and learning opportunities, some of which have been discussed above. Better integration of learning and support resources both on- and off-line through an overarching framework in the strategy is likely to have many tangible benefits to learners previously discussed with Recommendation 3, Section 4.3.1.

4.4. Disability

4.4.1. Numbers Reporting a Disability

The number of respondents reporting a disability was relatively low at 5%. This may be slightly under-representative of those who are disabled and learning Gaelic as some respondents added information in the comments field at the end of the survey to say they were disabled but had not reported it as it had no effect on their learning.

The percentage of people considering themselves disabled in Scotland in the 2011 census was 20% and the figure from the survey is significantly short of that. However, when comparing the figure to that for adult learning in the review by Jones (2010) it compares slightly favourably to the average participation rate for adult learning in Scotland from those that are disabled, which was found to be 22%.

Half of those that reported they were disabled reported that their disability affected either their learning of, or the way in which they learnt, Gaelic.

4.4.2. Barriers to Learning for those Reporting a Disability

Some of the barriers to learning previously discussed in Section 4.3.2 seemed to be exacerbated for those that consider themselves disabled as illustrated by Figure 11. The work by Jones (2010) identified cost as a major factor for those that were disabled, and this was reflected by the findings which found that 40% identified this as a barrier, compared to 24% across the dataset as a whole. Other barriers that were found to be higher for those that considered themselves disabled were: other personal commitments (47% compared to 44%); the course timetable (47% compared to 28%); and issues with finding out about learning opportunities (40% compared to 23%). Lack of opportunities to interact with fluent learners was a barrier to 33% of respondents in this section compared to 52% across the dataset as a whole.

4.4.3. Opportunities and Recommendations

The survey produced a relatively small dataset for those that considered themselves disabled. Similar issues with small datasets are anticipated in future surveys and therefore it may be more effective to rework some of the questions to specifically focus on aspects of learning that could be better supported, for example the speed at which learning is required, rather than individual disabilities. This is discussed further in Section 4.8.2.

When considering measures to mitigate barriers to learning for inclusion in the strategy, it is recommended that those that are disproportionately affecting those that are disabled are prioritised (**Recommendation 6**).

One specific action that could be taken is to signpost the available of learning resources for tutors to enable them to better support learners with a disability and in particular, learning disabilities.

4.5. Other Information

A significant proportion of respondents (18%) took the opportunity to make a comment at the end of the survey and these were divided into categories. The highest proportion of responses gave some kind of positive feedback which related to many different aspects of learning, with the majority of other comments lending support to the other findings previously discussed.

Given the number of people making positive comments, it may be worthwhile to include a question in any future survey work about particular aspects of learning respondents enjoy and this is discussed further in Section 4.8.2.

4.6. Contact Details

A high percentage of respondents (66%) provided their e-mail address in order to participate in other surveys which is a really positive start for future projects.

While it does not relate directly to the strategy, to maintain the interest of both learners and learning providers in the survey work it is recommended that the survey findings are promoted. This could be done alongside any promotion of the strategy for adult learners of Gaelic when available, and any actions that have been taken as a direct result of the survey findings.

4.7. Learning Provider Information

There was a sufficient number of returns from learning providers to calculate a participation rate for the learner survey. This was then used to estimate the number of adult learners of Gaelic during the survey period. Greater levels of participation by learning providers in future projects would give better accuracy and confidence in the calculations and one approach that could be considered is linking a learning provider annual return with promotion of their learning activities. This could be implemented as part of the initiative suggested at Recommendation 3.

The data for past and planned activities provides a useful log and, for the planned activities, an indication of short term demand which could, in time, be used to more strategically manage the provision of learning activities.

4.8. Recommended Changes to Data Capture and Datasets

4.8.1. General Survey Design and Distribution

With regard to survey design, none of the respondents made any comments suggesting the presentation was not clear or that there was too much text on the pages, which was a minor concern during the design stages. The percentage of incomplete returns was 16% and a proportion of these had responded to all the questions although had not gone on to press the submit button for some reason. This can be addressed to some extent by changing the page design in the next survey. The number of incomplete returns was not excessive and this suggests that the length of the survey was not an issue for respondents. To maintain participation rates and interest in the survey for learners, it may be advantageous for annual surveys to have a particular topic or theme that changes each year.

Survey distribution may require more consideration of distribution in hard copy, particularly given the age profile. While a hard copy of the survey was available during the current project, the survey was only promoted on-line and within fairly close proximity to the survey period. This did not give potential respondents much time to request and complete a hard copy of the survey.

As previously discussed, a greater focus on promoting the survey to those attending HE/FE organisations should help verify return rates for the younger age groups. As the Bòrd are commissioning a longer project, other options can be used to encourage survey participation in this group such as asking learning providers to raise awareness of the project when they are enrolling students on courses as well as at the time the survey is issued.

4.8.2. Data Capture and Questions

There have been a number of issues highlighted in the evaluation of results that could be addressed by changes to the design of the questions, and this should help improve the quality of the data captured. It is recommended each of the suggestions detailed below is incorporated into future work where relevant and appropriate (**Recommendation 7**).

It was identified in early discussions about the results that it would be helpful to have more detailed information about the location of learners, particularly when looking at potential barriers to learning and their mitigation. Future surveys could ask for a more specific location within Scotland, and local authority areas may be the best indicator as many local authorities should have, or be preparing, a Gaelic Language Plan.

There also needs to be some consideration about how best to verify the representation of complete beginners in the dataset.

A number of other revisions were suggested as part of the evaluation. These related to:

- i. The use of the CEFR for determining fluency. While it is appropriate to continue to use the scale in some way, the descriptors may need to be revisited. Changes should try to address firstly some of the subjectivity of self-assessment, perhaps by including a brief description of tasks that people should be able to undertake at each level. Secondly, the definition of fluency and top levels should again relate to practical abilities. Finally there may be some benefit in separating out the 4 skill sets with regard to competency (speaking, listening, reading and writing) to give a more accurate picture of competencies with the Gaelic language among adult learners;
- ii. Learning interventions. It was evident from the results that many learners were unsure how to categorise their learning, and in particular, their formal learning. To produce more consistent, accurate and reliable data that is comparable to previous years it is suggested that questions are reworked to enable the learner to effectively deduce their type of learning by asking about different aspects of the learning experience, and re-ordering the questions. This should also help eliminate the potential errors identified and make triangulation with learning provider data easier;
- iii. The dataset for learners that considered themselves disabled was very small, and is likely to remain an issue in future surveys. It will be important to continue to gather this data, particularly given the low representation of learners that considered themselves disabled. One option for capturing information that may be more effective in informing the strategy is to change the questions to focus upon aspects of learning that may be affected by disability rather than details about the actual disability;
- iv. A question asking about positive experiences of learning Gaelic could be included in future surveys. This information would potentially help inform and positively reinforce a number of different elements of the strategy, as well as being useful to learning providers and those designing training delivery.

Table 4 - Summary of Recommendations for the Strategy for Adult Learners of Gaelic

Area	Summary of Recommendations
Learners	Recommendation 1 – Consider how the strategy can be used as a tool to implement measures to both better engage younger learners, and mitigate barriers to learning that may be disproportionately affecting those in younger age brackets.
Learning Interventions	Recommendation 2 – Define or map learner pathways with a view to empowering learners to better plan their own learning pathway. The pathway should illustrate the options available to attain specific skills levels and help manage learner expectations with regard to achieving their ultimate aim.
Resources	Recommendation 3 – Create an overarching framework within the strategy that facilitates the streamlining of provision of resources and learning information to learners and potential learners.
Issues, Difficulties and Barriers to Learning	Recommendation 4 – Ensure that the strategy caters for groups that may not be able to enter mainstream or traditional learning interventions, and supports the development and delivery of alternative types of engagement. This should include looking at the roles of those working in the community who could facilitate development of Gaelic language skills.
	Recommendation 5 – Use the strategy to encourage and support learning providers to diversify successful learning interventions.
Disability	Recommendation 6 – Within the strategy, prioritise measures to address barriers to learning that are disproportionately affecting those that are disabled.
Survey Design	Recommendation 7 – To improve the quality of the datasets, implement appropriate changes to the survey design and questions for any subsequent work.

5. Number of Adult Learners of Gaelic

Data about the number of people participating in learning activities during the survey period was submitted by 30 learning providers. This allowed a calculation of a participation rate in the survey for learners, which was then used to estimate the number of adult learners of Gaelic during the survey period.

The calculation to estimate the number of adult learners of Gaelic during the survey period is illustrated in the sub-sections below.

5.1. Number of activities reported by learners

Total number of activities reported by learners as a first or second learning activity: 719

Number of returns reporting a formal or informal activity (as a first and/or second activity): 578

Across whole the whole dataset, the percentage of learners participating in both a first and second learning activity: 20%

5.2. Learning opportunities reported by learning providers

Number of participants in activities during the survey period reported by learning providers: 756

Number of activities reported by learners matched to learning providers: 166

Actual number of learners reporting these activities: 152

(Note – the group of learners matched to the declared activities had a lower incidence of reporting more than one activity than the whole dataset, which was found to be 8% rather than 20% as calculated above.)

Percentage of returns that did not provide information about their learning provider across the whole dataset – 15%

Number of activities matched to learning providers (adjusted for those not reporting their provider): 186

Percentage of declared activities reported against: 24.6%

5.3. Number of learners

578 respondents accounted for 24.6% of formal or informal learning activities reported as being attended through the survey period.

Estimated number of adult learners of Gaelic participating in a formal or informal activity: 2,350

267 returns reported being a current learner but not involved in formal or informal provision. These groups of learners were: teaching themselves; using a private tutor; considering themselves a learner but not participating in any activity; and others.

Using the same percentage of participation, number of additional learners: 1,085

Estimated total number of adult learners of Gaelic during the survey period: 3,435

5.4. Total number of learning opportunities

Number of activities reported not matched to learning provider returns but with named providers: 482

Number of activities reported by learners (but not by learning providers) (adjusted): 531, making a total of 2,159 using the same participation rate.

Estimated total number of formal or informal learning opportunities provided during the survey period: 2,915

5.5. Factors Affecting the Calculation of Number of Learners

There are a number of factors that should be acknowledged when using the survey results to estimate the number of adult learners of Gaelic. There are also a number of assumptions that were made when making the calculations and certain limitations, although it may be possible to design the questions in future projects to challenge some of these and reduce the possibility of error.

5.5.1. Factors Affecting Participation Rate

Various information sources on-line suggests that return rates for on-line surveys are typically 15 – 30% although depend on a large number of variables. The participation rate calculated was within this range and some factors identified previously in the report may provide some explanation of the rate, and help improve return rates for future projects.

One of the most important considerations is whether people participating in activities reported by learning providers considered themselves adult learners of Gaelic. People may be attending activities for other reasons, particularly some of the informal activities identified such as Gaelic choir and Gaelic song. However, the consideration is as equally important for formal activities, for example, undergraduate and post graduate courses taught through the medium of Gaelic. People attending those types of courses generally are highly skilled in Gaelic language prior to beginning the course. While they may consider themselves learners, they may not necessarily consider themselves learners of Gaelic.

There will be other factors affecting the return rate and the promotion of the survey on-line and primarily through on-line tools may have discouraged some to make a return. One learning provider reported 14% of their participants did not have e-mail addresses and therefore access to the survey. This will have some effect on the results although with only anecdotal evidence from one provider, it is difficult to be precise about what that effect is.

5.5.2. Key Assumptions and Limitations

The key assumptions and limitations made when calculating the number of adult learners of Gaelic were:

- i. The activities reported by learners were correctly matched to learning providers, and that all activities reported as current by either learners or learning providers were being undertaken during the survey period;
- ii. The relationship between learners and learning activities is linear. Using the participation rate as a multiplier also assumes all types of learner have the same relationship to learning activities. However, there may be differences for those that consider themselves learners but are not participating in any activities, those teaching themselves, and people using a private tutor. It will

be difficult to acquire any data to triangulate results for these groups although it is something that can be revisited in future work;

iii. The relationships between numbers of learners participating and learning provider, regardless of activity, are directly relational;

iv. All learners and learning providers are represented by the survey;

v. Learners participating in the activities declared by learning providers were participating in a maximum of two activities during the survey period;

vi. Learners did not report the same activity twice;

vii. There was no duplication in the returns from learning providers;

viii. There is likely to be an error in the matching of Ùlpan and Clì Gàidhlig activities. In most cases where these activities were reported by a learner, it was not clear which organisation was providing the activity. Consequently every return was mapped to a learning provider that had reported delivery of the training during the survey period. However, it is unlikely all provision of Ùlpan and Clì Gàidhlig was reported by learning providers. Therefore the figures above will have a degree of error which will most likely result in an underestimation of learner numbers.

6. References

ⁱ Adult Gaelic Learning in Scotland: Opportunities, Motivations and Challenges (May 2010), McLeod W, Pollock I, MacCaluim A, Edinburgh University.

ⁱⁱ Equality and Human Rights Commission Triennial Review: Education (Lifelong Learning) Participation in Adult Learning (May 2010), Jones P, School of Education, University of Southampton.

Appendix 1 – Learner Survey Questions

Question	Answers	Direction
Questions about the participant Section 1 – About You This survey is primarily interested in adults currently living in Scotland who are participating in any type of activity to improve their Gaelic language skills during the survey period 27 October 2014 – 7 November 2014.		
1. Where do you currently live? (Tick one)	• Scotland	Go to question 2
	• Ireland	Go to question 2
	• England	Go to question 2
	• Wales	Go to question 2
	• Other – please state	Go to question 2
2. How old are you? (Tick one)	• Under 16	Go to question 25
	• 16 - 18	Go to question 3
	• 19 - 24	Go to question 4
	• 25 - 34	
	• 35 - 44	
	• 45 - 54	
	• 55 - 64	
	• 65 - 74	
• 75 - 84		
• 85+		
3. Are you currently in secondary school education? (Tick one)	• Yes, I am currently in secondary school education	Go to question 25
	• No, I have left or finished secondary school education	Go to question 4
4. How would you rate your current Gaelic language skills? (Tick one)	• Complete beginner	Go to question 5
	• Can understand familiar everyday expressions and very basic phrases	
	• Can use familiar everyday expressions and very basic phrases	
	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (for example, very basic personal and family information)	
	• Can understand the main points of conversation on familiar matters	

Question	Answers	Direction
	<ul style="list-style-type: none"> Can interact with a degree of fluency and spontaneity that makes regular interaction with learners and/or native speakers possible 	
Questions about current learning activities Section 2 – Your current learning activities We are looking to determine how many adult learners will be participating in a learning activity to improve their Gaelic language skills during the survey period 27 October 2014 – 7 November 2014.		
5. Will you be participating in any kind of activity to improve your any of your Gaelic language skills during the survey period? Please select ONE answer. If you are participating in more than one activity during the survey period, you will have the opportunity to return to this page to tell us about one other activity. If you are participating in more than two types of learning activity, please tell us about the two that you will spend the most time participating in during the survey period. What is the second type of activity you will be participating in? Please select ONE answer.	<ul style="list-style-type: none"> I am participating in a class or course which is part of a formal learning programme, for example, Ùlpan, degree level courses, residential programmes. 	Go to question 6
	<ul style="list-style-type: none"> I am participating in an informal learning activity, for example, coffee and conversation mornings, learning Gaelic through music or other activity. 	Go to question 9
	<ul style="list-style-type: none"> I am attending lessons with a private tutor. 	Go to question 11
	<ul style="list-style-type: none"> I am teaching myself. 	Go to question 11
	<ul style="list-style-type: none"> I will not be participating in any kind of learning activity during the survey period although plan to within the next 3 months. 	Go to question 14
	<ul style="list-style-type: none"> I consider myself a learner although am not currently participating in any specific learning activity, and do not plan to participate in any specific activity in the next 3 months. 	Go to question 15
	<ul style="list-style-type: none"> Other current learning activity – please state: 	Go to question 10
6. What type of learning activity are you participating in to improve your Gaelic language skills? (Tick one)	<ul style="list-style-type: none"> A degree/postgraduate level course 	Go to question 7
	<ul style="list-style-type: none"> Ùlpan 	
	<ul style="list-style-type: none"> Clì Gàidhlig 	
	<ul style="list-style-type: none"> Conversation classes 	
	<ul style="list-style-type: none"> Grammar classes 	
<ul style="list-style-type: none"> Other – please state 		
7. What is the name of the course you are or will be attending?	Free text	Go to question 8
8. What will be your main method of learning while you are attending your course? (Tick one)	<ul style="list-style-type: none"> Full time study 	Go to question 11
	<ul style="list-style-type: none"> Day release (more than half a day study) or weekend classes 	

Question	Answers	Direction
	<ul style="list-style-type: none"> • Evening classes • Classes or sessions on a week day (half day or less) held on any day Mon-Fri • Distance learning • Immersion courses • Other residential courses • Other – please state 	
9. What type of learning activity are you participating in to improve your Gaelic language skills? (Tick one)	<ul style="list-style-type: none"> • Conversation coffee/tea meetings • Conversation Circle • Gaelic song class or choir • Gaelic self help group • Gaelic and the environment • Other – please state 	Go to question 10
10. Who is providing your activity? (Tick one)	<ul style="list-style-type: none"> • University, college or other FE/HE institution – please state • Local authority – please state • Community group – please state • Workplace – please state • Other – please state 	Go to question 11
11. Which language skills are you hoping to improve by attending this current activity? (Tick all that apply)	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	Go to question 12
12. Are you currently participating in any other activities to improve your Gaelic language skills?	<ul style="list-style-type: none"> • Yes 	Return to question 5
	<ul style="list-style-type: none"> • No 	Go to question 13
13. Where do you hope to be able to rate your Gaelic language skills when you have completed your current learning activity (or activities)? (Tick one)	<ul style="list-style-type: none"> • I will be able to understand familiar everyday expressions and very basic phrases • I will be able to use familiar everyday expressions and very basic phrases • I will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (for example, very basic personal and family information) 	Go to question 16

Question	Answers	Direction
	<ul style="list-style-type: none"> I will be able to understand the main points of conversation on familiar matters I will be able to interact with a degree of fluency and spontaneity that makes regular interaction with learners and/or native speakers possible 	
14. What learning activities are you planning to attend in the next 3 months? (Tick all that apply)	<ul style="list-style-type: none"> I will be participating in a class or course which is part of a formal learning programme, for example, Ùlpan, degree level courses, residential programmes – please state I will be participating in an informal learning activity, for example, coffee and conversation mornings, Gaelic choir – please state I will be attending lessons with a private tutor I will be teaching myself Other – please specify 	Go to question 16
15. Please tell us why you consider yourself a learner	Free text	Go to question 16
Questions about Resources and Barriers to Learning		
Section 3 – Resources and Facilitating Learning		
16. Which of the following resources are you currently using to help improve or consolidate your Gaelic language skills? (Tick all that apply)	<ul style="list-style-type: none"> LearnGaelic.net Clì Gàidhlig Any other on-line learning resource not mentioned above – please state Gaelic content on-line – please state Gaelic textbooks or course handbooks specifically written for Gaelic learners – please state Gaelic audio books – please state Gaelic radio Gaelic television Gaelic newspapers – please state Any other Gaelic literature including novels, short stories and poetry – please state Any other resource or learning resource – please state 	Go to question 17
17. Thinking specifically about LearnGaelic.net, what would you find helpful on the website? (Tick all that apply)	<ul style="list-style-type: none"> I haven't used the site before and therefore don't know More resources for beginner 	Go to 18

Question	Answers	Direction
	<ul style="list-style-type: none"> • More resources for non-beginners • More resources for fluent speakers • More focus on the site • More breadth on the site • Better explanations of existing sources • Better promotion of existing resources • Don't change it. I love the site as it is • I want something that is not listed here, please explain 	
18. Have you encountered any issues, difficulties or barriers that have prevented you from improving your Gaelic language skills as you anticipated?	<ul style="list-style-type: none"> • Yes 	Go to question 19
	<ul style="list-style-type: none"> • No 	Go to question 20
19. Which of the issues, difficulties or barriers have you encountered? (Tick all that apply)	<ul style="list-style-type: none"> • Difficulty in finding out about Gaelic learning opportunities • Difficulty in accessing courses due to other personal commitments • Difficulty in accessing courses due to timetable of the learning activity • Difficulty in accessing courses due to cost • Lack of appropriate courses due to location of venue • Lack of courses offering flexible learning options • Lack of suitable learning materials • Lack of tutor support • Poor quality learning provision. Please briefly tell us why*. • Lack of opportunities to interact with native speakers and fluent learners • Inherent difficulty of Gaelic as a language • Other – please state 	Go to question 19
<p>Section 4 – Equality Monitoring and Disability</p> <p>The Bòrd is required to comply with the Equalities Act 2010 (the Act) and continuously strives to set standards over and above those set by the legislation. We are now going to ask questions regarding disability in order to ensure the strategy advances equality of opportunity and maximises the potential to foster good relations. The results will also be used to support positive action in training for people with a disability.</p> <p>PLEASE NOTE: responses provided in this section will form part of your survey response, however, for the purposes of subsequent storage, analysis and evaluation, this section will be processed separately and therefore some questions may be similar to those you have previously responded to. Under NO</p>		

Question	Answers	Direction
<p>CIRCUMSTANCES will data provided in this section be linked to responses in any other section during analysis, evaluation or reporting. All reporting of results will be strictly anonymous. By completing this section you are consenting to us processing the data provided in this way.</p>		
<p>The Act considers a person to have a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on that person's ability to carry out normal day-to-day activities.</p>		
<p>20. Do you consider yourself disabled?</p>	<ul style="list-style-type: none"> • Yes 	Go to question 21
	<ul style="list-style-type: none"> • No 	Go to question 25
	<ul style="list-style-type: none"> • Prefer not to say 	Go to question 25
<p>21. Do you feel your disability has any effect either on the way in which you learn Gaelic, or your ability to learn Gaelic?</p>	<ul style="list-style-type: none"> • Yes 	Go to question 22
	<ul style="list-style-type: none"> • No 	Go to question 25
	<ul style="list-style-type: none"> • Prefer not to say 	Go to question 25
<p>22. How would you categorise your disability (or disabilities)? Tick all that apply.</p>	<ul style="list-style-type: none"> • Mobility 	Go to question 23
	<ul style="list-style-type: none"> • Manual dexterity 	
	<ul style="list-style-type: none"> • Visual impairment 	
	<ul style="list-style-type: none"> • Hearing impairment 	
	<ul style="list-style-type: none"> • Speech impairment 	
	<ul style="list-style-type: none"> • Learning difficulties 	
	<ul style="list-style-type: none"> • Mental ill health 	
	<ul style="list-style-type: none"> • Other • None • Prefer not to say 	
<p>23. Have you encountered any issues, difficulties or barriers that have prevented you from improving your Gaelic language skills?</p>	<ul style="list-style-type: none"> • Yes 	Go to question 24
	<ul style="list-style-type: none"> • No 	
<p>24. Which of the issues, difficulties or barriers have you encountered when learning Gaelic? (PLEASE TICK ALL THAT APPLY, EVEN IF YOU HAVE ALREADY TICKED THE SAME OR SIMILAR RESPONSES IN A PREVIOUS QUESTION).</p>	<ul style="list-style-type: none"> • Difficulty in finding out about Gaelic learning opportunities 	Go to question 25
	<ul style="list-style-type: none"> • Difficulty in accessing courses due to other commitments 	
	<ul style="list-style-type: none"> • Difficulty in accessing courses due to timetable 	
	<ul style="list-style-type: none"> • Difficulty in accessing courses due to cost 	
	<ul style="list-style-type: none"> • Lack of appropriate courses due to location of venue 	
	<ul style="list-style-type: none"> • Lack of venues providing suitable facilities 	
	<ul style="list-style-type: none"> • Lack of courses offering flexible learning options • Lack of suitable on-line or electronic learning materials 	

Question	Answers	Direction
	<ul style="list-style-type: none"> • Lack of hard copy learning materials • Lack of tutor support • Poor quality learning provision. Please briefly tell us why*. • Lack of opportunities to interact with native speakers and fluent learners • Inherent difficulty of Gaelic as a language • Other – please state 	
<p>Section 5 - Contact Details If you would be happy to participate in future surveys regarding your experiences of learning Gaelic please provide your contact details. Bòrd na Gàidhlig will not share this information with any third party and your contact details will not be retained with your survey response. All responses to this survey will be strictly confidential and only reported anonymously, in an aggregated form.</p>		
25. Please provide:	<ul style="list-style-type: none"> • Name • E-mail • Contact telephone number 	Finish

Note: a free text comments field was inserted between questions 24 and 25 in the on-line version. This asked respondents to make any other comments in support of their survey return.

Appendix 2 - Learning Provider Survey Questions

Questions	Answers	Direction
<p>1. We are looking to gather information from learning providers about any learning initiatives that are being actively taken up by learners during the survey period to help us triangulate the number of Gaelic learners. If you will be providing any learning activities that can be accessed or used by learners during [the survey period] please provide the details here. You will be able to enter information about up to 5 learning initiatives. If you have more please contact Liz Taylor for a spreadsheet.</p> <p>Name of organisation</p>	Free text	Question 2
<p>2. Name of learning activity</p> <p>Name of second learning activity</p> <p>Name of third learning activity</p> <p>Name of fourth learning activity</p> <p>Name of final learning activity</p>	Free text	Question 3
<p>3. What methods of study/attendance are or will be offered for this learning activity during the survey period? (Tick all that apply)</p>	<ul style="list-style-type: none"> • Full time study • Day release (more than half a day study) or weekend classes • Evening classes • Classes or sessions on a week day (half day or less) held on any day Mon-Fri • Distance learning • Immersion courses • Other residential courses • Other – please state 	Question 4
<p>4. How many learners are enrolled on this course or learning activity during the survey period?</p>	Free text	Question 5
<p>5. Is this number an estimate?</p>	<ul style="list-style-type: none"> • Yes • No 	Question 6

6. Are you providing any other activities during the survey period?	• Yes	Question 2
	• No	Question 7
7. Have you provided in the last 3 months any significant learning activities for adults looking to acquire Gaelic language skills that are not captured by the returns you have made above? You will have the opportunity to tell us about two activities you have provided in the past 3 months. If you have provided more learning activities that you wish to tell us about, please contact us for a spreadsheet. Please tell us about the second learning activity you have provided in the past 3 months.	• Yes	Question 8
	• No	Question 14
8. Name of learning activity	Free text	Question 9
9. When did the activity start? Enter a date dd/mm/yy	Date field	Question 10
10. When did the activity finish? Enter a date dd/mm/yy.	Date field	Question 11
11. What methods of study/attendance were offered for this learning activity? (Tick all that apply)	• Full time study	Question 12
	• Day release (more than half a day study) or weekend classes	
	• Evening classes	
	• Classes or sessions on a week day (half day or less) held on any day Mon-Fri	
	• Distance learning	
	• Immersion courses	
	• Other residential courses	
• Other – please state		
12. How many attendees/participants were there? Enter a number	Number	Question 13
13. Have you provided any other activities during the past 3 months?	• Yes	Return to question 8
	• No	Question 14
14. Do you have any significant learning activities planned for the next 3 months that are not captured by the survey returns you have already made?	• Yes	Question 15

<p>You will have the opportunity to tell us about two activities you are planning to provide in the next 3 months. If you have more learning activities planned that you wish to tell us about, please contact us for a spreadsheet.</p> <p>Please tell us about the second learning activity you have planned in the next 3 months.</p>	<ul style="list-style-type: none"> No 	<p>Question 20</p>
<p>15. Name of learning activity</p>	<p>Free text</p>	<p>Question 16</p>
<p>16. When will the activity start? Enter a date dd/mm/yy</p>	<p>Date field</p>	<p>Question 17</p>
<p>17. What methods of study/attendance will be offered for this learning activity? (Tick all that apply)</p>	<ul style="list-style-type: none"> Full time study 	<p>Question 18</p>
	<ul style="list-style-type: none"> Day release (more than half a day study) or weekend classes Evening classes Classes or sessions on a week day (half day or less) held on any day Mon-Fri Distance learning Immersion courses Other residential courses Other – please state 	
<p>18. How many attendees/participants are you anticipating? Enter a number</p>	<p>Number</p>	<p>Question 19</p>
<p>19. Are you planning to provide any other significant learning activities in the next 3 months?</p>	<ul style="list-style-type: none"> Yes No 	<p>Return to question 15</p> <p>Question 20</p>
<p>20. We may have some further queries regarding the learning activities you are providing. If you would be happy for us to contact you, please provide the following details:</p>	<ul style="list-style-type: none"> Name E-mail Contact telephone number 	<p>Finish</p>

Appendix 3 – Percentage of Returns by Local Authority Area Using IP Address

Local Authority	Percentage of Returns %
Aberdeen City	6
Aberdeenshire	2
Angus	1
Argyll and Bute	0
Clackmannanshire	1
Comhairle nan Eilean Siar	<0.5
Dumfries and Galloway	1
Dundee	4
East Ayrshire	2
East Dunbartonshire	0
East Lothian	1
Edinburgh	21
East Renfrewshire	0
Falkirk	2
Fife	5
Glasgow	30
Highland	7
Inverclyde	0
Midlothian	<0.5
Moray	2
North Ayrshire	0
North Lanarkshire	1
Orkney	0
Perth and Kinross	3
Renfrewshire	4
Scottish Borders	0
Shetland Islands	0
South Ayrshire	1
South Lanarkshire	2
Stirling	1
West Dunbartonshire	1
West Lothian	1

Appendix 4 – Analysis of Issues, Difficulties and Barriers Encountered by Learners

Primary Issue, Difficulty or Barrier	Average No. Selected	Likelihood of Selecting Other Barriers
Finding out about Gaelic learning opportunities	4.4	Likely: Accessing courses due to other personal commitments Lack of opportunities to interact with native speakers or fluent learners
Accessing courses due to other personal commitments	3.8	Likely: Difficulty in accessing courses due to timetable of the learning activity
Difficulty in accessing courses due to timetable	4.4	Very likely: Accessing courses due to other personal commitments
Cost	4.3	Likely: Accessing courses due to other personal commitments Lack of opportunities to interact with native speakers or fluent learners
Lack of appropriate courses due to location of venue	4.4	Likely: Accessing courses due to other personal commitments Lack of opportunities to interact with native speakers or fluent learners
Lack of courses offering flexible learning options	4.7	Likely: Accessing courses due to other personal commitments Difficulty in accessing courses due to timetable Lack of opportunities to interact with native speakers or fluent learners
Lack of suitable materials	4.2	Likely: Lack of opportunities to interact with native speakers or fluent learners
Lack of tutor support	4.7	Likely: Lack of appropriate courses due to location of venue Lack of opportunities to interact with native speakers and fluent learners
Poor quality learning provision	4.0	None
Lack of opportunities to interact with native speakers or fluent learners	3.3	None
Inherent difficulty of Gaelic as a language	3.3	Likely: Lack of opportunities to interact with native speakers and fluent learners
Other	2.6	None

Appendix 5 – List of Learning Providers Submitting a Completed Return

Aberdeen Gaelic Club
Alba Aosmhor
Clackmannanshire Council
ClannGàidhlig community group
Clì Gàidhlig
Colaisde a' Chaisteil
Comhairle nan Eilean Siar
East Ayrshire Gaelic Forum
East Renfrewshire Council
Edinburgh University
Evening Languages, University of St Andrews
Fife Council
Gaelic Conversation
Gàidhlig Lochbhraoin
Gàidhlig san Dachaigh (Glaschu)
Glasgow Kelvin College
Highland Council
Highland Council CLD South
Inverclyde Council
Lews Castle College - Barra
Lews Castle College, Barra Learning Centre
National Library of Scotland
Oilthigh Obar Dheathain
Pàrlamaid na h-Alba
Pathways Learning Centre - Perth College
Renfrewshire Council
Scottish Borders Council
Sheena Mac Lean
Sonas Gaelic Group
Stirling Council Adult Learning Team
Taigh-mòr Shrath Bhlàthain
Ùlpan
University of Glasgow - Centre for Open
Studies