

# **Gaelic Economy in Glasgow**

## **Final Report**

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**Commissioned by**



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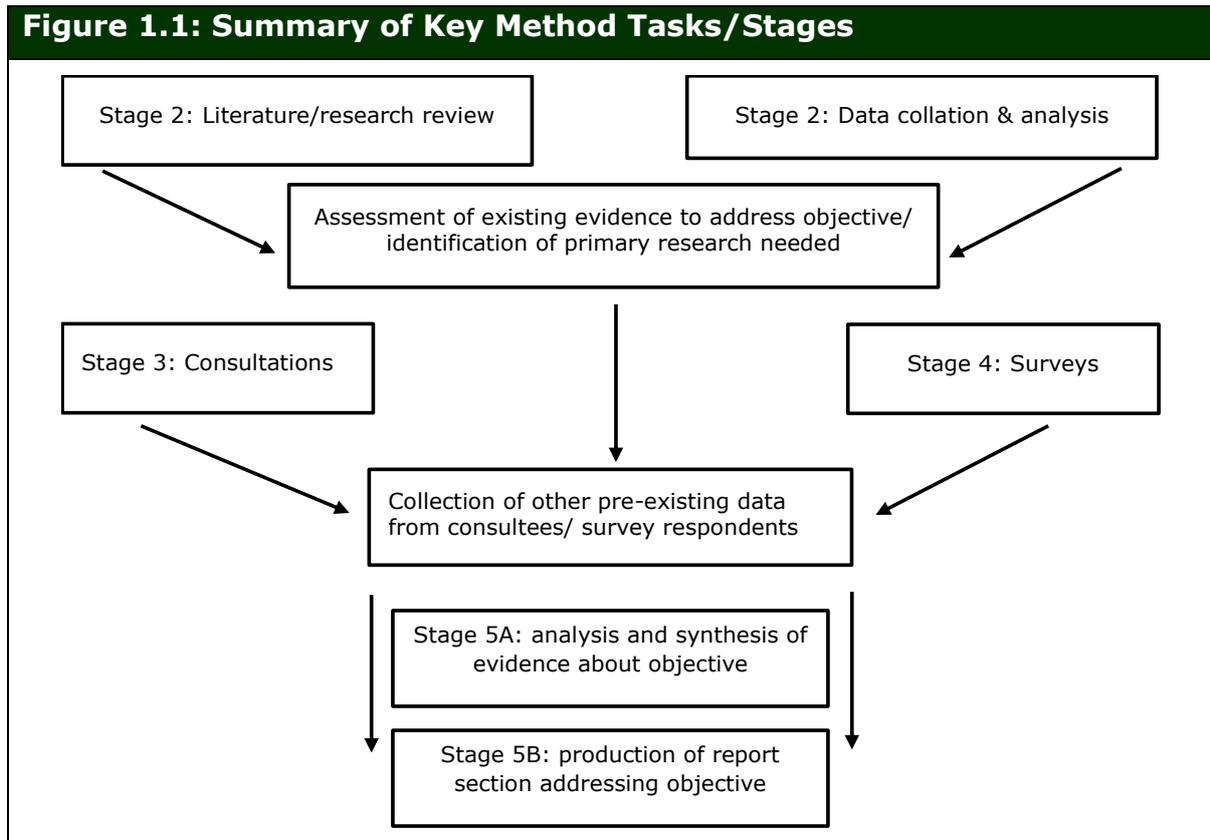
# 1. INTRODUCTION

## Introduction and Aims/Objectives of Study

- 1.1 Glasgow City Council, with support from Bòrd na Gàidhlig (BnG), commissioned DC Research Ltd. – in partnership with Prof Mike Danson, Dr Douglas Chalmers and Eilidh Danson – to carry out a research study about the ‘**Gaelic Economy in Glasgow**’.
- 1.2 The aim of the study was to demonstrate the value, growth, and impact of Gaelic in Glasgow. The study sought to estimate the economic value of Gaelic, show the growth in its use, and illustrate how the language and culture have impacted on the wellbeing of Glasgow.
- 1.3 More detail on the overall aims and specific objectives of the research are included in Annex 1.

## Overview of Approach/Method

- 1.4 The overall approach taken to the research involved a five-stage method that sought to address each of the specific objectives of the research, and beyond the initial inception stage, is summarised in Figure 1.1 below. More information about each of the key method tasks is included in Annex 1.



### Scope of the Study

- 1.5 An early consideration for this research was to set out the scope, in terms of what is understood by the Gaelic Economy in Glasgow. Following an initial scoping exercise by the study team, and subsequent scoping discussions with representatives from Glasgow City Council, the agreed scope that has underpinned the research carried out is presented in Figure 1.2 overleaf.

### Structure of Report

- 1.6 This is the Final Report for '*The Gaelic Economy in Glasgow*' study, and is structured as follows:
- The remainder of this section presents a background and context for Gaelic in Glasgow.
  - Section 2 outlines the headline findings about the economic impact and contribution of the Gaelic Economy in Glasgow.
  - Section 3 focuses on the key sectors for Gaelic – and outlines the contributions that Gaelic makes. The key sectors are:
    - Creative Industries
    - Education and Learning
    - Tourism and Events
    - Language Promotion and Development
  - Section 4 looks at the relationship between Gaelic and Wellbeing – and assesses the contribution that Gaelic makes to individual and collective wellbeing for Glasgow.
  - Section 5 reflects on the range of contributions of Gaelic to the Glasgow Economy by considering the findings of this research in the context of Glasgow City Council's Strategic Plan 2017-2022 and the Scottish Government's National Performance Framework. It also considers the issues and opportunities for the Gaelic Economy in Glasgow and presents some recommendations for actions that could be taken to help realise the further potential for Gaelic in Glasgow.
  - Annex 1 summarises the **aims, approach and method** used for the research.
  - Annex 2 provides a list of the **individuals who were consulted**.
  - Annex 3 presents a **summary of the results from the surveys** that were carried out as part of the research.
  - Annex 4 provides a **list of the sources and references** used.
  - Annex 5 sets out the underpinning **rationale for the recommendations** that are included in Section 5 of the report.
  - Annex 6 presents additional information about the **sources and assumptions** that underpin the quantitative data analysis.
  - Annex 7 provides further information on the **contribution** to the **National Gaelic Language Plan 2018-2023**.

**Figure 1.2: Outlining the Scope of the 'Glasgow Gaelic Economy'**

Drawing on the approach adopted by the 2009 Chalmers and Danson report on Glasgow's Gaelic Economy, our current approach to the Gaelic economy adopts the general standpoint that:

*"The Gaelic Economy in Glasgow comprises the providers of Gaelic goods and services and those who consume them.*

*The consumers of such goods and services therefore comprise not only Gaelic speakers but all individuals with a professional or personal interest in the language and its associated culture, and all of those who consume (or are engaged with) Gaelic-related goods and services - including customers, learners, employees, volunteers, residents, and tourists.*

*The providers of Gaelic goods and services encompass a wide range of organisations including public bodies, private enterprises, community/voluntary organisations and social enterprises. This includes, but is not limited to, Gaelic provision in the education/learning sector, cultural and creative industries (e.g. media, music, literature, drama, and festivals/events), tourism and hospitality, and those involved in the development, promotion, and awareness of Gaelic.*

*In addition to the direct provision of these goods and services, the Gaelic Economy in Glasgow also encompasses the wider supply chain used to support this delivery as well as any other impacts resulting from the delivery of Gaelic goods and services."*

Based on this position and the specific objectives of this research, the scope of this study – in terms of quantifying the economic (and social) contribution of Gaelic to the Glasgow economy – includes the following:

- The total economic value (i.e. jobs, earnings and GVA) of activity involving the provision and consumption of Gaelic-related goods and services in Glasgow – both direct as well as supply chain and associated multiplier (i.e. indirect and induced) impacts. Of particular note, this will include the economic value of:
  - Creative Industries*
  - Education and Learning*
  - Tourism and Events*
  - Language Promotion and Development*
- The employment and earnings impacts (i.e. jobs, earnings and GVA) of individuals with Gaelic language skills employed by (public) organisations located in Glasgow who have a Gaelic Language Plan<sup>1</sup>.
- The scale of employment impacts (i.e. jobs, earnings and GVA) of roles within Glasgow where Gaelic is an essential or desirable skill.
- The economic (and social) value of volunteering for Gaelic-related activity in Glasgow.

Beyond this, the study also considers the broader wellbeing and social impacts of Gaelic that will not be captured in this quantitative analysis.

<sup>1</sup> Note: only those impacts not captured above in the economic value of activity involving the provision of Gaelic-related goods and services are considered here to avoid double-counting.

### Gaelic in Glasgow – Background and Context

- 1.7 Professor Wilson MacLeod of Edinburgh University recently outlined some of the contradictory elements that confront us when we consider the place of Gaelic in modern Scotland. In *Gaelic in Scotland Policies, Movements, Ideologies*<sup>2</sup> he states: 'Between 1872 and 2020 the number of Gaelic speakers in Scotland dropped by more than four-fifths and the language steadily weakened as a living community vernacular. Yet in recent decades the position of Gaelic has become increasingly contradictory, with this ongoing decline in the total number of Gaelic speakers and the intensity of Gaelic use coexisting with a dynamic of revitalisation, heightened recognition and increased public status.'
- 1.8 Within the fortunes of Gaelic in Scotland, Glasgow has long played a significant role. According to a report by 'Glasgow Grows Audiences'<sup>3</sup>, "*historically, Glasgow and the Gaels are inextricably linked and if anywhere there is a potential to grow audiences for Gaelic art and culture it is here.*"
- 1.9 According to Gaelic scholar Ronald Black (Black in Kidd, 2007, 20) early references to Glasgow in Gaelic verse can be found as early as the 1580s and in the early 17th Century in traditional waulking songs – one of which already mentions the city as a trading centre, with another outlining Glasgow as a place of wonder for the Gael.
- 1.10 Also, according to Withers, despite Gaelic in Glasgow growing weaker - as it has in Scotland overall - Glasgow, while 'Second City of the Empire' has always been the 'first city' of Gaelic Scotland (Withers, 1998, 131). According to MacLeod, the growth of new urban Gaelic communities was firstly seen in a great part as a result of the in-migration to the Lowlands following the Highlands clearances. Thus, Glasgow became known as 'Baile Mòr nan Gàidheal' (City of the Gaels) (Withers 1998; Kidd 2007).
- 1.11 The share of Gaelic speakers living in the Lowlands now stands at approximately 48 per cent, with significant concentrations in the larger urban areas, particularly Greater Glasgow (home to some 10,000 speakers) (NRS 2014: Table QS211SC)<sup>4</sup>.
- 1.12 Until the late 1930s, parts of Glasgow were well known as meeting places of the Gael – firstly by the Clyde at the bottom of Jamaica Street, then from the mid-20<sup>th</sup> Century under the Central Station Bridge in Argyle Street – well known in common Glasgow parlance as the 'Hielanman's Umbrella'. The city's Highlanders' Institute was a flourishing centre throughout the mid-20<sup>th</sup> century up until the early 1970s. Numerous parts of the city have Gaelic names, or anglicised versions of those, hearkening back to when Gaelic in Glasgow was more predominant. Thus Simon Taylor<sup>5</sup> tells us we find amongst other examples Blochairn *Blàr* (field) plus *càrn* (cairn, burial

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<sup>2</sup> Gaelic in Scotland Policies, Movements, Ideologies (2020). Edinburgh University Press. Edinburgh

<sup>3</sup> GGA (Glasgow Grows Audiences) (2007) Gaelic Arts and Culture Audience Development. Audience Research, Glasgow

<sup>4</sup> NRS (2014), Scotland's Census 2011: Shaping Scotland's Future, [www.scotlandscensus.gov.uk](http://www.scotlandscensus.gov.uk)

<sup>5</sup> Taylor, S. 2007, *Gaelic in Glasgow: The Onomastic Evidence* in Kidd S (Ed) Glasgow Baile Mòr nan Gàidheal 1st edn, Department of Celtic, University of Glasgow, Glasgow

*mound*); Garscube Gart (*field*) plus *sguab* (*sheaf*) ('gart of sheaves of corn'); Gartnavel Gart plus *an ubhal* (field of the apples). The Gaelic Arts Strategic Forum pointed out in 2007, that "well over 50% of the city of Glasgow residents of Scottish or Irish Gaelic in the family background making this wider community of potential cultural interest a 'substantial electric and sleeping giant'"<sup>6</sup>.

- 1.13 In recent years, the importance of Gaelic arts and culture has been recognised more explicitly and both in terms of identity and society but also as a significant part of the economy. More generally, jobs, incomes and economic impacts of the cultural and creative industries have been promoted as instruments for regeneration across old industrial areas and traditional industries alike, but always rooted in, and building upon, pre-existing community legacies and attachments.
- 1.14 The early introduction by Glasgow City Council of both a Gaelic Language Plan and a Gaelic Arts Strategy for Glasgow in 2009 confirmed the city's new commitment to Gaelic following the establishment of the Bòrd na Gàidhlig in 2006. By recognising its Gaelic heritage and the contemporary and dynamic role for Gaelic arts and culture, Glasgow took the initiative to promote a significant share of the national activity evolving around the language. Its aim, as yet unrealised, was that: "*by 2020 the place of Gaelic in a thriving multicultural Glasgow will be obvious to all*".
- 1.15 The most recent **Gaelic Language Plan for Glasgow City Council**<sup>8</sup> (2018-2022) is built around five objectives:
- the provision of Gaelic education and learning in our schools and early years centres
  - the promotion of a positive profile and status for the Gaelic language
  - the fostering of knowledge and learning in our workplace and communities
  - the provision of Gaelic arts and cultural heritage across the city
  - the promotion of the social and economic benefits of Gaelic
- 1.16 The current **Gaelic Arts Strategy (2018-2022) from Glasgow Life**<sup>9</sup> has an overall ambition to "*strengthen Gaelic Arts in Glasgow and beyond, thereby increasing the impact and visibility of the arts in a Gaelic context.*"

There are five strategic aims within the strategy:

- Introduce and develop a new collaborative working model for Gaelic Arts.

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<sup>6</sup> GASD (Gaelic Arts Strategic Forum) (2007) A National Gaelic Arts Strategy (Draft 2)

<sup>7</sup> Glasgow City Council 2009, *Draft Gaelic Language Plan*,

[http://www.glasgow.gov.uk/en/YourCouncil/PolicyPlanning\\_Strategy/Corporate/GaelicLanguagePlan/](http://www.glasgow.gov.uk/en/YourCouncil/PolicyPlanning_Strategy/Corporate/GaelicLanguagePlan/)

<sup>8</sup> <https://www.glasgow.gov.uk/index.aspx?articleid=17536>

<sup>9</sup> <https://www.glasgowlife.org.uk/media/2788/00794-gaelic-doc-21-june.pdf>

- Through the Arts, increase opportunities for all to interact with Gaelic by increasing visibility and deepening the awareness of the cultural, linguistic and historical connections Gaelic has with the city.
- Invest in the creative future of the language by facilitating new dialogue, discussion and debate around Gaelic Arts. This will be achieved by co-ordinating a public facing annual Cultural Symposium examining the principles of Gaelic Arts and sharing new practice and thinking.
- Deliver, develop and support a comprehensive Gaelic Arts offer for young Gaelic speakers between the ages of 0-25 years in Glasgow.
- Articulate a new Gaelic Arts narrative to embed and extend the visibility of Gaelic Arts within Glasgow Life's major festivals, platforms and programmes.

1.17 Although Glasgow City Council and Glasgow Life have a major role in terms of the development of Gaelic in the city it would be wrong to ascribe sole responsibility for the current fortunes of Gaelic in Glasgow to these bodies.

1.18 In addition to the City Council's role as elected representatives of the people of the city, and the role of Glasgow Life as an (ALEO) Arms-Length External Organisation, a whole range of other bodies have been given different responsibilities for aspects of the development of the language and culture in the city, ranging from the Bòrd na Gàidhlig, who play a major role in funding bodies who are involved in the development of the language, to some of the recipients of their funding, including a number of Glasgow based bodies with their own Gaelic language plans. Other bodies such as Creative Scotland (Alba Chruthachail) whose remit includes supporting the arts, screen, and creative industries across all parts of Scotland including Glasgow – a remit that includes elements of arts, screen and creative industries with a Gaelic component. Some of the other Glasgow based organisations such as Còmhairle nan Leabhraichean (the Gaelic Books Council) are dealt with in detail in other parts of this report.

## 2. THE GAELIC ECONOMY IN GLASGOW

### Introduction to Section 2

2.1 This section presents the headline findings about the economic impact and contribution of the Gaelic Economy in Glasgow and draws on a range of sources to do so – including existing official datasets, some of the individual consultations carried out for this study, and responses to the business and community group surveys.

### The Economic Contribution of the Gaelic Economy in Glasgow

2.7 This section considers the range of economic impacts and contributions that Gaelic makes to the Glasgow economy. As noted in Section 1, consideration has been given to a range of aspects – although as highlighted later in this report (see ‘key messages and recommendations’ in Section 5) there are challenges around collecting up-to-date and accurate data on a range of aspects of the Gaelic Economy in Glasgow.

2.8 As such, this section draws on a range of sources and **sets out the scale of Gaelic jobs** (where Gaelic is essential or desirable for the role) for Gaelic Language Plan organisations<sup>10</sup> based in Glasgow and for the respondents to the business survey.

2.9 Also in this section is information about the **scale of investment in Gaelic from a range of key public sector and Gaelic Language Plan organisations** (including Glasgow City Council, Bòrd na Gàidhlig, BBC, MG ALBA, Creative Scotland, higher/further education providers, and so on).

2.10 Drawing on a range of sources, this section also sets out the **economic contributions and impacts of Gaelic in relation to the production and consumption of Gaelic goods and services** (each of which are explored in more detail in Section 3 of this report).

2.11 Finally, these aspects are **combined to provide an overall summary of the economic contribution** of Gaelic to the Glasgow economy.

2.12 Whilst attempts have been made to capture as much data as possible, **for a variety of reasons the data presented here is acknowledged as being partial**. The timing of the primary research for this study was affected by the various lockdowns and restrictions resulting from the COVID-19 pandemic – which affected the responses to the business and community organisation surveys in particular; as well as the ability of some organisations to provide the requested data. **This means that the results presented below are partial and will be an underestimate of the contribution of Gaelic to the Glasgow economy**. More information on this is included below and is revisited in Section 5 of this report.

2.13 Additional information about the approach to this analysis, and the assumptions that have been made, is included in Annex 6 to this report.

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<sup>10</sup> i.e. those organisations based in/operating in Glasgow that have a Gaelic Language Plan.

### Employment – Gaelic Essential/Desirable Posts

- 2.14 In terms of employment, the 2017 Gaelic Language Labour Market report<sup>11</sup> (Skills Development Scotland) found that there were 110 full-time and 26 part time Gaelic essential posts in Glasgow – a total of 136 Gaelic essential posts.
- 2.15 From the same report, national data on the sectoral breakdown of the full-time Gaelic essential posts identified found that the majority of jobs were Local Authority posts (58%), followed by Further and Higher Education (12%) and Media (11%).
- 2.16 Analysis of data provided by consultees for this study (including organisations based in/operating in Glasgow that have a Gaelic Language Plan, respondents to the business survey, and other key Gaelic organisations/bodies operating in Glasgow), has **identified more than 200 Gaelic essential posts (a combination of full-time and part-time positions) which, it is estimated, equates to around 154 FTE jobs.**
- 2.17 This estimate itself, whilst higher than the SDS 2017 figures, is thought to be an under-reporting of the likely total number of Gaelic essential jobs within Glasgow for a variety of reasons, including the low response rate to the business survey (see Annex 3), the lack of engagement from some organisations in the data provision process for this study, as well as the lack of ability for some organisations to be able to provide accurate information about Gaelic posts.
- 2.18 In addition to these Gaelic essential posts, a number of organisations identified a far wider range of posts/roles that are currently filled by those with some level of Gaelic ability (including those who are fluent in Gaelic) as well as a number of roles that will eventually become Gaelic essential posts but have not yet been designated as such.
- 2.19 Furthermore, there were a number of Gaelic desirable posts identified, and, alongside this, a number of organisations identified other posts that are not Gaelic essential/desirable (and may in fact be filled by a non-Gaelic speaker) but where the positions are dedicated to the delivery of Gaelic-related services and goods.
- 2.20 Taking all of these into account – and this is only possible for those organisations and businesses that have actively engaged in this research – the number of **Gaelic essential/desirable posts alongside posts dedicated to the provision of Gaelic services and goods for these organisations and businesses is almost 300 jobs (estimated to equate to 235 FTE jobs).** Again, this is likely to be an underreporting of the overall scale of Gaelic essential/desirable posts.
- 2.21 Using the same categorisations as the SDS (2017) report, the **sectoral pattern of these posts**, whilst similar to the national patterns from the

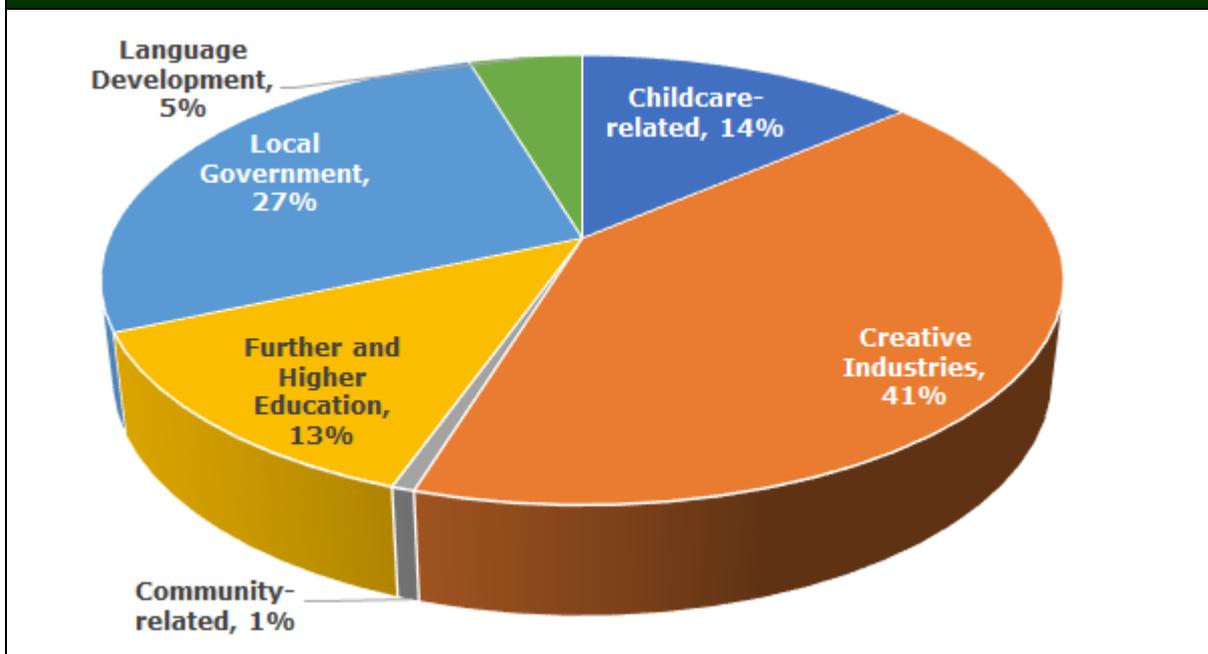
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<sup>11</sup> Skills Development Scotland (2017) The Gaelic Language Labour Market -The Evidence, Skills Development Scotland, Evidence Base Team.

SDS report, **highlights the importance of the Creative Industries – most notably the media – for the Gaelic Economy in Glasgow.**

- 2.22 **First, focussing on the more than 200 Gaelic essential posts** noted above (and assessing each sector as a proportion of the 154 FTE posts), **shows that Creative Industries is the largest sector, accounting for 41% of the FTE jobs – the vast majority of which are media-related jobs. The next largest sector is Local Government jobs, which account for 27% of the FTE jobs – the vast majority of which are education-related.** This is followed by childcare-related posts (14%), higher and further education posts (13%), and language development (5%). See Figure 2.1 below for a presentation of these results.
- 2.23 The findings about the media-related jobs align with the recent study about the economic impact of MG ALBA<sup>12</sup> in terms of core jobs, although it is also important to recognise that the MG ALBA study identified a range of additional employment within independent production companies, only part of which has been captured in the analysis for this research. Again, this emphasises that the results presented in this section only capture some aspects of the economic contribution of Gaelic to the Glasgow Economy.
- 2.24 The results around employment also provide an insight into the type of employment by different sector. The part-time nature of the jobs in both Childcare-related and Language Development is reflected in the fact that the proportion of posts for each is 18% and 13% respectively, whilst the respective proportion of FTE is 14% and 5%.

**Figure 2.1: Sectoral Summary of Gaelic Essential (FTE) Jobs**

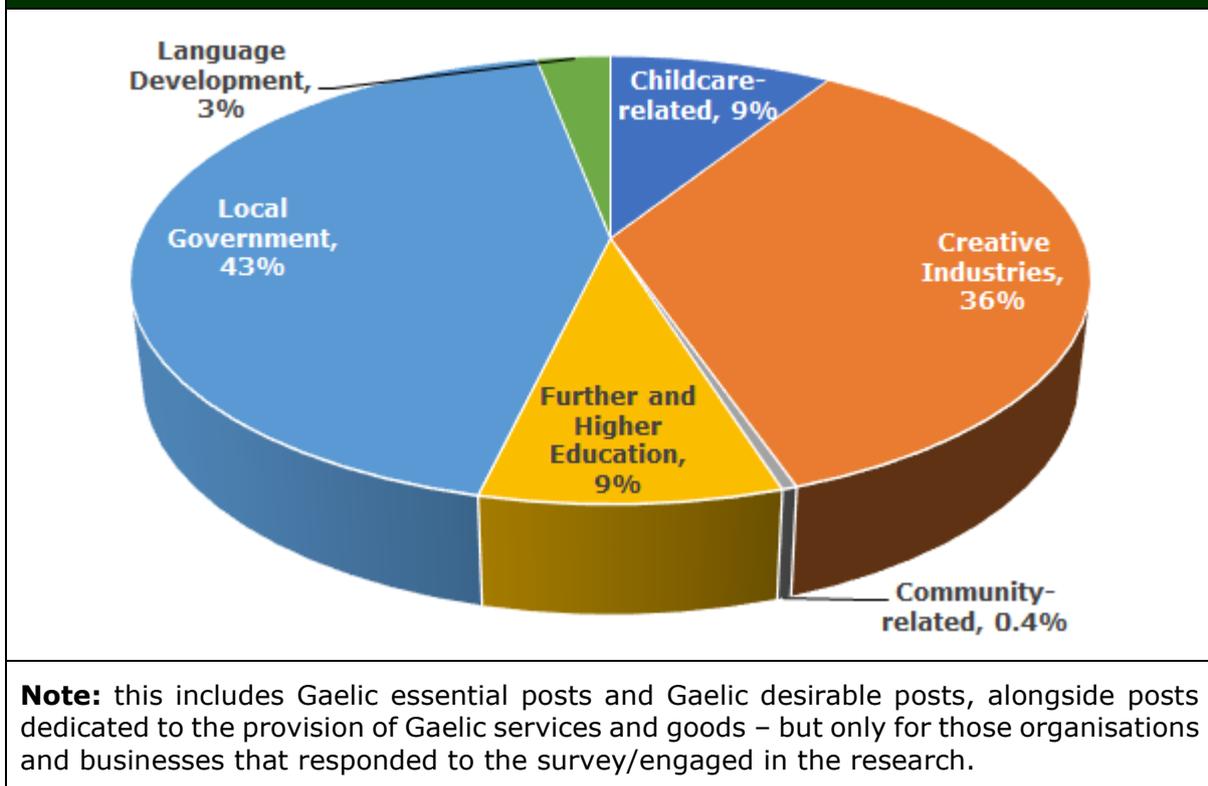


- 2.25 **Second, if the larger figure of circa 300 posts** (i.e. including the Gaelic-desirable posts, the posts that will be designated as Gaelic-essential in the future, the non-Gaelic posts that are involved in the production of Gaelic

<sup>12</sup> Economic and Social Value of MG ALBA, EKOS, August 2021

goods and services etc.) **is considered**, then (in terms of the 235 FTE posts), **Local Authority jobs (the vast majority of which are education posts) account for the greatest proportion (43%); followed by Creative Industries (again, dominated by media posts) at 36%**. Beyond this, once again, the next most common sectors were Further and Higher Education (9%) and Childcare-related (9%). See Figure 2.2 below.

**Figure 2.2: Sectoral Summary of Wider Gaelic-Related (FTE) Jobs**



- 2.26 The likely under-reporting of the scale of Gaelic essential/desirable jobs noted above is reinforced by results from the recent (2021) Gaelic Skills Survey by Glasgow City Council and also from the Gaelic and Wellbeing Survey carried out for this study (see Section 4).
- 2.27 Both of these surveys found evidence of the importance of the role of Gaelic in relation to specific employment roles/posts, as well as the importance of specific posts in contributing to the development and promotion of Gaelic language in Glasgow.
- 2.28 The Glasgow City Council Gaelic Skills Survey (which included coverage of ALEOs such as Glasgow Life) found that:
- More than one-third (34.2%) of the 550 respondents can understand, speak, read, write or are learning Gaelic.
  - Of this proportion, around 50% describe their Gaelic language skills as intermediate/advanced.

- Whilst use of Gaelic in the home is the most often reported location for normally using Gaelic (63%), the **second most common location for normally using Gaelic is work (44%)**.
- **Almost one-fifth of respondents (18%) report that their role contributes to the development or promotion of Gaelic language in Glasgow.** More than half of these respondents (55%) state that their remit is solely related to Gaelic language, with the remainder (45%) report that 'some of my remit includes Gaelic activity'.
- 58% of respondents are interested in some level of Gaelic learning or awareness opportunities.

2.29 Reflecting on these results, even with there being a likely above-average response from Gaelic speakers to a survey focused on Gaelic skills, this does suggest that the number of jobs where Gaelic is essential or desirable, or where Gaelic development is part of the remit of the role, will be higher than the quantitative jobs results (i.e., 300 posts) set out above indicate.

2.30 In terms of the role of Gaelic for employment, the Gaelic and Wellbeing Survey carried out for this study (which received 193 replies - see both Section 4 of this report and Annex 3 for more details) found that:

- 79% of respondents are in employment (either full time (63%) or part time (16%)). When asked how important Gaelic is to their current employment situation, there is a clear distinction amongst respondents – **31% report that Gaelic is critical or essential to their employment situation**, whilst 38% report that Gaelic has no role at all.
- Once 'not applicable' responses (i.e., those not in employment) are discounted, there is an almost **equal split between those for whom Gaelic is critical, highly important or moderately important** for their current employment situation (49.7%) **and those for whom Gaelic has no role at all or is of minor importance** for their current employment situation (50.3%).
- The survey also considered the scale of impact of Gaelic on a range of aspects of wellbeing and, **in terms of employment, almost half of respondents (48%) reported that the scale of impact that Gaelic had was 'major' or 'moderate' in terms of providing a 'greater range of job opportunities'**. If only **responses from younger respondents** (i.e., aged 24 to 55 – likely to be those more active in the labour market) **are considered, this increases to 58%**.

2.31 Once again, these survey results indicate that the scale of Gaelic essential and Gaelic desirable posts, as well as the importance of Gaelic to a range of other employment positions in Glasgow is greater than the scale of employment that has been reported above, suggesting that the analysis has captured only part of the current position around Gaelic jobs in Glasgow.

2.32 In addition to the specific Gaelic-related posts reported above, a number of organisations also highlighted that they provide support and training to staff

in terms of learning Gaelic (at various levels of fluency) and also awareness raising around Gaelic. There is interest in such sessions from staff within a range of Gaelic Language Plan organisations, providing further evidence of the interest in Gaelic, and the added value that Gaelic provides both economically and also in terms of wellbeing.

- 2.33 Finally, the consultations for this study also highlighted a number of current and recent examples where organisations have found it difficult to recruit staff to Gaelic-specific posts – examples of this were reported both within Glasgow and elsewhere in Scotland. A commonly reported barrier to recruitment for organisations was finding candidates that were able to fulfil both the Gaelic skills/experience and the role-specific skills/experience of the available position(s).

### Investment in Gaelic in Glasgow

- 2.34 Whilst some of it is related (to varying degrees) to the Gaelic-related jobs outlined above, there are a range of additional investments in Gaelic above and beyond the spend on the direct employment set out already in this section. A range of organisations invest in Gaelic in various ways that directly supports or delivers a range of Gaelic related economic activity which occurs on a regular basis (i.e., annually).
- 2.35 For example, this includes investment in Gaelic related media by BBC Scotland and MG ALBA, the provision of Gaelic Medium Education by Glasgow City Council, the provision of further and higher education by relevant institutions, investment in Gaelic-related arts and cultural activity by Glasgow Life, Creative Scotland, and others, as well as additional investments in Gaelic services, activities, and initiatives by Bòrd na Gàidhlig, Glasgow City Council and others.
- 2.36 It should be noted that, once again, gaps do exist in the results presented below. A number of national organisations that support Gaelic-related projects and initiatives do not gather information on the scale of their investment/funding into Glasgow specifically (or any other geographic location) – especially for national initiatives, whilst others do make notable investments in terms of the time of core staff into various Gaelic-related projects and initiatives, but do not measure this or capture it in any way that would allow it to be included in this analysis. This includes tourism-related initiatives (e.g., the work of the Gaelic Tourism Strategy Implementation Group) as well as activity in both the natural and historic environments. Considerations about how to address some of the challenges around capturing this information are revisited in Section 5 of this report.
- 2.37 In addition to the ongoing/regular investment outlined below there are additional (less regular) investments – for example, time-limited project funding from various sources that are not included in the analysis below. The analysis presented below focuses on regular spend over recent years, and (where available) data for the three most recent financial years was used. There is a steady pattern of investment over this time from the various sources assessed and, as such, the figures below can be taken as

the annual investment in Gaelic in Glasgow from the above listed organisations.

2.38 In total, **more than £20 million of investment in Gaelic has been identified for the most recent year (2020-21)**. Like the sectoral patterns around employment, this £20 million is dominated by **investment in the media and creative industries** (including arts and cultural provision) which **accounts for more than 50% of this total**; alongside **education provision** (especially primary and secondary Gaelic Medium Education) – which **accounts for more than 40% of this total**. The remainder typically relates to a range of cross-sectoral funding and investment, or funding by organisations whose activities are cross-sectoral.

2.39 As noted above, some of this investment will be related to the employment positions set out earlier in this section, and as such the summary presented at the end of this section seeks to remove any overlaps (and thereby address any double-counting) to provide an overall estimate of the employment and economic contribution (i.e. GVA – Gross Value Added) of Gaelic to the Glasgow Economy from the various jobs and investments that have been identified in this study – whilst fully recognising that it is only a partial picture of the overall contribution.

### Visitor Spend Impacts from Gaelic Events and Festivals

2.40 Above and beyond the employment and investments set out above, one final aspect to include relates to the economic impacts around Gaelic-related events and festivals, especially where such events are a draw to both international and domestic tourists, bringing additional economic activity to Glasgow.

2.41 As set out later in this report (see Section 3: Tourism, Events and Hospitality), there are a range of such events and festivals where Gaelic makes a key contribution or is an underpinning element. Based on previous research about such events, alongside some conservative estimates where no previous research exists, the overall economic impact of Gaelic events and festivals can be estimated.

2.42 Once again, there are omissions from this assessment. For example, whilst Gaelic activities and events have been an ongoing aspect of festivals such as the Merchant City Festival and Aye Write, insufficient data about the impact of the Gaelic elements of these festivals is available to include them in the analysis below. As such, the figures presented below are once again an underestimate of the overall impact of Gaelic in this regard.

2.43 Taking the most recently available impact reports and publicly available data, economic impact estimates are available for: Celtic Connections<sup>13</sup>; Piping Live<sup>14</sup>; the World Pipe Band Championships<sup>15</sup>; and the Scottish Gaelic

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<sup>13</sup> [https://www.heraldsotland.com/opinion/18201032\\_agenda-celebrate-celtic-connections-glasgow-scotland/](https://www.heraldsotland.com/opinion/18201032_agenda-celebrate-celtic-connections-glasgow-scotland/) and Celtic Connections 2019 Economic Impact Assessment Report for Glasgow Life (Tourism Resources Company), August 2019

<sup>14</sup> <https://www.pipedrums.com/article/piping-live-2019-generates-2-million-for-glasgow/>

<sup>15</sup> [https://www.eventimpacts.com/-/media/event-impacts/research/event\\_impact\\_world-pipe-band-championships-2017.ashx](https://www.eventimpacts.com/-/media/event-impacts/research/event_impact_world-pipe-band-championships-2017.ashx); and World Pipe Band Championships 2016 Impact Report, EKOS

Awards. In each instance, it has been assumed that the economic impacts reported capture the direct, indirect, and induced economic impacts. In total **these festivals and events typically provide more than £11.5million of economic impact for Glasgow each year.**

- 2.44 In the vast majority of instances Gaelic is assumed to be a core element of the event/festival, and as such the overall economic impact of the festival/event has been included in the analysis. The exception to this is for Celtic Connections where the Gaelic element can be given further consideration. Audience survey work carried out in 2021 for Celtic Connections by Glasgow Life (see the end of Annex 3 for the key results) provides some useful metrics to assess the role of Gaelic in relation to Celtic Connections.
- 2.45 Survey results identified that Gaelic-themed events, in language, arts and culture, were 'fairly' or 'very important' to the vast majority (82%) of attendees, with two-thirds of attendees aware of Gaelic events, and **Gaelic themed events, in language, arts and culture, identified as very or fairly important to more than one-fifth (21.2%) of attendees in their decision to buy tickets for the festival.**
- 2.46 Applying this metric to the overall impact of Celtic Connections in 2019, results in £1.2million of the impact of Celtic Connections being attributed to Gaelic.
- 2.47 Taken together and recognising that these results are all from pre-COVID-19 assessments of the economic impacts of these festivals and events, **the overall annual economic impact of these festivals and events that can be attributed to Gaelic is estimated to be £7.2million.**
- 2.48 In addition to these ongoing impacts from regular, annual events and festivals, there are also additional economic impacts from irregular festivals and events. A key example of this is the 2019 Royal National Mòd which took place in Glasgow and is estimated to have contributed almost £4million to the Glasgow economy.
- 2.49 This analysis has focused on the specific festivals and events listed above, and it is recognised that there are omissions in terms of other festivals and events – including the examples listed previously.
- 2.50 In addition, this study has **not** included an assessment of the overall role and contribution of Gaelic to international and domestic tourism generally, as there is no available data on this. However, the current Gaelic Tourism Strategy for Scotland (2018-2023) highlights the added-value of Gaelic, noting that: "*...a VisitScotland visitor survey in 2016 found that, with no prior promotion, 34% of respondents felt that Gaelic, as a national language of Scotland, enhanced their visit and they would like to find out more about it. Of these, interest was primarily amongst overseas and first time visitors.*" [emphasis added]
- 2.51 Furthermore, this analysis has **not** included any quantitative assessment of the role of Gaelic in terms of hospitality (i.e., food and drink) to Glasgow beyond the specific tourism impacts reported above. Given that previous

research<sup>16</sup> (alongside the results from the business survey for this study – albeit with a low response level) has indicated that the **three aspects that are the most common major benefits for businesses from using Gaelic** as an asset are that it: **enhances the distinctiveness/uniqueness** of products/services; **enhances customer perceptions of authenticity and provenance** of products/services; and **increases the appeal of products/services** to target markets, it would suggest that there is (an as yet unrealised or underdeveloped) potential for Gaelic to be used and add value in this way for the hospitality and tourism sectors. This is considered in more detail in Section 3.

### Summary of Findings

- 2.52 Reflecting on the three key elements considered above – Gaelic related employment in Glasgow; investment in Gaelic in Glasgow; and the contribution of Gaelic for specific festivals and events – **these aspects can be brought together to provide an overall assessment of the employment and Gross Value Added (GVA) contributions** of Gaelic to the Glasgow Economy.
- 2.53 As noted at various points above, for a wide range of reasons and issues, the **results presented here are recognised as capturing only parts of the current contribution of Gaelic to the Glasgow economy, and as such they under-estimate the overall impact.**
- 2.54 Nevertheless, **they can be used as a baseline upon which to build** – both in terms of seeking **to capture more of the current impacts** (see Section 5 for further thoughts on this) and in terms of helping **to inform activities and actions that would help to further realise the additional potential around Gaelic’s contribution to the Glasgow economy.**
- 2.55 In order to provide an overall estimate any overlaps (i.e. double counting) between the employment, investment, and festivals/events impacts need to be addressed, and this was achieved by removing any employment elements that were identified as already being included within investment/funding information. In addition, given that multiplier analysis has been carried out to ensure that the knock-on impacts in the wider economy through both the indirect<sup>17</sup> and the induced<sup>18</sup> impacts of the direct employment and spend can be included, any employment data in the survey responses from businesses in the supply chains for the overall investments in both media and education have also been removed.

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<sup>16</sup> <https://www.hie.co.uk/media/5585/hieplusreportplus2014plusfinalplusonline.pdf>

<sup>17</sup> Supply linkage multiplier (indirect multiplier): due to purchases made as a result of the intervention and further purchases associated with linked firms along the supply chain.

<sup>18</sup> Income multiplier (consumption/induced multiplier): associated with local expenditure as a result of those who derive incomes from the direct and supply linkage impacts of the intervention.

- 2.56 Once the double-counting has been accounted for, official economic data from both the Scottish Government<sup>19</sup> and the Office for National Statistics<sup>20</sup> were used to identify relevant ratios for turnover per job, GVA per job, and Type II economic multipliers. **Applying these to the estimates allowed an overall estimate to be developed which found that more than 700 FTE jobs can be attributed to Gaelic based on the analysis presented in this section.**
- 2.57 These **700 jobs can also be expressed in terms of the GVA they provide to the Glasgow Economy – which is estimated to be in the region of £21.6million per annum.**

### Sectoral Summary of Economic Contribution

- 2.58 As highlighted in Section 1, the key sectors where Gaelic contributes to the Glasgow economy include: Creative Industries; Education and Learning; Tourism and Events; and Language Promotion and Development. Each of these sectors is considered in detail in the next section of this report (Section 3). Prior to this, consideration is given to the contribution of each of these key sectors to the findings reported above – i.e., the 700 jobs (£21.6 million GVA) that have been identified in this research.
- 2.59 In considering these results, as outlined earlier in this section, it should be noted that this is an incomplete picture of the economic contribution of Gaelic to the Glasgow economy for various reasons and this should be borne in mind when considering the sectoral breakdown presented below.
- 2.60 For various reasons, it is not straightforward to provide a sectoral breakdown of this economic impact or contribution.
- 2.61 First, a number of the organisations and/or events included within the analysis cut across sectoral boundaries (e.g., the Gaelic activities carried out by Glasgow Life contribute to both Language Promotion and Development and Creative Industries, whilst the various investments from Bòrd na Gàidhlig contribute to all key sectors to varying degrees). As such, whilst attempts have been made to allocate economic activity to specific sectors, some of the economic contribution has been categorised as cross-sectoral.
- 2.62 In addition, there are strong inter-linkages between sectors – e.g., between Tourism and Events and Creative Industries – where the key Gaelic events are strongly underpinned by music, performance, literature, and other cultural activities – which sit within the Creative Industries sector. In addition, the overlap between Language Promotion and Development and all other sectors – especially Education and Learning – highlights the interconnectivity between the various aspects of the Gaelic economy in Glasgow. As such, whilst activities are allocated to a specific sector, the

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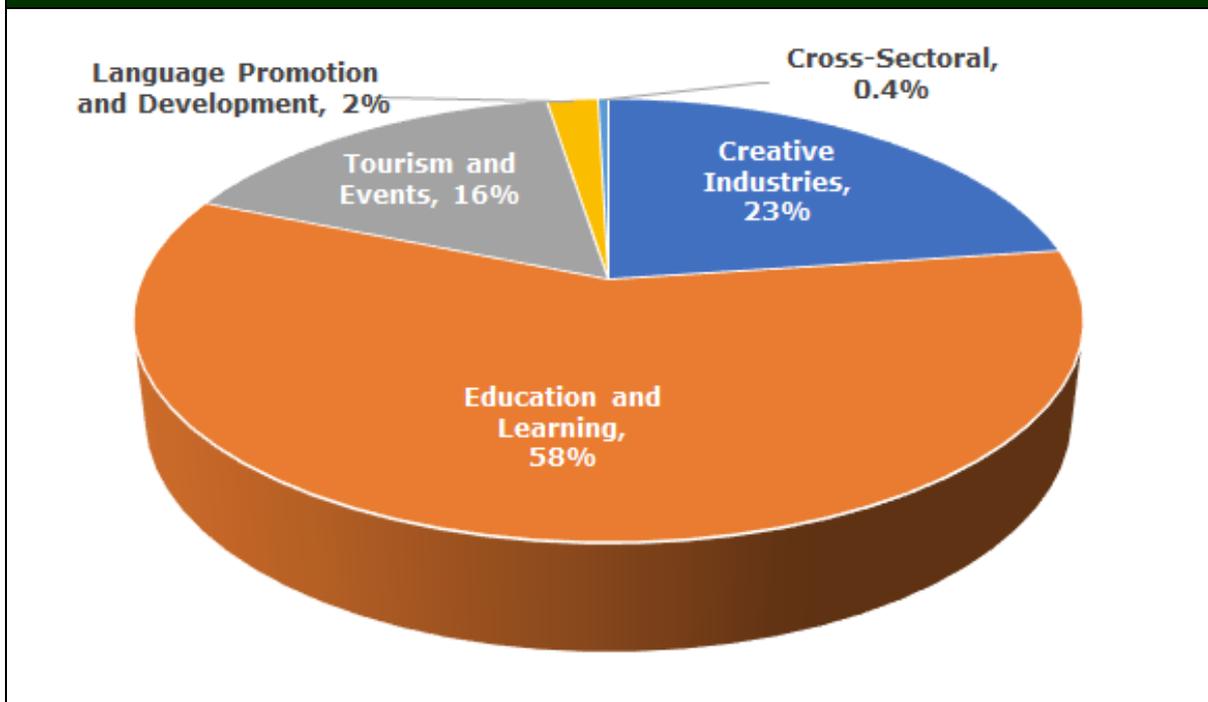
<sup>19</sup> <https://www.gov.scot/publications/scottish-annual-business-statistics-2018/>;  
<https://www.gov.scot/publications/about-supply-use-input-output-tables/pages/user-guide-multipliers/>;  
<https://www.gov.scot/publications/input-output-latest/>

<sup>20</sup> <https://www.ons.gov.uk/businessindustryandtrade/business/businessservices/datasets/uknonfinancialbusinesseconomyannualbusinesssurveysectionsas>

interlinkages and overlaps between them needs to be acknowledged in considering these results.

- 2.63 Notwithstanding these issues, the results below provide an indication of the sectoral breakdown of the economic contribution of the aspects of the Gaelic Economy in Glasgow that have been captured within this analysis.
- 2.64 Figure 2.3 below shows the sectoral breakdown of the 700 jobs and shows that Education and Learning<sup>21</sup> accounts for the largest proportion of jobs (58% of the total). This is followed by Creative Industries which accounts for 23%, followed by Tourism and Events which it is estimated accounts for 16% of the jobs.

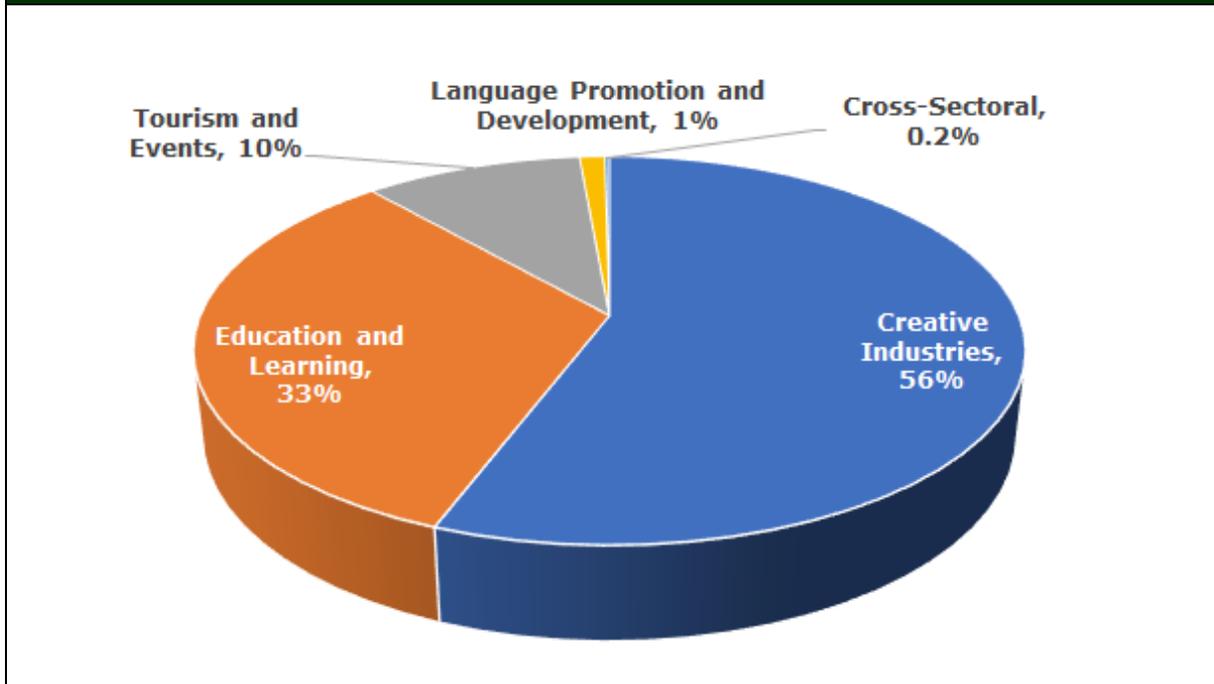
**Figure 2.3: Sectoral Breakdown of Jobs**



- 2.65 Figure 2.4 overleaf shows the results in terms of the sectoral breakdown of the GVA. It is interesting to note that the relative importance of the different sectors varies between the jobs results and the GVA results – this reflects the GVA per employee contributions of different sectors – most notably the higher GVA per job rates for the Creative Industries, especially media-related jobs, when compared to the GVA per job rates for the other sectors.
- 2.66 Therefore, in terms of the estimate of the £21.6million GVA contribution, the largest sector is the Creative Industries, account for 56% of the total GVA, followed by Education and Learning which accounts for 33% of the GVA, and then Tourism and Events which accounts for 10% of the GVA.

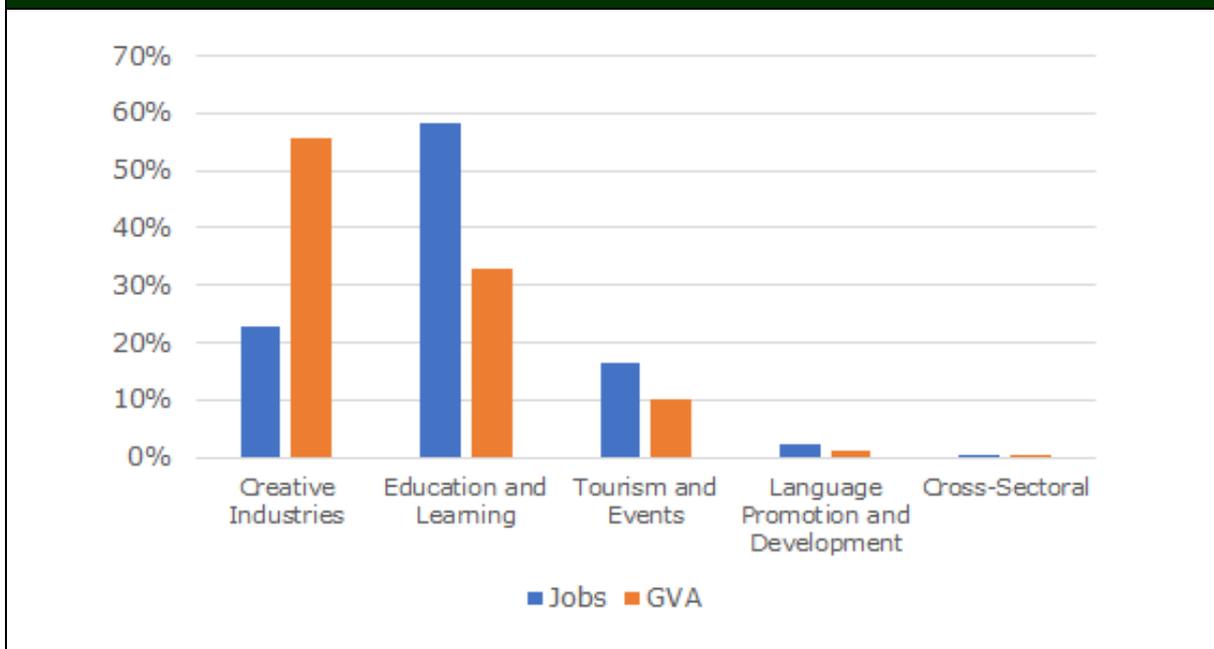
<sup>21</sup> For this analysis Education and Learning includes all levels of formal education and learning as well as informal Gaelic learning and also childcare provision.

**Figure 2.4: Sectoral Breakdown of GVA**



2.67 The different relative sectoral contributions to both jobs and GVA is summarised in Figure 2.5 below, which puts the proportions for each sector side-by-side, and shows that for jobs, Education and Learning is the largest sector, whilst in terms of GVA, Creative Industries is the largest sector.

**Figure 2.5: Sectoral Breakdown – Comparison of Jobs and GVA Contributions**



2.68 Each of these key sectors for the Gaelic Economy in Glasgow are considered in more detail in the next section of this report.

### 3. KEY SECTORS FOR GAELIC IN GLASGOW

#### Introduction to Section 3

- 3.1 This section of the report focuses on the key sectors for Gaelic (i.e., Creative Industries; Education and Learning; Tourism and Events; and Language Promotion and Development) and considers each of them in turn, outlining the contributions that Gaelic makes to these sectors.

#### CREATIVE INDUSTRIES

- 3.2 Previous studies<sup>22</sup> have suggested that the Gaelic Arts and Cultural sector has played a key role in fostering positive attitudes to the language from the non-Gaelic speaking community, and previous evidence<sup>23</sup> has also indicated that the sector – in particular, its broadcasting and events elements – have been key factors in Gaelic employment and Gaelic economic impact in the Glasgow area. Evidence gathered within this research study (see Section 2) suggests that this remains the case.

#### Gaelic Broadcasting

- 3.3 For most people in Glasgow, it may be that their main interaction with the world of Gaelic is via the BBC ALBA Channel, whose viewing figures extend well beyond Scotland's core Gaelic speaking community. The channel is produced in conjunction with MG ALBA, whose remit is to ensure that people living in Scotland are provided with a wide and diverse range of high-quality programmes in Gaelic.
- 3.4 Relevant figures for 2019-20 indicate that BBC ALBA was watched by 10% of the adult population of Scotland. In terms of the adult Gaelic speaking population, almost 60% of the community regularly watched the channel. Although it is not possible to ascertain the viewing figures specific to the Glasgow region, national awareness of the channel now stands at 85%, compared with 80% in the previous year<sup>24</sup> so it may be assumed that knowledge of the channel is widespread within and outside of the Gaelic community in Glasgow. There is little reason to assume that viewing patterns would be different.
- 3.5 Similarly, there has been an increase both in BBC ALBA's most recent Gaelic audience appreciation figures (8.5/10 compared to 8.4/10 in the previous year), and those of overall national audience appreciation figures (7.6/10 compared to 7.4/10). Again, there is no reason to imagine there might be a difference in terms of appreciation from viewers in the Glasgow area.
- 3.6 In terms of media appreciation of quality, it is worth noting that the Gaelic current affairs programme Eòrpa has been nominated for a BAFTA award

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<sup>22</sup> Chalmers D, & Sproull A: The Demand for Gaelic Artistic and Cultural Products and Services: Patterns and Impacts GCU 1996

<sup>23</sup> Chalmers D & Danson M. The Economic Impact of Gaelic Arts and Culture within Glasgow. Glasgow City Council. 2009

<sup>24</sup> MG Alba. Annual Report 2020/2021. Published June 2021

on eight occasions and has won on four of those – a record unmatched by any similar English language current affairs/documentary programme.

- 3.7 Another general mark of the channel’s popularity may be gauged from its increase in on-line consumption, which is up by 3.5% from the previous year (2019) and which now stands at 4.1 m iPlayer content views<sup>25</sup>.

### *Comparison with other BBC broadcasting in Scotland*

- 3.8 In general, the overall investment in the provision of Gaelic broadcasting can be seen to be lower than other broadcasting in Scotland, whilst the final product does not benefit from the newest technology in terms of High-Definition (HD) broadcasting. Whilst all programmes are now made in HD, the channel is only given resources to broadcast in Standard Definition. Although the viewing constituencies are different, the average viewing time per week for BBC ALBA is 3 hours and 20 minutes per viewer, compared to the BBC Scotland channel, with weekly viewing time of 90 minutes per viewer. Cost per user hour is 18p for BBC ALBA compared to BBC Scotland’s equivalent cost of 41p per user hour.
- 3.9 Radio nan Gaidheal has a similar reach within the Gaelic population to that of the BBC ALBA TV channel (57.9%), with average listening hours of 6 hours 30 minutes at a cost of 26p per user hour.
- 3.10 Again, if this is compared to BBC Radio Scotland, the latter has a reach of approximately 17% with average listening time of 5 hours 52 minutes at an approximate cost of 10p per user hour.
- 3.11 The overall investment by the BBC to provide BBC ALBA was £8million in 2019-20 compared to the £44million for providing BBC Scotland, while the relative costs of providing BBC nan Gaidheal and BBC Radio Scotland were £4million and £24million respectively. MG ALBA also invested approximately £11.7million in the TV Channel from a Scottish Government grant of £12.8million.
- 3.12 In terms of output, BBC ALBA broadcast 2,595 hours in 2019-20, and Radio nan Gaidheal 4,927, compared with BBC Scotland’s 2,595 hours (including BBC 1 Scotland opt-outs), and Radio Scotland’s 8,639 hours.

### *Covid and the interaction with the Glasgow Community*

- 3.13 A comparative study<sup>26</sup> of BBC ALBA’s contribution to the Gaelic speaking community during COVID arguably illustrates a higher positive impact on their respective community than other European minority language broadcasters. Throughout the lockdown due to COVID, the impact of the pandemic almost completely dominated the news agenda on BBC ALBA and Radio nan Gaidheal including community level stories. To help with the slight diminution in news slots due to social distancing regulations, a community information slot *Fiosrachadh* and a well-being strand called *A-*

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<sup>25</sup> MG Alba. Annual Report 2020/2021. Published June 2021

<sup>26</sup> <https://www.ecmi.de/infochannel/detail/minority-language-media-and-the-covid-19-pandemic-the-case-of-scottish-gaelic-an-interview-with-dr-douglas-chalmers>

*Staigh* was created, putting Gaels in Glasgow and elsewhere more directly in contact with Islands and remote communities through local newsgathering and user generated content.

- 3.14 This aim for direct contact with communities has continued with a series of community screenings over the last year, including ones in Glasgow such as *Curaidh na Coille* (the Birdman of Pollok); the comedy series *FUNC*, 'poking fun at all things Gaelic'; the Children's programmes *Rùn* and *Balach aig a' Mhullach*; and *Rose Reilly* looking at forerunners of women in football, and *Elena Baltacha* the late tennis player who had spent her formative years in Perth and Paisley.
- 3.15 During Royal National Mòd week in Glasgow in 2019, five different programmes were showcased, along with Q&As with the cast, as part of the Glasgow Life arts offering. Those programmes were *Bannan*, *FUNC*, *DIY le Donnie*, *Còisir Eurovision* and *Na Milleni-Gaels*.
- 3.16 Independent TV companies such as Bees Nees, Corcadal, Mast-Àrd and Caledonia, based in Glasgow continue to receive support from BBC ALBA in issues such as business affairs mentoring delivered through FOCUS (the Scottish Enterprise/Screen Scotland joint initiative). Several of these companies successfully applied for other initiatives as a result of the FOCUS work.
- 3.17 In addition, interaction with schools and young media creators in Glasgow continues through the yearly short film competition FilmG, where Glasgow involvement continues strongly.

### *Language development through the work of the Gaelic broadcasters*

- 3.18 MG ALBA work closely with their partners including the Celtic department of Glasgow University, to extend the impact and reach of digital language learning tools such as the *learngaelic.scot* website which has become a key focus for on-line Gaelic learners. The site has shown continued growth with page views of the website up 13% to 2.8million page views, sessions up 18% to 1million and unique users up 43% to a monthly average of 37,000 in the last year.
- 3.19 Recently a scholarship was funded at the Glasgow School of Art for an MSc in Serious Games and Virtual Reality resulting in the recruitment of interns from this course by LearnGaelic, the expansion enabling the LearnGaelic team to advance their work on a new digital framework and to create further Gaelic learning resources.
- 3.20 During the period of this research, BBC resources and the BBC Gaelic unit based at Pacific Quay in Glasgow were being used to help prepare for the launch in September 2021 of the major new Gaelic adult learning campaign SpeakGaelic<sup>27</sup>.

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<sup>27</sup> <https://mgALBA.com/about-us/speakgaelic/?lang=en>

### *Employment and Economic Impact of BBC Scotland Gaelic services in the Glasgow area*

- 3.21 The current number of BBC staff based in Glasgow who have some level of Gaelic language skills is 60, 55 of whom are fluent readers and speakers. For 40 of these jobs, Gaelic is identified as an essential skill, with an additional 5 posts identifying Gaelic as desirable. In addition to this, 4 non-Gaelic speaking staff are employed in the delivery of Gaelic related services and goods.
- 3.22 The overall expenditure based in Glasgow on the BBC Gaelic service (TV and Radio) is approximately £4million.

### *Employment and Economic Impact of MG ALBA in the Glasgow area*

- 3.23 The overall expenditure by MG ALBA within Glasgow was £6.7million in the last full year (which is part of an overall spend in Scotland of £11.5million). There are 10 Glasgow-based Gaelic speaking staff at MG ALBA, out of a total staff of approximately 85 across Scotland. The Gaelic proficiency of the Glasgow based staff is described as native or highly fluent and these posts are categorised as highly skilled knowledge worker staff.

## **Music**

- 3.24 A key feature of BBC ALBA output has been music as well as sport. Gaelic music has always been one of the key backbones of the Gaelic creative economy, although what 'Gaelic music' consists of has been, and continues to be, a contested area – not only due to conceptual issues about whether non vocal music such as Piping can be seen as 'Gaelic' or only 'Highland', but also as to whether the focus of Gaelic music and song is backward or forward looking, 'heritage' or living and developing, or perhaps both.
- 3.25 It is clear that Gaelic music (in which Piping is included) contains a rich and varied mixture of past traditions and forward momentum – whilst it is clearly acknowledged that there is no unanimity in how it is best defined or what its future is. A wide range of Gaelic music is to be found in the Glasgow creative sector, from Piping, through the Highland Associations, the choirs, local Mòd and Fèis, to Celtic Connections, the Gaelic nightclub Ceòl is Craic, to modern Glasgow-based bands such as the Whyte band amongst others.

### *Celtic Connections*

- 3.26 Celtic Connections – Glasgow's major winter music event which takes place in January each year, is delivered by Glasgow Life, and is funded by Creative Scotland and the Scottish Government Festivals fund. Achieving attendance/viewing figures in excess of 100,000 (almost 123,000 in person in 2019<sup>28</sup>, around 130,000 in 2020<sup>29</sup>, and approximately 108,000 online in 2021), Celtic Connections continues to have a major Gaelic input, and a

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<sup>28</sup> "There were a total of 113,267 attendances and 38,056 unique visitors (122,767 attendances when school visits are included)." Celtic Connections 2019 Economic Impact Assessment Report for Glasgow Life (Tourism Resources Company), August 2019

<sup>29</sup> <https://www.thenational.scot/news/18213698.130-000-attendance-celtic-connections-2020-events/>

major impact on the city's economy. A study<sup>30</sup> of the 2019 festival found that Celtic Connections generated £5.6million for the city and boosted the wider Scottish economy by an additional £1.78million.

- 3.27 In addition to which, survey findings for this study identified that Gaelic-themed events, in language, arts and culture were 'fairly or very important' to the vast majority (82%) of attendees, with two-thirds of attendees aware of Gaelic events, and Gaelic being identified as very or fairly important to one-fifth of attendees in their decision to buy tickets. More detail about Celtic Connections is included later in this section within the Tourism, Events and Hospitality section.

### *Piping*

- 3.28 Glasgow has a world-renowned College of Piping, established in 1948, which later merged with the more modern National Piping Centre established in 1996.
- 3.29 The Centre hosts the Piping Live Festival every year (see the Tourism, Events and Hospitality section for details), and offers tuition for all levels from beginner to post-graduate – including running a BMus degree course in partnership with the Royal Conservatoire. Pre-COVID it also ran semester programmes for overseas students at Glasgow and Edinburgh Universities, and a wide range of outreach activities covering 22 schools and local authority areas. The Centre is a base for the National Youth Pipe Band of Scotland, involving 120 members in the senior and developmental bands. The 2019 Piping Live festival also saw the introduction of a series of educational workshops under the banner of learn@live delivered by leaders in the fields of piping and drumming and by international performers. The Piping Centre has a performance venue that seats 160 people and is also attached to the Pipers Tryst hotel. The college also operates a retail arm, as an addition to the tuition and classes that it organises. Pre-covid the Centre and Hotel employed approximately 50 staff, but currently operates with 27 staff (approximately 20 FTE).
- 3.30 Currently there are 12 tutors, all of whom have some Gaelic – which is helpful for tune titles and background. Until recently there was one fluent Gaelic speaker. Several tutors are currently studying online at Sabhal Mòr Ostaig. Although none of the posts in the Centre are deemed Gaelic essential, Gaelic is desirable for the bagpipe tutors as it is felt that there is a closer link to the language than the other traditions (smallpipes, etc.) that are taught.

### *Highland Associations and Gaelic Choirs*

- 3.31 Traditionally linking the Highlands and Islands diaspora in Glasgow, the fortunes of the Highland Associations have tended to wane in the city in the last generation, as the Gaelic speaking community has become more diverse with a growing number of urban Gaelic speakers, who may have no

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<sup>30</sup> Celtic Connections 2019 Economic Impact Assessment Report for Glasgow Life (Tourism Resources Company), August 2019

direct affinity to the Islands. In their 2005 Glasgow Gaelic Arts Strategy<sup>31</sup>, An Lochran noted the existence of 25 Glasgow based Highland Associations in the city. Currently in 2021, six of the Highland Associations – The Glasgow Coll Association; Jura Association; Islay; Mull and Iona; Skye; Tiree; and Uist and Barra associations have a social media presence, and like all voluntary organisations have been hit by COVID restrictions in terms of meetings and activity. Of those, enquiries conducted as part of this research study, received responses from Skye and Mull and Iona only.

- 3.32 The picture painted suggested that there are efforts to modernise and keep the Gaelic medium ethos in Mull and Iona, whilst the Skye association appears to be the most active association overall.
- 3.33 As might perhaps be expected, through discussions with a wide range of Gaels in Glasgow as part of this research, there is no unanimity in how the Highland Associations may further develop in the period to come, given the changing nature of Gaelic in an urban environment.
- 3.34 Currently there are four adult Gaelic choirs in operation – Glasgow Gaelic Musical Association, founded in 1893, Glasgow Islay Gaelic Choir (founded 1944), Govan Glasgow Choir (1929), and Glasgow Hebridean Choir (1967). All have won recognition and competed successfully in the Mòd since their establishment, as well as performing with more rock-oriented artists such as Runrig and Rod Stewart. Glasgow also has the Islay Junior Gaelic choir, founded 1995.

### *Glasgow Fèis*

- 3.35 The Fèisean are non-competitive music festivals which include tuition, and which are often linked to schools – as has been the case in Glasgow. Given the impact of the COVID-19 pandemic, the Fèis linked to the Gaelic Schools (currently organised from Glendale primary and held in the first week of Easter), has not operated on a face-to-face basis for the recent period. However, this has also led to a strengthening of the organisation's social media (particular Facebook) presence which mostly signposts visitors to other learning opportunities, mòds, Fèisean etc.
- 3.36 The age range attending from the school is normally between 5 – 12 years, although there are also activities organised for children of Gaelic nursery school age. Over the last three years of face-to-face activity, between 100 and 140 children (from all the Glasgow Gaelic schools) have taken part, including around 40 pre-school children, and up to 20 adults helping in the running of the event. Based in schools, the Fèis is often dependent on the work of parents of school students which is often limited to the period during which their children are at the school. In terms of Gaelic proficiency, again the level may be linked to the fluency held by the parent volunteers. Currently the small team of volunteers includes one fluent parent and other advanced learners. The Fèis however is one of the few in Scotland that is held through the medium of Gaelic, and during the period of the Fèis up to 10 tutors are employed – paid at Musician Union rates – with funding received from Fèisean nan Gàidheal, who also fund the organisation's part

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<sup>31</sup> An Lochran, 2005, *Gaelic Arts Strategy 2006 - 2009*, 1st edn, An Lochran/ Glasgow City Council, Glasgow

time development worker. Despite the difficulties of the pandemic, and with the core of activity shifting between the existing Gaelic schools over this time, a consistent offering of learning accordion, mandolin, clarsach, fiddle, drumming, singing and dancing (and, in some years, shinty) has normally been offered since its inception almost 20 years ago. Support is also given, particularly for pre-school children activities, by the Gaelic Book Council. As is also the case with Shinty (see below) an ongoing key issue for the Fèis each year is to find suitable premises – the Fèis most recently has taken place within the Sgoil Ghàidhlig Ghlaschu premises.

### Sport

- 3.37 Camanachd (Shinty) is the sport with the closest relationship to Gaelic, and it is one that has seen a resurgence – mostly linked to its practice in Gaelic Medium Education (GME). Starting from a low level of around six students in 2002, there are currently around 30 students involved in Camanachd in the Glasgow Gaelic School, and a similar number in Glendale school, with approximately 20 involved at the Govan Gaelic unit, making an approximate number of 80 young people involved with the sport. In the nearby Strathkelvin district, a further 30 students are also involved in the Gaelic unit in Bishopbriggs and elsewhere. Within the schools, the coaching and first aid and other support is given by volunteers – normally parents of GME school students. Currently there are estimated to be approximately 25 volunteers involved with the Glasgow based schools.
- 3.38 Twice in the last 10 years, the Camanachd team from the Glasgow Gaelic School has reached the Scottish finals, although they have not yet won – being beaten by Beaully and Newtonmore respectively. The language used in Camanachd depends to a great extent on the coaching team and other volunteers. Currently it is estimated that approximately 50% of the volunteers use Gaelic during the matches and preparations. Gaelic 'Quick Cards' are supplied to those whose Gaelic is less fluent in order to boost the use of the language. According to those involved, this is a substantial increase in the use of the language, with the language being virtually absent in the sport in the 1980s and 1990s. It also appears to be the case that the adult leagues are increasingly influenced in their use of the language, due to the impact of a growing number of adults having come through Gaelic Medium Education in the last 30 years. However, there is now only one Glasgow linked team taking part in the senior league – Mid Argyll. In previous years there were also teams associated with Glasgow Cowal; Glasgow Skye; and Glasgow Kelvin.
- 3.39 In terms of barriers to further progress of the sport, the key issue facing Camanachd in Glasgow is the lack of a 'venue' or 'home'. Over the last 10 years, internal matches have been discontinued at the Kelvin Hall, due to cost, and subsequent internal and external venues have been Allan Glen's School, Bellahouston, Clydebank Leisure Centre, the Police sports park in Pollok, and currently Peterson Park in Yoker - but after the end of this season this will be unavailable in its current form.

### Ceòl is Craic

- 3.40 Established in 2004, as a 'social hub and platform for contemporary Gaelic culture', Ceòl is Craic have continued to provide a focus for contemporary Gaelic music within Glasgow, and have provided (pre-Covid) a year long programme for modern Gaelic culture, inspiring debate on what contemporary Gaelic culture is, and who it is for. Despite having to curtail face to face activities during the pandemic, they have continued to host a weekly broadcast from Celtic Radio featuring '*everything from prog rock to puirt à beul*'. Radio broadcasts continue to be available via a radio archive, while past live events are also made available via video which can be viewed on the site or via YouTube. Òran na Seachdaine (song of the week) is disseminated every week via social media and as an on-line initiative to interact with audiences worldwide. In addition, pre-COVID a 'Club Film' had been initiated - a year-round programme of films and documentaries (with English subtitles) complementing the main music performances. The Films are normally preceded by a Gaelic learners' conversation group. In 2017, Ceòl is Craic were awarded charitable status for their work for Gaelic culture and language.
- 3.41 Currently two part time workers are employed (1 FTE), plus an in-house Film Maker whose work is project based – editing videos and material supplied by the bands who appear. The musical director, who liaises with the musicians is not a Gaelic speaker (0.6 FTE), but the communications and marketing member of staff (0.4 FTE) is a native speaker, as is the Film Maker. Of the ten-person voluntary board, all but two of the members are Gaelic speakers, with various ranges of fluency.
- 3.42 The host of their radio show who is paid per weekly show is also a native Gaelic speaker and works with a volunteer who is a Gaelic learner. The team believe that it is essential that the communications and advertising worker, the chair, the co-directors, and the film maker have Gaelic, and that it is desirable that the others involved also have Gaelic due to the nature of the organisation. Given the co-ordination with musicians and artists from other cultures, who would not have Gaelic, English is used as the lingua franca in these situations. Currently there is an aim to extend the Gaelic capability of some musicians by having non-fluent musicians work with Gaelic poets in a song-writing project.

### Publishing

- 3.43 Còmhairle nan Leabhraichean (the Gaelic Books Council (GBC)) - based in Glasgow and formed in 1968 has, throughout this time, promoted Gaelic publishing and other aspects of literary production. Through its work it provides grants to publishers and writers, spending approximately £170,000 on this in the year 2019-20, although it is difficult to ascertain the percentage of this funding that is spent solely within the Glasgow economy. In addition to supporting writers and publishing, the GBC also aims to stimulate overall interest in Gaelic books and other related materials.
- 3.44 The source of the GBC funding in 2019-20 was £207,000 from Creative Scotland, (GBC are a 'Regularly Funded Organisation') and approximately

£181,000 from Bòrd na Gàidhlig, alongside some Covid related funding also from BnG. GBC also had income of approximately £82,000 from book sales, training courses, donations, and other smaller sources.

- 3.45 The GBC is the lead organisation for Gaelic literature in Scotland and internationally and operates in partnership with a series of organisations such as the Scottish Book Trust, Playwrights Studio Scotland, the Literature Alliance Scotland and Publishing Scotland. They also work closely with Gaelic organisations such as An Comunn Gàidhealach, Theatre Gu Leòr, An Lòchran, Stòrlann and Glaschu Beò (Glasgow Life).
- 3.46 Despite limited staff resource, through an extensive network of support activities, the GBC provides help to Gaelic education through input to pre-school, school, and also up to university level, through activities such as a book reading circle as part of Glasgow University's current Gaelic immersion course. It also contributes to a Gaelic strand in Glasgow's writing festival 'Aye Write' and 'Wee Write'.
- 3.47 GBC currently has 5 staff, all of whom are fluent in Gaelic, including 2 learners within this.
- 3.48 Gaelic printing has been transformed in the last 25 years with more Gaelic novels published in the first ten years of the 21<sup>st</sup> Century than had been published in the entire 20<sup>th</sup> Century, and within this, the GBC has enabled books to be produced that otherwise would not, and could not, be produced on a commercial basis. Few Gaelic publications (with the exception of dictionaries) are yet commercial propositions, given the currently small scale of the Gaelic reading public. Research suggests that new books cannot be produced fast enough to satisfy Gaelic learners, yet due to different generational experiences, and the previous discouragement of the language, there is a whole range of Gaelic speakers - mostly older individuals - who do not yet see reading in Gaelic as something that may offer much to them.
- 3.49 Working with the Scottish Book Trust, the GBC offers annual awards for two new Gaelic writers and a young Gaelic writer. An annual award for a Gaelic playwright has also been established in collaboration with Playwrights Studio Scotland. The GBC has also sponsored the Gaelic poetry competition at the Wigtown Book Festival for the last 12 years.

### Theatre

- 3.50 Signs of growing professionalism in Gaelic theatre are continuing although they have recently been hit by COVID-19 restrictions. Gaelic theatre company Theatre Gu Leòr has succeeded in filling an innovative niche in the sector, following its original contribution to the short lunchtime play series in Oran Mòr with Catriona Lexy Campbell's Doras Duinte, which was then developed and taken on tour in conjunction with Mull Theatre Company.
- 3.51 Subsequent to this, there have been several substantive productions including Shrapnel (an adaptation of Tormod Caimbeul's trainspottingesque novel about Leith), and most recently Maim (Panic) which deals with the crisis in Gaelic culture and the language amongst other things, and which

the Scotsman newspaper referred to as 'an unforgettable combination of song, imagery and movement'.

- 3.52 Currently in the category of 'Regular Funded Organisations' from Creative Scotland, Theatre Gu Leòr has been punching well above its weight in attempts to develop in-house Gaelic training for the majority of roles in the theatre including on the technical side (filling a long term gap in provision), in order to untap the potential of a truly Gaelic medium theatre company.
- 3.53 Although having a Scotland-wide remit, Theatre Gu Leòr is based in Glasgow including office, rehearsals and production, leading to the majority of their economic impact taking place in the city.
- 3.54 The growing cultural importance of Gaelic language and culture for theatre and acting in general is also to be seen in the success of productions such as Togail Nàisean/Building a Nation produced by Glasgow Life and supported by the National Theatre of Scotland.
- 3.55 There continues to be long-term issues of training for actors with Gaelic, with current estimates suggesting that there are less than a dozen active experienced Gaelic actors featuring on TV through drama such as Bannan.

## EDUCATION AND LEARNING

### History and growth of Gaelic Medium Education (GME)

- 3.56 Provision for Gaelic Medium Education (GME) in Glasgow has come a long way since 1985 when a Gaelic Unit was established in Sir John Maxwell Primary school in Pollokshaws. Bunsgoil Ghàidhlig Ghlaschu, Scotland's first Gaelic medium primary and onsite nursery, was opened in 1999 in Ashley Street but demand soon outweighed capacity and, in 2006, the school relocated to Berkeley Street. The new Sgoil Ghàidhlig Ghlaschu expanded its provision to include a secondary school, replacing the Gaelic Unit in Hillpark Secondary thus becoming the first school in Scotland to offer Gaelic Medium Education for ages 3-18.
- 3.57 Since then, interest has continued to soar and in order to satisfy demand, further GME dedicated schools have been established in Glasgow. As of 2021, there are three state-funded nurseries as well as a private nursery; three primary schools with a fourth planned to open in August 2024; and one secondary school<sup>32</sup>.
- 3.58 In addition to Gaelic medium provision, Gaelic is offered as an additional language to learners in 29 primary schools across Glasgow through Gaelic Language at Primary School (GLPS)<sup>33</sup>.

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<sup>32</sup> Gaelic Medium Education, Education, Skills and Early Years City Policy Committee, April 2021, <https://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDNDXZ3Z3NTDN>

<sup>33</sup> Gaelic Language Plan 2018 To 2022: Progress Report, General Purposes City Policy Committee, January 2021, <https://www.glasgow.gov.uk/CouncillorsandCommittees/viewSelectedDocument.asp?c=P62AFQDNDXDZLUTNI>

### *Nursery Provision*<sup>34</sup>

- 3.59 Current nursery provision includes three state nurseries where, if places are available, children can attend from their third birthday and one private nursery, which accepts children after their second birthday.
- 3.60 Sgoil-Àraich Ghàidhlig Ghlaschu is Sgoil Ghàidhlig Ghlaschu's onsite nursery as part of its 3-18 campus. As of the beginning of the 2019-2020 session, there were 60 children (6 deferred) across two daily sessions with an expected total by the end of the year of 72. Five staff members were employed, all full time. 90% of the children attending were expected to continue in GME.
- 3.61 The Gaelic Unit of Lyoncross Nursery had 24 children (2 deferred) across two daily sessions with an expected total by the end of the year of 25. These represented 24% of children at this centre. Two full-time members of staff were employed for the Gaelic sessions. 100% of children were expected to continue in GME.
- 3.62 The Gaelic Unit of Rowena Nursery School, along with the rest of Rowena Nursery School, had received very good assessment from the Care Inspectorate in early 2020. However, although it appears that it had lost provision in Gaelic during 2020 according to BnG figures, information from Glasgow City Council continues to show places are offered in 2021.
- 3.63 Reflecting the capacity constraints at primary and secondary levels in GME in Glasgow – with 20% of applications unsuccessful in 2021 in initial primary choices<sup>35</sup> – parents in the focus groups for this study raised the issue that many families have been unsuccessful in recent years in their applications to GME nurseries due to a lack of places. As with primary and secondary education provision, new Gaelic nurseries are opening in 2021 or in the next years<sup>36</sup>. Furthermore, some families have been unable to send their children to GME nurseries due to a lack of appropriate opening hours that would fit their working patterns. While the increase of provision to 1140 hours is a welcome one, there is a concern that this would lead to a further shortage of places within the GME nurseries. Forward projection of pupils in GME nurseries modelled by BnG from 97 in 2019-2020 to 119 in 2020-2021 and 127 in 2021-2022.
- 3.64 An ongoing issue facing GME nurseries, and indeed GME schools, is the lack of available qualified staff including those with a teaching qualification (there were only 10 out of 175 staff across Scotland with a teaching qualification in the 2019-2020 session).

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<sup>34</sup> Figures in this section are taken from education data provided by Bòrd na Gàidhlig – Gaelic Medium Education (GME) Scotland 2019-20.

<sup>35</sup> Gaelic Medium Education, Education, Skills and Early Years City Policy Committee, April 2021, <https://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDNDXZ3Z3NTDN>

<sup>36</sup> Glasgow City Development Plan: <https://www.glasgow.gov.uk/CHttpHandler.ashx?id=38490&p=0>

### *Primary Provision*<sup>37</sup>

- 3.65 There are currently three standalone primary schools offering Gaelic Medium Education in Glasgow. As of the 2019-2020 session, these served 750 pupils representing 1.8% of primary-aged children in Glasgow and employed 38 teachers.
- 3.66 Sgoil Ghàidhlig Ghlaschu (SGG) has 451 pupils across 7 year groups and employs 18 teachers (15 FTE).
- 3.67 Bunsgoil Ghàidhlig Ghleann Dàil opened in 2016 in the South East of Glasgow. It has 178 pupils across 7 year groups and employs 11 teachers, (9.8 FTE) and one language support staff (0.2 FTE).
- 3.68 Bunsgoil Ghàidhlig Bhaile a' Ghobhainn opened in 2018 as an annexe of SGG in Whiteinch before moving to Govan and being granted status as a standalone school in 2020. It has 121 pupils across 6 year groups (P1-P6) and employs 9 teachers (7.4 FTE) and four language support staff (4 FTE).
- 3.69 With forward projection of pupils in GME primaries modelled by BnG from 750 in 2019-2020 to 784 in 2020-2021 and 809 in 2021-2022, the planned opening of the fourth primary in the northeast of Glasgow is a welcome one.
- 3.70 At almost 97%, School attendance is above the city and national averages in all of the GME Primary schools in Glasgow. Pupil teacher ratios are above the norms, while the average class sizes are also above, apart from the newly opened Govan Gaelic Primary. Across the three schools there are slightly more girls than boys. In aggregate, there is a balance across the SIMD (Scottish Index of Multiple Deprivation) though some variations do exist between the GME schools. Numbers of pupils with ASN (Additional Support Needs) are lower than the city and Scotland averages. There are significantly higher proportions entitled to free school meals in each of the schools than in Scotland as a whole. Whilst, in total, the percentages from BME backgrounds are similar to Scotland overall, there are especially higher proportions in Glendale and Govan though no more from non-English language backgrounds. Unfortunately, reasons of confidentiality in the statistics do not allow disclosure of pupil performances.

### *Secondary Provision*<sup>38</sup>

- 3.71 There is one secondary GME school in Glasgow in 2021, Glasgow Gaelic School/Sgoil Ghàidhlig Ghlaschu (SGG). Secondary GME has grown fairly steadily from 168 in 2010-2011 to 349 in 2019-2020 and was forecast by BnG modelling to grow to 402 in 2020-2021 and 415 in 2021-2022.
- 3.72 In 2019-2020, there were 349 pupils (1.3% of the Glasgow secondary school population) with 6 teachers in the Gaelic department and 28 in total

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<sup>37</sup> Figures in this section are taken from: <https://public.tableau.com/app/profile/sq.eas.learninganalysis/viz/SchoolInformationDashboard-Primary/PrimaryDashboard> and from education data provided by Bòrd na Gàidhlig – Gaelic Medium Education (GME) Scotland 2019-20.

<sup>38</sup> Figures in this section are taken from: <https://public.tableau.com/app/profile/sq.eas.learninganalysis/viz/SchoolInformationDashboard-Secondary/Introduction>

in GME across the school. This was the biggest Gaelic secondary school in Scotland (representing one quarter (24%) of all GME secondary pupils in Scotland), the Western Isles in total also had 349 in GME secondary and only Highland had more at 434 in aggregate. Numbers were fairly even across the years with 67 in S1, 60 in S2, 74 in S3, 50 in S4, 64 in S5 and 34 in S6. In S1-S3, 21 teachers were teaching a subject other than Gaelic and 18 in S4-S6. All pupils in S1-S4 were taking Gaelic as a subject, with 36 of the 64 in S5 and 12 of 34 in S6; in total this was 299 or 23% of all GME pupils in Scotland.

- 3.73 In terms of Certificates and Qualifications, 53 (including 22 in S3) were doing Nat. 5s in Gaelic, 55 at Higher, and 12 at Advanced Higher. As 135 were doing Nat. 5 across the country, 32% were attending SGG and 39% of those doing Highers and 27% of Advanced Higher pupils were in the Glasgow school. **This confirms the significance of the city's Gaelic education provision for the nation as a whole.** In S1 and S2 all education was in the medium of Gaelic, apart from Mathematics where only 30 out of the respective year were offered the subject in the language. Notably, only two other schools (Linaclete and Portree) were able to teach any mathematics in Gaelic with 51 and 101 respectively across their school years; so it appears that all pupils taking Certificate levels above Nat 4. were in SGG. As BnG statistics reveal there were only two teachers in the country willing but not currently employed to teach mathematics in Gaelic Medium, this suggests a particular GME teacher shortage in this subject.
- 3.74 SGG offered 14 subjects through the medium of Gaelic, more than any other school in Scotland although one fewer than in 2018-2019. Of these 9 were at Nat 5 (Gaelic, Art, Biology, English, French, Geography, History, Mathematics, and Modern Studies); 8 were at Higher (Gaelic, Art, English, French, Geography, History, Human Biology and Mathematics); and 4 at Advanced Higher (Gaelic, Art, Biology and Mathematics). Only 3 GME subjects (Childcare, Digital Media and Modern Studies) were available elsewhere in Scotland at Nat 5 and above and only 31 pupils in total were taking these in 2019-2020. There also appears to be the capacity to have taught German and Spanish in that year.
- 3.75 Comparing the S3 stage with Scottish averages, SGG has more female pupils (55% against 50% nationally), with an overall similar balance in the proportions coming from areas of multiple deprivation as the country overall (more from the most and least deprived), and fewer ASN pupils (about 25% compared with 37%). Relatively few are entitled to free school meals (a sign of household deprivation) with the rate being about one-third of the national average (of 17%). About the same proportions as nationally come from homes with English as an Additional Language and from ethnic minority backgrounds. Pupil attendance is slightly better than average (94% compared with 91%) whilst student performance<sup>39</sup> at about 100% in Reading, Writing, Listening & Talking, and Numeracy is above the Scottish levels, which themselves are all at 90% or above. For school leavers, at every SCQF level up to level 5 the percentage attaining one or more awards is close to, or at, 100% and ahead of the national comparators. At SCQF

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<sup>39</sup> % of pupils achieving CfE 3<sup>rd</sup> level or better

level 7 or better the performance has reached a stable 50% which is well ahead of the national rate of 26% and the 'virtual comparator' (similar schools controlling for pupil and other environmental statistics) of 33%.

- 3.76 In the latest school leaver destination statistics<sup>40</sup>, two-thirds (65.2%) progress to higher education (almost the highest in Glasgow and well above the 41.4% city average) and 13.0% to further education; in total 98% or all but one pupil attained a positive destination. Further detailed statistics confirm that **at all stages and qualification levels, the percentages of pupils gaining awards is significantly better than the Scottish national averages and the estimate standard outcomes for similar schools and pupils.**

### *Summary of GME*

- 3.77 The statistics and pupil performances are consistent with the research that shows the benefits of bilingual education. Given the mixed and diverse backgrounds of the children and controlling for other factors through the virtual comparators exercise, both their actual and standardised results demonstrate outcomes which are beyond expectations. As the Education Department of the City Council reports that the GME schools are not subject to different procurement contracts from the rest of the schools in the city, and with higher pupil-teacher ratios and average class sizes, this all points to costs being no greater for the provision of Gaelic Medium Education. Therefore, there are net benefits to the city overall, and to education outcomes for Glasgow, at the very least.
- 3.78 The performances of GME senior pupils further confirms that there are strong positive benefits to the supply of skilled qualified labour into the local economy, though the uptake and application of these talents and skills by local employers is underwhelming, as the analyses from SDS (Skills Development Scotland) and previous research demonstrates. With supply chains for the materials of the GME schools constrained by city-wide procurement practices, there may be further synergies possible if these were reconsidered. One example being the provision of language packs localised for Gaelic on school computers (free of cost and available within Windows but currently not permitted) and current software apps such as Swiftkey (also free) which, if allowed, would facilitate Gaelic predictive text on iPads, currently issued to all students.
- 3.79 Beyond the simple qualification metrics, the GME schools perform very widely and well in many arts, cultural, music, sports, and other volunteering activities. The data from school censuses and other indicators have also revealed the intakes and populations of the primary and secondary schools are diverse in terms of degrees of deprivation and household poverty, ethnicity, non-English speaking backgrounds, etc. and as a result the schools are promoting inclusivity across the city. The education and other outcomes therefore are significant and beyond anticipated in terms of home and neighbourhood environment. As the synergies between bilingual education and other elements of wellbeing for individuals and society cannot

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<sup>40</sup> Glasgow City Council SLFU 2019/20 - Initial Destination Figures

be quantified, but should be recognised, it is clear that the GME schools offer significantly higher value for money than seems to be appreciated.

### Extra-curricular activities

- 3.80 As proposed in the GLP 2018-2022, other initiatives are being progressed outwith the school setting, including the programme of activities by the Gaelic Youth Officer at SGG, Clann is Cluich (Gaelic Youth Group), and various cultural activities and events the Fèisean, SPFL Dùbhlán Leughaidh, and Cluba Sreap Samhraidh.<sup>41</sup>

### *Families' backgrounds and reasons for choosing GME*

- 3.81 Traditionally, the majority of children who attended GME came from Gaelic-speaking families with connections to the Western Isles. While this is still the case for some, parents' reasons for sending their children to Gaelic medium schools are many and varied with around 80% families having no previous connection to the language<sup>42</sup>. For some, it's a way to reconnect with their heritage *"I always wanted to be able to speak Gaelic since it was the language of my ancestors and wish I'd been taught in school. When I found out I had the chance to send my daughter to a Gaelic school and bring the language back to my family I jumped at the chance."* (Focus group participant)
- 3.82 Consistent with the academic literature and Glasgow City Council's guidance to parents, many families have heard of the benefits of bilingualism and chose GME as a result: *"My wife and I are academics and had read countless studies on bilingualism strengthening cognitive abilities but watching our child grow and develop and hearing them communicate so clearly and confidently from a young age has been wonderful."* (Focus group participant)
- 3.83 As with several of the interviews with consultees, some families see GME as being more inclusive: *"As a member of the LGBTQ+ community, I've had my fair share of discrimination. I'd be talking to other parents at toddler groups and you could tell, as soon as they realised my partner was also a woman, the dynamic would change. When I went to a Gaelic group for the first time, they couldn't have been more welcoming, I felt so included. I met other LGBTQ+ parents at Gaelic groups and they had similar stories."* (Focus group participant)
- 3.84 There are many families for whom Gaelic would be a third or fourth language within the home *"I grew up speaking [a minority language] at home and my country's official language at school. When I moved to Scotland it seemed like the obvious decision. It was very important to me to honour my adopted country."* (Focus group participant).

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<sup>41</sup> Gaelic Language Plan 2018 To 2022: Progress Report, General Purposes City Policy Committee, January 2021,

<https://www.glasgow.gov.uk/CouncillorsandCommittees/viewSelectedDocument.asp?c=P62AFQDNDXDZLUTN>

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<sup>42</sup> <https://glasgowguardian.co.uk/2020/12/24/from-archaic-to-famous-the-new-rise-of-gaelic/>

- 3.85 The importance of relating to their new country, of inclusion, of identity with community and nation and associated reasons reflects the responses to the Wellbeing Survey (Annex 3) with over 80% recognising these as significant positive aspects of their engagement with Gaelic (see Table 4.1 in Section 4).

### Further and Higher Education

- 3.86 For Gaelic speakers wanting to continue with their Gaelic education or those wishing to learn, there are three Glasgow-based FE and HE institutions.
- 3.87 Glasgow Kelvin College delivers two accredited courses, employing two FTE staff. The first takes a learner from beginner to upper intermediate level awarding them the Gaelic (Learner) Higher. The second course, taught entirely through Gaelic, takes learners to fluency and awards them the Gàidhlig (Fluent) Higher. Typically, the beginners' course has around 20 learners with 10 progressing to the more advanced course although this saw a slight dip in the past year. The student cohorts for these courses has seen a shift in demographics over the years with the majority of current students being younger and studying to improve their job prospects. Approximately one-third have a background connected to the Gàidhealtachd and a small number have a connection to one of the GME schools in Glasgow.
- 3.88 The University of Strathclyde is the only institution outwith the Highlands and Isles to offer teacher training in Gaelic. Students with a relevant degree can study a one-year postgraduate course, obtaining their PGDE in Primary or Secondary teaching or study as an undergraduate obtaining a BA (Hons) in Primary Education. The Gaelic Immersion for Teachers (GIFT) course is offered at Strathclyde University, with design and delivery costing £285,000, the vast majority of which (£257,000) funded by Bòrd na Gàidhlig in 2018-19.
- 3.89 In 2019-2020, 70 members of staff of the University of Glasgow participated in Gaelic language courses and Gaelic awareness training, a strong increase from 43 in 2018-19. There are 18 Gaelic Essential posts in the university: 10 Celtic and Gaelic, 6 DASG Project and 2 Gaelic Research Assistants in the School of Modern Languages. About 64 staff have reported they have Gaelic skills and 148 members of staff have participated in beginners level courses and/or awareness training in recent times so these figures promise an upward trajectory. There are a total of 270 students in the 'Celtic and Gaelic' area; of those, 119 are taking a course in Gaelic and 90 of the 270 students are on a Celtic & Gaelic degree plan meaning their final degree will be Celtic or Gaelic related with 37 of the 90 being on a Gaelic degree plan (i.e. working towards a single honours degree in Gaelic or a joint honours degree with Gaelic and one other subject). Overall, the numbers studying Gaelic courses (119) is more than double the previous year's figures. New courses, activities, partnerships, promotions, and research are also being undertaken – all on upward trends. The University posted over 650 times in Gaelic on social media across 3 platforms in 2019-20, issued 4 press releases about Gaelic activities, and have 15 locations with Gaelic signage across the campus. Despite the COVID restrictions,

UofG Gàidhlig engaged 961 people in Gaelic events including students, staff and members of the wider Gaelic community. Alongside delivering 24 events last year, this represents a strong upward trend in activities, even compared with the most recent pre-pandemic year. Between 2018-19 and 2021-22 the University will have received grants of £136,625 from BnG towards projects totalling £402,095 (34% of their overall costs).

- 3.90 Several attempts were made to contact the University of Strathclyde as part of this research study, however, there were no responses received. The draft GLP for the university confirms that it does not maintain information on the number of members of staff able to speak, read or understand Gaelic. The most recent language survey (no date) of all students identified that almost two-thirds (64%) of the 10% who responded were able to use a language other than English; 51 reported that they had some competence in Gaelic, and half of these suggested that, other than English, they felt most competent in Gaelic.

### Community Learning

#### *Family Learning*

- 3.91 For many families, their first introduction to Gaelic will be through family events in local libraries, community centres, church halls etc., the majority of which are free or cost very little to attend. As these sessions tend to be immersive and based in play and song, they create opportunities for families to learn and develop their Gaelic in fun, social environments while establishing links and bonds within the Gaelic community.
- 3.92 Cròileagan and Pàrant is Pàiste sessions have been running in Glasgow for a number of decades. Traditionally, these would have been set up and run by volunteers, often Gaelic-speakers who had moved from the islands and were looking for a place to converse in their own language with other families. While the sessions are still run by volunteers, they now tend to be funded by Bòrd na Gàidhlig, amongst others, allowing them to purchase materials, rent spaces and have paid staff members to lead activities.
- 3.93 Bookbug sessions can be found across Scotland in local libraries and community centres run by local authorities in partnership with The Scottish Book Trust. Glasgow Life facilitates these sessions in Glasgow and, before Covid restrictions forced the closure of the libraries, ran three weekly Gaelic sessions which took place in the northwest (Hillhead Library), south (Pollokshields Library) and east (Dennistoun Library) of the city, in addition to taster sessions and one-off events. These sessions are designed to introduce families to Gaelic through simple songs, rhymes and stories while helping children to develop all their important skills.
- 3.94 Bilingual signs are on display in each venue advertising the Gaelic sessions and are given equal prominence to the signs advertising the English sessions. Gaelic Bookbug packs are available to all families; however, they must be ordered at the desk. While many families receive their English Bookbug pack from their health visitor, most are not informed of the existence of the Gaelic version or, when requested, are told no such pack

exists. As such, for the majority of families, the libraries are the only place they can source them.

- 3.95 The sessions in Hillhead Library have been running since 2013 (firstly under the name of Gaelic Rhyme Time before rebranding as Bookbug in 2018). Attendance grew quickly as did demand, and further sessions were introduced in other parts of the city. All sessions are held in public spaces and are free and open to all. As a result, families frequently happen upon sessions while visiting a library and, due to the fun and friendly atmosphere, are encouraged to join in, with many returning week after week. On average, 60 participants attend each week across the three sessions.
- 3.96 Due to the success of Bookbug, Glasgow Life expanded their early years provision with the introduction of Gaelic Family Learning Sessions. Designed as a follow-on from Bookbug, these sessions are aimed at families with children aged 3-5 and are delivered in partnership with the different branches of Glasgow Life with 6-week blocks rotating between Museums, Sports, Libraries and Parks. Families are encouraged to develop and use their Gaelic through practical games and activities based on everyday actions.
- 3.97 Buidheann Disathairne (also known as Saturday Club) since 1999 has provided adult learning classes for all levels with complementary Gaelic childcare alongside. This has provided work and volunteering opportunities for senior school pupils in GME and others seeking to explore careers in Gaelic.

### *Adult Learning*

- 3.98 Education and learning projects in Glasgow funded by Bòrd na Gàidhlig have received just over £1million 2018-19 to 2021-22 with BnG contributing over half (54%)<sup>43</sup>. While the larger GLP organisations were the main beneficiaries, there are a number of groups and private tutors within the city offering a variety of Gaelic classes to adults. Many of these are funded in part directly by BnG grant schemes as well as by fees and other fundraising activities.
- 3.99 Glasgow Life is arguably the biggest provider of Gaelic or Gaelic-related community learning in the city. As well as the early years sessions mentioned previously, provision includes:
- 5 levels of adult classes (following the Glasgow Life syllabus developed by Glasgow Life tutors).
  - Conversation Sessions – for learners with a comfortable level of Gaelic looking to increase their fluency.

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<sup>43</sup> Recipients of Bòrd na Gàidhlig funding include: Buidheann Disathairne; Bun-sgoil Ghàidhlig Ghleann Dàil; Comann nam Pàrant Ghlaschu; Comhairle nam Pàrant Bunsgoil Ghàidhlig Ghleann Dàil; Còmhairle nan Leabhraichean; Comunn na Gàidhlig; Comunn na Gàidhlig (Glaschu); Fèis Ghàidhlig Ghlaschu; Gaidhlig san Dachaigh-Glaschu Deas; Glasgow City Council; Glasgow Life; Glasgow Life Learning Team; Inbhich gu Fileantas; Mathain Beaga; Pàrant is Pàiste Phartaig; Pàrant is Pàiste Pollokshields; SCILT; Sgoil Ghàidhlig Ghlaschu; SPFL Trust; University of Glasgow; and University of Strathclyde.

- Additional Support Sessions – drop-in sessions for learners to ask questions, catch up on missed classes, practise pronunciation.
- P1 parent sessions – 6-week block for parents covering common words and phrases used in homework. Delivered in partnership with the GME primaries in Glasgow.
- Additional homework support – targeted sessions for families with children in GME who may require extra support. Delivered in partnership with the GME primaries in Glasgow.

3.100 The most recent public data<sup>44</sup> notes that: "*Glasgow Communities offers sessions for adults that range from introducing learners to basic vocabulary to becoming more adept at interaction in Gaelic concerning personal interests or current events and saw 4,300 attendances last year.*" Data for the years 2019-20 to 2021-22 reveal that, following an upward trend there was an initial fall in the first quarter of the pandemic (March – June 2020: from 679 to 558 attendances) as would be expected with transition from classroom to online during lockdown. There has been a marked improvement this year - up to 982 attendances, with a doubling in the number of sessions delivered. Although there remains a solid Glasgow base, much of the growth has been from learners outside of the city within Scotland and indeed internationally. To the extent that there are direct fees paid there are economic impacts on the Glasgow economy from this, with additional suggestions in interviews with learners of consequent intentions to visit the city.

3.101 Glasgow Life provides support for the tutors in the form of CPD training sessions, the offer of mentoring to new and established tutors as well as providing basic materials for classes. At the start of COVID restrictions, training and support was provided to assist tutors move to delivering online sessions and class materials were adapted to suit.

## TOURISM, EVENTS AND HOSPITALITY

### Events dominate impacts and potential not recognised

3.102 Glasgow was one of the first cities in the world to 'reimagine' itself post-deindustrialisation: Glasgow Smiles Better, Garden Festival, European City of Culture, SECC, Hydro, all examples of first recognising the need for change and then investing in developing a new economy. Such initiatives were the basis subsequently for the successful bid to host the Commonwealth Games in 2014, to attract many significant international conferences and other events; all this was building towards Glasgow's growing recognition as an 'experiential city' destination. Promoting and reaffirming a reputation for activities and venues of culture, history, museums, sport and as a gateway to the rest of Scotland gained a momentum that established an image of Glasgow as a rich cosmopolitan city. Collectively, leisure and business tourism contribute more than £660million to the city's economy annually and supports some 30,000 jobs.

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<sup>44</sup> <https://prodglportalv2.azureedge.net/media/5342/ar-2018-19-online.pdf> from the 2018-19 Glasgow Life Annual Review

Within that, Gaelic has had a role in confirming varying aspects of this historical, cultural, and welcoming place to visit.

- 3.103 As well as being an essential element and characteristic of the fabric and signature of the society and the city, explicitly a number of annual events have come to be hosted in the city to exercise and exhibit the Gaelic dimensions and roots of Glasgow. Notably amongst these are: Celtic Connections and then *FilmG*, World Pipe Band Championships, Scottish Gaelic Awards. All of these are directly supported through media sponsorship and disseminated through media coverage. Alongside these showcase events, other annual events now held within the city display and boast a Gaelic element: examples would include the Merchant City Festival and the Provincial Mod. Complementing these regular events, there are occasional significant national events hosted by the city with An Comunn Gàidhealach's Royal National Mòd in 2019 being the most recent large-scale example.
- 3.104 Individually and with a good deal of mutual reinforcement through the regularity of their respective programmes being offered, these events and activities have firmly recognised Glasgow as a 'city of the Gael' with regard to arts and culture. This evolution to be accepted explicitly on the national and international stage and circuit as the capital of Gaelic events based on repeated affirmation of this essential role now seems secure, with benefits to the economy of Glasgow. The infrastructure and supply chains underpinning this sector are now well-embedded into the consciousness and business of the supporting enterprises, players and institutions, ensuring a stable and secure future for all concerned.
- 3.105 However, there is little evidence that beyond these major annual cultural events there is a recognition of the city as a Gaelic destination for tourists and other visitors. Therefore, there is little possibility that the investment, benefits and expenditure by organisers, tourists and conference participants outwith the specific Gaelic events can be attributed legitimately to the language and culture. While for some the city is a point of transfer on the way to the places more closely associated traditionally with Gaelic – the Gàidhealtachd of the Highlands, Hebrides and other islands to the north and west, there is limited suggestion that many specifically target a visit to the city for its Gaelic roots.
- 3.106 The consultations, surveys and interviews did not reveal recognition amongst businesses or enterprise and marketing agencies that the language and culture were considered or recognised as opportunities to be exploited or commercialised. Across the city there were very few examples found where an attempt was being used to attract consumers, to improve the distinctiveness of the offering, to apply a unique selling point in a crowded and competitive marketplace. Similarly, there are few venues and facilities within Glasgow that attract visitors because of the Gaelic connections, with the museums, theatres, concert halls, pubs and restaurants, and others competing for attention from passing and discerning trade themselves not emphasising their roots, artefacts or displays are derived from Gaelic.

- 3.107 Therefore, the major impacts of Gaelic in this sector, which is key for the city's economy as a whole, is from the five large annual events supplemented by one-off events (e.g., Mòd), and to a much lesser extent concerts and gigs by visiting artists, minor cultural and heritage activities which attract tourists and others from outwith the city. The economic impacts of these events are considerable, nevertheless, with thousands participating and attending Celtic Connections and World Pipe Band Championships especially and over several days or weeks, the former when hotels and hospitality venues are at their quietest and therefore offering a higher impact relative to the summer and shoulder months. These economic impacts will be delivered through direct expenditures on venues, artists, facilities staff, travel, marketing, etc., and indirectly through the spend of participants and audiences on accommodation, food and drink, tickets, travel, entertainment, souvenirs, etc.
- 3.108 As always there is the possibility of repeat visits independent of the initial events, enhancing the impact which can be attributed to Gaelic. The events and facilities considered here can be recognised as contributing to the Key Sector of 'Tourism and Events' in the Glasgow Economic Strategy Refresh 2016-2023 (Glasgow City Council, 2019) with its associated Action Plan (Glasgow City Marketing, 2017). No subsequent reference could be found to Gaelic language and culture in any of the proposals, plans nor reviews of assets of Glasgow, despite the plans highlighting "the city's distinct cultural assets" (Glasgow Tourism Partnership, 2021) and boasting of "a city that sells itself on our unique and diverse cultural offer, our strengths in business tourism and the attitude, character and personality of our people" (Glasgow City Marketing, 2017).
- 3.109 Multiplier effects can be expected from these respective identified expenditures. However, with limited evidence of these being promoted and encouraged, indeed of their being even recognised as an opportunity for enhanced levels of business, the potential becomes the focus rather than the current impacts. Therefore, a concerted, coherent, and proactive approach across Glasgow City Council, Glasgow Life and the other key partners within Glasgow Tourism Partnership is needed to realise the potential for increased value added, quality jobs, and profits from explicitly incorporating Gaelic into the tourism offering.
- 3.110 Drawing data from several sources but particularly from SDS (2017), very few paid jobs (full or part-time) across Scotland required Gaelic as essential in the culture and heritage, creative and related sectors, at most a handful will have been in Glasgow. There have been growing numbers of volunteers in these potentially tourism-related sectors but again little evidence that the city was a significant location for recruitment of Gaelic speakers outwith GME. Forecasts of employment change 2015-2027 suggested significant growth in tourism in Glasgow especially in hospitality and accommodation, complemented by net job creation in creative, arts and entertainment; this was anticipated to generate GVA growth locally of about £700million. With Gaelic language and cultural activities driving growth in GVA and employment in the Highlands and Islands, and Glasgow promoting its role as a transient location for tourists, there are clear opportunities for gateway

and pathway developments and application to events and tourism within Glasgow.

- 3.111 Such opportunities link to the Visit Scotland findings noted in Section 2 of this report, with the Gaelic Tourism Strategy for Scotland (2018-2023) highlighting the added-value of Gaelic: "...a VisitScotland visitor survey in 2016 found that, with no prior promotion, **34% of respondents felt that Gaelic, as a national language of Scotland, enhanced their visit and they would like to find out more about it. Of these, interest was primarily amongst overseas and first time visitors.**" [emphasis added]

### Annual events

#### *Celtic Connections*

- 3.112 Now recognised as Europe's top winter music festival, *Celtic Connections* 2019 achieved attendance of more than 113,000, estimated to derive from 38,000 unique visitors. More than two-thirds of these visitors were from outside Glasgow and 15% were from outside Scotland, generating £5.6million for the city and boosting the wider Scottish economy by an additional £1.78million. These performance indicators appear to have become stable in recent years<sup>45</sup>, until the Covid pandemic, so these figures could be rolled forward into the future, other things being equal.
- 3.113 There are figures for the 2021 Covid-impacted event, which had to be held online: over 27,000 passes and tickets were sold and viewed by over 25,000 households in 2021. Organisers, operating on an estimate of 4 viewers per concert believe that this year's festival was viewed by approximately 108,000 people. BBC ALBA operated with Celtic Connections as partners for this year's on-line event with other exclusive performances broadcast for the festival.
- 3.114 As with other events and activities where Gaelic is only an element of the whole programme, it is a challenge to attribute the role and contribution of the language and culture to the overall impact. Six Gaelic themed events/evenings (out of 30) plus approximately 13 other Gaelic identified artists performed in 2021 over the 19 days (including in the prestigious opening concert). It is estimated that approximately 17 of the artists could be Gaelic-identified from the approximately 100 artists taking part.
- 3.115 Analysis of the results from the audience survey for the 2021 online *Celtic Connections* (see the end of Annex 3 for a summary of the key results related to Gaelic) suggested that Gaelic-themed events, in language, arts and culture were 'fairly or very important' to the vast majority (82%) of the audiences who actually paid to attend. Two-thirds of attendees were aware of Gaelic events, and Gaelic was very or fairly important to one-fifth of attendees in their decision to buy tickets. It is estimated that more than 80% attended more than 5 concerts this year. Almost two-thirds of attendees had no Gaelic at all, and most were aged over 55. Taken

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<sup>45</sup> As reported earlier in this section, Celtic Connections achieved attendance/viewing figures in excess of 100,000 in recent years (almost 123,000 in person in 2019, around 130,000 in 2020, and approximately 108,000 online in 2021).

together, all of this suggests some potential to promote the Gaelic-themed events with embedded opportunities for learning and appreciating the language, arts and culture. The Celtic Connections Education Programme this year delivered 27 mini-concerts, including Gaelic song and clarsach. These performances can also be used by teachers as a resource for home learning, with every school in Scotland having access to the recordings.

### *FilmG*

- 3.116 FilmG is MG ALBA's Gaelic short film competition run annually since 2008 to develop new talent for the BBC ALBA Gaelic channel. It is now an established event within the calendar for the media, schools and Gaelic communities and regularly held in the Old Fruit Market, Glasgow. The competition is now based in schools and among Gaels and filmmakers across Scotland, it attracts just over 100 entries each year, a quarter in the 'open category' and three-quarters from young people schools.
- 3.117 The event is supported and supplemented by workshops, workbooks in terms of script writing and planning and offers other networking and media access opportunities to improve employability, production skills and enterprise. As recognised by MG ALBA<sup>46</sup>, FilmG is valuable in terms of the output created, the rich learning process by which the content is generated, and the legacy of content available online. The Awards Ceremony is live streamed and televised, creating strong inter-generational interaction.
- 3.118 As FilmG is MG ALBA's key vehicle for digital media participation and talent development, with a key goal an increasing volume of user generated content, much of the annual Training & Outreach budget of £295,000 will be spent in Glasgow and under the FilmG umbrella. Glasgow schools and young filmmakers are well represented in the awards, with 10 of the 103 entries (up from 90 entries the previous year), coming from Glasgow, while locals are involved in the organising, presentation of prizes, and so forth. With a high proportion of finalists and guests travelling to Glasgow for the event each February, there are further economic impacts on the city's hospitality and accommodation sectors. As with some other awards and events, there is no assessment of these impacts by the sponsors of FilmG. However, the above budget, participation in, and attendance at, FilmG should contribute an annual direct and indirect spend in the city of over £300,000.

### *Piping Live! and World Pipe Band Championships*

- 3.119 *Piping Live!* is funded by Glasgow Life, Events Scotland and Sponsorship and is held in the week leading up to the annual World Pipe Band Championships. In its 16<sup>th</sup> year, in 2019, it had attained a stable position in the cultural calendar attracting about 33,000 music fans each year, 75% from outside the city, with 24% from overseas. On average, overseas visitors stayed in Glasgow for 5.6 days, in Scotland for 10.4 days and, in total, spending around £100 per day during their vacation. In total, this annual event generates well in excess of £2million per annum. The most

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<sup>46</sup> <https://mgalba.com/wp-content/uploads/2020/12/operational-plan-2020-21.pdf>

recent data for the "Worlds" refers to 2016 when the direct economic impact on Glasgow was estimated to be £4million and on Scotland £4.6million.

3.120 Before the Covid pandemic, the number of participants had settled at about 8,800 each year, with over 50% staying overnight. The number of spectators had grown to over 30 thousand by 2019; with three-quarters of visitors being from outwith Glasgow with an average daily spend of almost £30 the economic impacts will have also risen considerably. Although held during a busy season for hospitality bed night numbers will have expanded also. In aggregate this might suggest the *World Pipe Band Championships* will have been contributing around £5million annually to the city's economy by 2019. With television distribution across three continents and live streaming taken by over 80 countries marketing of the city will have been appreciable. Over 170 volunteers were also engaged during the Championships for each event.

### *Scottish Gaelic Awards*

3.121 Launched in 2013, the Scottish Gaelic Awards celebrate Gaelic culture, education and language highlighting the excellent work undertaken to maintain growth and heritage. The awards are sponsored by the Daily Record and Bòrd na Gàidhlig, with individual awards also sponsored by Highlands and Islands Enterprise, Skills Development Scotland and others.

3.122 The awards are held in Glasgow and attended by over 200 guests with media coverage affirming through the popular press and with some BBC attention the role of Gaelic in Glasgow. With a specific award for 'Gaelic as an Economic Asset', the importance of the language and culture to the enterprise and business world is presented.

3.123 Whilst there do not appear to be any analyses of the impacts of these awards on the Glasgow economy, a reasonable estimate based on similar ceremonies would point to direct spend in the city of over £25,000 and indirect of over £15,000.

### *Summary of Economic Contribution of Annual Events*

3.124 As set out in Section 2, the economic contribution of these key annual events has been estimated (see Section 2 for the sources and assumptions), and the results are summarised below, showing the overall annual economic impact of these events attributable to Gaelic is estimated to be £7.2million.

| <b>Event</b>                  | <b>Estimated impact attributed to Gaelic</b> |
|-------------------------------|--|
| Celtic Connections            | £1,190,000                                   |
| Piping Live!                  | £2,000,000                                   |
| World Pipe Band Championships | £4,000,000                                   |
| Scottish Gaelic Awards        | £40,000                                      |
| <b>Total</b>                  | <b>£7,230,000</b>                            |

### Other annual events

#### *Merchant City Festival*

- 3.125 Gaelic activities at the Merchant City Festival are supported by around £2,000 to £5,000 each year from City Council budgets and have featured as an important part of this festival in some years with a dedicated Gaelic Hub (variously entitled ÀIRC I to IV across a number of years, alongside other Gaelic activities at various points). However, since the initial Gaelic Song Trails there have been no formal Gaelic elements since 2018 delivered in this festival, although annual walking tours appear to be led by an Irish ensemble with no indication of Gaelic being incorporated into their itinerary. It is planned to resurrect the Song Trails from 2022.
- 3.126 Aspects of the language and culture in recent years have been partly captured in The Crossways festival celebrating Irish and Scottish culture. This latter festival has been funded by a range of partners including Bòrd na Gàidhlig, the Government of Ireland's 'Emigrant Support Fund', Colmcille, Foras na Gaeilge, and The University of Strathclyde<sup>47</sup>.
- 3.127 Expanding these festival activities and a number of other initiatives have been proposed in a specific report on 'Growing the Value for Music Tourism in Glasgow: Research Report and Promotional Plan' to deepen and broaden the impact of tourism, arts and culture in the city but no actions appear to have been taken, and this applies particularly around Gaelic-related events<sup>48</sup>. As recommended earlier in this 'Tourism, Events and Hospitality' section, more recognition and proactivity around the promotion of Gaelic to enhance the tourism and hospitality sectors is needed to the benefit of the language, culture and city economy.

#### *Provincial Mod and Fèis Ghàidhlig Glaschu*

- 3.128 As mentioned earlier in this section (within Creative Industries), there has been a tradition of a school-based Gaelic Fèis in Glasgow for many years with the Fèis Ghàidhlig Glaschu being established in 2003 and normally running every year at Easter for children of primary school age (with some additional pre-school activity).
- 3.129 The Fèis receives annual funding from Fèisean nan Gàidheal of £7,000 and £3,000 from Glasgow Life resulting in an approximate total of £10,000 for the years when the event is run. Most of the Fèisean nan Gàidheal budget appears to be dedicated to tutors, especially in music classes.

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<sup>47</sup> <https://crosswaysfestival.org/>

<sup>48</sup> [http://www.innerear.co.uk/wp-content/uploads/2018/06/Growing\\_the\\_Value\\_for\\_Music\\_Tourism\\_in\\_Glasgow\\_Report\\_and\\_Plan\\_by\\_Inner\\_Ear.pdf](http://www.innerear.co.uk/wp-content/uploads/2018/06/Growing_the_Value_for_Music_Tourism_in_Glasgow_Report_and_Plan_by_Inner_Ear.pdf)

### Occasional events

#### *An Comunn Gàidhealach's Royal National Mòd*

- 3.130 The Mòd was held in Glasgow between Friday 11<sup>th</sup> and Saturday 19<sup>th</sup> October 2019 and saw the Mòd return to Glasgow after a period of absence of nearly 30 years. Increasingly over time and particularly in Glasgow, the main Mòd events run concurrently with the Mòd Fringe programme of non-competitive events covering main Gaelic art forms and this extended the economic and cultural impacts across the city beyond the formal elements.
- 3.131 In 2019, about half of attendees came from Glasgow and Highland and all but 2% from Scotland overall. Overall, there was an even mix of day visitors and attendees staying away from home with the majority of the latter staying for 3 or 4 nights and extending their stay beyond the period of the Mòd itself. Compared with other recent Mòds, the visitors were more diverse and were overwhelmingly driven to visit the city to attend the event which was significant given the Mòd is held beyond the end of the tourism season. Three quarters of attendees of the Mòd were not fluent Gaelic speakers again suggesting additional economic impacts to complement the language and cultural benefits of the event.
- 3.132 The economic impacts of the Mòd were estimated to be: Total attendance 12,306 suggesting eligible attendance (unique visitors excluding juniors and duplications) of 10,025 (8,633). That generated total direct expenditure from visitors to the event of £2,983,277 which after displacement and deadweight are removed accounted for additional direct expenditure of £2,861,691. The pre and post event and organiser direct expenditure was £606,472, and direct accommodation expenditure outside the City of Glasgow £180,055 meaning a grand total of all direct expenditure including pre, post and organiser spend £3,288,108. The number of FTE supported jobs supported as a result of direct expenditure was estimated to be 42. The standard multiplier impact on direct and indirect expenditure was £3,985,658 so that the employment supported after Type I multiplier impact and taxation impact was about 57. The main funders of the event – Glasgow Life and Bòrd na Gàidhlig – achieved Returns on Investment (RoI) of 19:1 and 30:1 respectively. A very high proportion of attendees reported they were likely to return to Glasgow because of their experiences suggesting further direct expenditure from these returners of £1.2 million, increasing the potential direct net benefits further. To mark part of the legacy of the Mòd visiting Glasgow, Glasgow Life commissioned a painting of the event by renowned artist Sandy Moffat, which is currently hosted in the Hunterian gallery.

#### *Scots Trad Music Awards*

- 3.133 Although the Scottish Trad Awards usually are held in a different city each year, Glasgow features through the artists, venues for gigs and concerts, studio spaces used by musicians, etc. so that coverage on tv and other media promotes the facilities and talents of the city. There are no estimates available for the impacts these various elements offer to the economy or to

specific sectors but they should be captured in the wider analyses of employment, multiplier and other effects.

### Ongoing activities, facilities, and impacts

- 3.134 **Glasgow City Council and Glasgow Life:** support the events around Gaelic language and culture through annual 'support in kind' of between £23,000 and £25,000 together with the core budget provided to the Gaelic Arts Programme of £3,000, with other support from major festivals, the Gaelic Arts Officer and capacity from other Glasgow Arts team members. Regular Gaelic inputs to Aye Write!, Fèis Ghàidhlig Glaschu, Tramway Family Days, Glasgow Mela, Celtic Connections, Merchant City Festival, etc are supplemented by events in the community and initiatives such as Bàrd Baile Glaschu, Glaschu.net and dedicated efforts to showcase the language and culture during such international events as the 2014 Commonwealth Games.
- 3.135 About £680,000 is invested in Glasgow each year by *Creative Scotland* in Gaelic 'regularly funded organisations' Celtic Connections Festival, Còmhairle nan Leabhraichean (the Gaelic Books Council), National Piping Centre and Theatre Gu Leòr, and a further £387,000 was awarded to Gaelic music, theatre and other art forms over the last three years.

### Pubs and restaurants

- 3.136 While there are a few food and drink outlets in the city which use a Gaelic name there are no indications that this branding is intended to offer a USP beyond this descriptor. Similarly, very few hostelrys trade on their Gaelic credentials although the Park Bar, especially, is recognised as the focus for Highland and Island culture, meeting and networking. Formerly, Irish bars tended to attract some of this trade suggesting that there is an opportunity for focusing more on the pub and restaurant sector to create some synergies around the Park Bar, Lismore, Ben Nevis and other outlets with some recognition with Gaelic.
- 3.137 As noted in Section 2, whilst this study did not include any quantitative assessment of the role of Gaelic in terms of hospitality (i.e., food and drink) to Glasgow beyond tourism impacts, previous research<sup>49</sup>, alongside the results from the business survey for this study, has indicated that the three aspects that are the most common major benefits for businesses from using Gaelic as an asset are that it: *enhances the distinctiveness/uniqueness of products/services; enhances customer perceptions of authenticity and provenance of products/services; and increases the appeal of products/services to target markets.* These findings suggest that there is an unrealised or underdeveloped potential for Gaelic to be used and add value in this way for the hospitality and tourism sectors.
- 3.138 Many pubs, hotels, and other gig venues traditionally have organised evenings of entertainment around the city with elements of Gaelic music, language and culture. Within the thriving scene of Gaels in the city of Glasgow, examples include bands such as Trail West, Niteworks, the Alistair

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<sup>49</sup> <https://www.hie.co.uk/media/5585/hieplusreportplus2014plusfinalplusonline.pdf>

Whyte band, and the groups promoted through Glasgow University (some related to the Taigh na Gàidhlig: including Sian, and Innyal working with a Gaelic singer Josie Duncan). During the pandemic, online events by Glasgow-based artists broadcasting locally and globally have come to the fore; payment or donations are required to access some of these e.g., the ceilidh led by Joy Dunlop for The Gaelic Society of London. Unfortunately, there is no record or catalogue of any of these traditional or virtual events, their scale or economic impact, and the report on the music tourism potential within the city did not recognise Gaelic at all.

### Other sales and purchases in the tourism and hospitality sectors

- 3.139 While expenditure by tourists and other visitors to Glasgow in bookshops, souvenir and other Gaelic related outlets are captured in the estimated multiplier effects of events, conferences, etc. there is limited evidence to suggest businesses recognise the possibilities to attract enhanced and higher value added custom by emphasising the Gaelic elements of their products and services. Neither distillery in the city offers a reference to Gaelic, few seem to know of the location of the Gaelic bookshop in Partick, while visitor attractions such as the museums, art galleries and other tourist venues promote the language and culture. In the competitive tourism, hospitality and related sectors these seem to be missed opportunities to gain a niche and unique selling point in the economy of the city. Interestingly some have continued efforts to make explicit some of the Gaelic origins of the city's place names with "Glasgow's Gaelic Underground" being sketched out here: <https://www.ainmean-aite.scot/glasgows-gaelic-underground/>.
- 3.140 Emphasised several times earlier in this section, Glasgow and its tourism and hospitality sector have much to gain from a much greater appreciation of the potential of the Gaelic language and culture to add value, quality employment and turnover to the economy. That will require the city and the sector to work in partnership to realise these benefits, and reference to the real gains by other experiential city initiatives should be part of this<sup>50</sup>.

### LANGUAGE PROMOTION AND DEVELOPMENT/AWARENESS

- 3.141 **The linguistic landscape** (i.e., the visual presence of a minoritised language) within a community is one which can help the promotion and development of a language through its 'normalisation'. Research in this area focuses on the analysis of language visibility, and how language is used to 'construct' public space. The presence or absence of certain languages in the landscape can unquestionably mark 'linguistic boundaries' and guide the expectations of observers as to which languages are in accepted use in such geographical areas. Some past studies<sup>51</sup> have shown that the linguistic landscape will have an effect on an individual's language attitudes, while other studies<sup>52</sup> have shown a key issue for members of a

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<sup>50</sup> See Chalmers, D. and Danson M. (2011) 'The economic impact of Gaelic arts and culture within Glasgow' in Anne Lorentzen (ed.) Cultural Political Economy of Small Cities, 95–111, London: Routledge.

<sup>51</sup> Approaches to Bilingual Corporate Identity Final Report, Guy Puzey et al. Soillse. Sabhal Mòr Ostaig, Skye. August 2013

<sup>52</sup> Dunmore S. (2014) Bilingual Life after School Language Use. Unpublished PhD thesis. University of Edinburgh p184

minority language community is often the lack of opportunity to use their minoritized language.

- 3.142 The Glasgow Mòd in 2019 saw the launch of a useful initiative by Bòrd na Gàidhlig in their #chleachdi initiative (#useit in English), where speakers and learners of Gaelic were encouraged to use this hashtag plus the hashtag #gaelic when communicating with others, either in person, or social media, on email signatures or on websites. This campaign was similar to the Welsh Language Commissioner's 'Iaith Gwaith' (Welsh at Work) scheme which is used in Wales to show that a service is available in Welsh.
- 3.143 The initiative was operationalised via the Glasgow based Còmhairle nan Leabhraichean (the Gaelic Books Council), working on behalf of BnG which processed orders for lanyards, badges, posters and stickers to advertise the use of Gaelic by businesses.
- 3.144 The next step linked to the #cleachdi initiative (which was primarily aimed at the world of work) was a similar campaign focussed on the use of Gaelic at home - #chleadaigantaigh (#useitathome). In addition to this, BnG worked to establish focus groups in Glasgow amongst younger Gaelic speakers to take on board their ideas about increasing the use of Gaelic amongst their age group.
- 3.145 This was an area acknowledged to need attention in the Greater Glasgow Area, where little progress, if any, had been made in terms of public presence of the Gaelic language within the city boundaries. Some positive exceptions exist such as the ScotRail train stations, although an unfortunate exception to the use of Gaelic in train stations is Glasgow Central Station (the busiest train station in Scotland and managed by Network Rail) where there is no Gaelic signage<sup>53</sup>. Gaelic can be found to some extent in Glasgow University and around the Glasgow Gaelic School area but in other areas of the city there continues to be essentially no visible public presence of the language.
- 3.146 Furthermore, in relation to the Glasgow Subway, no work has been done to provide bilingual names for the stations although the Gaelic versions are well known and attested and even targeted to learners as examples of useful words to learn, in the on-line initiative of LearnGaelic.scot.
- 3.147 Similarly in publicly owned buildings such as Museums and Libraries and on public transport (used by Gaelic speakers proportionately just as much as monolingual English speakers), and despite research having pointed out the importance of such provision for both Gaelic and non-Gaelic speakers<sup>54</sup> very little (if any) provision has been made for Gaelic or bilingual signage. These issues are given further consideration in Section 5 in the recommendations section.
- 3.148 In relation to the presence of Gaelic in on-line media connected to the City Council, the quite spectacular success of Gaelic Duolingo has shown how helpful the use of web based and social media can be for the promotion and

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<sup>53</sup> Except for some bilingual signage on the platforms of Glasgow Central Low Level.

<sup>54</sup> The Presentation of Gaelic in Visitor Interpretation. Soillse/ BnG March 2013

development of the language. Given this, it is disappointing to note that, despite some use during the Royal National Mod and as part of @GlasgowLangs, Glasgow City Council and Glasgow Life currently do not tweet or use Gaelic to any great extent in their public promotion of Gaelic events. There is also minimal Gaelic web presence supported by the City Council, with the notable positive exception of Glaschu.net, (which, it is understood, may be about to have a revamp to improve community interaction). A recent report suggested that there is little appetite within the council for a move to the use of a bilingual corporate image, and where Gaelic logos and branding have been made available (for instance for the Commonwealth Games in 2014), its possible use has been so narrowly defined that it became irrelevant<sup>55</sup>.

- 3.149 Gàidhlig sa Chomhairle (Gaelic in the Council) is an initiative being currently funded by BnG to help deliver Gaelic classes and awareness session to Council staff however, which may help towards raising awareness of the benefits of further Gaelic literacy within council staff.
- 3.150 In terms of turning Gaelic to the future, while retaining the wealth and richness of Gaelic tradition in the body of language currently used by new and continuing generations of speakers, the Digital Archive of Scottish Gaelic (DASG - <https://dasg.ac.uk/>) is a long term initiative based at the University of Glasgow seeking to ensure the existing corpus of Gaelic writings is maintained and made available (Corpas na Gàidhlig). This is linked in the project with past fieldwork in vernacular Gaelic, both in Scotland and Nova Scotia (Faclan bhon t-Sluagh), and also with an audio archive (Cluas ri Claisneachd) the aim of which is to put all extant recordings in Gaelic held by Glasgow University Gaelic or Celtic departments into the public domain. This project is also supported by BnG.

### Language promotion in the community

- 3.151 The COP26 International Climate Conference in Glasgow was however, used pro-actively by Glasgow Life to promote the language in several ways. Taking advantage of the decision to put an artist in every ward in the city, three of the artists had a decided Gaelic input, including the use of street art; the concept of 'A Chailleach' (the goddess of the weather); and the inclusion of Gaelic (and other local languages) in a 'Pantoum' – a large scale community poem in Pollokshields. A similar initiative was Glasgow Life's recent promotion of a 'Letter to Glasgow' in Gaelic for adults.
- 3.152 Also undertaken pre-COP26 was a carbon literacy on-line environmental awareness course run by Glasgow City Council through the medium of Gaelic and funded by Bòrd na Gàidhlig.
- 3.153 As instanced elsewhere in this report, Gaelic Medium Education remains a cornerstone for retaining and rebuilding Gaelic literacy and fluency at all levels of pre-university education. The promotion of Gaelic to parents of children within GME (who may not have Gaelic themselves) is clearly a continuing priority, and therefore the recent grant by BnG towards the

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<sup>55</sup> Approaches to Bilingual Corporate Identity Final Report. Guy Puzey et al. Soillse. Sabhal Mòr Ostaig, Skye. August 2013

funding of a GME Family Learning Officer to specifically support parents of children in the early stages of GME in Glasgow is also a welcome initiative which in the words of Councillor Chris Cunningham Glasgow City Convenor for Education, Skills and Early Years will 'enhance and develop support to families across the city'.

- 3.154 The decline of the majority of Glasgow based Highland associations (with some notable exceptions) has led to a lessening of their language promotion impact, something that has now been overtaken by organisations such as Ceòl 's Craic, the work of which has been exemplary despite restrictions due to COVID. Similarly, organisations such as Theatre Gu Leòr (the winner of the 'Arts and Cultural Award' in the November 2021 Scottish Gaelic Awards), have also been instrumental in promoting the use of Gaelic to both English and Gaelic speaking audiences in their pairing of Gaelic plays with English medium ones, and innovative use of Gaelic within the plays itself (together with British Sign Language). Playwrights such as Martin O'Connor, in his work such as *Scotties* and *To build a Nation* have also brought the use of Gaelic in an urban environment into the centre of their work. Although chiefly focussed on the promotion of Gaelic writing and publications (allowing the production of books in Gaelic that would otherwise not see the light of day) Còmhairle nan Leabhraichean (the Gaelic Books Council) has played and continues to play a key role in the general promotion of the language with support to the Gaelic Schools, the university, contributions to the *Aye Write* and *Wee Write* festival amongst other initiatives.
- 3.155 Previous Gaelic based initiatives such as Sgoil Coimhearsnachd which had formerly promoted Gaelic pub quizzes and other community events such as Tae Kwon Do have shown the potential to bring the language to more than the normal Gaelic speaking community, although the issue of suitable venues seems to be a recurrent issue, despite the work undertaken by Gaelic promotional organisations such as An Lòchran regarding the possibility of establishing a Gaelic hub or hubs in the city.
- 3.156 Work on the identification of how Gaelic speakers in Glasgow meet and use Gaelic together and in different spaces (both physically and online) in the city is currently being undertaken by the University of Glasgow, funded by BnG.
- 3.157 Gaelic Language Promotion can also be said to be featured highly in the work of a number of Glasgow based bands and artists such as the Alasdair Whyte Band, and the work, for instance, of Gillebrìde MacMillan who have chosen to continue to perform in the medium of Gaelic. In general, the work of Ceòl 's Craic based at the CCA in Sauchiehall Street has been the key outlet for modern Gaelic music often with more of an urban core than other Gaelic performance.

## 4. THE ROLE OF GAELIC AND WELLBEING

### Introduction to Section 4

4.1 This section gives consideration to the role of Gaelic in terms of wellbeing (both individual and collective wellbeing) and draws on the findings of the Gaelic and Wellbeing survey carried out for this study to assesses the contribution that Gaelic makes to individual and collective wellbeing for Glasgow, as well as on previous research and wider literature about wellbeing.

### Wellbeing

4.2 Building a Wellbeing Economy is a top priority for the Scottish Government<sup>56</sup>. According to the Government, this means building an economy that is inclusive and that promotes sustainability, prosperity and resilience, where businesses can thrive and innovate, and that supports all of our communities across Scotland to access opportunities that deliver local growth and wellbeing.

4.3 Part of the remit of this study is to illustrate with data and examples how, and to what extent, Gaelic language and culture contributes to a wellbeing economy in Glasgow. Nicola Sturgeon, First Minister, stated at the Wellbeing Economy Alliance conference in Edinburgh on 22 January 2020 that *"The goal and objective of all economic policy should be collective wellbeing...Putting wellbeing at the heart of our approach means we can focus on a wider set of measures which reflect on things like the health and happiness of citizens as well as economic wealth to create a world that considers the quality of a person's life to be as precious an asset as financial success."*<sup>57</sup>

4.4 According to the What Works Centre for Wellbeing<sup>58</sup>, wellbeing is *"Simply put, it's about 'how we're doing' as individuals, communities and as a nation, and how sustainable that is for the future. It is sometimes referred to as social welfare or social value."*

4.5 Whilst there is *'ongoing debate about the definition of wellbeing'*<sup>59</sup> there are a range of dimensions of wellbeing that are usually included with any definition – and a number of these are considered in the context of Gaelic later in this section.

### Gaelic Ability and Use of Gaelic

4.6 Table A3.2 in Annex 3 shows that the vast majority of respondents to the survey have some level of Gaelic ability – with only 3.6% reporting that they have no Gaelic ability at all, and just under one-fifth (18.6%) reporting that they 'know a small number of words/phrases'.

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<sup>56</sup> <https://www.gov.scot/groups/wellbeing-economy-governments-wego/>

<sup>57</sup> <https://www.gov.scot/news/health-and-wellbeing-as-fundamental-as-gdp/>

<sup>58</sup> <https://whatworkswellbeing.org/>

<sup>59</sup> <https://whatworkswellbeing.org/about-wellbeing/what-is-wellbeing/>

- 4.7 The results also show that the vast majority of respondents regularly use Gaelic (Table A3.3 in Annex 3 shows that more than 78% use their Gaelic daily (53%) or at least every week (25%). Conversely, only 7% say they never use Gaelic (which naturally includes those respondents who report they have no Gaelic at all), with 8% saying they rarely use Gaelic.
- 4.8 In terms of the **reasons for becoming involved in learning Gaelic**, respondents provided a range of responses – the most common of which are summarised below with examples provided for each. It should be noted that many respondents offered explanations that encapsulate more than one of the themes outlined below, and the number of example quotes for each theme provides an indication of how common responses around that theme were – i.e. the first three themes below were the most common types of response (An interest in Gaelic culture, identity, and heritage; A recognition of the importance of the Gaelic language and wanting to help sustain it; and A range of family links to the language).
- 4.9 Whilst attending Gaelic Medium Education was acknowledged by a number of respondents as a reason for becoming involved in learning Gaelic, and it is therefore included in the examples below, it is interesting to note that the survey found that the majority of respondents (See Table A3.12 in Annex 3) reported that they had not been involved in Gaelic Medium Education – either by attending themselves, or through having children that attend(ed) Gaelic Medium Education. This suggests that the reasons for becoming involved in learning Gaelic are more wide-ranging than simply being linked to Gaelic Medium Education – something that is reflected in the responses below.

### **An interest in Gaelic culture, identity, and heritage**

*"To learn a new language and to learn about Gaelic culture within Scotland"*

*"It is an important part of my heritage and culture..."*

*"To learn more about my country's culture and language."*

*"Heritage and culture. Historic relevance and importance of holding on to this."*

*"I have always wanted to learn since I was little. I am proud of being Scottish and Scotland's culture and history and tourism."*

*"I enjoy learning languages. I wanted to gain fluency to be able to speak in Gaelic to Gaelic speakers and to access Gaelic culture, including Gaelic literature."*

*"Bha mi a' faireachdainn gur i cànan mo dhùthcha agus bha ùidh agam anns na h-ainmean-àite Gàidhlig timcheall air Glaschu"* ["I felt that it's the language of my country and I had an interest in the Gaelic place names around Glasgow"]

*"Bha Gàidhlig san teaghlach agam o chioon fhada agus bha uidh agam Gàidhlig a thogail airson adhbharan pearsanta agus cultural"* ["Gaelic was in my family a long time ago and I had an interest in learning Gaelic for personal and cultural reasons"]

*"Chaidh mi tro FMG, ach thagh mi ri chumail a' dol nam ionnsachadh leis gu bheil a' Ghàidhlig cudromach nam dreuchd is nam fhèin-aithne"* ["I went through GME but I chose to continue learning as Gaelic is important to my career and to my self-identity"]

*"Tha i mar phàirt de dh'fhèin-aithne nàiseanta agus fèin-aithne ionadail a tha làidir agus in-ghabhalach. Tha an cànan a' toirt coimhearsnachd do dhaoine"* ["It's part of the local and national identity that is strong and inclusive. The language gives people a community"]

**A recognition of the importance of the Gaelic language and wanting to help sustain it**

*"...reviving a dying national language is important in its own right."*

*"The Language must not disappear. This would be a huge disrespect to the generations before us."*

*"I wanted to know more about our native language and try to be a part of saving and rejuvenating the language."*

*"To retain Scottish heritage and boost the language, I also want to communicate with my Gaelic friends"*

*"I felt it was important to help keep the language alive, and it's part of my heritage"*

*"My mother is a native Gaelic speaker and I would like to keep the language alive"*

*"I want to use my own language in my own country."*

*"Tha mi faireachdainn gu bheil e dha riribh cudromach na sgillean agamsa a thaobh na Gaidhlig a thoirt air adhart dha luchd-ionnsachaidh, gus an gabhaidh iad uidh a bharrachd sa bheartas canan is cultar a th' again"* ["I feel that it is very important to pass on my skills to learners so they develop more of an appreciation for the richness of language and culture we have"]

*"Tha e mar phàirt chudromach dha mo fèin-aithne agus cudromach dhomh a bhith an sàs ann an gnothaichean a chumas mo chultair is cànan beò"* ["It's an important part of my self-identity and important for me to be involved in activities that keep my culture and language alive"]

*"Is i a' Ghàidhlig mo chiad chànan agus mo phrìomh chànan. Bidh mi a' cumail taic ri feadhainn a tha ga h-ionnsachadh"* ["Gaelic is my first language and my main language. I support some who are learning it"]

*"Airson Gaidhlig a chumail beò"* ["In order to keep Gaelic alive"]

**A range of family links to the language** – supporting children in GME; attended GME; or being from/having parents from, the Gaelic vernacular communities;

*"I was born and brought up in South Uist and Gaidhlig was my first language."*

*"Brought up in the islands"*

*"Brought up in a Gaelic speaking community"*

*"I am a native Gaelic speaker."*

*"I send my child to Gaelic Medium Education"*

*"My family has a history of Gaelic and my son recently started in GME"*

*"Granddaughter in Gaelic medium education."*

*"I grew up in a Gaelic speaking community and Gaelic is on both sides of my family though neither parent was a strong speaker"*

*"Mainly to support my children through GME."*

*"Roots in the Western Isles"*

*"Chaidh mo thogail as an dachaidh a bruidhinn Gaidhlig"* ["I was brought up speaking Gaelic in the home"]

*"... fhuair mi dagh chuid bho mo sheanmhir a bhiodh ga bruidhinn rinn cuideachd"* ["... I also got it (Gaelic) from my grandmother who would speak it to us"]

*"Thogabh mi s'na h-eilannan"* ["I was brought up in the islands"]

**The desire to learn a new language alongside recognition of the advantages of being bilingual**

"So children would (a) have benefits of bilingual education, (b) gain access to Gaelic culture; and (c) to help stop Gaelic dying."

"I value multilingualism..."

"...I wanted to learn Gaelic myself and give my children the advantage of growing up bilingual."

"I researched the benefits of Gaelic Medium Education and thought it was best for my children and the sustainability of the language."

"Tha dithis chloinne agam agus bha mi gu mòr airson gum faigheadh iad cothrom a dhol dhan sgoil Ghàidhlig, a leithid dheth nach robh idir ann nuair a bha mi fhèin òg"  
["I have two children and I really wanted them to have the opportunity to attend a Gaelic school, the likes of which was not around when I was young"]

"Bha mo shinnsearan Iucid-labhairt na Gaeilge is rinn mi co-dhùnadh Gàidhlig na h-Alba ionnsachadh" ["My ancestors were Irish speakers and I made the decision to learn Scottish Gaelic"]

**Gaelic being part of educational achievements**

"I studied Gaelic as part of my degree"

"I studied Gaelic for a year during my undergrad at ... Uni."

"Rinn mi co-dhùnadh san àrd-sgoil gun robh mi ag iarraidh Gàidhlig ionnsachadh. An uair sin, chaidh mi dha SMO gus ceum a dhèanamh ann an Gàidhlig gus fileantas a ruigsinn leis an dùil a' dol an sàs le leasachadh na Gàidhlig" ["I decided in secondary school that I wanted to learn Gaelic. Then, I went to SMO to do a degree in Gaelic in order to reach fluency with the intention to go into Gaelic development"]

"Thòisich mi ag ionnsachadh mar dheugaire agus mi san àrd-sgoil air a' Ghàidhealtachd" ["I started learning as a teenager when I was in secondary school in the Highlands"]

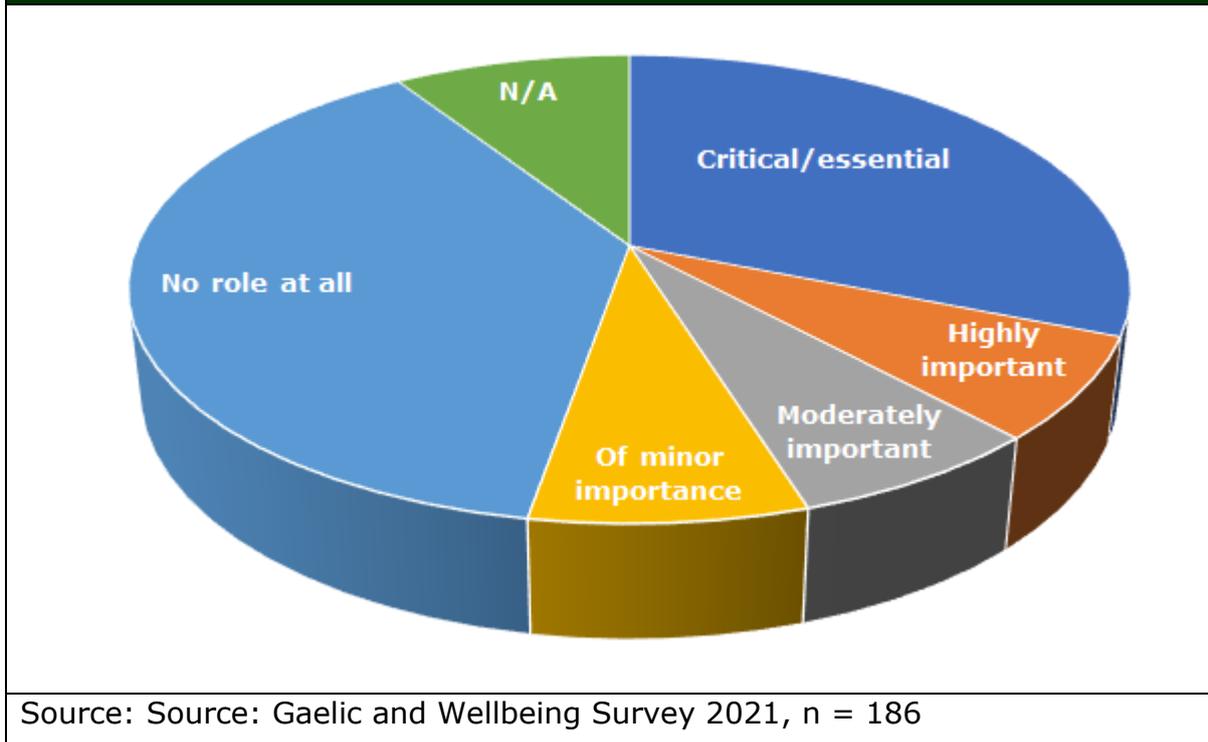
"Bha cothrom ann Gàidhlig a dhèanamh san àrd-sgoil agus an uair sin cothrom cumail orm ga h-ionnsachadh às dèidh sin" ["There was the opportunity to do Gaelic in secondary school and then the chance to keep learning after that"]

4.10 The Gaelic and Wellbeing survey was open to all, although it was primarily intended for those who live, work, or study in and around Glasgow – and the results show that this was reflected in the respondents (see Table A3.5 in Annex 3), with 84% living within Glasgow (56%) or Greater Glasgow (28%). Only 2% of respondents live outside of Scotland. **These results show that the wellbeing responses presented below are drawn from a cohort of survey respondents who are very likely to be living in the Glasgow area.**

### Role of Gaelic in Employment and Volunteering

4.11 The results in Table A3.4 in Annex 3 show that 79% of respondents are in employment (either full time (63%) or part time (16%)), and **when asked how important Gaelic is to their current employment situation, there is a clear distinction amongst respondents.** 31% report that Gaelic is critical or essential to their employment situation, whilst 38% report that Gaelic has no role at all (see Figure 4.1).

**Figure 4.1: How important is Gaelic to your current employment situation?**



4.12 If the not applicable responses (from those not in employment) are discounted, and the other response categories are merged, this shows **an almost equal split between those for whom Gaelic is critical, highly important or moderately important for their current employment situation (49.7%) and those for whom Gaelic has no role at all or is of minor importance for their current employment situation (50.3%).**

4.13 These results indicate that there is a notable split for respondents, with half reporting that Gaelic is very important to their current employment situation, alongside half for whom it has no role at all or is only of minor importance.

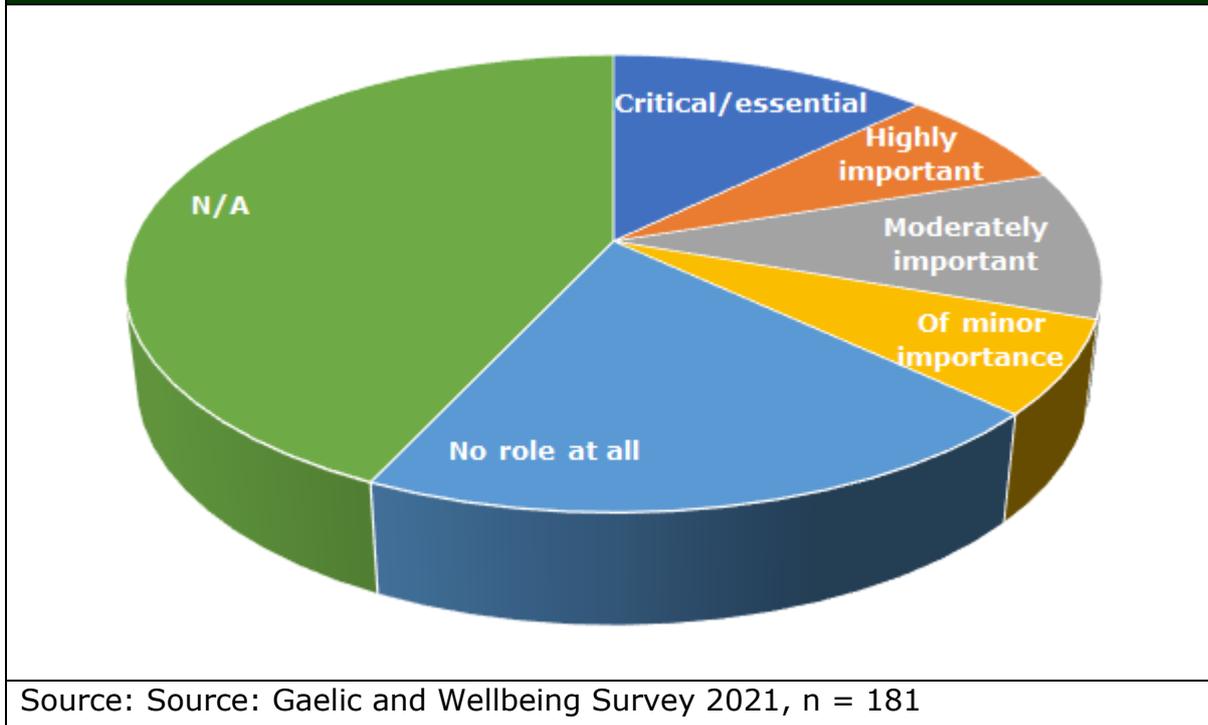
4.14 Respondents were also asked whether they took part in any regular volunteering (see Table A3.8 in Annex 3) and **almost half of respondents' report that they do take part in regular volunteering (46%).**

4.15 When asked about the role of Gaelic in volunteering roles/activity (see Table A3.10 in Annex 3 and Figure 4.2 overleaf), the most common response is

not applicable, followed by no role at all and then critical/essential – once again showing the split in responses between no role for Gaelic and a critical role for Gaelic.

- 4.16 Once not applicable responses are discounted, there is again a **fairly even split between those for whom Gaelic has a critical, highly important or moderately important role in their volunteering (53%) and those for whom Gaelic has no role at all or is of minor importance in their volunteering activities/roles (47%)**.

**Figure 4.2: How important is Gaelic to your volunteering activity/roles?**



### Contribution of Gaelic to Wellbeing

- 4.17 The survey asked respondents to indicate the scale of impact of Gaelic on a range of aspects of wellbeing – to assess the scale of contribution that Gaelic has to the respondent’s wellbeing and their family’s wellbeing.
- 4.18 Table A3.11 in Annex 3 shows the full results, and drawing on these results, the aspects where the greatest percentage of respondents indicated that Gaelic had a major impact on their wellbeing were:
- **Greater sense of own identity** / Faireachdainn nas fheàrr de fhèin-aithne (**58%**)
  - **Increased interest in Scotland and/or increased pride in Scotland** / Fàs ann an ùidh ann an Alba agus/no moit ann an Alba (**56%**)
  - **Greater pride in your local community** / Barrachd moit anns a’ choimhearsnachd ionadail agaibh fhèin (**50%**)
  - **Increased happiness** / A’ faireachdainn nas toilichte (**48%**)

4.19 Conversely, the aspects where the most common response was that Gaelic had no impact were:

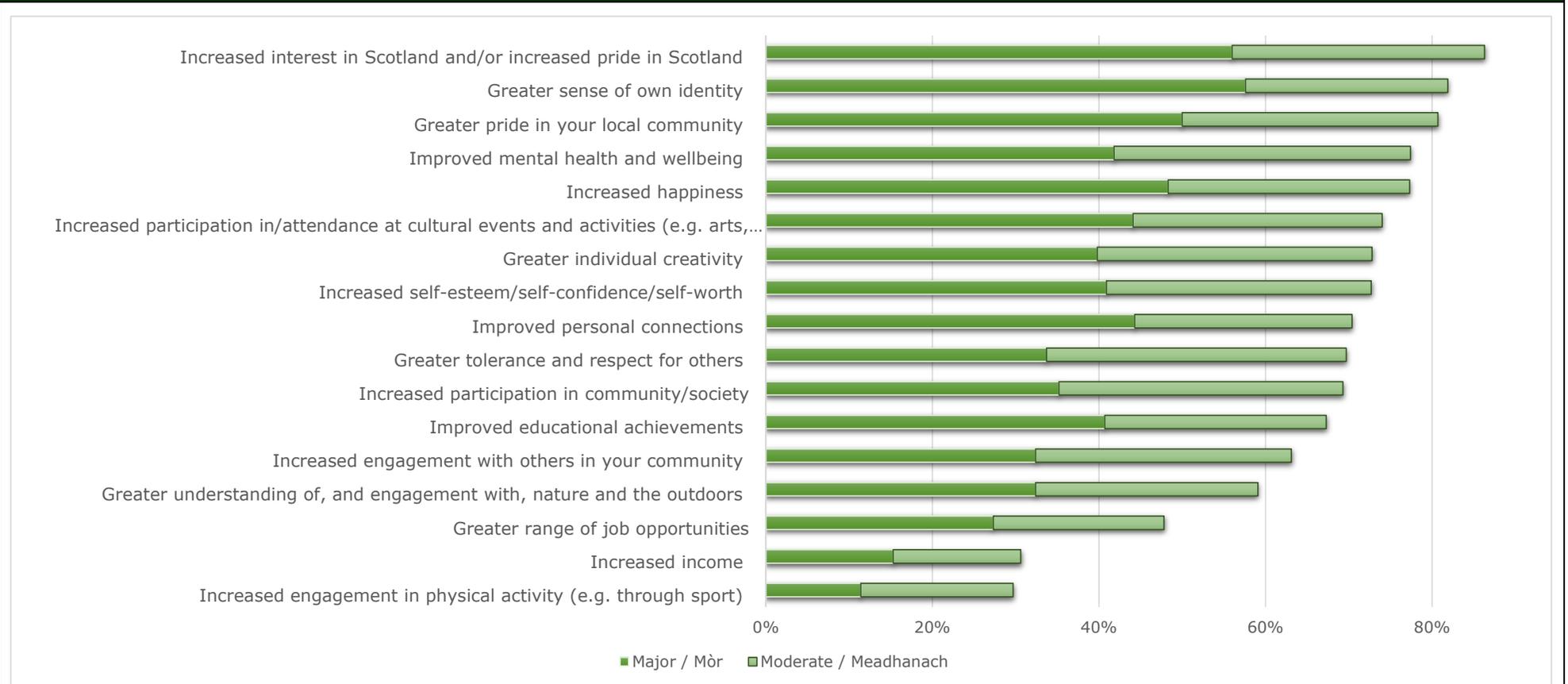
- **Increased income** / Teachd-a-steach nas àirde (**58%**)
- **Increased engagement in physical activity** (e.g. through sport) / Fàs anns a bhith a' gabhail pàirt ann an gnìomhachd chorpóra (m.e. tro spòrs) (**48%**)
- **Greater range of job opportunities** / Raon nas motha de chothroman obrach (**35%**)

4.20 To further consider these results, the categories of impact have been merged in the table below (Table 4.1) which shows the percentage of respondents that report a major or moderate impact for each aspect. Figure 4.3 overleaf shows the same results as a bar chart.

**Table 4.1: Summary of Major and Moderate Impact Responses for Aspects of Wellbeing**

| Aspects of Wellbeing   | % reporting 'Major' or 'Moderate' |
|--|-----------------------------------|
| Increased interest in Scotland and/or increased pride in Scotland / Fàs ann an ùidh ann an Alba agus/no moit ann an Alba   | 86.3%                             |
| Greater sense of own identity / Faireachdainn nas fheàrr de fhèin-aithne   | 81.9%                             |
| Greater pride in your local community / Barrachd moit anns a' choimhearsnachd ionadail agaibh fhèin  | 80.7%                             |
| Improved mental health and wellbeing / Slàinte-intinn agus sunnd nas fheàrr  | 77.4%                             |
| Increased happiness / A' faireachdainn nas toilichte   | 77.3%                             |
| Increased participation in/attendance at cultural events and activities (e.g. arts, music, literature, heritage) / Fàs anns a bhith a' gabhail pàirt/a' dol gu tachartasan is gnìomhan culturach (m.e. ealain, ceòl, litreachas, dualchas) | 74.0%                             |
| Greater individual creativity / Barrachd cruthachalachd phearsanta   | 72.8%                             |
| Increased self-esteem/self-confidence/self-worth / Fàs ann am fèin-earbsa/fèin-mhisneachd/fèin-luach   | 72.7%                             |
| Improved personal connections / Banntachdan pearsanta nas fheàrr   | 70.4%                             |
| Greater tolerance and respect for others / Barrachd fulangais is urraim do chàch   | 69.7%                             |
| Increased participation in community/society / Fàs anns a bhith a' gabhail pàirt ann an coimhearsnachd/sòisealtas  | 69.3%                             |
| Improved educational achievements / Coileanasan foghlaim nas fheàrr  | 67.3%                             |
| Increased engagement with others in your community / Fàs anns a bhith a' bruidhinn ri càch sa coimhearsnachd agaibh  | 63.1%                             |
| Greater understanding of, and engagement with, nature and the outdoors / Barrachd tuigse, agus tlachd, ann an nàdar agus àrainneachd   | 59.1%                             |
| Greater range of job opportunities / Raon nas motha de chothroman obrach   | 47.8%                             |
| Increased income / Teachd-a-steach nas àirde   | 30.6%                             |
| Increased engagement in physical activity (e.g. through sport) / Fàs anns a bhith a' gabhail pàirt ann an gnìomhachd chorpóra (m.e. tro spòrs)   | 29.7%                             |
| <b>Source:</b> Gaelic and Wellbeing Survey 2021, n = 175 to 177 (14 didn't reply at all)   |                                   |

**Figure 4.3: Summary of Major and Moderate Impact Responses for Aspects of Wellbeing – ordered from highest to lowest percent of responses**



**Source:** Gaelic and Wellbeing Survey 2021, n = 175 to 177 (14 didn't reply at all)

- 4.21 These results show that more than three-quarters of respondents report the impact of Gaelic as being major or moderate for the following aspects:
- **Increased interest in Scotland and/or increased pride in Scotland / Fàs ann an ùidh ann an Alba agus/no moit ann an Alba (86%)**
  - **Greater sense of own identity / Faireachdainn nas fheàrr de fhèin-aithne (82%)**
  - **Greater pride in your local community / Barrachd moit anns a' choimhearsnachd ionadail agaibh fhèin (81%)**
  - **Improved mental health and wellbeing / Slàinte-inntinn agus sunnd nas fheàrr (77%)**
  - **Increased happiness / A' faireachdainn nas toilichte (77%)**
- 4.22 As with the analysis above about major impacts, the same three aspects emerge as those that have the lowest proportion of respondents reporting a major or moderate impact of Gaelic on this aspect of wellbeing – i.e.:
- Greater range of job opportunities / Raon nas motha de chothroman obrach (48%);
  - Increased income / Teachd-a-steach nas àirde (31%); and
  - Increased engagement in physical activity (e.g. through sport) / Fàs anns a bhith a' gabhail pàirt ann an gnìomhachd chorporra (m.e. tro spòrs) (30%).
- 4.23 These survey results show that the **strongest aspects of wellbeing where Gaelic has a positive impact are around national and local pride, sense of identity, pride in local community, individual mental health and wellbeing, and happiness** – with more than three-quarters of survey respondents reporting moderate or major impacts of Gaelic on each of these aspects of wellbeing.
- 4.24 Conversely, the **aspects of wellbeing with the lowest proportion of survey respondents reporting a moderate or major impact of Gaelic are around job opportunities, increased income and increased physical activity.**
- 4.25 To understand more about these results, the various wellbeing aspects were cross-tabulated against two of the main demographic characteristics asked of survey respondents – age and gender.
- 4.26 For age, the results for each of the aspects of wellbeing were cross-tabulated against two age categories – those aged 24 to 55; and those aged over 55. For gender, those that had identified themselves as male were put into one group; and those that had identified as female were put into another group. Those that had replied using other response categories for either age or gender were excluded from this aspect of the analysis due to there being an insufficient number of responses for this type of analysis.

- 4.27 The various impact categories were grouped together: those who had responded that Gaelic had a major or moderate impact were put in one group of respondents, whilst those who had responded that Gaelic had a minor impact, or no impact, were put in another group of respondents.
- 4.28 These results were assessed across each of the aspect of wellbeing, to see if there was any pattern to the respondents in terms of either age or gender.
- 4.29 For gender, there **was very little variance in responses between males and females of any scale that was worthy of further investigation or reporting**. The exceptions (i.e., where there were the greatest differences between the groups) were that **females were more likely to respond positively to Gaelic having a major or moderate impact on improved health and wellbeing** (79% compared to 67%); and also on **increased participation in/attendance at cultural events and activities** (83% compared to 72%).
- 4.30 There was a **greater variance in responses by age, with the following results being of note** (in each case **younger people** (those aged 24 to 55) **responded more positively in terms of the impact of Gaelic on these aspects of wellbeing compared to older people** (those aged over 55):
- Greater range of job opportunities (58% compared to 22%)
  - Improved educational achievements (75% compared to 44%)
  - Increased income (38% compared to 15%)
  - Increased participation in community/society (76% compared to 58%)
  - Increased participation in/attendance at cultural events and activities (78% compared to 60%)
  - Greater pride in your local community (75% compared to 58%).
- 4.31 Whilst these results have not been subject to any specific tests to consider whether the variances are statistically significant, the overall patterns do suggest that **those in the younger age category are more likely to report greater positive impacts of Gaelic on these aspects of wellbeing compared to the older age category**.

### Examples of the Contribution of Gaelic to Aspects of Wellbeing

- 4.32 Focusing on the wellbeing aspects where the highest proportions of survey respondents reported moderate and major impacts of Gaelic (i.e., Increased interest in Scotland and/or increased pride in Scotland (86%); Greater sense of own identity (82%); Greater pride in your local community (81%); Improved mental health and wellbeing (77%); and Increased happiness (77%)) this section presents some examples from the interviews and consultations that have been carried out for this study as well as additional information from the surveys.
- 4.33 Presented below are example quotes from consultees, interviewees and survey respondents that exemplify the wellbeing impacts of Gaelic. The order in which they are presented reflects the proportion of survey respondents that reported the impact of Gaelic on these aspects of wellbeing as being major/moderate.

#### **Increased interest in Scotland and/or increased pride in Scotland**

*"tha i mar phàirt de dh'fhèin-aithne nàiseanta agus fèin-aithne ionadail a tha làidir agus in-ghabhalach. Tha an cànan a' toirt coimhearsnachd do dhaoine" ["...it's part of the local and national identity that is strong and inclusive. The language gives people a community"]*

*"I chose Gaelic since, apart from the folk music I'd liked I was going to be at Edinburgh university and it seemed to be the most Scottish topic that could be studied at a Scottish University"*

*"It's this idea of identity and land and culture, I think that are so tied in together... we have some beautiful words for the different types of Hills that there are in the landscape. It's giving that depth."*

*"I feel like it has given me much more of an overall kind of awareness of Scottish history and Scottish language and culture, and politics and all of that. It arms you."*

*"I do feel like it's just given me more knowledge, it's an access point into more knowledge, and into learning more about the culture and history of the country I would never have had that otherwise"*

### Greater sense of own identity

*"Tha Taic do Gaidhlig laidir ann a Glaschu agus dheanamh e feum barrachd taic a thoirt dhan oigrigh toabh a muigh na sgoile airson a bruidhinn agus a cleacadh an canan"* ["Support for Gaelic is strong in Glasgow and it would do good to give more support to the youth to speak and use the language outwith school"]

*"In terms of wellbeing, I speak Gaelic at home with my child. It's a part of me now."*

*"Language is so connected to your identity that I think it's a really good thing for Scottish people to connect with Gaelic."*

*"I think the fact was that until I started learning Gaelic I thought that I was a relatively well educated person that knew about the country I lived in, and I wasn't because learning Gaelic unlocks a whole other aspect of Scottish history that I had hitherto been completely unaware of."*

*"Tha Gàidhlig cudromach do dh'eachdraidh Ghlaschu, ach anns an là th'ann le feadhainn fhathast a' nochdadh sa bhaile bhon Ghàidhealtachd, agus ga h-ionnsachadh tro FTMG, tha i cheart cho cudromach. Tha i a' cuir, dha rìreabh, do dh'ìoma-chultarachd a bhaile-sa"* ["Gaelic is important to Glasgow's history, but today with people still arriving in the city from the Gàidhealtachd, and learning through GME, it is just as important. It definitely adds to the city's multiculturalism"]

*"... learning Gaelic: minority languages appear interesting to those on societies' margins..."*

*"I think you get a much more in-depth knowledge of your culture. I remember a girl saying to me, she was from Skye, and she hadn't had Gaelic growing up, that once she had gone to Sabhal Mòr Ostaig and learned it, she said that all of a sudden, the world was in colour, and I thought well that's a really beautiful way to see it"*

### Greater pride in your local community

*"Às dèidh dhomh fhèin Gàidhlig ionnsachadh aig an Oilthigh ... cho-dhùn mi gun robh còir agam a sgaoileadh do dhaoine eile le ùidh, ach gun robh beàrn mòr ann le dè cho daor agus a bha clasaichean-oidhche airson mo charaidean, mòran dhaibh aig nach eil fastadh no teachd a-steach, air adbharan ciorramachd agus eile. Bha sin a' ciallachadh gun robh daoine le ùidh mhòr sa chànan, agus cuid mhath dhaibh aig a bheil teaghlach le Gàidhlig air a' Ghàidhealtachd no a tha buinntainn ri sliochd nan Gàidheal, agus mar sin, tha mi air a bhith a' tabhann clasaichean-oidhche saor an-asgaidh gach seachdain airson còrr agus leth-bhliadhna nist"* ["After learning Gaelic myself at the University ... I decided that I should share it with other interested people, but there was a big gap with how expensive evening classes were for my friends, many of whom aren't employed or don't have an income, for disability and other reasons. That meant that there were people with a keen interest in the language, many of whom having families with Gaelic in the Gàidhealtachd or descended from the Gaels, and so I have been offering free evening classes each week, for over half a year now"].

*"The place names....it's the wealth of Gaelic that you get in them. And what you can learn, they are amazing historical sources as well. So that is attractive to me"*

*"Tha Gàidhlig cudromach airson Glaschu, airson na h-Alba"* ["Gaelic is important for Glasgow, for Scotland"]

*"Mo bheannachd air Baile Ghlaschu! Tha e na chuis naire dhomhsa gu bheil barrachd ùidh aig coimhearsnachdan a' bhaile mhor sa chanan na tha aig a' choimhearsnachd air an eilean far an deach m'arach"* ["Well done Glasgow! It's a disgrace to me that the communities of the city are more interested in the language than the communities on the island where I was raised"]

### Improved mental health and wellbeing

*"Tha coimhearsnachd cho cudromach do fèin-aithne agus mar sin do deagh shunnd neach sam bith, agus tha coimhearsnachd na Gàidhlig feumail do mhòran 's bu chòr dha a neartachadh"* ["Community is so important to self-identity and therefore to anyone's good wellbeing and the Gaelic community is necessary to many and it should be strengthened"]

*"And there's also a cultural significance and it has enriched my life. Because I can do two things, I can look at BBC Alba, and also at Channel 4. And what is bad about that?"*

*"It does add to your mental well being I would say if you manage to engage with your native language, even if it's sort of, even if you were never a fully fluent speaker...it reduces your stress and you also get quite a lot of pleasure in it when you see and you know you are making progress*

*"If inclusion and diversity and all the rest of it is important (which it is), it is the same principle when it comes to language, especially minority languages. The difficulty is we're even more invisible. And we're also not on a list of protected characteristics. I'm not saying we're more important in terms of access and inclusion compared to folk from whatever other background, I'm not saying it's an either or. It's a plus. We should be in the mix."*

*"Learning Gaelic gives all much confidence and so very powerful tool and medium for learning/wellbeing"*

*"Online church services are an important help for many and introduced/much improved internet skills for older people especially, giving comfort/contact for widowed/lonely ... and give access where there no other opportunities places to use/reuse/revive their Gaelic"*

*"Gaelic learners are overall a diverse community of learners<sup>60</sup>: it suggests those from/joining a minority language community are different from those learning French/German etc... because classes for such majority learners in school/uni would tend to be all the same. Gaelic and Church communities both offer intergenerational, varying backgrounds, opportunities definitely to speak to for example over 60s outwith family. Learning Gaelic context therefore breaks down generational and other barriers"*

<sup>60</sup> Additional evidence about those interested in, and supportive, of Gaelic being a more diverse community can be found in the Glasgow Household Survey (2019) which found that, "Those most likely to be encouraged to find out more about Gaelic language and culture were: • younger respondents (33% of 16-24 year olds and 25% of 25-34 year olds compared with 19% overall); • BEM respondent (24% compared with 18% of non-BEM respondents)..." (p.17) see <https://www.glasgow.gov.uk/CHttpHandler.ashx?id=46672&p=0>

### Increased happiness

*"Gaelic makes people happy. It makes enough people happy to matter. It adds to the sort of happiness indicator which the Nordic countries are much more advanced in appreciating"*

*"The most important thing I would say, and we don't see it often enough, is that it just enriches people's lives. And that might be through a passive thing of enjoying the songs, enjoying the music. But also, once you immerse yourself in the language, and in the culture, it's a way of making friendships, making acquaintances, getting to know people on a deeper level. And I think being part of a network, even if it's an informal network, is actually a very positive thing, certainly in today's dispersed world"*

*"Iain Noble once referred to this as one of the problems that Scotland had, a sort of cultural desertification that was taking place. A lack of identity, a lack of culture, a lack of belonging, and feeling of belonging. And Gaelic has a place of making people feel cultured and of belonging. And many of the problems of drug addiction and alcoholism, in other minority language communities such as the Native American communities arose from not feeling you belonged. It was very much an issue of alienation."*

*"Tha a' Ghàidhlig gu math cudromach do Ghlaschu gu h-eaconomaigeach. Tha obraichean Gàidhlig ann - an t-oilthigh, beagan oifigearan leasachaidh aig buidhnean poblach, FtG, cothrom do dhaoine a tha ag obair air an ceann fhèin tron Ghàidhlig (ceòl, eadar-theangachadh, sgrìobhadh, teagasg Gàidhlig 7c) agus tha tòrr dhaoine ann le sgilean Gàidhlig" ["Gaelic is economically very important to Glasgow. There are Gaelic jobs – the university, a few development officers at public organisations, GME, opportunities for self-employed people who work through Gaelic (music, translation, writing, teaching Gaelic and many people with Gaelic skills"]*

*"Tha comainn Ghàidhlig agus Ghàidhealach ann an Glaschu, agus mu chuairt, leithid An Comann Sgitheanach, Comann Leòdhais agus na Hearradh, smsaa, a bhith a' coinneachadh gu cunbhalach ann an talachan pobalach a' toirt cothrom do dhaoine a bhith a' cur ri eaconamachd a' Bhaile agus a bhios a' togail airgid a thèid a chleachdadh gu math an t-sluaigh air fad ann an iomadach dòigh, agus a bhios cuideachd a' cur ri sonas agus fèin aithne dhaoine san fharsaingeachd" ["There are Gaelic and Highland associations in and around Glasgow such as the Skye Association, The Lewis and Harris Association etc. that meet regularly in public halls giving people the opportunity to add to the City's economy and raise money that is used well for the people in many ways that also adds to people's happiness and self-identity in general"].*

- 4.34 Overall, these results show that **individuals report notable impacts from Gaelic on a wide range of aspects of their wellbeing – in particular around national and local pride, sense of identity, pride in local community, individual mental health and wellbeing, and happiness.**
- 4.35 Some of these wellbeing findings are summarised in the next section which looks at Gaelic’s contribution to both local (Glasgow City Council’s Strategic Plan 2017-22) and national (Scottish Government’s National Performance Framework) strategic priorities.
- 4.36 Whilst there are no specific wellbeing values that directly relate to Gaelic, there is an emerging evidence base (drawing on a range of academic and commissioned research and policy advice and guidance<sup>61</sup>) which aims to quantify the value of wellbeing across a range of dimensions – although it is important to note that there is ongoing debate<sup>62</sup> about the use of such valuations, and a range of considerations that need to be given to their use.
- 4.37 Further research would be required to develop specific wellbeing valuations related to the impacts of Gaelic outlined in this section. However, **for the majority of respondents, it is clear that there is a strong impact from Gaelic across a wide range of aspects of wellbeing.**

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<sup>61</sup> Such as the recent HM Treasury publication providing Green Book supplementary guidance about wellbeing <https://www.gov.uk/government/publications/green-book-supplementary-guidance-wellbeing>.

<sup>62</sup> <https://whatworkswellbeing.org/blog/wellbeing-should-we-really-be-using-it-to-monetise-non-market-activities/>

## 5. STRATEGIC CONTRIBUTION, KEY MESSAGES & RECOMMENDATIONS

### Introduction to Section 5

- 5.1 This section reflects on the range of contributions of Gaelic to the Glasgow Economy by considering the findings of this research in the context of Glasgow City Council's Strategic Plan 2017-2022, the Scottish Government's National Performance Framework, and the National Gaelic Language Plan 2018-2023.
- 5.2 It also considers the issues and opportunities for the Gaelic Economy in Glasgow and presents some recommendations for actions that could be taken to help realise the further potential for Gaelic in Glasgow.

### Summary of Gaelic's Contribution to National and Local Strategies

- 5.3 Reflecting on the findings from Sections 2, 3 and 4 of this report, this section considers the contribution of Gaelic to the Glasgow Economy in the context of three key strategic frameworks - **Glasgow City Council's Strategic Plan 2017-2022**, the **Scottish Government's National Performance Framework** and the **National Gaelic Language Plan 2018-2023**.
- 5.4 Table 5.1 overleaf looks at the themes and outcomes from Glasgow City Council's Strategic Plan and presents a summary of, and examples of, the contribution of Gaelic to each of the key themes.
- 5.5 This summary **focuses on four of the seven themes** (i.e. A Thriving Economy; A Vibrant City; A Healthier City; and Excellent and Inclusive Education) **where the contribution of Gaelic is strongest**. As such, consideration is not given in Table 5.1 to the other three themes from the Strategic Plan (i.e., A Sustainable and Low Carbon City; Resilient and Empowered Neighbourhoods; and A Well Governed City that Listens and Responds) where Gaelic's contribution is not as strong.

**Table 5.1: Contribution of Gaelic Economy in Glasgow to Strategic Plan**

| Theme              | Outcome  | Contribution   |
|--------------------|--|--|
| A Thriving Economy | <ul style="list-style-type: none"> <li>▪ A resilient, growing and diverse city economy where businesses thrive.</li> <li>▪ The city and its citizens benefit from inclusive economic growth and are involved in economic decision making through participatory budgeting.</li> <li>▪ More Glaswegians are in work or training.</li> <li>▪ Glasgow is rated highly for its business innovation and digital skills.</li> </ul> | <p>Sections 2 and 3 have shown the economic contribution that Gaelic makes to the city – most notably in broadcasting, cultural events and activities, and education – contributing at least 700 jobs and £21.6M GVA.</p> <p>Also, as the largest centre for Gaelic related activity and work in the world, higher level skills are generated in the schools and universities and applied in businesses and other employers in the city.</p>   |
| A Vibrant City     | <ul style="list-style-type: none"> <li>▪ Glasgow is a world class destination for tourism, culture, sport, events and heritage.</li> <li>▪ Glaswegians are active and healthier.</li> <li>▪ All citizens have access to the city’s cultural life and its heritage.</li> <li>▪ Glasgow acknowledges and promotes its history, heritage and culture.</li> </ul>  | <p>Section 3 provides evidence about the role of Gaelic in relation to culture and heritage in the city and the economic impacts of Gaelic related events.</p> <p>For example, Celtic Connections, Piping Live and the World Pipe Band Championships bring the world to Glasgow and have cemented its role as a major European festival city. These events generate at least £11.5million for the city’s economy with Gaelic essential to these successes according to visitor and audience surveys.</p> <p>In a similar manner, the media coverage of Glasgow Gaelic events and Glasgow Gaelic life through BBC Alba has helped rebalance the conception of Scotland’s Gaelic world as only a rural phenomenon.</p> <p>Initiatives such as Ceòl ‘s Craic and Theatre gu Leòr continue to push the boundaries for Gaelic culture’s place in contemporary Glasgow society and for an inclusive approach to the arts.</p> <p>Also, Section 4 provides evidence of various major/moderate impacts of Gaelic on wellbeing, such as: 86% reporting increased interest and pride in Scotland; 82% reporting greater sense of own identity.</p> |

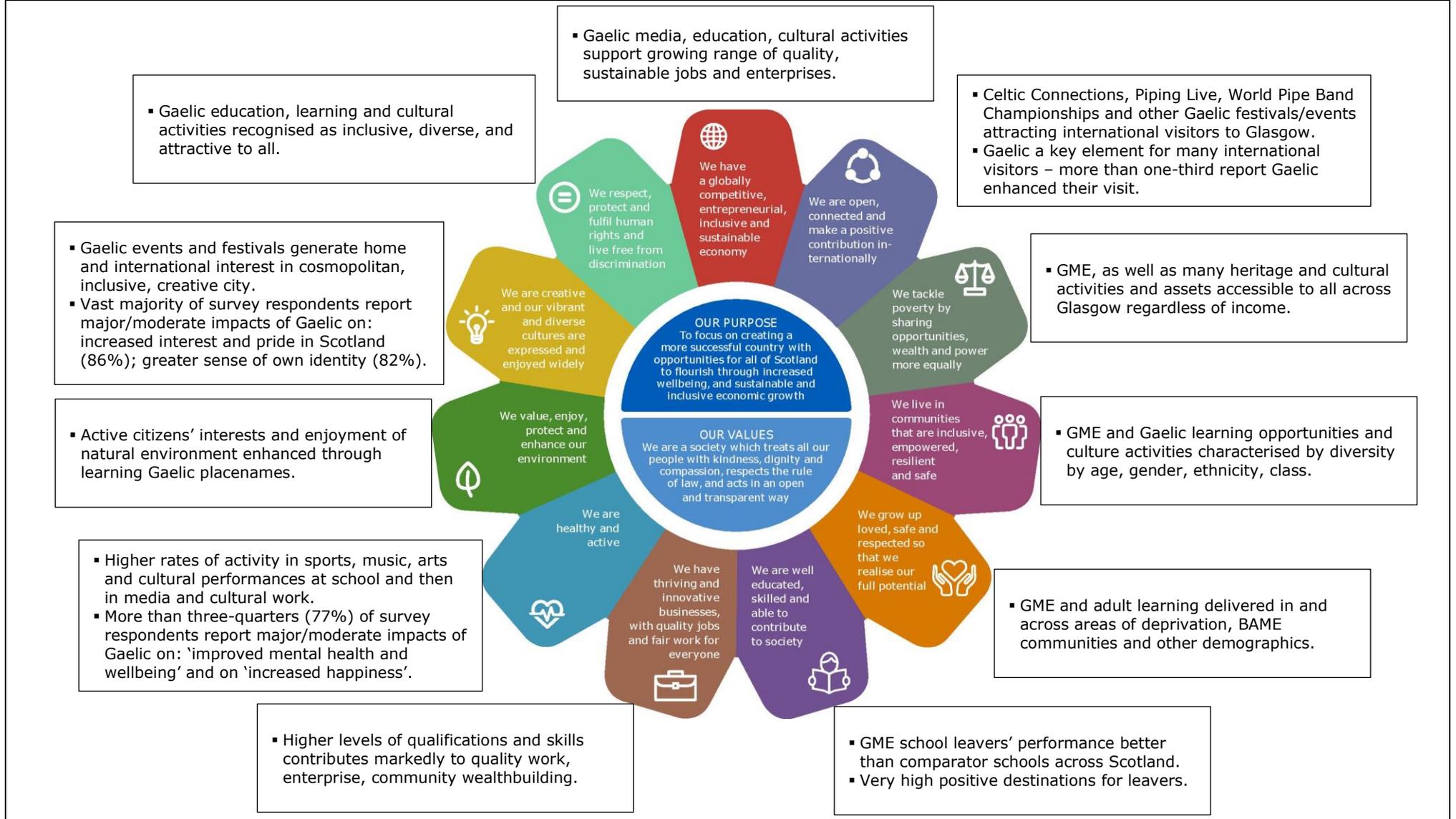
**Table 5.1: Contribution of Gaelic Economy in Glasgow to Strategic Plan**

| Theme                             | Outcome   | Contribution  |
|-----------------------------------|---|---|
| A Healthier City                  | <ul style="list-style-type: none"> <li>Glasgow is healthier.</li> <li>Our services are focussed on prevention and early intervention.</li> <li>Citizens and communities are more self-reliant for their health and wellbeing.</li> <li>We have integrated services with health that support Glaswegians when they need it.</li> </ul>   | <p>The wellbeing benefits of Gaelic, as shown in Section 4 of this report, include the impact of Gaelic being major or moderate for: 77% of respondents who reported improved mental health and wellbeing; and for 77% of respondents who reported increased happiness.</p> <p>A greater connection is felt with parts of Scotland’s identity and with its history, fostering inclusivity.</p> <p>Getting people’s ‘stories told’ and making people feel represented lessens alienation.</p>  |
| Excellent and Inclusive Education | <ul style="list-style-type: none"> <li>Our attainment levels improve across all of our schools so that all our children and young people can fulfil their potential.</li> <li>All our children and young people go on to a job, or a training opportunity or higher or further education.</li> <li>Children and young people benefit from early intervention and prevention approaches.</li> <li>Equality and diversity is recognised and supported and human rights promoted.</li> </ul> | <p>The Education and Learning section of this report within Section 3 shows the attainment levels of the Gaelic schools exceed the average for the city and for comparator schools across Scotland.</p> <p>Recent data on leaver destinations shows the best levels of progression to higher education across the city &amp; country, with minimal numbers not achieving positive outcomes.</p> <p>Pupil statistics are consistent with feedback from parents at Gaelic sessions and consultations for this study in highlighting that Gaelic is seen as a diverse, inclusive and cosmopolitan community.</p> |

5.6 Turning now to the contribution of Gaelic to the Glasgow economy in relation to the Scottish Government’s National Performance Framework (NPF), Figure 5.1 overleaf shows the eleven outcomes of the NPF and provides a summary of how Gaelic contributes to each of these outcomes.

5.7 Finally, the research also considered the key contributions to the National Gaelic Language Plan 2018-2023, showing the extent to which the range of Gaelic activities, events, jobs, education, learning, goods and services, and other economic and wellbeing activities and impacts within Glasgow clearly contribute to the national priorities. This is summarised in Table 5.2 with additional, more-detailed information about the contribution to the priorities of the National Gaelic Language Plan included in Annex 7.

Figure 5.1: Summary of the Gaelic Economy in Glasgow Contributions to the National Performance Framework



| <b>Table 5.2: Summary of the Gaelic Economy in Glasgow Contributions to the National Gaelic Language Plan 2018-2023</b>  |  |
|--|--|
| <b>Key Message</b>   | <b>Glasgow economic and wellbeing impacts contributing to particular message</b>   |
| <b>Gaelic Belongs to Scotland.</b>   | <b>Gaelic Belongs to Glasgow.</b>  |
| This is about the past, the present and the future. Gaelic is part of our history and heritage. It is an important part of life in Scotland today and this Plan will help to secure its place in the future. | Major events - Celtic Connections, Piping Live and the World Pipe Band Championships - bring the world to Glasgow and have cemented its role as a major European festival city where Gaelic is an essential element of these offerings.      |
| <b>We Have a Clear Aim for Gaelic.</b>   |  |
| Our aim is that Gaelic is used more often, by more people and in a wider range of situations.  | GME, adult and community learning all expanding over the last decade. Events, cultural activities and in the workplace all growing across the city.  |
| <b>This Aim Must Be a Shared Aim.</b>  |  |
| This aim does not sit with one organisation or community, and many groups, bodies and individuals have a role and a contribution to make in achieving this.  | Partnership working between GCC, GLife and other bodies becoming better coordinated through Aon Ghlaschu, a city forum for individuals and organisations.  |
| <b>Other Issues Impact on This Aim.</b>  |  |
| A number of wider issues, economic and infrastructural, have an impact on progress and we will ensure their impact on Gaelic is recognised and addressed.  | Educational, labour market, creative and tourism sectors increasingly aware of potential of Gaelic to enhance the economy and wellbeing of Glasgow. Coordinated at officer and executive levels across GCC, SDS, Chamber and other agencies. |
| <b>What Do We Need To Do?</b>  |  |
| This Plan, in the following pages, sets out clearly the priorities and necessary steps in order to make progress with this aim and where we need your help and support.                                      | GCC GLP reported on annually and traffic light ranking shows clearly the progress being made in delivering the city's plans and contributions locally and nationally.  |

### Key Messages and Recommendations

- 5.8 Based on the findings from this study, five high-level messages have been identified which capture the issues raised by the evidence collected from reports, interviews, focus groups and other sources.
- 5.9 These messages cut across the objectives and themes of the study and suggest ways forward to improve the economic and wellbeing impact of Gaelic on the city and beyond to the benefit of businesses, communities, and society.
- 5.10 Some would involve resources to implement the recommendations which follow the analysis of why these are concerns or unfulfilled opportunities, most, however, simply involve doing current things differently.
- 5.11 In setting out these high-level messages and recommendations, it is acknowledged that aspects of them have been considered previously and, in some cases, attempts have been made to implement them.
- 5.12 In addition to which, ongoing initiatives – such as Aon Ghlaschu – have already given consideration to, or will be giving consideration to, some of these issues.
- 5.13 Aon Ghlaschu itself is likely to be one of the key fora through which some of these messages and recommendations can be considered, and agreement can be reached, by key partners about how best to implement them.
- 5.14 Each high-level message is underpinned by a more detailed description in Annex 5, which outlines the issues, the evidence base applied in identifying them, their root causes, and then proposals on how to address these.

## HIGH-LEVEL MESSAGES

### **Message 1: More and better cooperation between agencies in Glasgow:**

Collaboration over Gaelic statistics offers significant economies of scale and scope in data collection and assessment of economic and wellbeing impacts. Better collection and sharing of data on Gaelic use, speakers, spend, and other impacts will improve the understanding of how the language can lead to higher economic outputs, incomes, opportunities, and wellbeing across Glasgow and beyond. This will depend on, be supported by, and, in turn, support positive benefits for all agencies when identifying, understanding, and promoting greater visibility and application of Gaelic in the life and business of the city.

### **Message 2: Making Gaelic more visible in the life and economy of Glasgow:**

Given its role as the major centre for Gaelic in Scotland and globally, there are expectations and responsibilities to raise the profile of the language and culture in the context of 21<sup>st</sup> Century cities and communities. Normalisation of the language through greater use of signage (including in public buildings and on public transport), through recognition of the Gaelic heritage and foundations of the city in public venues and facilities, by appreciation of the actual and potential markets for Gaelic customers, and by building supply chains are all examples of where unrealised opportunities have already been identified and can be implemented readily.

### **Message 3: Supporting the application and use of Gaelic in business, social and community activities across Glasgow:**

Gaelic products and services offer high value-added potentials for the economy and USPs for businesses within competitive regional, national, and international markets. Glasgow can offer a dense environment of enterprise development support, agglomeration and cosmopolitan economies, and untapped local demand to base a growth coalition of embedded businesses. Growing communities of Gaelic speakers and GME graduates complement wider evolving interests in the culture and language generally so that a more visible and effective infrastructure to support application and use would bear significant benefits to enterprises, communities, and individuals. Ensure the unique selling point that is Gaelic language, history and heritage is included within the city's tourism, events and hospitality offer.

### **Message 4: Improving the Gaelic labour market structure and information:**

As the centre for both Gaelic-using employers and skills, with the highest numbers of fluent and competent speakers in the world, there are obvious benefits in establishing a better system of sharing labour market information (LMI) and opportunities across the city. The potential to expand economic and wellbeing activities based on Gaelic would be enhanced by databases on both sides of the labour market, with the supply and demand for speakers for paid and volunteering roles currently facing barriers of limited intelligence and collation of opportunities. Growing the Gaelic economy should not be constrained by poor LMI while collation of information will create its own momentum for development.

### **Message 5: Promoting Gaelic learning and language facilities and development:**

As the capacity to expand the breadth and depth of the use and application of Gaelic across Glasgow increases, so there is a need to cater for that growth and to facilitate the infrastructure improvements to underpin all aspects of these developments. This involves interacting with and influencing a range of investments and policies for education and learning facilities, teachers, and tutors and encouraging uptake and improvement in capacity to deliver Gaelic language and culture as other business, community and public developments take place. To a greater extent than other initiatives, this will involve recognition of national contexts and require collaborations with agencies and actors at these levels.

## **RECOMMENDATIONS**

### **Message 1: More and better cooperation between agencies in Glasgow**

- GCC and GLP-enabled organisations should gather and record information as it is generated e.g. on recruitment, procurement and on other key economic, individual and community indicators.
- A Glasgow Gaelic forum (a 'Glasgow Gaelic Citizens Assembly') should be established.
- A city-wide dialogue should be held between Gaelic stakeholders and GCC to better co-ordinate, increase synergies and expand the Gaelic content and mainstreaming of GCC services.
- Establish common impact study frameworks for evaluating Gaelic events, interventions, and activities.

### **Message 2: Making Gaelic more visible in the life and economy of Glasgow**

- Erect more signage in Gaelic across the city.
- Develop a 'Gaelic Spoken/Welcomed Here' campaign.
- Support staff and businesses in adopting Gaelic usage.
- Develop a bi-lingual logo for GCC.
- Enhance the GCC and Glasgow Life social media Gaelic presence.

### **Message 3: Supporting the application and use of Gaelic in business, social and community activities across Glasgow**

- Develop a Gaelic Business Ambassadors scheme.
- Encourage GCC partners to raise profile of Gaelic within own organisations.
- Establish a 'Gaelic for Business' networking group for businesses using/ considering use of Gaelic.
- Disseminate through development agencies the potential benefits to businesses of adopting Gaelic usage, establish complementary supporting elements including B2B workshops.
- Identify and support opportunities for expansion and development of supply chains and for potential entrants to markets for Gaelic products and services.
- With businesses and community groups develop dedicated Gaelic hub(s) and scheme for Gaelic-recognised premises.
- Plan and deliver expanded provision of public services through the medium of Gaelic.
- Appoint a Gaelic Business Development Officer

**RECOMMENDATIONS (continued)**

**Message 4: Improving the Gaelic labour market structure and information**

- Establish interactive and live register of job and other openings.
- Create a register of volunteers and volunteer opportunities with Gaelic and Gaelic-using organisations in Glasgow.
- Establish interactive and live register of Gaelic speakers in Glasgow.
- Raise awareness of technical, professional, and other MAs, courses and career opportunities to school leavers and learners.
- Encourage media and cultural sponsors to reflect better the demands of the whole urban and modern Gaelic community in Glasgow.
- Proper employment contracts needed for tutors in learning and cultural activities, with commitment to create secure and stable career opportunities.

**Message 5: Promoting Gaelic learning and language facilities and development**

- Ensure tender specifications for Gaelic schools and other procurement have appropriate Gaelic language recognition.
- Encourage NHSGGC to offer Gaelic Bookbug packs through health visitors and Glasgow Life to consider expanding number of Gaelic Bookbug and Family Learning sessions.
- Explore how to encourage more entrants into Gaelic teaching.
- Promote enhanced availability of subjects in, and with, Gaelic at college, university, and through Modern Apprenticeships.
- Promote increased recognition of Gaelic contribution to Glasgow's economy and wellbeing.
- Explore potential to create business opportunities for innovative online services and learning delivery.

## ANNEX 1: SUMMARY OF AIMS, METHOD AND APPROACH

### Aims

The original aims and objectives of this research study, as set out in the Invitation to Quote were to:

*"...demonstrate the value, growth and impact of Gaelic services and products in Glasgow. Depending on one's definition, the scope of "Gaelic services and products" may be quite diverse to include the teaching and use of Gaelic in schools and in further or higher education; learning among adults in their homes and communities; the increase in Gaelic-related events and their economic contribution (such as the 2019 Royal National Mod, Celtic Connections, Piping Live, World Pipe Band Championships); the value of the creative output of companies and individuals in the cultural industries, especially in media, music, literature and drama; the use of Gaelic in aspects of tourism and the hospitality industry; and in the general promotion and awareness of the language in the public, private and third sectors."*

The specific objectives were to:

- Quantify the total economic value of activity involving the provision of a Gaelic service in Glasgow, over the last ten years.
- Measure the extent, and the social and economic value, of volunteering for Gaelic-related activity in Glasgow (in particular by parents and young people engaged with Gaelic Medium Education and by students and staff in universities and colleges), over the last ten years.
- Quantify the direct and indirect employment and earnings impacts from individuals with some Gaelic language skills employed by each of Glasgow City Council, Glasgow Life and other public agencies with a Gaelic Language Plan and located in Glasgow.
- Measure the population of individuals in part or full-time employment in Glasgow with Gaelic as an essential or desirable skill, and compare with other local authorities by total, skill level, occupational category, education level, and salary range.
- Recommend strategies to sustain growth in Gaelic jobs and skills in Glasgow in public, private and third sectors, over the next ten years, and specifically to increase awareness among employers of the benefits of employing staff with Gaelic skills in frontline and corporate communication roles.
- Identify and analyse attitudes and perceptions to Gaelic language and culture in Glasgow, with an emphasis on the economic and wellbeing benefits arising from Gaelic education, events, the creative industries, tourism and hospitality.
- Illustrate how the use of Gaelic language and culture has enhanced well-being and prosperity in Glasgow over the last ten years, and how an increased use of Gaelic in normal, daily aspects of life could enhance levels of wellbeing in future.
- Demonstrate how the use of Gaelic language and culture has promoted social cohesion and encouraged inclusive growth over the last ten years.

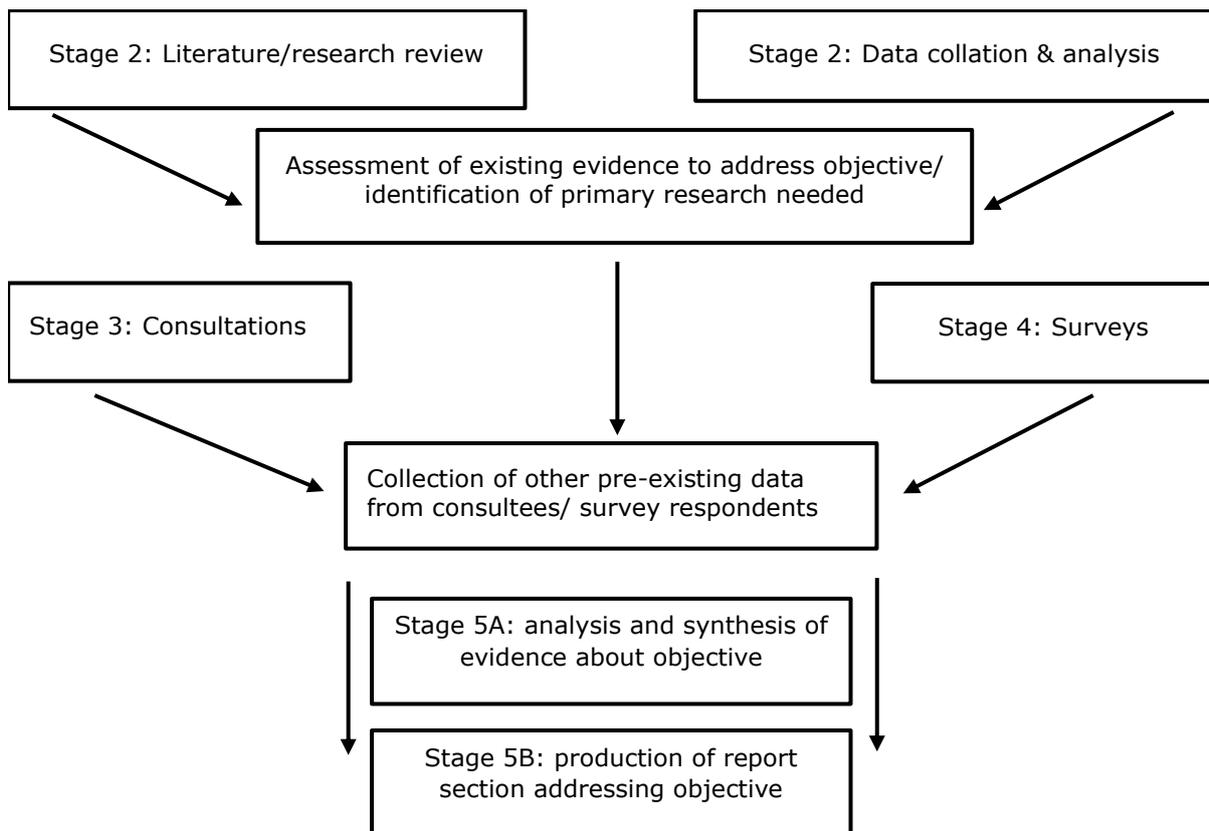
- Produce a range of Key Performance Indicators (KPIs) that will align the key results of this research to the key objectives of Glasgow City Council’s Strategic Plan 2017 to 2022.
- Illustrate with data and examples of how the delivery of Gaelic services in Glasgow aligns to national Key Performance Indicators as required by Bòrd na Gàidhlig.

These objectives evolved slightly over time, with the agreement of Glasgow City Council. For example, the 10-year timescale was relaxed, whilst it was agreed that the mapping of the contribution of Gaelic to wider strategies would focus on the Glasgow City Council Strategic Plan 2017-2022<sup>63</sup> and the Scottish Government’s National Performance Framework Outcomes and National Indicators<sup>64</sup>.

### Approach and Method

The approach taken to this research was a five-stage method for each objective that combined: ‘top-down’ and ‘bottom-up’ approaches; both quantitative and qualitative methods; and a combination of secondary and primary research.

The figure below summarises the approach taken and is followed by a brief overview of each method stage.



<sup>63</sup> <https://www.glasgow.gov.uk/strategicplan>

<sup>64</sup> [https://nationalperformance.gov.scot/sites/default/files/documents/NPF\\_A2\\_Poster.pdf](https://nationalperformance.gov.scot/sites/default/files/documents/NPF_A2_Poster.pdf)

**1. Inception/Progress:** An inception meeting confirmed research scope, methodology, communication/dissemination plans and generated agreed actions; progress meetings took place throughout the research, supported by regular contact via telephone/e-mail.

**2A: Desk Research (literature/research review)** – included a review of relevant research and literature took place, focussing on the specific research objectives of this study.

**2B: Desk Research (data)** – this involved the collation and analysis of a range of key data sources (e.g. from SDS, Bòrd na Gàidhlig, Scottish Government, Glasgow City Council, etc.) to inform particular research objectives.

### **3: Consultations**

Stage 3 involved primary research with stakeholders, businesses, and community representatives and was a critical part of the method – providing evidence for a wide range of the objectives.

**3A: Stakeholder consultations** – took place with representatives from Glasgow City Council, Glasgow Life, and other key stakeholder organisations (including those organisations that have a Gaelic Language Plan and are based in/operate in Glasgow). This also involved, where data was available, the collection of economic data from each organisation via a data pro forma process.

**3B: Business consultations** – took place with a range of businesses and enterprises that use Gaelic in their business, covering examples from key sectors including creative industries, tourism/events, hospitality, etc.

**3C: Community/education consultations** – took place using a combination of one-to-one discussions and group discussions with parents of GME-children, adult learners, school/university graduates who have studied Gaelic/been in Taigh na Gàidhlig, as well as relevant groups (e.g. Comann nam Pàrant).

A list of consultees drawn from all aspects of Stage 3 is included in Annex 2.

### **Stage 4: Surveys**

Stage 4 involved three online surveys to gather attitudes/perceptions about Gaelic and Gaelic's contribution to the Glasgow economy and the wellbeing of Glasgow's residents. Annex 3 provides more information about the survey responses and results.

**4A: Survey of Businesses** that use Gaelic to understand the contributions, added value, and impact that Gaelic makes to enterprises.

**4B: Survey of Community Organisations** where Gaelic has a role within what they do, how they communicate, or their aims/objectives captured various perspectives about the role and contribution of Gaelic.

**4C: Survey of Individuals** gathered attitudes/perceptions about the role of Gaelic language and culture in Glasgow, focusing on the contribution that Gaelic makes to individual and collective wellbeing as well as economic activity.

**5A: Analysis** – brought together the results and findings from Stages 1-4, to provide an analysis for each of the research objectives.

**5B: Reporting** – involved the production of a range of reporting outputs including: Inception Note; Progress Notes; Draft Final/Final Report; Executive Summary & Infographic.

**ANNEX 2: LIST OF CONSULTEES**

| <b>First name</b> | <b>Surname</b> | <b>Role/Position</b>                                 | <b>Organisation</b>                 |
|-------------------|----------------|--|-------------------------------------|
| Maggie            | Archibald      | Equality & Diversity Officer                         | Scottish Fire and Rescue Service    |
| Michael           | Bauer          | CEO  | Akerbeltz                           |
| Donald Iain       | Brown          |  | Personal capacity                   |
| Gillian           | Campbell-Thow  | Quality Improvement Officer,<br>Education Services   | Glasgow City Council                |
| Michelle          | Carr           | Finance  | Glasgow City Council                |
| Coinneach         | Combe          | Teacher, GME   | Personal capacity                   |
| Aileen            | Crawford       | Head of Conventions                                  | Glasgow Life                        |
| Cllr Feargal      | Dalton         | Councillor   | Glasgow City Council                |
| Karen             | Dick           | Interim Head of Place,<br>Partnerships & Communities | Creative Scotland                   |
| David             | Docherty       | Finance Business Partner                             | Glasgow Life                        |
| Artair            | Donald         | Actor  | Personal capacity                   |
| Fiona             | Dunn           | Gaelic Officer                                       | Glasgow University                  |
| Vanessa           | Ewing          | Head Of Strategic Business<br>Management             | Scottish Police<br>Authority        |
| Stephen           | Foster         | Learning Co-ordinator                                | Glasgow Life                        |
| Beth              | Frieden        | Actor  | Personal capacity                   |
| Elaine            | Gerrard        | Equality & Diversity Manager                         | Scottish Fire and<br>Rescue Service |
| Ruairidh          | Graham         | Gaelic Language and Policy<br>Officer                | Historic Environment<br>Scotland    |
| Riddell           | Graham         | Director of Industry and<br>Destination Development  | Visit Scotland                      |
| Robyn             | Ireland        | Gaelic Officer                                       | NatureScot                          |

## Gaelic Economy in Glasgow (Glasgow City Council)

|            |                 |  |  |
|------------|-----------------|--|--|
| Steven     | Kellow          | Funding and Projects Officer                 | Bòrd na Gàidhlig                                       |
| Muireann   | Kelly           | Director                                     | Theatre Gu Leòr  |
| Alison     | Lang            | Chair  | Còmhairle nan Leabhraichean (the Gaelic Books Council) |
| Roanna     | Laverty-Menzies | Business Partner: Sport & Celtic Connections | Glasgow Life   |
| Nevil      | Lee             | Director of Finance (Interim)                | MG ALBA  |
| Alasdair   | MacCaluim       | Gaelic Development Officer                   | Scottish Parliament                                    |
| Graeme     | Macdiarmid      | Camanachd Coach                              | Personal Capacity                                      |
| Rona       | MacDonald       | Gaelic Arts Officer                          | Glasgow Life   |
| Ealasaid   | MacDonald       | Director of Strategy & External Affairs      | MG ALBA  |
| Finlay     | MacDonald       | Director of Piping                           | National Piping Centre                                 |
| Babs       | MacGregor       | Poet, Board member Cèol 's Craic             | Personal capacity                                      |
| Mairi      | MacInnes        | Chair  | Bòrd na Gàidhlig                                       |
| Louise     | MacKenzie       | Strategic Policy and Planning                | Glasgow City Council                                   |
| Donna      | MacLean         | Gaelic Project Officer                       | Glasgow City Council                                   |
| Gordon     | MacLennan       | CEO  | Scottish Passenger Transport                           |
| Gehan      | Macleod         | Collaborator                                 | GalGael/Enough   |
| Gillebrìde | MacMillan       | Lecturer/Musician                            | Personal Capacity                                      |
| Donald     | MacPhee         | Gaelic Development Officer                   | Glasgow City Council                                   |
| Ishbel     | MacTaggart      | Director of Multiplatform Content            | MG Alba  |
| Alastair   | McIntosh        | Trustee                                      | GalGael  |

## Gaelic Economy in Glasgow (Glasgow City Council)

|               |          |   |  |
|---------------|----------|---|--|
| Carrie        | McNeill  | Various   | Personal capacity                      |
| Lorenzo       | Mele     | Senior Arts Officer                                   | Glasgow Life                           |
| Peadar        | Morgan   | Research and Corpus Planning Manager                  | Bòrd na Gàidhlig                       |
| Paul          | Morris   | Development Officer – Economic and Social Initiatives | Glasgow City Council                   |
| Jane          | Morrison | Economic Development Manager – Business Growth        | Glasgow City Council                   |
| Margaret Mary | Murray   | Head of Service                                       | BBC Alba                               |
| Ishbel        | Murray   | Lecturer, Artist                                      | Personal capacity                      |
| Martin        | O'Connor | Playwright/ Actor                                     | Personal Capacity                      |
| Stuart        | Patrick  | Chief Executive                                       | Glasgow Chamber of Commerce            |
| Kathleen      | Reddy    | Lecturer  | Personal Capacity                      |
| Roisin        | Reid     | Volunteer   | Glasgow Fèis                           |
| Neil          | Ross     | Head of Community Growth Team                         | Highlands and Islands Enterprise (HIE) |
| Lesley        | Shaw     | Celtic Connections Festival Manger                    | Celtic Connections                     |
| Duncan        | Sneddon  | Gaelic Language Development Officer                   | Church of Scotland                     |
| Nina          | Torrance | Media Worker  | Personal capacity                      |
| Jim           | Whannel  | Director of Education                                 | Bòrd na Gàidhlig                       |
| Alasdair      | Whyte    | Lecturer, Musician                                    | Personal Capacity                      |
| Mark          | Wilson   | Inclusion and Diversity Unit                          | Police Scotland                        |

### Focus Group Discussions

In addition to the above list of one-to-one consultees, online focus group discussions were also held with: Parents with children at GME in Glasgow (11 in total across all levels of education); two groups of learners of Gaelic at various levels; and Gaelic tutors.

## ANNEX 3: SUMMARY OF SURVEY RESULTS

### Gaelic and Wellbeing Survey

A survey of individuals was carried out, which focused on the wellbeing impacts of Gaelic for those who work, live and study in Glasgow.

The survey was carried out as an online survey and was promoted and disseminated via various routes including social media, direct email invitations, and via a range of individuals and organisations who helpfully shared it directly with their networks and also helped to promote it via social media.

The survey took place between April and June 2021, and a total of 256 responses were initially received. However, once the responses were cleaned, and any insufficiently complete responses were removed, the number of valid responses was 193.

Summary tables of the survey results are presented below, and the results have been included throughout the main report – most notably in Section 4.

**Table A3.1: Would you prefer to complete this survey in Gaelic or English? / Am bu toil leibh an suirbhidh seo a dhèanamh sa Ghàidhlig no sa Bheurla?**

|          | Percent | Number |
|----------|---------|--------|
| Gàidhlig | 27.5%   | 53     |
| English  | 72.5%   | 140    |

**Source: Gaelic and Wellbeing Survey 2021, n = 193**

**Table A3.2: How would you describe your current ability with the Gaelic language? (please tick all that apply) / Dè mar a bheireadh sibh cunntas air ur comas Gàidhlig làithreach? (Comharraich gach freagairt a tha freagarrach)**

|   | Percent | Number |
|---|---------|--------|
| I can write Gaelic / 'S urrainn dhomh Gàidhlig a sgrìobhadh                                 | 52.8%   | 102    |
| I can speak Gaelic / 'S urrainn dhomh Gàidhlig a bhruidhinn                                 | 54.9%   | 106    |
| I can read Gaelic / 'S urrainn dhomh Gàidhlig a leughadh                                    | 55.9%   | 108    |
| I can understand spoken Gaelic / 'S urrainn dhomh Gàidhlig a thuigsinn                      | 53.8%   | 104    |
| I am learning Gaelic/improving my Gaelic / Tha mi ag ionnsachadh/a' leasachadh mo Ghàidhlig | 41.4%   | 80     |
| I know a small number of words/phrases / Tha fios agam air facal/abairt no dhà              | 18.7%   | 36     |
| None of these / Chan eil Gàidhlig sam bith agam   | 3.6%    | 7      |

**Source: Gaelic and Wellbeing Survey 2021, n = 193**

**Table A3.3: How often do you use Gaelic? / Dè cho tric 's a bhios sibh a' cleachdadh na Gàidhlig?**

|  | Percent | Number |
|--|---------|--------|
| Daily / Gach latha   | 53.4%   | 103    |
| At least every week / Co-dhiù gach seachdain                   | 24.9%   | 48     |
| At least every month / Co-dhiù gach mìos                       | 1.6%    | 3      |
| Occasionally throughout the year / Bho àm gu àm tron bhliadhna | 5.7%    | 11     |
| Rarely / Ainneamh  | 7.8%    | 15     |
| Never / Cha bhi idir   | 6.7%    | 13     |

**Source: Gaelic and Wellbeing Survey 2021, n = 193**

**Table A3.4: Please briefly explain why you decided to be involved in Gaelic learning (either by attending classes or cultural events yourself and/or by sending children to Gaelic Medium Education)? / Mìnich carson a cho-dhùin sibh a bhith an sàs ann an ionnsachadh Gàidhlig (an dara cuid le bhith a' frithealadh chlasaichean no tachartasan cultarail sibh fhèin agus/no le bhith a' cur clann ann am Foghlam tro Mheadhan na Gàidhlig)?**

|  |            |
|--|------------|
| <b>Answered</b>  | <b>153</b> |
| <b>Source: Gaelic and Wellbeing Survey 2021, n = 153</b> |            |

**Table A3.5: Where do you live? / Càit' a bheil sibh a' fuireach?**

|  | Percent | Number |
|--|---------|--------|
| Within Glasgow (i.e. Glasgow City Council) / Taobh a-staigh Glaschu (i.e. Comhairle Baile Ghlaschu)                        | 56.0%   | 108    |
| In Greater Glasgow (i.e. surrounding areas of Glasgow) / Ann am Mòr-roinn Ghlaschu (i.e. sgìrean a' cuairteachadh Glaschu) | 27.5%   | 53     |
| Elsewhere in Scotland / An còrr de dh'Alba   | 14.5%   | 28     |
| Outside of Scotland / Taobh a-muigh Alba   | 2.1%    | 4      |

**Source: Gaelic and Wellbeing Survey 2021, n = 193**

**Table A3.6: Which of the following best describes your current employment situation? (Please tick all that apply) / A thaobh obrach, dè dha na freagairtean a leanas às fheàrr a mhìnichas an t-suidheachadh agaibh? (Comharraich gach freagairt a tha freagarrach)**

|  | Percent | Number |
|--|---------|--------|
| Working full time / Ag obair làn-ùine                                    | 62.9%   | 117    |
| Working part time / Ag obair pàirt-ùine                                  | 15.6%   | 29     |
| Not working / Chan eil mi ag obair                                       | 0.5%    | 1      |
| Unemployed / Gun chosnadh  | 0.0%    | 0      |
| Retired / Tha mi air m' obair a leigeil dhìom                            | 13.4%   | 25     |
| Looking after house/children / A' coimhead às dèidh an taighe/na cloinne | 3.8%    | 7      |
| Disabled / Ciorramach  | 2.2%    | 4      |
| Have long term illness / Tha tinneas leanailteach orm                    | 0.5%    | 1      |
| Student / Oileanach  | 8.6%    | 16     |
| Self-employed / Ag obair air mo cheann fhìn                              | 8.6%    | 16     |
| Prefer not to answer / B' fheàrr leam gun a ràdh                         | 1.1%    | 2      |
| Other (please specify) / Rudeigin eile (innsibh dè)                      | 2.7%    | 5      |

**Source: Gaelic and Wellbeing Survey 2021, n = 186**

**Table A3.7: How important is Gaelic to your current employment situation? / Dè cho cudromach 's a tha Gàidhlig don t-suidheachadh obrach agaibh?**

|   | Percent | Number |
|---|---------|--------|
| Critical/essential / Riatanach                              | 31.0%   | 58     |
| Highly important / Air leth cudromach                       | 7.0%    | 13     |
| Moderately important / Meadhanach cudromach                 | 7.0%    | 13     |
| Of minor importance / Beagan cudromach                      | 7.5%    | 14     |
| No role at all / Chan eil e a' toirt a-steach Gàidhlig idir | 38.0%   | 71     |
| N/A / Chan eil seo iomchaidh (N/A)                          | 9.1%    | 17     |

**Source: Gaelic and Wellbeing Survey 2021, n = 186**

**Table A3.8: Do you take part in any regular volunteering roles/activities? (please consider all aspects of volunteering – both formal (e.g. volunteering through an organisation or group) as well as informal (e.g. giving your time outside of organised groups – helping neighbours etc.) / Am bi sibh a’ gabhail pàirt ann an cur-seachadan no gnìomhan saor-thoileach cunbhalach? (Feuch an smaoinich sibh air gach taobh de obair shaor-thoileach – an dà chuid formail (m.e. obair saor-thoileach tro bhuidheann) agus neo-fhoirmeil (m.e. a’ toirt do chuid ùine taobh a-muigh buidhnean – a’ cuideachadh nàbaidhean is msaa)**

|              | Percent | Number |
|--------------|---------|--------|
| Yes / Bidh   | 46.2%   | 86     |
| No / Cha bhi | 53.8%   | 100    |

**Source: Gaelic and Wellbeing Survey 2021, n = 186**

**Table A3.9: If Yes, please briefly describe these volunteering roles/activities: / Ma bhios, thoir gearr-chunntas air na cur-seachadan no gnìomhan saor-thoileach seo:**

|                 |           |
|-----------------|-----------|
| <b>Answered</b> | <b>81</b> |
|-----------------|-----------|

**Source: Gaelic and Wellbeing Survey 2021, n = 81**

**Table A3.10: How important is Gaelic to your volunteering activity/roles? / Dè cho cudromach 's a tha Gàidhlig ri na cur-seachadan no gnìomhan saor-thoileach agaibh?**

|   | Percent | Number |
|---|---------|--------|
| Critical/essential / Riantanach                             | 12.7%   | 23     |
| Highly important / Air leth cudromach                       | 7.2%    | 13     |
| Moderately important / Meadhanach cudromach                 | 10.5%   | 19     |
| Of minor importance / Beagan cudromach                      | 6.6%    | 12     |
| No role at all / Chan eil e a’ toirt a-steach Gàidhlig idir | 19.9%   | 36     |
| N/A / Chan eil seo iomchaidh (N/A)                          | 43.1%   | 78     |

**Source: Gaelic and Wellbeing Survey 2021, n = 181**

**Table A3.11: For each of the following aspects of wellbeing, please indicate the scale of impact that Gaelic has on you and your family's wellbeing: / Airson gach aon de na taobhan de shunnd a leanas, an seall sibh dhuinn cho mòr 's a tha buaidh na Gàidhlig air sunnd agaibh fhèin agus ur teaghlach:**

|  | Major / Mòr |     | Moderate / Meadhanach |     | Minor / Beag |     | None / Gun bhuidh sam bith |     | Total |
|--|-------------|-----|-----------------------|-----|--------------|-----|----------------------------|-----|-------|
|  | %           | No. | %                     | No. | %            | No. | %                          | No. | No.   |
| Increased self-esteem/self-confidence/self-worth / Fàs ann am fèin-earbsa/fèin-mhisneachd/fèin-luach | 40.9%       | 72  | 31.8%                 | 56  | 17.0%        | 30  | 10.2%                      | 18  | 176   |
| Improved personal connections / Banntachdan pearsanta nas fheàrr                                     | 44.3%       | 78  | 26.1%                 | 46  | 20.5%        | 36  | 9.1%                       | 16  | 176   |
| Greater individual creativity / Barrachd cruthachalachd phearsanta                                   | 39.8%       | 70  | 33.0%                 | 58  | 15.3%        | 27  | 11.9%                      | 21  | 176   |
| Greater sense of own identity / Faireachdainn nas fheàrr de fhèin-aithne                             | 57.6%       | 102 | 24.3%                 | 43  | 10.2%        | 18  | 7.9%                       | 14  | 177   |
| Greater pride in your local community / Barrachd moit anns a' choimhearsnachd ionadail agaibh fhèin  | 50.0%       | 88  | 30.7%                 | 54  | 16.5%        | 29  | 14.8%                      | 26  | 176   |
| Improved mental health and wellbeing / Slàinte-inntinn agus sunnd nas fheàrr                         | 41.8%       | 74  | 35.6%                 | 63  | 10.7%        | 19  | 11.9%                      | 21  | 177   |
| Increased happiness / A' faireachdainn nas toilichte   | 48.3%       | 85  | 29.0%                 | 51  | 14.2%        | 25  | 8.5%                       | 15  | 176   |
| Greater range of job opportunities / Raon nas motha de chothroman obrach                             | 27.3%       | 48  | 20.5%                 | 36  | 17.0%        | 30  | 35.2%                      | 62  | 176   |
| Increased income / Teachd-a-steach nas àirde   | 15.3%       | 27  | 15.3%                 | 27  | 11.3%        | 20  | 58.2%                      | 103 | 177   |
| Improved educational achievements / Coileanasan foghlaim nas fheàrr                                  | 40.7%       | 72  | 26.6%                 | 47  | 16.9%        | 30  | 15.8%                      | 28  | 177   |
| Greater tolerance and respect for others / Barrachd fulangais is urraim do chàch                     | 33.7%       | 59  | 36.0%                 | 63  | 12.6%        | 22  | 17.7%                      | 31  | 175   |

**Table A3.11: For each of the following aspects of wellbeing, please indicate the scale of impact that Gaelic has on you and your family's wellbeing: / Airson gach aon de na taobhan de shunnd a leanas, an seall sibh dhuinn cho mòr 's a tha buaidh na Gàidhlig air sunnd agaibh fhèin agus ur teaghlach:**

|  | Major / Mòr |    | Moderate / Meadhanach |    | Minor / Beag |    | None / Gun bhuaidh sam bith |    | Total |
|--|-------------|----|-----------------------|----|--------------|----|-----------------------------|----|-------|
| Increased participation in community/society / Fàs anns a bhith a' gabhail pàirt ann an coimhearsnachd/sòisealtas  | 35.2%       | 62 | 34.1%                 | 60 | 17.6%        | 31 | 13.1%                       | 23 | 176   |
| Increased engagement in physical activity (e.g. through sport) / Fàs anns a bhith a' gabhail pàirt ann an gnìomhachd chorporra (m.e. tro spòrs)  | 11.4%       | 20 | 18.3%                 | 32 | 22.3%        | 39 | 48.0%                       | 84 | 175   |
| Increased engagement with others in your community / Fàs anns a bhith a' bruidhinn ri càch sa coimhearsnachd agaibh  | 32.4%       | 57 | 30.7%                 | 54 | 21.6%        | 38 | 15.3%                       | 27 | 176   |
| Increased participation in/attendance at cultural events and activities (e.g. arts, music, literature, heritage) / Fàs anns a bhith a' gabhail pàirt/a' dol gu tachartasan is gnìomhan culturach (m.e. ealain, ceòl, litreachas, dualchas) | 44.1%       | 78 | 29.9%                 | 53 | 16.4%        | 29 | 9.6%                        | 17 | 177   |
| Greater understanding of, and engagement with, nature and the outdoors / Barrachd tuigse, agus tlachd, ann an nàdar agus àrainneachd   | 32.4%       | 57 | 26.7%                 | 47 | 24.4%        | 43 | 16.5%                       | 29 | 176   |
| Increased interest in Scotland and/or increased pride in Scotland / Fàs ann an ùidh ann an Alba agus/no moit ann an Alba   | 56.0%       | 98 | 30.3%                 | 53 | 6.3%         | 11 | 7.4%                        | 13 | 175   |
| Other (please specify) / Rudeigin eile (innsibh dè)  |             |    |                       |    |              |    |                             |    | 9     |

**Source: Gaelic and Wellbeing Survey 2021, n = 175 to 177 (14 didn't reply at all)**

**Table A3.12: Please tick which of the following (if any) apply to you: / Cuir comharra mu choinneamh na tha freagarrach:**

|  | Percent | Number |
|--|---------|--------|
| Attended Gaelic Medium Education myself / Chaidh mi fhèin tro Fhoghlam tro Mheadhan na Gàidhlig  | 14.1%   | 24     |
| Have a child/children that attend(ed) Gaelic Medium Education / Tha pàiste/clann agam a bha/tha a' dol tro Fhoghlam tro Mheadhan na Gàidhlig | 34.1%   | 58     |
| None of the above / Cha deach mi fhèin no mo phàiste/chlann tro Fhoghlam tro Mheadhan na Gàidhlig  | 53.5%   | 91     |
| <b>Source: Gaelic and Wellbeing Survey 2021, n = 170 (3 respondents ticked more than one option)</b>   |         |        |

**Table A3.13: How would you describe your gender identity? / Dè mar a bheireadh sibh cunntas air ur dhearbhadh-aithne gnè?**

|   | Percent | Number |
|---|---------|--------|
| Female / Fireann  | 61.9%   | 104    |
| Male / Boireann   | 36.3%   | 61     |
| In another way (please specify) / Ann an dòigh eile (an innis sibh dhuinn ciamar) | 1.8%    | 3      |
| <b>Source: Gaelic and Wellbeing Survey 2021, n = 168</b>                          |         |        |

**Table A3.14: What is your age? / Dè an aois a tha sibh?**

|  | Percent | Number |
|--|---------|--------|
| 16-24  | 4.9%    | 8      |
| 25-34  | 16.5%   | 27     |
| 35-44  | 25.0%   | 41     |
| 45-54  | 26.2%   | 43     |
| 55-59  | 11.6%   | 19     |
| 60-64  | 6.1%    | 10     |
| 65-74  | 8.5%    | 14     |
| 75+  | 1.2%    | 2      |
| <b>Source: Gaelic and Wellbeing Survey 2021, n = 164</b> |         |        |

**Table A3.15: Which of the following options best describes how you think of yourself? / Dè dha na freagairtean a leanas às fheàrr a mhìnichas mar a tha sibh a’ smaoinichadh oirbh fhèin?**

|  | Percent | Number |
|--|---------|--------|
| Heterosexual/straight / Iol-sheòrsachd               | 78.4%   | 131    |
| Gay/lesbian / Gàidh/leasbach                         | 6.0%    | 10     |
| Bisexual / Dà-sheòrsach                              | 4.2%    | 7      |
| Prefer not to say / B’ fheàrr leam gun a ràdh        | 9.6%    | 16     |
| Other (please specify) / Eile (an innis sibh dhuinn) | 1.8%    | 3      |

**Source: Gaelic and Wellbeing Survey 2021, n = 167**

**Table A3.16: Please use the space below for any other comments you may have about: (1) the role and contribution of Gaelic to the Glasgow economy and to the wellbeing of Glasgow residents; and (2) actions that could be taken to support Gaelic: / Nach cleachd sibh am bogsa gu h-ìseal airson innse dhuinn beachdan sam bith eile a th’ agaibh mu: (1) pàirt Gàidhlig agus a buaidh air eaconomachd Ghlaschu agus air sunnd luchd-fuirich; agus (2) ceumannan sam bith a bheireadh taic don Ghàidhlig:**

|                 |           |
|-----------------|-----------|
| <b>Answered</b> | <b>69</b> |
|-----------------|-----------|

**Source: Gaelic and Wellbeing Survey 2021, n = 69**

### Survey of Businesses

A survey of businesses which sought to explore the role of Gaelic for businesses and enterprises, as well as the benefits and opportunities that Gaelic provides to businesses and more generally was carried out.

The survey was carried out as an online survey and was promoted and disseminated via various routes including social media and via a range of individuals and organisations who helpfully shared it directly with their networks and also helped to promote it via social media.

As noted in the main report, there is no database of businesses or organisations that use Gaelic, and as such, the reach of the survey is difficult to ascertain.

The survey took place between March and June 2021, and a total of 127 responses were initially received. However, once the responses were cleaned, and any insufficiently complete responses were removed (a notable number of respondents clicked on the survey and browsed through the questions but chose not to provide a valid response – only 21 respondents answered 3 or more questions), the number of valid responses diminished notably to just 12.

Given the low response rate, tables of the results are not presented here – but the valid responses have been used within the main report to provide examples of the use of Gaelic by businesses, to provide quotes about the added value and contribution of Gaelic to individual businesses, and to help inform the data analysis contained in Section 2 of the report. To this extent, the results were useful and although it is a small cohort of respondents, responses were received from businesses in the key sectors of Creative Industries (particularly media related), Education and Learning (including childcare), and Language Development. No responses were received from businesses within Tourism, Events and Hospitality – reflecting, at least to some extent, the wider Covid-19 restrictions around this sector at the time of the survey.

### Survey of Community Groups and Organisations

A survey of community group and organisations was carried out which asked about the role of Gaelic for organisations/groups, as well as the benefits and opportunities that Gaelic provides to specific organisations/groups and more generally.

The survey was carried out as an online survey and was promoted and disseminated via various routes including social media and via a range of individuals and organisations who helpfully shared it directly with their networks and also helped to promote it via social media.

As noted in the main report, there is no database of businesses or organisations that use Gaelic, and as such, the reach of the survey is difficult to ascertain.

The survey took place between March and May 2021, and a total of 51 responses were initially received. However, once the responses were cleaned, and any insufficiently complete responses were removed (a notable number of respondents clicked on the survey and browsed through the questions but chose not to provide

a valid response – only 10 respondents answered 3 or more questions), the number of valid responses diminished notably to just 7.

Given the low response rate, tables of the results are not presented here – but the valid responses have been used within the main report to provide examples of the use of Gaelic by community groups and organisations, and to provide quotes about the contribution and value of Gaelic to organisations and groups.

**Results from 2021 Celtic Connections Audience Survey**

Glasgow Life carried out two surveys of Celtic Connections 2021 audiences – before and after the festival, and to help support this research study, Glasgow Life allowed a number of questions to be added to the post-festival survey of attendees to explore aspects around the role of Gaelic for the festival.

The support of Glasgow Life in this way is very much appreciated by the study team.

An extract of the survey results – focusing on the Gaelic-related questions – are presented below.

**How much, if anything, did you hear about the Gaelic-themed events, in language, arts and culture, during Celtic Connections?**

| ANSWER CHOICES                 | RESPONSES |       |
|--------------------------------|-----------|-------|
| Heard a lot                    | 15.58%    | 289   |
| Heard a little                 | 52.02%    | 965   |
| Heard nothing/was not aware of | 32.40%    | 601   |
| TOTAL                          |           | 1,855 |

**How important do you think Gaelic-themed events, in language, arts and culture, are to Celtic Connections?**

| ANSWER CHOICES       | RESPONSES |       |
|----------------------|-----------|-------|
| Very important       | 40.17%    | 744   |
| Fairly important     | 41.68%    | 772   |
| Not very important   | 9.99%     | 185   |
| Not at all important | 1.84%     | 34    |
| Don't know           | 6.32%     | 117   |
| TOTAL                |           | 1,852 |

**How important were Gaelic-themed events, in language, arts and culture, in your decision to buy tickets for Celtic Connections 2021?**

| ANSWER CHOICES       | RESPONSES |       |
|----------------------|-----------|-------|
| Very important       | 6.27%     | 116   |
| Fairly important     | 14.92%    | 276   |
| Not very important   | 30.70%    | 568   |
| Not at all important | 45.78%    | 847   |
| Don't know           | 2.32%     | 43    |
| TOTAL                |           | 1,850 |

**And which, if any, of the following apply to you?**

| ANSWER CHOICES                           | RESPONSES |       |
|--|-----------|-------|
| None of the above                        | 61.82%    | 1,143 |
| I can write Gaelic fluently              | 0.54%     | 10    |
| I can speak Gaelic fluently              | 0.87%     | 16    |
| I can read Gaelic fluently               | 0.54%     | 10    |
| I can understand spoken Gaelic fluently  | 0.97%     | 18    |
| I am learning Gaelic/improving my Gaelic | 7.14%     | 132   |
| I know a small number of words/phrases   | 31.31%    | 579   |
| Total Respondents: 1,849                 |           |       |

**What is your age?**

| ANSWER CHOICES | RESPONSES |       |
|----------------|-----------|-------|
| 16-24          | 0.38%     | 7     |
| 25-34          | 2.34%     | 43    |
| 35-54          | 17.97%    | 330   |
| 55+            | 79.30%    | 1,456 |
| TOTAL          |           | 1,836 |

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## ANNEX 5: RATIONALE FOR THE RECOMMENDATIONS

| <b>Message 1: More and better cooperation between agencies in Glasgow</b>   |  |  |   |   |
|---|--|--|---|---|
| <i>Issue</i>  | <i>Evidence</i>  | <i>Why arisen</i>  | <i>How to address the issue</i>   | <i>Recommendation</i>   |
| Data gaps, problems in disaggregating data specifically on Gaelic elements from larger databases, etc.  | Difficulties in GCC departments and other organisations providing data | No systematic collection or disaggregation of Gaelic specific data   | Establish systems to gather employee, contract, etc information alongside normal activities   | GCC and GLP-enabled organisations should agree to identify when, how, where to gather/record such information as it is generated e.g. on recruitment, procurement, etc. |
| Due to lack of shared information and intelligence systems, barriers to more effective delivery of jobs, incomes and wellbeing across Glasgow Gaelic organisations in the city. Concerns over integration of older and younger generations. Recognition of specifics of Glasgow/urban Gaelic experiences. | Observations, interviews, consultations                                | New environment and communities' demands for services and support, and diminishing traditional role of Highland Associations and Churches, there is a need for cooperation, networking and partnership between multiple agencies and grassroots organisations. | Discussions needed to help establish 'bottom-up' Glasgow Gaelic forum (a 'Glasgow Gaelic Citizens Assembly')  | GCC, BnG and Glasgow Life should discuss and propose with grassroots organisations the shape of possible collaborations.  |
| Tourism, hospitality and events: no systematic collection of data on impacts of Gaelic elements.  | Literature review, consultations, impact studies.                      | No overall coordination of impact studies agreement on multipliers, etc.   | Agree minimal pro-forma for consultants and others to apply in evaluations  | GCC, Glasgow Life and GLP-enabled and funded organisations should agree to establish common impact study frameworks.  |
| Lack of appreciation of the role and contribution of Gaelic by GCC to the city, and so to the role of the work of Glaschu Beò /Glasgow Life and other organisations by GCC  | Observations, interviews, consultations                                | Inadequate 'mainstreaming' of GCC Gaelic contribution to the life of the people of Glasgow   | 'City Dialogue' needed between Gaelic stakeholders and GCC in how to better co-ordinate, increase synergies and in general expand the Gaelic content of GCC offering. | In collaboration with Aon Ghlaschu, GCC should lead on the establishment of a Glasgow/Greater Glasgow-specific GMor group   |

| <b>Message 2: Making Gaelic more visible in the life and economy of Glasgow</b>  |   |   |   |   |
|--|---|---|---|---|
| <i>Issue</i>   | <i>Evidence</i>   | <i>Why arisen</i>   | <i>How to address the issue</i>   | <i>Recommendation</i>   |
| Lack of visibility of Gaelic in businesses, within venues, etc.  | Observation, websites, interviews, consultations, impact studies, focus groups. | No perceived benefits and lack of consciousness from staff and management within business development in GCC, Business Gateway, Scottish Enterprise, Chamber, FBS and other enterprise agencies about potential USP, business potentials, unmet demands for businesses. | Explicit dissemination of benefits and of demands for visible Gaelic indicators. Need means to persuade staff of the benefits of learning Gaelic and language audits, B2B promotion | GCC should lead on the encouragement of Gaelic signage in existing GLP Gaelic venues, including schools, universities, streets to reinforce returns for private investment. Development of 'Gaelic Spoken Here' welcome signs (proposed by Visit Scotland). Promotion and support for all interested organisations in staff audits. Cascading of message down through organisations and B2B workshops facilitated by business development agencies. |
| Lack of general visibility of Gaelic within Glasgow landscape, cityscape, appropriate public buildings and other public realm.   | Observations, interviews, focus groups  | No perceived benefits to expansion of Gaelic in public signage. Lack of appreciation of importance of 'normalisation' of Gaelic.  | Progress towards 'normalisation' in linguistic landscape by persuading management of organisations of benefits.   | GCC should encourage public sector organisations such as SPT, local museums and libraries to consider appropriate signage, adoption of 'Gaelic Spoken Here' welcome signs.  |
| Lack of presence of Gaelic within GCC and some other GLP organisations in corporate logos, branding, promotion, and marketing  | Observations, desk research   | Insufficient buy-in across organisations, lack of ownership and responsibility for implementation of GLPs at all levels   | Support profile and mainstreaming of Gaelic through use in key areas  | GCC should consider the development of a bi-lingual logo for GCC, much enhanced social media Gaelic presence, promotion of these developments city wide.  |
| Lack of visible use of Gaelic as USP in enhancing events, tourism, cultural activities and venues which could extend visitor stays, add value added to visitor experience and spend. | Literature review, consultations, data analysis, impact studies.                | Lack of appreciation of potential demand for Gaelic experience, opportunities to consume products and services, missed opportunities.   | Raise appreciation of benefits of Gaelic in institutions and orgs involved in events, venues, attractions across city   | GCC, Glasgow Life, Museums/Galleries/other venues, Visit Scotland and other GLP-enabled and funded organisations should identify and promote synergies for mutual benefits to the Glasgow economy and enterprises. Dissemination of findings to business organisations.   |

| <b>Message 3: Supporting the application and use of Gaelic in business, social and community activities across Glasgow</b>                      |   |   |  |   |
|---|---|---|--|---|
| <i>Issue</i>  | <i>Evidence</i>   | <i>Why arisen</i>   | <i>How to address the issue</i>  | <i>Recommendation</i>   |
| Lack of profile of Gaelic and examples of the economic and wellbeing impacts and contributions of Gaelic to Glasgow's economy and its residents | Observations, desk research, interviews, consultations          | No perceived benefits from staff and management within business development in GCC, Business Gateway, Scottish Enterprise, Chamber, FBS and other enterprise agencies about potential USP, business potentials, unmet demands for businesses. | Boost profile and benefits of Gaelic with businesses, speakers, learners, and non-speakers.  | GCC should consider the development of a Gaelic Business Ambassadors scheme. Encourage GCC partners to raise profile of Gaelic within own organisations.  |
| Very few businesses and institutions offering and realising benefits of offering Gaelic products, services, etc                                 | Observation, websites, interviews, consultations                | No perceived benefits of providing Gaelic related business due to lack of promotion by GCC, SE, Chamber etc.  | Promote benefits of USP, potential demand,   | GCC should persuade GCC/SE/Chamber etc of unrealised benefits (as with Ar Storas), establish other supporting elements (e.g. CWG2014 legacy work, see Christie and Danson, 2016, on benefits of proactive work with businesses). Establishment of a 'Gaelic for Business' (virtual) network group for businesses using/ considering use of Gaelic |
| Lack of optimal use of Gaelic as USP in extending visitor stays, value added to conference/business traffic                                     | Literature review, consultations, data analysis                 | Lack of appreciation of potential demand for Gaelic experience and willingness to pay by Business Agencies and Marketing Bureau   | Dedicated B2B and other materials to emphasise the private and public benefits of proactive promotion of Gaelic  | GCC, Chamber, SE, Visit Scotland, etc should offer workshops on benefits (applying lessons from CWG2014 Legacy strategy and Ar Storas)  |
| Unmet supply chain opportunities in Gaelic products and services, in festivals and events   | Literature review, consultations, data analysis, impact studies | Lack of appreciation of potential demand for Gaelic products and services, of embedding Gaelic experiences into offerings and events  | Application of existing initiatives more widely (e.g. proof of concept support, Guir project for artists), learning and applying HIE Ar Storas interventions and grants. Expanding Gaelic presence in e.g. 'Artists in the community', Merchant City Festival. | GCC, Glasgow Life, business development agencies should identify and support opportunities for expansion and development of supply chains and potential entrants to markets, and facilitate workshops and initiatives to realise benefits.  |

## Gaelic Economy in Glasgow (Glasgow City Council)

|   |   |  |  |  |
|---|---|--|--|--|
| Need for a review of the benefits and costs of establishing a facility/ies where Gaelic recognised as spoken and expected, outwith bars and formal events – i.e. a Gaelic Hub | Observation, websites, interviews, consultations, focus groups            | Dependence on market to provide facilities and inertia over establishing a 'hub' or hubs – including the potential for virtual as well as physical hub(s). | Progress proposals for hub or hubs, and encourage existing establishments to apply for 'Gaelic welcome/spoken here' status   | GCC, Glasgow Life, Chamber, BnG, SE need to develop hub(s) proposal and to develop scheme for Gaelic premises  |
| Poor visibility and awareness of potential for Gaelic products and services to enter supply chains  | Observation, websites, interviews/ consultations, CWG2014 Legacy analysis | Lack of appreciation of potential to generate demand for Gaelic products and services by Business Agencies and Marketing Bureau                            | Dedicated workshops with enterprise and other procurement agencies on how to encourage realisation of private and public benefits of proactive promotion of Gaelic | GCC, SDS, Chamber, SE, Visit Scotland, etc should offer workshops on benefits  |
| Need and opportunity to offer more services through the medium of Gaelic for school and tertiary education graduates and learners   | Focus groups, interviews, consultations                                   | Increasing number of graduates, citizens and visitors who have experienced GME and learning facing unmet needs   | Better integration of language provision and development between GCC, educational institutions, students and graduates in institutional and community contexts     | GCC, Glasgow Life and Gaelic stakeholders should collaborate on planning and delivering expanded provision of services through the medium of Gaelic  |
| Need for dedicated facilities for Gaelic activities and initiatives   | Consultations, interviews, focus groups                                   | Lack of current dedicated facilities, postponed development of hub, inadequate recognition of difficulties for Gaelic initiatives to find venues.          | GCC to look at better co-ordination of available buildings with the needs and initiatives within Gaelic communities  | GCC and community groups and enterprises should identify unmet and anticipated demands for premises  |
| Need to support and facilitate the application and use of Gaelic in business activities across Glasgow  | All the above evidence in this section                                    | As above   | To provide a focal point and dedicated resource to ensure that Gaelic has a product champion specifically in the business field for the city                       | Appoint a Gaelic Business Development Officer - jointly with other organisations like Scottish Enterprise, Skills Development Scotland and Glasgow Chamber of Commerce to coordinate the delivery of the business-related recommendations proposed in this section |

| <b>Message 4: Improving the Gaelic labour market structure and information</b>  |  |  |   |   |
|---|--|--|---|---|
| <i>Issue</i>  | <i>Evidence</i>  | <i>Why arisen</i>  | <i>How to address the issue</i>   | <i>Recommendation</i>   |
| Uncertainty over skills and knowledge in the local labour market  | SDS reports, interviews/consultations, data from organisations | HR and employers do not regularly collect such data  | Establish systems to gather employee, contract, etc information                                       | SDS, GCC and GLP-enabled organisations should agree to establish interactive and live register of job and other openings  |
| No register of volunteers, volunteering opportunities   | Observation, websites, interviews, consultations               | No perceived need in an unregulated 'market'   | Register established of speakers' availability and of organisations' needs                            | GCC to encourage GCVS, VS, SCVO etc should collaborate to create a register of volunteers and volunteer opportunities with Gaelic and Gaelic-using organisations in Glasgow   |
| No clear progression for school leavers, graduates from FE/HE/adult classes into marketplace  | Previous research, SDS, reports, interviews, consultations     | Employers, SDS, volunteering-using organisations, etc. do not recognise need for Gaelic speakers   | Establish register of Gaelic speakers, etc.   | SDS, GCC, Glasgow Life and GLP-enabled organisations to agree to establish interactive and live register of speakers. Also raise awareness of technical, professional and other MAs, courses and career opportunities to school leavers and learners. |
| Consideration of the extent to which there is equitable and appropriate provision in media for urban and contemporary Gaelic speakers | Observations, interviews, consultations                        | Lack of appreciation of changed demographics of Gaelic speakers and audiences by commissioners and funders of cultural activities, products and services | Media and cultural sponsors to reflect better the demands of the whole Gaelic community in Glasgow    | GCC could facilitate discussion with MG ALBA, BnG and representatives of communities in Glasgow regarding priorities, including shift to HD Broadcasting.   |
| Lack of proper career structure and reward system for Gaelic tutors and others in delivering language and cultural services           | Interviews, consultations, focus groups.                       | Development of precarious working terms and contracts in economy generally but specifically in GLife, arts and culture.                                  | Proper employment contracts needed, with commitment to create secure and stable career opportunities. | GCC should establish forum for GCC, Glasgow Life, BnG, Trade Unions and tutors to explore and implement acceptable contracts, terms and conditions.   |

## Gaelic Economy in Glasgow (Glasgow City Council)

| <b>Message 5: Promoting Gaelic learning and language facilities and development</b>  |  |  |  |  |
|--|--|--|--|--|
| <i>Issue</i>   | <i>Evidence</i>  | <i>Why arisen</i>  | <i>How to address the issue</i>  | <i>Recommendation</i>  |
| <p>Questions raised as to whether technology supplied to GME schools is adequate for a language-based school</p> <p>Similarly, whether it's possible to ensure all catering, janitorial and after school provision staff have adequate Gaelic skills</p> | <p>Observation, interviews/ consultations</p>                                    | <p>Failure to act on need for IT provision in Gaelic schools to be language enabled. Difficulties in ensuring support and other staff (catering/ janitorial) are proficient in Gaelic.</p>                   | <p>Ensure that all tenders for IT equipment and software for Gaelic schools factor in linguistic needs. Assess how to move forward with further language training and skills development for support and other staff across GCC.</p> | <p>GCC procurement directly and in consortia should ensure tender specifications for Gaelic schools have adequate language element included, as appropriate (e.g. for IT equipment). GCC to discuss with Education department and Gaelic schools how further support might be given.</p> |
| <p>New parents not informed of Gaelic Bookbug packs through health visitors and under-provision of Gaelic Bookbug and Family Learning sessions</p>   | <p>Focus groups, observations, consultations</p>                                 | <p>No direction to health visitors to make Gaelic facilities known to parents. Availability of Bookbug and other family learning sessions only promoted passively on posters in some libraries.</p>          | <p>Better and proactive dissemination of materials and encouragement of take up of opportunities for families.</p>   | <p>GCC to encourage NHSGGC to offer Gaelic Bookbug packs through health visitors. Glasgow Life to consider expanding number of Gaelic Bookbug and Family Learning sessions to meet latent demand.</p>  |
| <p>Insufficient supply of required number of teachers to teach diverse subjects through the medium of Gaelic</p>   | <p>Analysis of reports, interviews, focus groups, consultations</p>              | <p>Limited availability of adequately qualified secondary school teaching staff and some teaching materials for primary and secondary.</p>   | <p>Increased supply of subject teachers with Gaelic training and competence. Discuss with Conservatoire role Gaelic might play in their overall curriculum.</p>  | <p>GCC should continue to lead discussions between education providers (schools and universities), SDS, BnG regarding expanding numbers in Gaelic teacher training.</p>  |
| <p>To facilitate expansion of Gaelic-using businesses and other organisations need for more business, cultural and arts subjects at College and University level to be offered through the medium of Gaelic</p>  | <p>Analysis of reports and other recommendations, interviews, consultations.</p> | <p>Current lack of demand for Gaelic provision in non-traditional (STEM, business) as well as in arts and humanities subjects. Lack of career progression opportunities for school leavers and graduates</p> | <p>Discussions and analyses with current suppliers of Gaelic related goods and services to assess potential skills demand. Complemented by provision of training and education places in Gaelic medium.</p>                          | <p>GCC should promote enhanced availability of subjects in and with Gaelic at college, university and through MAs. Should include cultural and arts institutions e.g the Conservatoire) as well as business and trades.</p>  |

## Gaelic Economy in Glasgow (Glasgow City Council)

|   |  |  |   |  |
|---|--|--|---|--|
| Important to ensure that opportunity to build on initiative of appointing Glasgow Gaelic Bàrd is realised, to initiate further recognition of contribution made to the city by Gaelic-speaking individuals  | Reports, interviews                                      | Inadequate recognition of contribution made to the city by Gaelic speakers and heritage    | Discussion with Gaelic organisations as to how to improve and acknowledge contribution of Gaelic speakers to the city             | GCC with partners should promote increased recognition of Gaelic contribution to Glasgow's economy and wellbeing.                                |
| Lessons learned through the experiences of expanded delivery of online Gaelic learning and other services during Covid-19 pandemic should be identified to ensure that future opportunities can be realised | Interviews, observations, focus groups and consultations | Identification of demand for and reduced barriers to learning and service delivery online. | GCC, Glasgow Life and business development agencies to explore potential for enterprising expansion of online delivery worldwide. | GCC should establish a working group to explore potential to create business opportunities for innovative online services and learning delivery. |

## ANNEX 6: DATA ANALYSIS SOURCES AND ASSUMPTIONS

In order to carry out the quantitative analysis presented in Section 2, a range of sources were used – including publicly available reports and data, responses to the surveys for this research study, information and data provided by consultees about their organisation’s activities, alongside a range of official data sources.

Given some of the data gaps mentioned in Section 2, a number of assumptions had to be made about the available data. Nevertheless, as noted in Section 2, the results presented are a partial picture of the contribution of Gaelic to the Glasgow Economy and due to the various gaps in available data, represent an underestimate of the overall economic contribution of Gaelic to the Glasgow Economy.

In terms of the key sources used and the key assumptions made, the following should be noted:

- The Scottish Annual Business Survey<sup>65</sup> was used as the key source for GVA per head measurements and was also used to develop Turnover per head metrics where these were required to convert spending into jobs. SABS results were selected for specific sectors that provided the closest match to the organisation, business or sector being analysed.
- Where available SABS data was not sector specific enough for the aspect being analysed, the UK-wide Annual Business Survey<sup>66</sup> was used – which provides a more general geographic measure, but a far more specific sectoral measure of the same metrics – i.e., GVA and Turnover per head.
- The Type II multipliers used to estimate the wider indirect and induced impacts were taken from the most recent Scottish Government data<sup>67</sup>. The best fit specific sectoral multipliers were used in each instance to ensure that the multiplier applied was the most appropriate for the sector under analysis.
- For tourism – related to the ‘Visitor Spend Impacts from Gaelic Events and Festivals’ section, the turnover per job ratio was derived from Visit Britain evidence, and in particular a report commissioned by Visit Britain and carried out by Deloitte’s and Oxford Economics which has been used as an industry standard in such assessments<sup>68</sup>. This report found that the extra spending required to support a tourism job was £54,000, and an updated version of this figure (updated from 2013 to date using the Bank of England inflation calculator<sup>69</sup>) was used to derive jobs estimates, and SABS data on GVA per head for tourism was then applied.
- For education – the spend on education by Glasgow City Council was estimated based on data on known pupil numbers at Gaelic Medium Education alongside data from the Scottish Government on expenditure per school pupil by local authority: <https://www.gov.scot/publications/foi-202100140749/>

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<sup>65</sup> <https://www.gov.scot/publications/scottish-annual-business-statistics-2018/>

<sup>66</sup> <https://www.ons.gov.uk/businessindustryandtrade/business/businessservices/datasets/uknonfinancialbusiness/economyannualbusinesssurveysectionsas>

<sup>67</sup> <https://www.gov.scot/publications/about-supply-use-input-output-tables/pages/user-guide-multipliers/>;  
<https://www.gov.scot/publications/input-output-latest/>

<sup>68</sup> <https://www.visitbritain.org/economic-impact-and-employment> and  
[https://www.visitbritain.org/sites/default/files/vb-corporate/Documents-Library/documents/England-documents/tourism\\_jobs\\_growth.pdf](https://www.visitbritain.org/sites/default/files/vb-corporate/Documents-Library/documents/England-documents/tourism_jobs_growth.pdf)

<sup>69</sup> <https://www.bankofengland.co.uk/monetary-policy/inflation/inflation-calculator>

## ANNEX 7: ADDITIONAL INFORMATION ABOUT NATIONAL GAELIC LANGUAGE PLAN CONTRIBUTION

| Key Messages: Priorities  | Glasgow economic and wellbeing impacts contributing to particular message   |
|---|---|
| <b>Using Gaelic: increasing the use of Gaelic</b>                                   |   |
| Initiatives which promote the use of Gaelic in homes and communities                | Encouragement through Bookbug, GME and English schools, cultural and creative sector initiatives to promote Gaelic language and culture, with support for e.g. An Lochran, Fèisean, Gaelic Arts Strategy etc.                   |
| Initiatives which promote the use of Gaelic by young people                         | Significant expansion of pre-school, GME, Fèisean etc to promote learning and use of Gaelic.  |
| Gaelic in traditional and new media   | MG ALBA, BBC ALBA, FilmG, Celtic Connections etc all very important in the city and further afield, and mark Glasgow as the major global centre for the language and culture through media.                                     |
| Gaelic in the arts, publishing and creative industries                              | MG ALBA, BBC ALBA, Còmhairle nan Leabhraichean and other agencies and enterprises complemented by the major cultural events have established the city as the major centre for the Gaelic arts, publishing and creative sectors. |
| Gaelic Language Plans   | Glasgow has several bodies with GLPs in the city, including the GCC, universities, SDS, national bodies headquartered locally.  |
| Gaelic in the workplace   | GCC, Glasgow Life and several other major employers encourage their workforces to declare language ability, to undertake learning and otherwise use Gaelic in the workplace.  |
| Gaelic use in heritage, tourism, food and drink, environment and leisure industries | Plans in place to recognise, expand and promote use of Gaelic in public places, especially cultural and heritage venues.  |
| Initiatives which strengthen language richness, relevance and consistency           | Local universities especially have a key role in building corpus and other aspects of language development.   |
| Initiatives promoting links with Gaelic abroad and with minority languages          | Glasgow Life classes in particular well attended and attractive to new Scots, migrants to the city, while major cultural events connect Gaelic internationally within this cosmopolitan city.                                   |

| <b>Key Messages: Priorities</b>                                     | <b>Glasgow economic and wellbeing impacts contributing to particular message</b>   |
|---|--|
| <b>Learning Gaelic: increasing the learning of Gaelic</b>           |  |
| Gaelic in the family  | Bookbug, GME at all levels, out-of-school activities in culture, sport, Fèisean, FilmG, etc in Gaelic all promoted and significant in the city.  |
| Gaelic medium workforce recruitment, retention, training and supply | An appreciable number of Gaelic-essential and desirable jobs established in Glasgow, especially important in education and creative sectors. City has critical role in creation of Gaelic labour force and in attracting and retaining those skills and talents in Glasgow and Scotland. However, much more of that human capital could be utilised through job expansion. |
| Resources and support for learning                                  | Extensive resources applied in GME schools and in adult and community learning through Glasgow Life. Progression offered also through universities and colleges for local and incoming students.   |
| Gaelic in Early Learning and Childcare (ELC)                        | Four nurseries provide Gaelic, complementing Bookbug and other pre-school provision.   |
| Gaelic medium education (GME) in primary and secondary schools      | Very extensive GME through three state primary schools and one secondary. Widest range of subjects offered in Gaelic in Scotland. Well above average results although average pupil demographics.  |
| Gaelic learner education (GLE) in primary and secondary schools     | Gaelic provision offered in 29 English medium schools under GLPS   |
| Gaelic in Higher and Further Education                              | Colleges and universities offer extensive and leading learning, research and knowledge exchange facilities, contributing significantly to national and international capacity and outputs.   |
| Adult Gaelic learning   | Glasgow Life classes and some other provision meets much demand, but more could be delivered with more tutors.   |

| Key Messages: Priorities  | Glasgow economic and wellbeing impacts contributing to particular message  |
|---|--|
| <b>Promoting Gaelic: promoting a positive image of Gaelic</b>                                 |  |
| Support for Gaelic from the Scottish Government, Parliament and wider political support       | GCC and bodies within the city offer a cluster of activity and excellence which acts as a living forum for campaigning and advocating for the language and culture nationally and globally. Being in the largest city complements and confirms that the Gàidhealtachd extends beyond the Hebrides and north west.  |
| Gaelic Language Plans implemented by public authorities (local authorities and public bodies) | Construction, publication and implementation of the GLPs for GCC and several other public bodies in the city ensures the language and culture are recognised and appreciated locally and further afield.   |
| Promoting a positive image of Gaelic and raising awareness through:                           |  |
| <ul style="list-style-type: none"> <li>▪ Gaelic media and other media</li> </ul>              | The role of the city as the centre for media in Scotland, including MG ALBA, BBC ALBA, Còmhairle nan Leabhraichean and many of their respective supply chain components establishes and confirms the significant role of Gaelic in the broader creative media and cultural sectors, to the mutual benefit of Gaelic-skilled workers and their enterprises, and the language community nationally and globally.         |
| <ul style="list-style-type: none"> <li>▪ Gaelic education at all levels</li> </ul>            | Glasgow is the major centre for GME at all levels from pre-school, through primary, secondary, further and higher education, and adult and community learning: all attract pupils and students through commitment to learning in GME rather than default. The benefits of bilingual education are positively reinforced through these experiences, leading to further growth and confirmation by research on outcomes. |
| <ul style="list-style-type: none"> <li>▪ Gaelic arts</li> </ul>                               | At the core of and forming the basis of the major European cultural events, Celtic Connections, Piping Live and the World Pipe Band Championships all project a positive image of the Gaelic language and culture that is disseminated, broadcast and appreciated well furth of Scotland.  |
| Promoting the social, economic and cultural value of Gaelic                                   | The economic and wellbeing impacts of Gaelic for Glasgow, its people and economy are collated and promoted throughout this report. More value to the city, the nation and the language could be realised by further understanding and acceptance of these by authorities, agencies and key actors within the city and beyond.  |
| Positive messages about Gaelic, bilingualism, and about diversity and inclusion               | GME results and their dissemination, positive messages of inclusion in Gaelic classes from BAME, LGBTQ+, migrants, New Scots, and other feedback expressed regarding cultural and other events offer powerful representations of Gaelic as a key contributor to the city and the culture as a natural and inherent component of a cosmopolitan and inclusive place and nation.   |