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Gaelic

The Gaelic language in education
in the UK



★ numerically small language communities

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Alie van der Schaaf has been responsible for the edition of the Mercator regional dossier series from 1999 onwards.

Glossary

ATQ	Additional Teaching Qualification
B Ed	Bachelor of Education
CERG	Community Education Review Group
CNAG	Comunn na Gàidhlig
CnES	Comhairle nan Eilean Siar (The Western Isles Council)
CNSA	Comhairle nan Sgoiltean Araich (The Gaelic Pre-school Council)
FE	Further Education
GME	Gaelic-medium Education
GTCS	General Teaching Council for Scotland
HMIE	Her Majesty's Inspectorate of Education
HNC	Higher National Certificate
HND	Higher National Diploma
IASG	Inter-Authority Standing Group (for Gaelic)
LTS	Learning and Teaching Scotland
NQ	National Qualification
PDA	Professional Development Award
PGCE(P)	Postgraduate Certificate in Education (Primary)
PGCE(S)	Postgraduate Certificate in Education (Secondary)
SCCC	Scottish Consultative Council on the Curriculum
SCET	Scottish Council for Educational Technology
SCRE	Scottish Council for Research in Education
SEED	Scottish Executive Education Department
SFEFC	Scottish Further Education Funding Council
SHEFC	Scottish Higher Education Funding Council
SMO	Sabhal Mòr Ostaig (The Gaelic College in the Isle of Skye)
SQA	Scottish Qualifications Authority
SVQ	Scottish Vocational Qualification
TEI	Teacher Education Institution
UHIMI	University of the Highlands and Islands Millennium Institute

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Foreword

background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the population.

To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education, primary education, learning materials and teacher training. In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment of regional dossiers we intend to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research or as a source of ideas for improving educational provision in their own region.

link with EURYDICE In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The information provided in the regional dossiers is focussed on language use at the various levels of education.

contents The remainder of this dossier consists firstly of an introduction to the region being studied, followed by six sections which each deal with a specific level of the educational system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources.

1 Introduction

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

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

The language maintained a strong base in the Western Highlands and Islands, particularly during the period of the Lordship of the Isles from the 13th to the 16th centuries.

The interests of the Lordship often conflicted with those of the Government in Edinburgh and numerous efforts were made by the Crown to impose its authority over the western seaboard. Even after the forfeiture of the Lordship of the Isles, there was continuing resentment and intermittent strife between the Highland clans and the authorities in Edinburgh. Many attempts were made to subjugate the clans and the Gaelic language and culture was deliberately targeted by the Crown. The Privy Council Act of 1616, for example, was explicit in its call "that the vulgar English tongue be universally planted, and the Irish language, which is one of the chief and principal causes of the continuance of barbarity and incivility among the inhabitants of the Isles and Highlands, be abolished and removed. The targeting of Gaelic language and culture became even more pronounced after the failure of the 18th century Jacobite Rebellions. The Government, now based in London, was determined to bring the Highlands into line with the rest of the country and launched a sustained onslaught on all badges of cultural distinctiveness, notably the language, the bagpipes and the kilt. The 18th and 19th centuries saw mass emigration, much of it enforced, from the Highlands and continuing suppression of the language and culture.

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

population

At the 1991 Census, there were 69,510 Gaelic speakers in Scotland. This constitutes 1.4% of the Scottish population. 60% of Gaelic speakers live in the Highlands and Islands. The most strongly Gaelic-speaking communities are in the

rural areas of the Outer Hebrides and Skye. Two thirds of the inhabitants of the Outer Hebrides and almost half of those living on the Isle of Skye were Gaelic-speaking in 1991. The main concentrations of Gaelic speakers outside the Highlands and Islands are to be found in the Glasgow conurbation and in Edinburgh. The Census revealed that the Gaelic-speaking population was heavily weighted towards the older age-groups, with a quarter aged 65 or over and 52% aged 45 or over.

status

Scotland is part of the United Kingdom but the Scottish Parliament, established in July 1999, has given Scotland a substantial measure of autonomy including legislative and fiscal powers in fields such as education and health, industry and transport. Gaelic does not have official status, either within the United Kingdom or within Scotland itself, but the UK Government has recently ratified the Council of Europe Charter for Regional or Minority Languages and is committed to applying 39 of the 65 conditions to Gaelic in Scotland. The Labour Government at Westminster created the post of Minister for Gaelic in 1997 and this post has been retained by the Scottish Executive.

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

The advent of the Scottish Parliament has seen a modest enhancement of the status of the language. Gaelic has been used in some debates in the Chamber and in committee proceedings. There is bilingual signage throughout the Parliamentary Chambers, a Gaelic Officer has been appointed, a Dictionary of Parliamentary Terms has been produced and the language has been the subject of parliamentary debate.

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*status of language
education*

The educational needs of Gaelic speakers were acknowledged for the first time when a Gaelic clause was introduced in the 1918 Education (Scotland) Act. This clause has been incorporated in subsequent Acts including the current Education (Scotland) Act of 1980. The clause places an obligation on education authorities to make provision for "the teaching of Gaelic in Gaelic-speaking areas. These areas have not been defined and the clause does not provide for teaching through the medium of Gaelic. The Standards in Scotland's Schools etc Act, passed by the Scottish Parliament in 2000 created a new statutory framework for schools' education and requires local authorities and schools to plan, monitor and report on improvement in education. Local authorities have to publish annual statements of local improvement objectives and each school has to produce a school development plan linked to the local authority's statement of objectives. The local authorities and the schools also have to report on progress and performance. An important element of the Standards Act is that it empowers the Minister for Education to give strategic direction to the educational system by publishing national priorities and measures of performance for education in Scotland. Gaelic education is one of the national priorities identified.

educational system

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

As with the rest of the UK, schooling is compulsory for all children between the ages of 5 and 16. There is nursery provision at age 4 and pupils may elect to stay on at school

for one or two years beyond the statutory school-leaving age. 95% of pupils are educated in the public sector and, of these, around 17% are educated in denominational public schools, almost all Roman Catholic. Most private schools are located in the cities and towns and the great majority of denominational schools are located in urban areas in Lowland Scotland. Private and denominational schools make only occasional provision for Gaelic and generally as an extra-curricular element.

administration

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

Educational provision at local level is determined by each of the 32 local authorities. Although funded mainly by central government block grant, the local authority determines the configuration and level of local provision and is responsible for implementing national policies and guidelines within its area. Recruitment of teachers, provision of buildings and resources and inservice teacher training are among the responsibilities of the local authorities. In recent years, a number of functions have been devolved from local authority to school level and parents have been given a greater stake in the running of schools through enhancement of the role and powers of School Boards.

inspection

Within SEED, Her Majesty's Inspectors of Education (HMIE) are responsible for inspecting schools, assessing the quality of education at all levels of the statutory system and advising on issues relating to standards. Until recently, HMIE also had a substantial role in policy formation. Local authorities have Quality Assurance units which mirror the functions of the HMIE and seek to raise standards locally.

curriculum and assessment

Scottish schools are expected to follow national guidelines, devised in a largely consensual process by working groups of teachers, advisers, researchers, administrators and inspectors. The guidelines are not prescriptive but they do establish benchmarks for attainment at different stages and set parameters for programmes of study. The National Guidelines for Curriculum and Assessment 5-14 resemble the National Curriculum in England and Wales in some respects. Pupils are assessed at Primary 4 and Primary 7 in core curricular areas such as Language (including Gaelic) and Maths. Curriculum advice is offered in these core areas and also in broad areas such as Environmental Studies, Expressive Arts and Religious and Moral Education.

The 5-14 curriculum embraces the first two years of secondary school while the third and fourth years follow syllabus and assessment guidelines set out in the Standard Grade Development Programme. Pupils sit Standard Grade Examinations in chosen subjects, including Gaelic, towards the end of Fourth Year. These examinations are administered by the Scottish Qualifications Authority (SQA) which also has responsibility for Higher and Advanced Higher examinations which are normally sat in Fifth and Sixth year respectively. A major overhaul of Post-16 syllabus and assessment has recently been undertaken under the banner of the Higher Still Development Programme.

support structures

At national level, Learning and Teaching Scotland, an agency established by the Scottish Executive in 2000 to replace two previous organisations, the Scottish Consultative Council on the Curriculum (SCCC) and the Scottish Council for Educational Technology (SCET), provides SEED with advice on curriculum development and produces support materials for schools. At a more local level, schools are supported by teams of local authority advisers and by resource centres.

Gaelic education receives support in a number of specific ways. A Scheme of Specific Grants for Gaelic education, initiated in 1986, enables local authorities to submit proposals to SEED for projects and development programmes

and to receive 75% funding for approved initiatives. The Scottish Executive allocated £2.834 million funding to this scheme in 2001-2002. Authorities have to demonstrate that their bids are for new and additional provision and that they are willing to meet the full costs of projects beyond an initial three-year period. A proportion of the funding is allocated to collaborative ventures. An inter-authority network was formed to co-ordinate local authority activity and this, together with the Specific Grant funding, has resulted in major advances in the provision of Gaelic-medium education and of teaching and learning materials. A national resource centre for Gaelic, Stòrlann, was established on the Isle of Lewis in 1999 and should alleviate the shortage of resources in certain curricular areas.

Gaelic-medium education

Gaelic first became an officially recognised medium of instruction in schools in 1975 when a Bilingual Education project was set up by the newly constituted local authority for the Outer Hebrides, Comhairle nan Eilean. Prior to this, use of Gaelic as a teaching medium had been informal, unofficial and ad hoc. The Bilingual Project, which had Government backing and funding, began as a pilot project and was gradually extended to all schools in the council area. The Project, which was highly innovative in terms of its curricular approach as well as its linguistic approach, was well-received by parents in the initial stages but, by the 1980s, doubts had grown about the effectiveness of bilingual teaching in delivering attainment in Gaelic comparable to that in the majority language, English. The Gaelic community became increasingly exercised by the degree and rate of language erosion amongst young people and greater use of Gaelic as a teaching medium was felt to be necessary to arrest this decline. Gaelic-medium playgroups were formed and their success led to demands for Gaelic-medium education in primary schools.

The first Gaelic-medium provision in the primary sector came in 1985 with the opening of units in schools in Glasgow and Inverness. By session 2001-2002, there were 59 primary schools and 1,859 pupils engaged in Gaelic-

medium education. Most of these schools have Gaelic and English streams. The first wholly Gaelic-medium school opened in Glasgow in 1999 and the local authority in the Western Isles has designated 5 of its primary schools as Gaelic schools. All of these schools are public schools.

Use of Gaelic as a medium has been gradually extended to secondary education, particularly in subjects such as History, Geography, Maths and Personal and Social Education and, by 2001-2002, there were 14 schools and 302 pupils engaged in subject study through the medium of Gaelic. National Standard Grade examinations are available through the medium of Gaelic in History, Geography and Maths.

The development of Gaelic-medium education (GME) has been promoted by a number of language agencies. Comhairle nan Sgoiltean Araich, the national Gaelic Pre-school Council, facilitated the growth in pre-school education and stimulated demand for primary school provision. The main Gaelic language agency, Comunn na Gàidhlig, played a central part in the development of GME, often acting as broker between parents and the local authority providers. Local parental organisations, now consolidated into a national association, Comann nam Pàrant Nàiseanta, took a leading role in campaigning for provision.

2

Pre-school Education

target group and structure

The main focus of pre-school education is on children aged 3 and 4. Since 1998-99, all 4 year-olds are entitled to a funded place in a nursery school or class and the Government's intention is to extend this entitlement to all 3 year-old children in the near future. Local authorities administer the nursery education service but provision of the nursery facility may be made by private and voluntary sector agencies as well as the public sector. Nursery education may come in the form of classes attached to a primary school and administered by the Head Teacher of the school or may be

provided in a separate nursery school. All nursery provision is non-denominational.

legislation

Pre-school education is non-statutory but is governed by child-care legislation included in the Children's Act of 1999 and the Children (Scotland) Act of 1995.

language use

Most pre-school education in Scotland is delivered through the medium of English but there is also a significant level of Gaelic-medium provision, thanks to the efforts of Comhairle nan Sgoiltean Araich (CNSA). CNSA, the Gaelic Pre-school Council, was founded in 1982 with 4 affiliated groups and 40 children. CNSA promotes and supports the development of local pre-school activities through the medium of Gaelic and now has 129 registered groups attended by 2020 children. Since the introduction of Government funded nursery education for 4 year olds, CNSA concentrates on the provision of playgroups and mother and toddler groups for children aged 2 and over.

Gaelic-medium nursery education for 4 year-olds is largely provided by local authorities, except in the Outer Hebrides where the local council works in partnership with CNSA in the provision of pre-school education. In most other areas, nursery units or classes tend to be located in primary schools with Gaelic-medium provision.

teaching materials

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

teacher training

Nursery school or class teachers require to have a primary

teaching qualification and many will also have a certificate in Early Years Education. Nursery assistants and other pre-5 workers are encouraged to take Scottish Vocational Qualifications (SVQs) in Early Child Care and Education. Local authorities and agencies such as CNSA organise inservice training for pre-school workers including play-leaders and assistants.

*statistics***Gaelic-medium nursery education 2000-01**

Number of schools/classes	Number of pupils
36	403

Data supplied by the Gaelic Section, Language Education Department, University of Strathclyde

Other Gaelic-medium pre-school provision 2000-01

Number of units/groups	Number of pupils
129	2020

Data supplied by Comhairle nan Sgoiltean Araich, the Gaelic Pre-school Council

3**Primary Education***target group*

Primary education begins at age 5 and extends over 7 years to age 11.

structure

Primary school education is divided into three stages infant, middle and upper. Primaries 1-3 form the infant stage, primary 4 and 5, the middle primary and primary 6 and 7, the upper primary.

Curriculum and assessment in primary schools is governed by the 5-14 National Guidelines devised by national com-

mittees and working groups representative of the teaching profession and interested parties. The curriculum is divided into five broad areas, Language, Mathematics, Environmental Studies, Expressive Arts and Religious and Moral Education. The Language area includes English, Gaelic and Modern Languages, while Expressive Arts embraces Art, Music, Drama and Physical Education. Environmental Studies is a very broad area comprising scientific studies, social and environmental studies and technology. The 5-14 Guidelines recommend that 25% of teaching time be allocated to Environmental Studies, with Language, Maths and Expressive Arts each having 15% and Religious and Moral Education, 10%. The remaining 20% is left to the discretion of the school. In schools with Gaelic provision, a significant proportion of the 20% can be allocated to language development.

The 5-14 Curriculum extends into the first two years of secondary school and is divided into five levels. These levels define attainment targets in various strands of activity within the curricular area. Levels A-D apply to the primary school as follows.

Level A should be attainable in the course of P1-3 by almost all pupils.

Level B should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

Level C should be attainable in the course of P4-6 by most pupils.

Level D should be attainable by some pupils in P5-6 or even earlier, but certainly by most in P7.

Programmes of study to facilitate the achievement of these targets are suggested for each level. There is assessment at all levels and there is a system of national testing in core subject areas at Level B and Level D. The core subject areas are Language, including Gaelic, and Maths. The 5-14 Guidelines afford schools considerable autonomy in implementing the Guidelines, in selecting what to teach and in deciding how to teach it.

-
- legislation* Primary school education, in common with other sectors of education, is governed by the 1980 Education (Scotland) Act referred to in Section 1 and by the Standards in Scotland's Schools etc Act, passed by the Scottish Parliament in 2000. (See Status of Language Education)
- language use* Gaelic features in primary schools, both as a medium of instruction and as a subject. Education through the medium of Gaelic is available in 60 of the 2345 primary schools in Scotland. 49 of these schools are located in the Highlands and Islands, with the rest situated in cities and towns in the Lowlands. With the exception of the dedicated Gaelic-medium school in Glasgow and 5 designated Gaelic-medium schools in The Outer Hebrides, Gaelic-medium streams and units form part of local mainly English-medium schools.
- Gaelic-medium education is provided by local authority public schools and is open to anyone. A high proportion of pupils enrolling for Gaelic-medium education in urban areas come from non Gaelic-speaking homes. All pupils follow a two-year immersion programme in the language and, thereafter, Gaelic continues to be the predominant language of instruction. The 5-14 Guidelines specify that Gaelic-medium education should aim "to bring pupils to the stage of broadly equal competence in Gaelic and English, in all skills, by the end of Primary 7 .
- In the Outer Hebrides, there are some schools, not designated as Gaelic-medium schools which provide a form of bilingual education. There are also a few schools with Gaelic-medium streams which offer a measure of bilingual education to pupils in the rest of the school. Gaelic is taught as a second language in schools in parts of the mainland Highlands. This provision is restricted to a short period of time each week and was largely delivered by itinerant teachers. Increasingly, it is the practice to identify a member of staff in a primary school able and willing to undertake tuition in Gaelic.
- teaching materials* Materials are generated at local, regional and national

levels. Schools still have to produce a substantial proportion of their own resources but the Scheme of Specific Grants referred to previously has greatly facilitated the development of materials for all main areas of the primary curriculum, eg reading schemes and mathematics schemes, produced in conjunction with major English language publishers. Local authority curriculum development centres in the Highland Council and Comhairle nan Eilean Siar areas have made major contributions to the production of materials and it is anticipated that the recently established national resource centre in Lewis will bring about increased co-ordination and a higher level of resource production.

statistics

Gaelic-medium primary education 2000-01

Number of schools with Gaelic-medium provision	59
Number of pupils	1859

Data supplied by the Gaelic Section, Language Education Department, University of Strathclyde

There are no reliable statistics available for the number of pupils engaged in the study of Gaelic as a second language or in bilingual programmes.

4

Secondary Education

target group

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

structures

The secondary school curriculum is divided into three phases. The first two years constitute the final stage of the 5-14 curriculum. Years 3 and 4 are governed by Standard Grade syllabus and assessment arrangements. In the optional 5th and 6th Years, pupils follow courses of study determined by the Higher Still syllabus and assessment

arrangements. These three stages of secondary education are called lower school, middle school and upper school.

The curriculum in public, state-sector education is largely derived from guidelines devised by SEED but schools have a measure of latitude in applying guidelines to local circumstances. The national guidelines emphasise the need for breadth and balance in the curriculum and allocations of time are suggested for each curricular area, eg Language, Maths, Science and Social Subjects. The suggested breakdown of time spent on core subjects is as follows across Years 3 and 4:

Language and Communication	360
Mathematical Studies	200
Scientific Studies	160
Social and Environmental Studies	160
Technological Activities	80
Creative and Aesthetic Studies	80
Physical Education	80
Religious and Moral Education	80
Core:	1200 hours (70%)

Allocation of the remaining 30% of time is left to individual schools. In Gaelic-speaking areas, local authorities and schools can use the flexibility factor to increase time allocation for Language to allow pupils to study English, Gaelic and a third European language. At the end of 2nd Year, pupils choose which subjects to focus on, preparatory to sitting the Standard Grade examinations at the end of 4th Year. On 5th and 6th Years, pupils concentrate largely on the acquisition of Highers and Advanced Highers in selected subjects and the level of achievement in national examinations in these subjects determines entry to further and higher education institutions. Recently introduced Intermediate courses and examinations are designed to bridge the gap between Standard Grade and Higher.

legislation

The main instrument of legislation governing secondary education is the 1980 Education (Scotland) Act passed by the Westminster Government. The provisions of this Act have been supplemented by pieces of legislation such as the Scottish Parliament's Standards in Schools etc Act 2000. (See Status of Language Education).

language use

Gaelic features in the secondary curriculum as a subject of study and as a medium of instruction and there are separate courses and examinations for fluent speakers and learners. The first official use of Gaelic as a medium of instruction in secondary education came in 1983 with the extension of the Bilingual Project in the Western Isles to two small secondary schools in Lewis. The pilot project involved the teaching of social subjects through the medium of Gaelic in Years 1 and 2 in Lionel and Shawbost Secondary Schools. Following a successful pilot, both schools have continued to provide instruction through the medium of Gaelic in History, Geography and Personal and Social Education. The establishment of Gaelic-medium education in primary schools in other parts of Scotland created a need for continuity of experience at secondary level. The first such provision was made in 1988 at Hillpark Secondary in Glasgow and, by 2001-2002, there were 14 schools offering some form of Gaelic-medium education. In most schools, this is restricted to two or three subjects. History is the most widely available subject through the medium of Gaelic. Geography, Home Economics, Maths, Science, Art, Technical Education and Personal and Social Education are also taught in Gaelic in one, or more, of the 14 schools. Pupils can opt for Gaelic versions of the national Standard Grade Examinations in History, Geography and Maths in 4th Year. It is envisaged that other subjects will be added to those currently available and that Gaelic versions of 5th and 6th year examinations will also be provided. Gaelic-medium pupils also study the language as a subject and follow the Gàidhlig course designed for fluent speakers. Around 130 candidates a year sit the Standard Grade Gàidhlig examination and over 60 go on to sit the Higher

exam in 5th or 6th Year. These numbers include some pupils from Gaelic-speaking homes who have not had access to Gaelic-medium education in primary school.

A Gaelic (Learners) Course, instituted in 1962, is included in the curriculum of 34 of the 389 state schools. The vast majority of these schools are located in the Highlands and Islands. Pupils in the cities and in most areas of the Lowlands do not have the opportunity of studying Scotland's longest-established language. The Gaelic (Learners) Course is similar in design to Modern Language courses and leads to certificate examinations at Standard Grade in 4th Year and to Higher and Advanced Higher in 5th and 6th Year. A handful of schools in the private sector enter pupils for the national Gaelic (Learners) examinations from time to time. In schools in the Outer Hebrides, Skye and the Western Highlands, all 1st and 2nd Year pupils study Gaelic and another Modern Language. From 3rd Year, they are free to choose which language or languages to study. In other parts of Scotland, pupils have to choose between Gaelic and French or German in 1st Year or take Gaelic as a second language option in 2nd or 3rd Year. These curricular arrangements are prejudicial to Gaelic.

teaching materials

As in the primary sector, resources for secondary schools are produced at national, regional and local level. There has been a marked improvement in the provision of resources in the last decade. Much of this is as a result of collaborative effort by local authorities funded by the Scheme of Specific Grants previously described. There is still, however, a substantial onus on schools and teachers to produce their own materials and resources for both Gaelic-medium teaching and Gaelic as a subject are still a long way short of provision in cognate curricular areas.

statistics

Gaelic-medium secondary education 2000/01

Number of schools with Gaelic-medium provision	14
Number of pupils	302

Gaelic subject provision 2000/01

Number of schools	40
Gàidhlig Course	928
Gaelic (Learners) Course	2131

Data compiled by the Gaelic Section, Language Education Department, University of Strathclyde.

5 Vocational and further education

target group Vocational education begins after the school-leaving age of 16.

structure Vocational education is provided mainly by secondary schools and Further Education colleges. Following a major Government review, a new system of Post-16 education was put in place in 1999. Known as Higher Still, the new system created a unified curriculum and assessment structure that embraces post-compulsory education and training below Higher education level. It seeks to remove artificial barriers between academic and vocational subjects and aims to provide opportunity for all students to continue their studies at a level appropriate to them. Higher Still qualifications are offered in over 50 subject areas and are available at five different levels - Access, Intermediate 1, Intermediate 2, Higher and Advanced Higher. Under the Higher Still programme, two separate certification bodies have been brought together under one new agency known as the Scottish Qualifications Authority (SQA) which administers and certifies the new system of National Qualifications. In addition to the Higher Still National Qualifications courses, Further Education (FE) colleges offer a range of vocational qualifications including Higher National Certificates (HNCs), Higher National Diplomas (HNDs), Professional Development Awards (PDAs) and Scottish Vocational Qualifications (SVQs). SVQs relate closely to the work situation and to competence at work.

legislation

Vocational education lies within the remit of two departments within the Scottish Executive – the Department of Education and the Department of Enterprise and Lifelong Learning. School education is the responsibility of the Department of Education, while further education is overseen by the Department of Enterprise and Lifelong Learning. Vocational education in schools is governed by the 1980 Education (Scotland) Act and the Scottish Parliament's Standards in Scotland's Schools etc Act 2000.

Scotland's 46 further education colleges, most of which used to be run by local authorities, became independent entities following legislation in 1992. The colleges are governed by the 1992 Further and Higher Education Act (Scotland) and are funded by the Scottish Further Education Funding Council.

language use

Gaelic features in the FE curriculum as a medium of instruction, as a subject of study for fluent speakers and as a second language. 10 colleges provide full-time or part-time courses for learners of the language, including immersion courses. One of these, Lews Castle College in Stomoway, provides modules in Business and Communication for fluent speakers. It also has some courses taught wholly, or partly, through the medium of Gaelic.

The most sustained and wide-ranging provision for Gaelic within Further Education is made by Sabhal Mòr Ostaig (SMO), the Gaelic College founded in Skye in 1973. SMO offers a range of HNC, HND, degree and postgraduate courses, all of which are taught and assessed in Gaelic.

6

Higher education

The number of universities in Scotland has increased from 8 to 13 with the upgrading in the 1990s of five former polytechnics to university status. Of the 13, 10 are located in the cities of Aberdeen, Edinburgh, Glasgow and Dundee. The universities of Aberdeen, Edinburgh, Glasgow and St Andrews are the longest established and traditional universities.

The Higher Education sector also includes a number of other institutions such as The Royal Scottish Academy of Music and Drama and Glasgow School of Art. Universities and other HE institutions are funded by the Scottish Higher Education Funding Council (SHEFC) which operates in a similar way to the Higher Education Funding Council in England and Wales.

13 FE colleges and institutions in the north of Scotland, including SMO and Lews Castle, have combined in a bid to win university status. The proposed University of the Highlands and Islands would be a federal collegiate institution with campuses throughout the Highlands and Islands. The project which has won the backing of the Westminster Government and Scottish Executive is now known as the UHI Millennium Institute (UHIMI). The Institute aims to gain full university status within the next five years.

language use

Three of the four traditional universities – Aberdeen, Edinburgh and Glasgow – offer a range of undergraduate courses in Celtic and Gaelic Studies. Celtic Studies encompasses the study of other Celtic languages, particularly Irish and Welsh. Students in these universities can take Celtic Studies to Honours Degree level and many take Joint Honours in Celtic and another discipline, eg Scottish History, Politics, Mathematics. Each university offers students the opportunity to learn the language and the most heavily subscribed classes are courses in Celtic Civilisation which feature history, heritage and culture. Postgraduate study opportunities are offered in each of the three Celtic Departments. A fourth university, Strathclyde, offers Gaelic Studies classes to undergraduates wishing to learn the language. Gaelic folklore and oral tradition can be studied in Scottish ethnology courses offered by the Department of Celtic and Scottish Studies in Edinburgh University.

A few Celtic Studies classes are taught in Gaelic but the language is not used as a medium in any other discipline in the traditional universities. The language is used as a teaching medium in degree courses taught at Sabhal Mòr Ostaig and in some other colleges of the UHI Millennium Institute.

Degrees in these colleges are conferred by existing universities.

teacher training

Teachers in Scotland are trained in Teacher Education Institutions (TEIs), most of which were free-standing colleges but which now form faculties or schools within universities. There are seven TEIs, the largest of which is the Faculty of Education of the University of Strathclyde in Glasgow.

Students train to be primary teachers in one of two ways. The majority enter the profession through a 4 year course leading to a Bachelor of Education (Honours) degree. An increasing number of students train to be primary teachers through the postgraduate route. After completing their first degree, they undertake a one-year training programme leading to the award of a Postgraduate Certificate in Education (Primary).

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

Three of the TEIs make some provision for Gaelic but only one, the Faculty of Education of the University of Strathclyde, formerly Jordanhill College, has permanent staff and the full range of provision. Students training to become Gaelic-medium primary school teachers receive a limited amount of preparation for teaching tuition and school experience. The Gaelic elements of courses are optional and there is no certification of capability to teach through the medium of Gaelic. A report produced by the General Teaching Council for Scotland (GTCS) concluded that current training arrangements were unsatisfactory and

that students were inadequately prepared for the Gaelic-medium classroom. Action is awaited on its recommendation that formal qualifications for teaching through the medium of Gaelic be introduced along with greatly enhanced pre-service training in the language.

The number of students training to be primary school teachers in any one year seldom exceeds a total of 15 across the three TEIs. Measures have recently been introduced to reduce the gap between supply and demand but there is still a serious shortage of trained personnel. Pre-service training of secondary teachers is provided at Aberdeen and Strathclyde. Students taking the PGCE (Secondary) train to be teachers in one or two subject areas. Gaelic is one of these specialisms and the Gaelic course prepares students to teach both Gaelic (Learners) and Gàidhlig (Fluent Speakers) courses in schools. As yet, there is no qualification required to teach a subject specialism through the medium of Gaelic but Strathclyde provides a training module for Gaelic-medium teaching.

Inservice training is mainly provided at local authority and school level. Teachers are required to undertake inservice training on a certain number of days per year (5) when schools are closed to pupils. Staff can also attend inservice courses at points during the school term. Gaelic-medium inservice is offered at national and regional levels and there are specific Gaelic elements to inservice training programmes for national curriculum development initiatives. Teachers can convert from secondary to primary or qualify to teach another secondary subject through a one-term Additional Teaching Qualification (ATQ) course offered at a TEI.

statistics

Students completing teacher training 2001-2002

TEI	PGCE(P)	BEd	PGCE(S)
Aberdeen University	3	-	-
Glasgow University	-	-	-
Strathclyde University	12	2	3

Data supplied by the Gaelic Section, Language Education Department, University of Strathclyde.

7 Adult education

structure

Education for adults in Scotland is provided by local authorities through Community Education Departments, by Higher and Further Education institutions through Departments of Adult and Continuing Education and by a range of public and private agencies. The sector has been boosted in the recent past by Government promotion of the concept of Lifelong Learning and the creation of a ministry in the Scottish Parliament for Enterprise and Lifelong Learning. This has led to initiatives such as the introduction of individual learning accounts by which an adult undertaking a training programme receives a contribution (currently £175) towards the cost of the course or class. The emphasis on lifelong learning and the trend towards early retirement from work has led to a burgeoning of provision of daytime classes in universities and colleges.

language courses

Gaelic rarely features as a medium of instruction in adult education, other than in Immersion courses for Learners and in literacy classes for Fluent speakers. The bulk of adult provision in Gaelic is targetted at learners, reflecting a growing interest in the language and culture amongst non Gaelic-speaking Scots. Research conducted in 1995 estimated that there are 8,000 adults engaged in learning Gaelic in any one year. The research did not, however, indicate how many of these are active learners and other evidence suggests that only a small proportion advance beyond beginners' level and few attain fluency in the language. It is for that reason that the leading Gaelic agency, Comunn na Gàidhlig (CNAG) has promoted Immersion courses. These courses are run by Further Education colleges in various parts of the country. In 2000- 2001, there were 185 students enrolled on Immersion courses in 8 FE colleges.

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

Gaelic learning is promoted by a national organisation, Cli, and an inter-authority Community Education Review Group (CERG) develops resources for adult education classes and organises training events. There are a range of options open to individuals wanting to learn Gaelic including self-instruct courses, videos of a televised Learners series, a correspondence course, internet facilities and distance learning courses. There is dedicated provision for parents of children engaged in Gaelic-medium education in certain areas.

8

Educational research

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

Professor Johnstone also led a team involving Lèirsinn and members of the Scottish Council for Research in Education (SCRE) which produced a report for the SEED on the Attainments of Pupils receiving Gaelic-medium Primary Education in Scotland. This was the culmination of a three-year research project and the overall conclusion was that “pupils receiving Gaelic-medium primary education, whether or not Gaelic was the language of their home, were not being disadvantaged in comparison with children educated through English. In many, though not all instances, they out-performed English-medium pupils and, in addition, gained the advantage of having become proficient in two languages. A report by the Schools’ Inspectorate on Provision for Gaelic Education in Scotland, published in 1994, also endorsed Gaelic-medium education in the primary sector. Some of its conclusions and recommendations in regard to secondary Gaelic-medium education were heavily criticised by the Gaelic community. The conclusion that “the provision of Gaelic-medium secondary in a number of subjects, determined by the vagaries of resource availability, is neither desirable nor feasible in the foreseeable future was considered particularly ill-judged and inconsistent and was expressly rejected by the incoming Labour Government in 1997.

In addition to its partnership with Stirling University, Lèirsinn has undertaken a number of research projects on Gaelic-medium education for individual local authorities and for a body known as the Inter-Authority Standing Group for Gaelic (IASG). These have included reports on Teacher Training for Gaelic-medium Education, published in 1995, and Emergent identities and bilingual education: the teenage years, published in 2000.

9

Prospects

The last three decades of the twentieth century saw a remarkable upsurge in activity designed to secure the future of

the language. The creation of a local authority in the Outer Hebrides, the authority's adoption of a bilingual policy and its institution of a bilingual education project, the establishment of a Gaelic College in Skye and the formation of a new language promotion agency, Comunn na Gàidhlig, were key developments which spawned numerous language maintenance initiatives. The introduction of a specific funding mechanism for Gaelic education and of a £9 million Television Fund by Conservative Governments were major factors in the growth and enhancement of provision for Gaelic in these sectors.

One of the undoubted success stories of the last 15 years has been the rapid growth in Gaelic-medium education, from pre-school through to further education. The development of GME has been greatly facilitated by the availability of specific grant aid. A new phase in GME began in 1999 with the opening of the first all-Gaelic school in Glasgow. Similar schools are now planned in other urban locations.

These positive developments have, however, to be set within a stark demographic context. The trend in the 20th century and the age profile of the Gaelic-speaking population in 1991 suggest that the 2001 Census will record another substantial drop in the number of Gaelic speakers. One analyst has estimated that 1,500 new Gaelic speakers are required each year to counter the demise of older Gaelic speakers. While the progress made in recent years in Gaelic-medium education has been substantial, this target is far from being realised.

There are currently 4,500 children aged 2-18 engaged in Gaelic-medium education and the fact that enrolment in Primary 1, in any one year, barely exceeds 300 pupils indicates the scale of the deficit and of the challenge in arresting the decline in the number of speakers. While it is envisaged that there will be growth in each sector of Gaelic-medium education, the rate of expansion needs to be accelerated dramatically. That there is scope for growth is apparent when one considers that only 26% of primary pupils and 17% of secondary pupils in the Outer Hebrides receive education through the medium of Gaelic. The de-

cision by the Scottish Executive to make Gaelic education one of the national priorities should help create conditions for growth but deficiencies in teacher education and a shortfall in teacher recruitment could hamper, or slow down, progress if not addressed and resolved.

The requirement in the national priorities for schools and local authorities to produce development plans should lead to better forward planning at local level. There remains, however, a lack of strategy and policy at national level and it is hoped that the current review of the Gaelic infrastructure commissioned by the Scottish Executive will lead to more coherent and targeted language planning by the Executive. It seems likely that a new Gaelic Development Agency, charged with formulating and articulating plans and policies, will be set up some time in 2002 and that it will be modelled on the Welsh Language Board.

The Gaelic community has been pressing the case for official recognition, or 'Secure Status', for the language with renewed vigour since the establishment of the Scottish Parliament and the Scottish Executive is committed to "working towards Secure Status". There is, however, no proposed timetable for legislation on 'Secure Status' and there is growing concern about the Executive's commitment and intent.

10 Summary Statistics

Table 1: Number of Schools and Pupils in Scotland : 2000-01

Sector	No. of Schools	No. of Pupils
Primary education	2345	436,775
Secondary education	449	335,241

Table 2: Number of Schools and Pupils involved in Gaelic-medium education (2000-01)

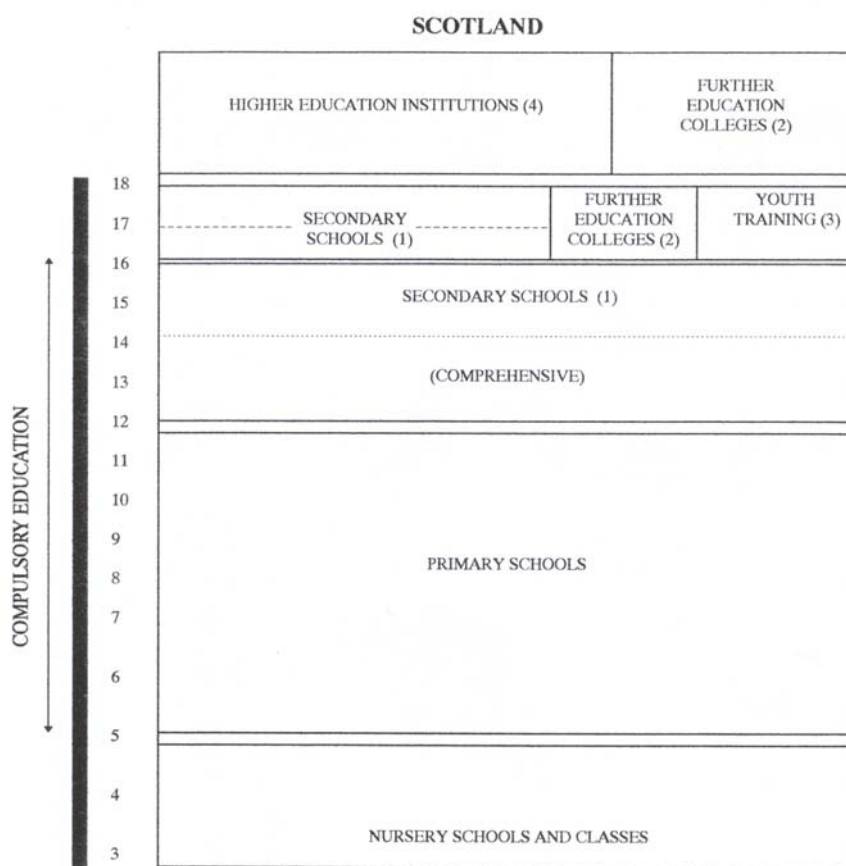
Sector	No. of Schools	No. of Pupils
Nursery education	36	403
Primary education	59	1859
Secondary education	14	302

Table 3: Number of Schools and Pupils with Gaelic as a Subject in Secondary School : 2000-01

Sector	No. of Schools		No. of Pupils	
	Gàidhlig (Fluent)	Gaelic (Learners)	Gàidhlig	Gaelic (Learners)
Secondary education	32	34	928	2131

Data compiled by the Gaelic Section, Language Education Department, University of Strathclyde.

Education system in Scotland (Eurydice)



1. 99% of Scottish education authority secondary schools are comprehensive schools offering all types of courses to pupils of all abilities. 90% provide 6 years of education (4 years of compulsory and 2 years of optional secondary education). Pupils may leave at 16. Examinations usually taken at age 17 provide access to tertiary education.

2. Further education colleges offer courses in academic and vocational subjects from craft to degree level. They accept pupils currently attending secondary school for some courses. FE colleges also provide courses for the "off-the-job" component of the Youth Training scheme.

3. Youth Training is delivered through contracts with independent training providers (often private employers). It lasts 2 years, and is organized in "units of competence".

4. Higher Education Institutions comprise universities, former technological institutions, arts and health care colleges and teacher training institutions.

..... = division in the level / type of education

----- = alternative beginning or end of level / type of education

References and Further Reading

*main official texts
regulating the
teaching of Gaelic*

Education (Scotland) Act 1872 : No provision was made for Gaelic in this important piece of legislation which established State education in Scotland.

Education (Scotland) Act 1918 : Education authorities were required by this Act to make "adequate provision" for teaching Gaelic as a subject "in Gaelic-speaking areas" at primary, intermediate and secondary levels.

Education (Scotland) Act 1980 : The requirement to make "adequate provision" for teaching Gaelic as a subject in "Gaelic-speaking areas" introduced in the 1918 Act was retained. There was no reference to the use of Gaelic as a medium of education.

Grants for Gaelic Language Education (Scotland) Regulations 1986 : This legislation enabled education authorities to make bids to the Government, on an individual and on a collaborative basis, for Gaelic education projects which, if approved, would be granted 75% funding for a fixed and limited period.

Standards in Scotland's Schools etc Act 2000 : The first substantial item of legislation on educational provision enacted by the Scottish Parliament established, inter alia, a set of national priorities. Gaelic is one of these priorities.

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E-mail: info@gaelic.org

Website: www.the-Mod.co.uk

Other websites on minority languages

- Mercator* **www.mercator-central.org**
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education* **www.mercator-education.org**
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and many rated links to minority languages.
- Mercator-Media* **www.aber.ac.uk/~merc/**
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation* **www.troc.es/ciemen/mercator**
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
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- Eurydice* **www.eurydice.org**
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL* **www.eblul.org/**
Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.

What can Mercator-Education offer you?

<i>website</i>	www.mercator-education.org
<i>network</i>	Mercator-Education is part of an information service and research network of three centres. They provide reliable and in depth information on regional or minority languages in co-operation with many experts throughout Europe. <i>Mercator-Education</i> is hosted at the Fryske Akademy, Leeuwarden. <i>Mercator-Media</i> resides at the University of Wales (Aberystwyth) and <i>Mercator-Legislation</i> at Ciemen (Barcelona).
<i>newsletter</i>	An electronic or printed newsletter with current developments concerning regional or minority languages in education is distributed to individuals and organisations.
<i>Q&A</i>	Through the Question and Answer Service we can inform you about any subject related to education in minority or regional languages in the European Union.
<i>publications</i>	Regional dossiers are published on a regular base to provide basic information on schooling in minority language regions in the European Union (also on-line). The latest <i>Mercator Guide to Organisations</i> (MGO) was published in 1998. It contains some 500 relevant addresses of institutes and services, now also available through our on-line database. During the years we have published our extended studies on pre-primary education, primary education, teacher training and learning materials. Topical case studies and a selective bibliography have also been published. A list of all our publications is available.

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