

Coinneamh: Bòrd-stiùiridh
Ceann-là/Àm: 26 Ògmhios 2025 aig 09.30
Càite: Microsoft Teams

Clàr-gnothaich – Seisean Fosgailte

1. Cùisean Tòiseachaidh

- 1.1. Fàilte is Leisgeulan
- 1.2. A' Nochdadh Com-pàirtean
- 1.3. Gnothaich Iomchaidh Sam Bith Eile (GISBE)

2. Conaltradh

2.1. Conaltradh le luchd-ùidh (Airson

Fiosrachadh) altradh le Luchd-ùidh

Ealasaid Dhòmhnallach, Ceannard

2.2. A' comharrachadh soirbheachas (Airson Aontachadh)

Ealasaid Dhòmhnallach, Ceannard

3. Ionmhas

3.1. Aithisg Ionmhas (Airson Fiosrachadh)

Nicola Pearson, Ceann an Ionmhais is Cùisean Corporra

4. Plana Corporra is Coileanadh

4.1. Aithisg air adhartas leis a' Phlana Nàiseanta 2023-28 (Airson Deasbad)

PT1 Geàrr-chunntas air adhartas air gnìomhan a' Phlana Nàiseanta

Ealasaid Dhòmhnallach, Ceannard

4.2. Sgeama Oifigearan Gàidhlig 2025-28 (Airson Fiosrachadh)

Iain Mac a' Mhaoilein, Stiùiriche Leasachaidh

4.3. Foghlam agus Ionnsachadh (Airson aontachadh)

PT1 Statutory Guidance Post Consultation - Clean Copy

PT2 Statutory Guidance Post Consultation - with Changes

Ealasaid Dhòmhnallach, Ceannard

4.4. Aithisg air PCCan 2024/25 (Airson Deasbad)

PT1 - Geàrr-chunntas air adhartas a' phlana gnìomh

Iain Mac a' Mhaoilein, Stiùiridh Leasachaidh

4.5. Aithisg air Planaichean Gàidhlig (Airson Deasbad)

PT1 Ughdarrasan Phoblach le Planaichean Gàidhlig Reachdail
Iain Mac a' Mhaoilein, Stuiriche Leasachaidh

5. Rianachd Mhì-chinntean

5.1. Clàr mhì-chinntean Ro-innleachdail (Ri Aontachadh)

PT1 Clàr Mhì-chinntean Ro-innleachdail
Nicola Pearson, Ceann an Ionmhais is Cùisean Corporra

6. Aithisgean Bhliadhnail na Comataidhean

6.1. Aithisgean Bhliadhnail na Comataidhean (Ri Aontachadh)

PT1 Comataidh Sgrùdaidh is Dearbhachd 2024/25
PT2 Comataidh Poileasaidh is Ghoireasan 2024/25
Ealasaid Dhòmhnullach, Ceannard

7. Cùisean Corporra

7.1. Aithisg Slàinte is Sàbhailteachd (Airson Deasbad)

Karen Nic a' Ghobhainn, Manaidsear Gnìomhan

7.2. Gnàth Riaghailtean (Ri Aontachadh)

PT1 Gnàth Riaghailtean 2025/26
Ealasaid Dhòmhnullach, Ceannard

8. Plana Obrach a' Bhùird-stiùiridh

8.1. Plana Obrach a' Bhùird-stiùiridh (Ri Aontachadh)

PT1 Plana Obrach 2025/26
Ealasaid Dhòmhnullach, Ceannard

9. GISBE

Ceann-là na h-ath choinneimh: 09/10/2025

Deireadh an t-Seisein

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Conaltradh le Luchd-ùidh
Gnìomh a dhith:	Airson fiosrachadh
Àireamh pàipear:	2.1
Neach-labhairt:	Ealasaid Dhòmhnallach, Ceannard
Pàipearan-taic:	PT1 Conaltradh le Luchd-ùidh

1. Adhbhar

- 1.1. Tha am pàipear seo a' soilleireachadh an raon fharsaing de chonaltradh air feadh na buidhne, a' sealltainn cho cudromach sa tha com-pàirteachasan agus conaltradh dhuinn.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Tha an Ro-innleachd Conaltraidh (taobh a-muigh) a' mìneachadh ar prìomhachasan airson conaltradh agus a' mìneachadh nam prìomh dhòighean a chleachdas sinn gus ar n-amasan a libhrigeadh.
- 2.2. Bithear a' dèanamh raon farsaing de chonaltradh air feadh na buidhne, agus tha oifigearan a' conaltradh ri grunn bhuidhnean agus dhaoine fa leth fhad 's a tha iad a' feuchainn ri amasan a' Phlana Chorporra a choileanadh.

3. Prìomhachasan

- 3.1. Tha ar prìomhachasan conaltraidh anns a' chairteal a dh'fhalbh air a bhith ag amas air:

- Buidseat na h-Alba
- Maoineachadh a bharrachd airson ar prìomh bhuidhnean libhrigidh
- Fosgladh sgeama ùr oifigearan leasachaidh na Gàidhlig
- Fastadh
- Tabhartasan tràth-bhliadhnaichean
- Cothroman obrach ann am foghlam
- Bile Chànanan na h-Alba
- Planaichean Gàidhlig
- A' togail air obair BnG agus ar prìomh chom-pàirtichean libhrigidh
- Ag àrdachadh, far a bheil e iomchaidh, susbaint Ghàidhlig a' togail mothachadh air susbaint Ghàidhlig agus làthaireachd na Gàidhlig aig ìre ionadail agus nàiseanta.

4. Com-pàirteachadh leis a' Mhinistear

- 4.1** Choinnich an Cathraiche agus an Ceannard ri Stiùiriche Ath-leasachaidh Foghlaim agus bhruidhinn iad air prìomhachasan nam ministearan. Chaidh modail conaltraidh aontachadh agus dèanamh cinnteach à iomlaid fiosrachaidh èifeachdach.

5. Com-pàirteachadh Sgioba Gàidhlig & Albais

- 5.1. Bidh an Ceannard agus an sgioba stiùiridh ann an conaltradh cunbhalach leis an sgioba Gàidhlig is Albais. Tha prìomhachas air a bhith ann airson aontachadh air a' mhodail sgaoilidh agus targaidean ùra a thaobh maoinachadh a bharrachd airson buidhnean lìbhrigidh na Gàidhlig.
- 5.2. Tha còmhraidhean agus co-roinneadh fiosrachaidh air a bhith ann cuideachd a thaobh Bile nan Cànanan Albannach, Sgeama Oifigearan Leasachaidh na Gàidhlig, planaichean cànan coimhearsnachd na Gàidhlig, solar foghlaim aig ìre ro-sgoile, conaltradh coimhearsnachd agus dealbhadh is leasachadh eagrachaidh.

6. Com-pàirteachadh poilitigeach

- 6.1. Tha conaltradh dìreach air a bhith ann le Rhoda Ghrannnd BPA a thaobh Buidheann Thar-phàrtaidh na Gàidhlig.
- 6.2. Choinnich an Ceannard ri Tim Eagle MSP agus bheachdaich sinn air raon farsaing de chùisean, a' gabhail a-steach taic do na meadhanan Gàidhlig agus leasachadh coimhearsnachd na Gàidhlig.

7. Conaltradh leis na meadhanan

- 7.1. Tha sinn air conaltradh a dhèanamh leis na buidhnean meadhanan a leanas, a' toirt seachad agallamhan, beachdan agus fiosrachadh air sgeulachdan co-cheangailte ris a' Ghàidhlig:

Agallamhan	Buidheann	Cuspair
08.04.25	BBC Naidheachdan	Àireamh tidsearan FtG 2024
15.04.25	BBC Naidheachdan	Aontaidhean TFC
02.05.25	BBC Naidheachdan	Sgeama nan Oifigearan Gàidhlig
02.05.25	BBC Scotland News	Sgeama nan Oifigearan Gàidhlig

13.05.25	BBC Radio nan Gàidheal	Sgeama nan Oifigearan Gàidhlig
03.06.25	BBC Naidheachdan	Àitichean ann an sgoiltean-àraich ann an Siorrachd Àir

Freagairt sgrìobhte	Buidheann	Cuspair
08.04.25	BBC Naidheachdan	Àireamh Tidsearan FtG ann an 2024
23.04.25	BBC Naidheachdan	Freagairt air na thuirt Misneachd mun dàta bhon Cunntas-sluaigh
03.06.25	BBC Naidheachdan	Àitichean ann an sgoiltean-àraich ann an Siorrachd Àir
11.06.25	BBC Naidheachdan	Buidhnean poblach aig a bheil planaichean Gàidhlig

8. Na meadhanan sòisealta & Làrach-lìn

Luchd-leantainn Bhòrd na Gàidhlig				
	06.09.24	06.12.24	07.03.25	13.06.25
Facebook	6194	6243	6270	6290
Instagram	3016	3165	3295	3384
X	7337	7170	6987	6916
LinkedIn	611	632	652	683
BlueSky	0	68	219	303

*Tha cunntasan againn air BlueSkye (209 luchd-leantainn) agus Threads (623 luchd-leantainn) aig Bòrd na Gàidhlig ach chan eilear an cleachdadh aig an ìre-sa.

- 8.1. Tha na h-àireamhan againn air na h-àrd-ùrlaran meadhanan sòisealta againn seasmhach le atharrachaidhean beaga. Cha bhith sinn a' postadh gu cunbhalach air *threads*, agus chan eil sinn air postadh air Bluesky fhathast ach tha barrachd luchd-leantainn againn, a' moladh iarrtas air na h-àrd-ùrlaran sin airson ar susbaint.
- 8.2. Tha sinn air a bhith a' measadh ar n-àrd-ùrlaran agus a' cumail sùil air pàtrain conaltraidh. Bidh LinkedIn na phrìomh fhòcas san àm ri teachd oir tha sinn air comharrachadh gu bheil cothrom ann airson fàs, gu sònraichte nuair a nì thu coimeas eadar buidhnean coltach rinn, a thaobh meud agus fòcas.

- 8.3. Tha sinn a' dèanamh ath-sgrùdadh teicnigeach agus susbainteach air an làrach-lìn againn. Tha sinn an dùil an làrach ùrachadh am-bliadhna gus dèanamh cinnteach gu bheil e a' coinneachadh ri ar feumalachdan gu h-ìomchaidh.

9. Moladh

- 9.1. Gum bi na buill a' toirt fa-near dhan fhiosrachadh anns a' phàipear.

10. Prìomh Bhuidhean Ro-innleachdail

- 10.1. **Buidhean air Ionmhas:** Chan eil
- 10.2. **Buidhean air Luchd-obrach:** Chan eil
- 10.3. **Buidhean air Trèanadh:** Bidh feuman trèanaidh ann gus dèanamh cinnteach ` gu bheil na sgilean riatanach aig luchd-obrach gus an ro-innleachd a lìbhrigeadh
- 10.4. **Ceanglaichean ri Amasan Ro-innleachadh agus Corporra:** Tha seo a' cuir ri adhartachadh agus lìbhrigeadh a' phlana chorporra agus an ro-innleachd conaltraidh bhon taobh a-muigh
- 10.5. **Buidhean air Cliù:** Togaidh seo cliù na buidhne le barrachd mothachaidh air a' bhuidhinn agus an obair a bhios sinn a' dèanamh
- 10.6. **Buidhean air Slàinte is Sàbhailteachd:** Chan eil
- 10.7. **Buidhean Laghail:** Chan eil
- 10.8. **Buidhean air Co-ionannachd:** Chan eil
- 10.9. **Buidhean air an Àrainneachd:** Chan eil

11. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input checked="" type="checkbox"/>	Eaconamaidh	<input type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnàthach			<input checked="" type="checkbox"/>

12. Cùrsa Riaghlachais

- 12.1. Thug an Sgioba Stiùiridh fa-near don phàipear seo air 16 Ògmhios 2025.

13. Dearbhadh air Cuairteachadh Sgrìobhainn

- 13.1. 'S e pàipear fosgailte a tha seo.

Conaltradh le luchd-ùidh

Bidh oifigearan air feadh na buidhne a' conaltradh gu cunbhalach leis na prìomh bhuidhnean libhrigidh againn. Bidh an sgioba phlanaichean againn gu cunbhalach a' conaltradh ri buidhnean mu na planaichean Gàidhlig aca. A bharrachd air seo tha an sgioba stiùiridh air grunn choinneamhan a fhrithéaladh le buidhnean. Tha liosta nan coinneamhan agus nan cuspairean conaltraidh a' nochdadh an raon fharsaing de dh'obair agus de chom-pàirteachas anns a bheil Bòrd na Gàidhlig an sàs.

Buidheann:

Adhbhar:

Acair	Maoineachadh
Ainmean- Àite na h-Alba	Maoineachadh
An Comunn Gàidhealach	Fastadh & maoineachadh
BBC	Naidheachdan
Buidheann Obrach air Acadamaidh Ghàidhlig	BOAG
Buidheann Stiùiridh Iar thuath Leòdhais	Plana Gàidhlig coimhearsnachd
Buidheann Stiùiridh Ro-innleachd Òigridh	
Car & Learning Alliance	Foghlam
Ceòlas	Plana Gàidhlig coimhearsnachd & maoineachadh
Clàran Nàiseanta na h-Alba	Plana Gàidhlig
Comhairle Baile Ghlaschu	Fòram Gàidhlig
Comhairle Baile Dhùn Èideann	Foghlam
Comhairle Inbhir Chluaidh	0-3
Comhairle na Eilean Siar	Leasachadh coimhearsnachd & foghlam
Comhairle na h-Eaglais Brice	Plana Gàidhlig
Comhairle na Gaidhealtachd	Plana Gàidhlig & foghlam
Comhairle na Leabhraichean	Maoineachadh
Comhairle Lodainn an Ear	Foghlam
Comhairle Lodainn an Iar	Plana Gàidhlig
Comhairle Siorrachd Àir a Deas	Plana Gàidhlig & foghlam
Comhairle Siorrachd Dhùn Breatann an Iar	Plana Gàidhlig
Comunn na Gàidhlig	Ro-innleachd òigridh & maoineachadh

Comann nam Pàrant	Foghlam
Faclair na Gàidhlig	Maoineachadh
Fèisean nan Gàidheal	Tachartasan & maoineachadh
Foghlam ALBA	Foghlam
Foras na Gailege	Planadh cànan agus coimhearsnachdan
Gailearaidh Nàiseanta na h-Alba	Pana Gàidhlig
GLAN Lìonra - ùghdarrasan ionadail Gàidhlig	Foghlam
Leabharlann Nàiseanta na h-Alba	Pana Gàidhlig
Lingoteach	Foghlam
HIE	Eaconamaidh & coimhearsnachd
HIREP	Eaconamaidh
Ionad Chaluim Chille Ìle	Maoineachadh
MG ALBA	SpeakGaelic & Alba FA
Oilthigh na Banrigh, Beul Feirste	Planadh cànan & coimhearsnachdan
Oilthigh Obar Dheathain	Co-labhairt cànan
Public & Commercial Services Union	Aonadh-ciùird
Riaghaltas na h-Alba	
Sabhal Mòr Ostaig	SpeakGaelic & foghlam
SCILT	Foghlam
Stòrlann	Foghlam & maoineachadh
Theatre gu Leòr	Maoineachadh
Tobar an Dualchais	Maoineachadh
UHI NWH	Pana Gàidhlig
UHI	Gàidhlig
UNCRC	Coinneamh lìonra taic
Urras Coimhearsnachd Bhràdhagair & Àrnoil	Coimhearsnachd

Coinneamh:	Sgioba Stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	A' comharrachadh soirbheachas
Gnìomh a dhìth:	Ri aontachadh
Àireamh pàipear:	2.2
Neach-labhairt:	Ealasaid Dhòmhnaillach, Ceannard
Pàipearan-taic:	Chan eil

1. Adhbhar

- 1.1. Gus soirbheachas agus dealas a chomharrachadh air feadh ar coimhearsnachdan.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Bha Duaisean na Gàidhlig a' ruith gu soirbheachail airson deich bliadhna, agus lean iad modail thraidiseanta de ainmeachadh airson duaisean, pannal breithneachaidh agus cuirm dhuaisean stèidhichte air dinnear. Chaidh an tachartas a chumail o chionn ghoirid ann an Glaschu.
- 2.2. Chuir Covid dragh air a' phàtran agus chaidh na duaisean mu dheireadh a chumail ann an 2023.
- 2.3. Bidh coimhearsnachdan Gàidhlig a' soirbheachadh air obair chruaidh agus dìcheall dhaoine fa leth, a bhios tric a' dèanamh barrachd na bha dùil nan obair, no a' tabhann an ùine agus an sgilean gu saor-thoileach. Tha e deatamach gum bi coimhearsnachdan a' tuigsinn gu bheil an obair seo air aithneachadh agus air a meas.
- 2.4. Bu toil le Bòrd na Gàidhlig modail ùr de chomharrachadh a leasachadh a bhios a' toirt a-steach co-obrachadh le ar com-pàirtichean agus prìomh bhuidhnean libhrigidh gus soirbheachas a chomharrachadh. Bidh seo na dhòigh-obrach nas sùbailte agus cha bhith e ga mhodail fhèin air na duaisean Gàidhlig a bh' ann roimhe.
- 2.5. Bhiodh prìomh phrionnsabalan nan duaisean:
 - A' comharrachadh agus a' taisbeanadh soirbheachas neach fa leth, coimhearsnachd no pròiseict
 - A' comharrachadh adhartas prìomh amas a' Phlana Nàiseanta
 - Fòcas air a bhith a' comharrachadh ann an coimhearsnachdan agus le coimhearsnachdan
- 2.6. Ged a bhios na duaisean co-obrachail, bheir Bòrd na Gàidhlig seachad an stiùiridh agus a' bhuidseit.

3. Moladh

- 3.1. Thathar ag iarraidh air a' Bhòrd aontachadh gum bi modail ùr comharrachaidh air a leasachadh.

4. Prìomh Bhuidhean Ro-innleachdach

- 4.1. Buidhean air Ionmhas: Mar a chaidh a mhìneachadh gu h-àrd
 4.2. Buidhean air Luchd-obrach: N/A
 4.3. Buidhean air Trèanadh: N/A
 4.4. Ceangalaichean ri Amasan Ro-innleachadh agus Corporra: Tha am pàipear seo a' toirt taic do bhith a' togail mothachaidh mar a tha air a mhìneachadh sa phlana nàiseanta.
 4.5. Buidhean air Cliù:
 4.6. Buidhean air Slàinte is Sàbhailteachd: N/A
 4.7. Buidhean Laghail: N/A
 4.8. Buidhean air Co-ionannachd: N/A
 4.9. Buidhean air an Àrainneachd: N/A

5. Ceangalaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input checked="" type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input type="checkbox"/>	Eaconomaidh	<input type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnathach			<input type="checkbox"/>

6. Cùrsa Riaghlachais

- 6.1. Ghabh an Sgioba-stiùiridh fa-near a' phàipeir seo air 16 Ògmhios 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

- 7.1. Tha am pàipear seo ri breithneachadh air san seisean fosgailte den choinneimh.

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Aithisg Ionmhais
Gnìomh a dhith:	Airson Fiosrachadh
Àireamh pàipeir:	3.1
Neach-labhairt:	Nicola Pearson, Ceann an Ionmhais is Cùisean Corporra
Pàipearan-taic:	Chan eil

1. Adhbhar

- 1.1. 'S e adhbhar a' phàipeir seo fiosrachadh a thoirt don Chomataidh air an t-suidheachadh ionmhais air 31 Màrt 2025.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Ann an 2024/25 bha buidseat iomlan de £5,475k aig Bòrd na Gàidhlig.
- 2.2. Bha am buidseat seo a' gabhail a-steach Tabhartas gus Cuideachadh de £5,125k agus £350k gus taic shònraichte a thoirt don Sgeama Leasachaidh Oifigearan Coimhearsnachd airson na bliadhna ionmhais.
- 2.3. Chaidh £5487k a chosg gu h-iomlan ro 31 Màrt 2025, a' ciallachadh gun robh tar-chosgais de £12k ann airson 2024/25.
- 2.4. Chaidh £21k de dh'airgead bhon bliadhna Ionmhas roimhe a thoirt air adhart a rinn frith-chothromachadh (*offset*) air an tar-chosgais agus dh'fhàg seo £9k sa bhanc.
- 2.5. Dh'iarr sinn agus fhuair sinn cead bho Roinn na Gàidhlig is Albais aig Riaghaltas na h-Alba gus seo a thoirt air adhart airson adhbharan gnìomhachais.
- 2.6. Tha geàrr-chunntas air a' bhuidseat aig deireadh na bliadhna gu h-ìosal:

		TO31.03.25			
		BUIDSEAT £'000	AN DA-RÌRIBH £'000	SEACHRANACHD £'000	SEACHRANACHD %
MAONEACHADH/ TEACHD A- STEACH	Airgead air a thoirt air adhart	21	21	-	-
	Tabhartas Gus Cuideachadh (TGC) - bun loidhne	5,125	5,125	-	-
	Maoineachadh TGCa bharrachd	350	350	-	-
	BUIDSEATIOMLAN	5,475	5,475	-	0%
CAITEACHAS	GLAIF	1,140	1,170	30	3%
	Leasachadh eile	2,701	2,707	6	0%
	COSGAISEAN LEASACHADH IOMLAN	3,841	3,877	36	1%
	Cosgaisean luchd-obrach	1,219	1,187	-32	-3%
	Cosgaisean obrachaidh eile	415	423	8	2%
	COSGAISEAN OBRACHAIDH UILE	1,634	1,610	24	-1%
	COSGAISEAN IOMLAN	5,475	5,487	12	0%

3. Moladh

3.1. Thathas ag iarraidh air a' Bhòrd-stiùiridh:

- Beachdachadh air an aithisg agus am fiosrachadh a thoirt fa-near.

4. Prìomh Bhuidhean Ro-innleachdail

- 4.1. Buidh air ionmhas: Mar a chaidh a mhìneachadh gu h-àrd.
- 4.2. Buidh air luchd-obrach: N/A
- 4.3. Buidh air trèanadh: N/A
- 4.4. Ceanglaichean ri Amasan Ro-innleachdail agus Corporra: Bidh ar n-obair a' fiosrachadh agus a' toirt buaidh air leasachadh na Gàidhlig agus poileasaidhean a bheir buaidh air a' Ghàidhlig.
- 4.5. Buidhean air cliù: Tha e cudromach gun lean Bòrd na Gàidhlig air adhart a' taisbeanadh riaghladh èifeachdach air an ionmhas aige.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: N/A
- 4.7. Buidhean Laghail: N/A
- 4.8. Buidhean air Co-ionannachd: N/A
- 4.9. Buidhean air an Àrainneachd: N/A

5. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input type="checkbox"/>	Coimhearsnachd	<input type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input type="checkbox"/>	Eaconamaidh	<input type="checkbox"/>
Gnothachasan Soirbheachail is ùr-gnàthach			<input checked="" type="checkbox"/>

6. Cùrsa Riaghlachais

- 6.1. Thug a' Chomataidh Poileasaidh is Ghoireasan fa-near don phàipear air 6 Cèitean 2025.
- 6.2. Air aontachadh leis an Sgioba-stiùiridh air 16 Giblean 2025.

7. Dearbhadh air Cuairteachadh na Sgrìobhainn

- 7.1. 'S e pàipear fosgailte a tha seo.

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Aithisg air adhartas leis a' Phlana Nàiseanta 2023-28
Gnìomh a dhìth:	Airson Deasbad
Àireamh pàipear:	4.1
Neach-labhairt:	Ealasaid Dhòmhnallach, Ceannard
Pàipearan-taic:	PT1 - Geàrr-chunntas air adhartas air gnìomhan a' Phlana Nàiseanta

1. Adhbhar

- 1.1. Airson fiosrachadh a thoirt do Bhuill a' Bhùird-stiùiridh mu adhartas air coileanadh nan Raointean Prìomhachais agus gnìomhan a tha air aithneachadh anns a' Phlana Nàiseanta 2023-28 agus cothrom a thoirt air beachdachadh air na tha fhathast ri choileanadh anns a' Phlana.
- 1.2. An dèidh beachdan a Bhùird-stiùiridh fhaighinn thig am fiosrachadh air adhart chun an Riaghaltais airson beachdachadh air de tha dhith anns an ùine a tha romhainn airson amasan a' Phlana a choileanadh.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Tha am Plana Nàiseanta a' toirt iomradh air Raointean Prìomhachais agus gnìomhan airson Gàidhlig a bhrosnachadh thar nan còig bliadhna. Chan eil gnìomhan ceangailte ris a h-uile prìomhachas agus tha prìomhachasan anns a' Phlana aig nach eil gnìomhan sònraichte ceangailte. Tha am pàipear aig PT1 a sealltainn nam prìomhachasan agus nan gnìomhan agus gan ceangal còmhla far a bheil seo soilleir a dhèanamh.
- 2.2. Tha geàrr-chunntas air na Raointean Prìomhachais agus na gnìomhan agus adhartas ri fhaicinn aig PT1. A mach à 35 gnìomhan, tha fianais ann gu bheil adhartas ga dhèanamh air 21 dhiubh ach gu bheil adhartas/fianais a dhith air na gnìomhan eile.
- 2.3. Tha cuid dhe na gnìomhan soilleir gu leòr airson aithneachadh càite bheil uallach a' suidhe airson an toirt air adhart ach tha ceistean fhathast mu dheidhinn cuid eile. Tha am pàipear taic a toirt seachad beachd air soillearachd agus a' moladh dòighean adhartas a dhèanamh leotha.
- 2.4. Tha obair a dhith gu h-àraidh air raointean prìomhachais na dachaigh, gnìomhachais agus na h-eaconamaidh agus Foghlaim 0-18.

3. Moladh

- 3.1. Gum bi na buill a' toirt fa-near dhan fhiosrachadh anns a' phàipear seo agus a' gabhail beachd air an adhartas agus air an t-soillearachd a tha a dhith airson adhartas a dhèanamh air a' Phlana.

- 3.2. Gun aontaich Buill am fiosrachadh a-nis a chur air adhart chun an Riaghaltais airson measadh farsaing a dhèanamh air adhartas leis a' Phlana gus beachd a ghabhail air na h-amasan agus prìomhachasan anns na bliadhnaichean ri tighinn.

4. Prìomh Bhuidhean Ro-innleachdail

- 4.1. Buidhean air Ionmhas: Chan eil buaidh air ionmhas ged a tha goireasan gu leòr cudromach ma tha gnìomhan agus prìomhachasan a' Phlana rin coileanadh.
- 4.2. Buidhean air Luchd-obrach: Tha am paipear a' toirt fa-near dhan obair a tha luchd-obrach a' Bhùird ris tron bhliadhna.
- 4.3. Buidhean air Trèanadh: Chan eil buaidh ann.
- 4.4. Ceanglaichean ri Amasan Ro-innleachadh agus Corporra: Tha an aithisg a' toirt iomradh air coileanadh amasan ro-innleachdail agus corporra
- 4.5. Buidhean air Cliù: Tha e riatanach gum bi sinn a' coileanadh nan gnìomhan agus prìomhachasan a tha a' tuiteam air a Bhòrd agus tha seo a' toirt buaidh air cliù Bhòrd na Gàidhlig.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: Chan eil gin ann.
- 4.7. Buidhean Laghail: Tha dleastanasan air Bòrd na Gàidhlig fo sgèith Achd na Gàidhlig (Alba) 2005.
- 4.8. Buidhean air Co-ionannachd: Chan eil buaidh ann.
- 4.9. Buidhean air an Àrainneachd: Chan eil buaidh ann.

5. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input checked="" type="checkbox"/>	Clann is Òigridh	<input checked="" type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input checked="" type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input checked="" type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input checked="" type="checkbox"/>	Eaconamaidh	<input checked="" type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnàthach			
	<input checked="" type="checkbox"/>		

6. Cùrsa Riaghlachais

- 6.1. Thug an Sgioba-stiùiridh fa-near dhan phàipear seo air 5 Ògmhios 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

- 7.1. 'S e pàipear fosgailte a tha seo.

Plana Nàiseanta na Gàidhlig 2023 gu 2028 - Adhartas air Raointean Prìomhachais agus gnìomhan

Coimhearsnachd, Raointean Prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachais airson na Coimhearsnachd gu h-ìosal a' toirt seachad fòcas soilleir airson a bhith a' cur ri cleachdadh agus ionnsachadh na Gàidhlig ann an coimhearsnachdan agus air am beachdaich ùghdarrasan fhad 's a tha iad a' deasachadh nam planaichean Gàidhlig aca.</i>			
Lionraidhean coimhearsnachd na Gàidhlig agus coimhearsnachdan air-loidhne			
Ag aithneachadh Sgìrean a tha Cudromach dhan Ghàidhlig	A2	Ag aithneachadh gu bheil sgìrean a tha cudromach dhan chànan agus aig a bheil feumalachdan eadar-dhealaichte – nithear barrachd beachdachaidh sònraichte air seo agus thèid ceumannan a ghabhail gus am bi cruthachadh agus libhrigeadh poileasaidh a rèir seo thar beatha phoblach na h-Alba.	Bile na Canain aig ìre 3 ann a Phàrlamaid na h-Alba air 17/6/25 - tha Sgìrean Gàidhlig aithnichte mar phàirt dhen Bhile
Planaichean Gàidhlig stèidhichte sa choimhearsnachd	A1	Thèid Planaichean Gàidhlig Coimhearsnachd a chruthachadh airson 3 prìomh choimhearsnachdan Gàidhlig le taic agus Stiùireadh air ullachadh, air am faigh coimhearsnachdan eile cothrom ro 2028.	Dreach Phlanaichean aig Coimhearsnachd Uibhist agus cuideachd aig Coimhearsnachd Iar Thuath Leòdhais
Measaidhean Buidh Coimhearsnachd Eileanach			
Lionra Oifigearan Leasachaidh na Gàidhlig	A3	Bho 2024 bidh lionra aithnichte de dh'Oifigearan Gàidhlig ann le goireasan iomchaidh. Thèid seo a chumail suas agus thèid taic a chumail ris na h-oifigearan gus raon de ghnìomhachdan leasachaidh Gàidhlig agus sòisealta a thoirt	lìonra aithnichte de dh'Oifigearan Gàidhlig stèidhichte
Gaelic community events and activities for young people	F5	Thèid gnìomhan taobh a-muigh a' churraicealaim airson FtG a cho-òrdanachadh agus thèid taic a chumail riutha ann an Ro-innleachd Òigridh Gàidhlig a bhios a-mach airson co-chomhairle airson 2026. – a' gabhail a-steach mar eisimpleir, spòrs, cultar, deasbadan agus cur-seachadan	Tha CnaG a toirt air adhart an obair a Ro-innleachd Òigridh le dùil gum bith dreach a dol gu co-chomhairle poblach as an Gearran 2025
Tachartasan coimhearsnachd Gàidhlig agus curseachadan do dhaoine òga	A4	Thèid taic a thoirt dhan Ghàidhlig ann am beatha agus obair Urrasan Coimhearsnachd, buidhnean treas roinne, eaglaisean agus buidhnean creideimh agus thèid am brosnachadh barrachd, gu sònraichte ann an sgìrean le àireamh-sluaigh	Taic ga thoirt seachad nuair a tha iarrtasan a tighinn a staigh ach barrachd a dhith a thaobh fhaighinn faisg
Urrasan coimhearsnachd agus buidhnean san treas roinn, Eaglaisean agus buidhnean creideimh	A4	agus obair Urrasan Coimhearsnachd, buidhnean treas roinne, eaglaisean agus buidhnean creideimh agus thèid am brosnachadh barrachd, gu sònraichte ann an sgìrean le àireamh-sluaigh ìosal.	Taic ga thoirt seachad nuair a tha iarrtasan a tighinn a staigh ach barrachd a dhith a thaobh fhaighinn faisg

An Dachaigh, Raointean Prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachas Dachaigh gu h-ìosal a’ toirt seachad fòcas soilleir airson a bhith a’ meudachadh cleachdadh agus ionnsachadh na Gàidhlig ann an Dachaighean agus air am beachdaich ùghdarrasan fhad ‘s a tha iad a’ deasachadh nam planaichean Gàidhlig aca.</i>			
Goireasan didseatach a tha a’ libhrigeadh deagh chleachdadh is ionnsachadh na Gàidhlig san dachaigh			
NHS agus ùghdarrasan poblach a’ brosnachadh na Gàidhlig san dachaigh			
Leabhraichean agus goireasan Gàidhlig			Taic maoineachaidh air a thoirt seachad gu Comhairle nan Leabhraichean, Acair agus Stòrlann
Taic ri ceuman a bhrosnaicheas cleachdadh na Gàidhlig ann an dachaighean			
A’ brosnachadh dhaoine gus barrachd cleachdadh na Gàidhlig a thoirt a-steach san dachaigh a-rithist			
Oifigearan Coimhearsnachd a’ cumail taic ri cleachdadh na Gàidhlig san dachaigh	B3	Thèid comhairle ullachadh do phròiseactan Gàidhlig agus oifigearan leasachaidh Gàidhlig air a’ bhuaidh a dh’fhaodadh a bhith aca air cleachdadh na Gàidhlig san dachaigh.	
Solar Tràth-bhliadhnaichean FtG aois 0-3 agus iomairtean co-cheangailte	B1	Thèid pròiseact pileat nàiseanta a stèidheachadh gus taic a thoirt do dh’ionadan Foghlam tro Mheadhan na Gàidhlig 0-3 agus gus fàs a thoirt air le solar nas fheàrr de sheirbheisean cùram-chloinne Gàidhlig rim faighinn a tha a’ toirt trèanadh do stiùirichean-cluiche agus a tha ceangailte ri bun-phreantasachdan.	Chaidh Aithisg sgrùdaidh a rinn an t-Ollamh Wilson MacLeod fhoillseachadh ann a 2024 agus tha BnG a nis a toirt air adhart an obair seo an dèidh aithisg aontachadh le Comataidh Poileasaidh agus Ghoireasan aig a Bhòrd
Taic gus Gàidhlig ionnsachadh do Phàrantan FtG	B2	Thèid an taic a th’ ann do phàrantan FtG ath-sgrùdadh is a neartachadh.	

Gnìomhachasan Cruthachail, Raointean Prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachais airson nan Gnìomhachasan Cruthachail gu h-ìosal a’ toirt seachad fòcas soilleir airson a bhith a’ cur ri cleachdadh agus ionnsachadh na Gàidhlig anns na Gnìomhachasan Cruthachail agus air am beachdaich ùghdarrasan fhad ’s a tha iad a’ deasachadh nam planaichean Gàidhlig aca.</i>			
MG ALBA agus lìonra de chompanaidhean meadhanan Gàidhlig	C5	Bidh gach buidheann iomchaidh ag obair còmhla gus deiligidh ris an easbaidh a tha mu choinneamh BBC ALBA ann an craoladh ann am mion-chànan agus ag aithneachadh a’ chomais eaconamaich, shòisealta agus foghlaim a tha aig craoladh Gàidhlig gus taic a chumail ri coimhearsnachd an luchd-labhairt.	"tha adhartas air a bhith ann san t-seagh gu robh còmhraidhean ann eadar riaghaltsan na h-Alba agus na RA. Agus tha DCMS air bruidhinn ri daoine aig a bheil eòlas air suidheachadh nam meadhanan Gàidhlig mar phàirt den obair measaidh aca air maoineachadh nam meadhanan mion-chànanach."
Taic MG ALBA ris na h-ealainean Gàidhlig			
Gnìomhan sna meadhanan a tha tarraingeach do dhaoine òga			
Fèisean nan Gàidheal	C4	Aithnichidh planaichean Gàidhlig aig ùghdarrasan poblach an comas a th’ aig buidhnean Gàidhlig leithid Fèisean nan Gàidheal, Ceòlas agus An Comann Gàidhealach cur ris an taic a th’ aca dhan Ghàidhlig sna sgìrean aca.	Tha fianais ri fhaicinn as na planaichean gu bheil foir aig na ùghdarrasan poblach air na Buidhnean Gàidhlig
Buidhnean, gnìomhan agus fèisean ealain	C1	Thèid ro-innleachd Ghàidhlig ullachadh le prìomhachasan ann an turasachd, ealainean, dualchas agus an eaconamaidh, le VisitScotland, Alba Chruthachail agus Àrainneachd Eachdraidheil Alba ag obair còmhla air seo.	Chaidh Ro-innleachd turasachd na Gàidhlig do dh’Alba 2024-2029 fhoillseachadh le Visit Scotland
Buidhnean ealainean Gàidhlig	C3	Co-òrdanaichidh Bòrd na Gàidhlig com-pàirteachas le Alba Chruthachail a bhios a’ stiùireadh cruthachadh agus deasachadh Ro-innleachd Ealainean Gàidhlig Nàiseanta	Cha robh ùine aig Alba Chruthachail Coimhead air a seo gus a robh a Sgeama Maoineachaidh ioma-bliadhna aca a ruith. Tòiseachaidh an Còmhraidh anns an t-samhradh 2025
Am Mòd Nàiseanta Rìoghail	C2	A’ togail air an ro-innleachd seo, bidh an com-pàirteachas seo ag obair gu gnìomhach le compàirteachasan Leasachadh Luchd-obrach Òga (DWY) gus bun-phreantasachdan Gàidhlig agus nua-phreantasachdan Gàidhlig a chruthachadh anns na h-ealainean, turasachd dualchais agus san eaconamaidh cho-cheangailte.	
Taic gus susbaint meadhanan didseatach a chruthachadh agus a chleachdadh			

Gnìomhachas agus an Eaconamaidh, Raointean Prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachais airson Gnìomhachas agus an Eaconamaidh gu h-ìosal a’ toirt seachad fòcas soilleir airson a bhith a’ cur ri cleachdadh agus ionnsachadh na Gàidhlig san raon seo agus air am beachdaich ùghdarrasan fhad ’s a tha iad a’ deasachadh nam planaichean Gàidhlig aca.</i>	D2	Bho 2024 bu chòir do Mheasaidhean Buidh Coimhearsnachd nan Eilean, far a bheil iad seo a dhith, a bhith a’ dèanamh cinnteach gu bheil a’ beachdachadh gu ceart air buaidhean cànanach ann an leasachaidhean bun-structair ann an sgìrean a tha cudromach a thaobh a’ chàinain.	
Gàidhlig san àite-obrach, seirbheisean agus bathar			Tha HIE air modal trèinidh a chruthachadh dhan luchd obrach aca fhèin agus tha iad air sgeulachdan soirbheachais a chruinneachadh bho Gnìomhachasan ris a bheil iad ag obair
Buidh eaconamach na Gàidhlig ann an Alba	D3	Beachdaichidh na h-ùghdarrasan poblach aig a bheil raon-ùghdarras leasachaidh airson roinnean le buaidh eaconamach agus aig a bheil Plana Gàidhlig air leasachadh na Gàidhlig mar stòras eaconamach agus nì iad ro-innleachd air seo.	Tha HIE air a bhith ag obair le prìomh bhuidhnean Gàidhlig gus taic a thoirt don obair aca. Tha iad air na raointean a leanas a chomharrachadh: <ul style="list-style-type: none">•Buidh Eaconamach na Gàidhlig•Buidh Shòisealta na Gàidhlig•Slighean a tha a dhith gus buaidh a Gàidhlig àrdachadh agus luchd-obrach a bhrosnachadh as a chanain
Sgilean tionnsgalachd is ceannais Gàidhlig	D4	Thèid seata-innealan sgilean tionnsgalachd is ceannais gnìomhachais a chruthachadh	Chaidh 2 phròiseact pileat a ruith: Cruthachadh Chothroman: A' Cur ri Fàs san àm ri Teachd agus Maoin Dùbhlain Dhidseatach Gàidhlig
Margaidh obrach na Gàidhlig, leasachadh sgilean agus prògraman trèanaidh			
Cothroman obrach san roinn phoblaich agus phrìobhaidich			
FtG, preantasachdan agus dreuchdan	D1	Bidh Bun-phreantasachdan agus Nua-phreantasachdan rim faighinn agus thèid am brosnachadh do sgoilearan san ìre as àirde a tha ag iarraidh a bhith ag obair anns na tràth-bhliadhnaichean is cùram-sòisealta, na gnìomhachasan cruthachail, cultar, dualchas, turasachd, spòrs, biadh is deoch agus an àrainneachd nàdarra.	Tha SDS a’ ruith prògraman ionnsachaidh stèidhichte air obair, leithid Bun-phreantasachdan agus Nua-phreantasachdan do sgoilearan air feadh Alba. Mar phàirt den iomairt Adhartais nas Luaithe, bidh SDS agus HIE a’ stiùireadh sruth-obrach an Eaconamaidh is Margaidh Làbarach far a bheil iad, còmhla ri ar luchd-ùidh, a’ coimhead air dòighean air seo a leudachadh agus cothroman a thoirt do sgoilearan/preantasan a bhith ag obair ann an àitean-obrach Ghàidhlig. Tha iad a coimhead air frèamaichean ùra a leasachadh a bharrachd air an fheadhainn a tha iad a’ libhrigeadh an dràsta agus tha iad ag obair le Buidhnean eile gus frèamaichean ùra a leasachadh agus a chur an gnìomh. Bidh iad cuideachd a’ cur air dòigh agus/no a’ frithealadh thachartasan Dreuchdail agus tha iad cuideachd air co-labhairtean a libhrigeadh do sgoilearan FtG/FtG a’ soilleireachadh buannachdan sgilean Gàidhlig agus na cothroman a ri fhaighinn às dèidh na sgoile.

Ùghdarrasan Poblach, Raointean Prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachais airson ùghdarrasan poblach gu h-ìosal a’ toirt seachad fòcas soilleir airson a bhith a’ cur ri cleachdadh agus ionnsachadh na Gàidhlig ann an obair ùghdarrasan poblach agus air am beachdaich iad fhad ’s a tha iad a’ deasachadh nam planaichean Gàidhlig aca.</i>	E4	Nithear barrachd rannsachaidh air a’ phàirt a th’ aig a’ Ghàidhlig agus a cultar ann a bhith a’ brosnachadh fèin-spèis, slàinte is sunnd agus nithear barrachd adhartais ann a bhith a’ cruthachadh chothroman sòisealta is eaconamach co-cheangailte ris an àrainneachd nàdarra.	
Planaichean Gàidhlig	E1	Thèid an siostam de Phlanaichean Gàidhlig athsgrùdadh agus thèid an Stiùireadh air Planaichean Gàidhlig ath-sgrùdadh is ùrachadh ann an 2024. Bheir Bòrd na Gàidhlig taic agus comhairle seachad cuideachd airson planaichean Gàidhlig saor-thoileach.	Chaidh Stiùireadh air Planaichean Gàidhlig ath-sgrùdadh is ùrachadh ann an 2024
	E3	Thèid buidheann oifigearan nam planaichean Gàidhlig a chur air bhog a-rithist bho 2024 gus taic a thoirt do na h-ùghdarrasan agus na buidhnean sin le am planaichean fa leth agus airson a bhith a’ brosnachadh co-roinn deagh chleachdadh.	Mar phàirt de coinneamhan Lionra Oifigearan ach bith coinneamhan sònraichte ann bhon Dàmhair 2025
Bile nan Cànan Albannach le ullachadh airson na Gàidhlig			A nis aig ìre 3 ann a Pàrlamaid na h-Alba
Faicsinneachd agus Soidhnichean Gàidhlig	E2	Cumaidh planaichean Gàidhlig taic ri iomairtean a chuireas ri faicsinneachd na Gàidhlig air feadh na h-Alba.	Mar phàirt de phlanaichean Gàidhlig - ach feumach air leirmheas
Ùghdarrasan Poblach ag obair ann an coimhearsnachdan traidiseanta na Gàidhlig	E5	Gabhaidh Planaichean Àite Ionadail a chleachdadh gus taic agus neartachadh a thoirt dhan Ghàidhlig ann an Coimhearsnachdan. Thèid an cothrom seo a bhrosnachadh agus thèid eisimpleirean de dheagh chleachdadh a cho-roinn.	
Ullachaidhean Gàidhlig ann am Measadh Buaidh Coimhearsnachdan nan Eilean	E6	Bidh buidhnean agus ùghdarrasan a tha ag obair ann an sgìrean eileanach a’ deasachadh Measaidhean Buaidh Coimhearsnachd nan Eilean, a’ toirt aire do na gealltanasan aca a thaobh na Gàidhlig.	

Foghlam 0-18, Raointean, prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachais airson foghlaim sgoile gu h-ìosal a' toirt seachad fòcas soilleir airson a bhith a' cur ri cleachdadh agus ionnsachadh na Gàidhlig ann am foghlam agus air am beachdaich ùghdarrasan fhad 's a tha iad a' deasachadh nam planaichean Gàidhlig aca.</i>	F1	Thèid an Stiùireadh Reachdail air Foghlam Gàidhlig ath-sgrùdadh agus an uair sin thèid a bhrosnachadh gu farsaing taobh a-staigh saoghal foghlam na h-Alba agus dèanamh cinnteach gu bheil a h-uile duine a tha an sàs ann am FtG a' cumail ris na prionnsabalan ann.	Co-chomhairle poblach air a chrìochnachadh 2025
Solar Foghlam tro Mheadhan na Gàidhlig sna Tràth-bhliadhnaichean, sa Bhun-sgoil agus san Àrd-sgoil	F2	Thèid Maoin Calpa nan Sgoiltean Gàidhlig a chleachdadh gus fàs a thoirt air FtG a' gabhail a-steach sgoiltean fa leth ann am beatha a' Phlana seo.	
Lìbhrigeadh curraicealaim FtG air-loidhne gu didseatach	F6	Thèid dòigh-obrach cho-òrdanaichte a chruthachadh airson taic FtG do thidsearan ann an sgoiltean.	
Goireasan agus trèanadh gus taic a chumail ri clann agus òigridh le feumalachdan taic a bharrachd	F3	Thèid dòigh-obrach ro-innleachdail ùr a chruthachadh airson Foghlam tro mheadhan na Gàidhlig.	
Curraicealam FtG, Foghlam Farsaing Coitcheann agus an ìre as Àirde ann an roinn na h-àrd-sgoile	F7	Bidh taic ann gus an roghainn de chuspairean FtG aig ìre na h-àrd-sgoile a leudachadh	
Taic agus goireasan airson FtG	F6	Thèid dòigh-obrach cho-òrdanaichte a chruthachadh airson taic FtG do thidsearan ann an sgoiltean.	
Gàidhlig (Luchd-ionnsachaidh) aig L2, L3, Foghlam Farsainn Coitcheann agus aig an ìre as Àirde	F4	na Gàidhlig mar phàirt bhunaiteach de dh'obair bhuidhnean foghlaim leithid Buidheann Comhairleachaidh Planadh Feachd-obrach an Luchdteagaisg, am Bòrd Ro-innleachdail airson Foghlam Luchd-teagaisg agus thar gach taobh de dh'athleasachadh foghlaim.	

Ionnsachadh às dèidh ìre sgoile agus ionnsachadh inbheach, Raointean Prìomhachais	iomradh	gnìomh	Adhartas aig an Cèitean 2025
<i>Tha na raointean prìomhachais airson foghlaim inbheach agus às dèidh ìre sgoile gu h-ìosal a’ toirt seachad fòcas soilleir airson a bhith a’ cur ri cleachdadh agus ionnsachadh na Gàidhlig ann am foghlam inbheach agus às dèidh ìre sgoile agus air am beachdaich ùghdarrasan fhad ‘s a tha iad a’ deasachadh nam planaichean Gàidhlig aca.</i>	G1	Bidh Bòrd na Gàidhlig a’ co-òrdanachadh agus a’ libhrigeadh Ro-innleachd Ionnsachaidh Inbheach	Thoisich an obair air a ro-innleachd nuair a chaidh ìre 1 de Phròiseact Speak Gaelic a chrìochnachadh agus bith aithisg a dol gu Buill Bhòrd na Gàidhlig as an Dàmhair 2025
SpeakGaelic agus cothroman foghlaim inbheach eile do luchd-ionnsachaidh	G3	Bithear a’ cumail taic ri SpeakGaelic gus an tèid obair leasachaidh air a’ chùrsa a chrìochnachadh ro dheireadh 2024	Chaidh ìre 1 a chrìochnachadh ro Mairt 2025 agus thaing aithisg a staigh. Tha Sgioba na Pròiseact a beachdachadh air an ath cheum agus bith a Ro-innleachd ionnsachaidh Inbhich a toirt stiùir dhan ath cheum
Sgilean Gàidhlig ann an cothroman cosnaidh, slighean fastaidh, trèanadh sgilean agus preantasachdan	G4	Bidh trèanadh agus taic ri fhaotainn do luchd-taic cànan airson FtG	Tha na Luchd-cuideachaidh Cànan FtMG ag obair airson Comhairlean Ionadail agus leis a sin tha uallach air na Comhairlean a dhèanamh cinnteach gu bheil trèanadh aca. Tha cuid dhiubh a gabhail pàirt ann a programan preantasachd ann an àiteachan-obrach le Gàidhlig mar ionadan Tràth-bhladhnaichean agus sgoiltean-àraich. Tro na modhan-obrach càileachd aca, bith SDS a’ dèanamh cinnteach gu bheil trèanadh agus taic aig na luchd-trèanaidh aca, agus bith iad a’ cumail sùil air na cunnradairean a bhios a’ libhrigeadh nam prògraman sin.
Foghlam Tùsail Luchd-teagaisg airson FtG	G2	A’ brosnachadh agus a’ cumail taic ri slighean a-steach gu teagasg FtG	Tha BnG a cumail taic ro SMO agus na h-oilthighean agus a toirt seachad fios air slighean gu teagasg airson sgoileirean agus oileanaich
Cùrsaichean proifeiseanta do luchd-obrach tràthbhladhnaichean ann an roinn FtG			
Leasachadh proifeiseanta ann an ceannardas air feadh FtG			
Ionnsachadh na Gàidhlig ann an ionadan Foghlam Adhartach/ Foghlam Àrd-ìre	G5	Cumaidh Bòrd na Gàidhlig air a’ stiùireadh Buidheann-obrach Acadaimigeach na Gàidhlig a tha a’ cruthachadh dòigh-obrach ro-innleachdail a thaobh gach riatanas corpais iomchaidh	Bheachdaich coinneamh BOAG san t-Samhain 2024 air pàipear air an dòigh-obrach san àm ri teachd a thaobh riatanasan corpus - mar thoradh air an seo chuir BnG tairgse a-mach san Dùbhlachd 2024 airson an obair seo a leasachadh.
Rannsachadh Gàidhlig agus leasachadh air a’ Bhunstructair Chànanach	G6	Leantar agus neartaichear an taic a th’ ann airson iomairtean bun-structair cànan. Thèid roinnleachd airson leasachadh, co-òrdanachadh agus cumail suas ghoireasan cànan a chruthachadh airson 2025 agus bidh i an uair sin na pàirt den obair leantainneach aig Buidheann-obrach Acadaimigeach na Gàidhlig (BOAG)	Chaidh cumhnant aontachadh le Oilthigh Ghlaschu airson seo a thoirt air adhart agus bith BOAG a tighinn còmhla ann a 2025 airson adhartas a dhèanamh air a seo

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Sgeama Oifigearan Gàidhlig 2025-28
Gnìomh a dhìth:	Airson fiosrachadh
Àireamh pàipear:	4.2
Neach-labhairt:	Iain Mac a' Mhaoilein, Stiùiriche Leasachaidh
Pàipearan-taic:	Chan eil

1. Adhbhar

- 1.1. A' toirt fiosrachadh dhan Bhòrd-stiùiridh airson Sgeama Oifigearan Gàidhlig 2025-28 (san t-seisean fhosgailte den choinneimh).

2. Cùl-fhiosrachadh

- 2.1. Aig coinneamh a' Bhùird-stiùiridh anns a' Mhairt 2025, dh'aontaich am Bòrd ri cuairt ùr den Sgeama Oifigearan Gàidhlig a ruith eadar an t-Iuchar 2025 is am Màrt 2028 agus gum biodh buidseat de £630,000 air a chomharrachadh mu choinneimh an Sgeama ann am bliadhna-ionmhais 2025/26, 2026/27 agus 2027/28.
- 2.2. Chaidh an Sgeama fhosgladh airson iarrtasan air 1 Chèitean 2025 agus chaidh a dhùnadh air 5 Ògmhios 2025.

3. Prìomh Aithris

- 3.1. Thathar a' toirt fiosrachadh seachad dhan Bhòrd-stiùiridh leis a' phàipear seo air an Sgeama Oifigearan Gàidhlig 2025-28, is dùil gum bi molaidhean taic-airgid air a chur mu choinneamh a' Bhùird-stiùiridh aig coinneamh fa-leth, gus ùine fhreagarrach a thoirt do dh'oifigearan na h-iarrtasan a fhuaras a mheasadh.
- 3.2. Fhuaras 44 iarrtasan airson an sgeama, a' sireadh taic luach còrr is £3.25M eadar an t-Iuchar 2025 is am Màrt 2028, is tha seo thairis air a' bhuidseat de £1.65M (£600k p.a. airson na h-ùine sin).
- 3.3. Thathar ag aithneachadh a' chothruim shònraichte anns a' chuairt ùir dhen Sgeama a chaidh fhoillseachadh le prìomhachasan ùra, clàr-ama nas fhaide gus buaidh na h-obrach a dhaingneachadh is cinnt a thoirt do dh'oifigearan is buidhnean air na dreuchdan aca, is toraidhean a bharrachd a choileanadh.

Prìomhachasan

- 3.4. Leis a' chuairt ùir den Sgeama, 's e na prìomhachasan ùra dhan Sgeama taic a chumail ri dreuchdan a bhios:
- A' cumail taic ri cleachdadh làitheil den Ghàidhlig ann an coimhearsnachdan
 - A' toirt leasachadh air planaichean Gàidhlig coimhearsnachd
 - A' cumail taic ri ionadan Gàidhlig is tachartasan annta
 - A' dol an sàs ann an obair ann an com-pàirt eadar buidhnean a tha a' libhrigeadh sheirbheisean Gàidhlig
- 3.5. Thathar a' cur luach sònraichte tron sgeama an turas-sa air buidhnean a tha a' sealltainn gum bi iad:
- A' toirt buaidh fhollaiseach is fhaicsinneach sa choimhearsnachd aca
 - Ag obair ann an com-pàirteachas le buidhnean eile le oifigearan Gàidhlig
 - A' measadh buaidh na h-obrach aca a thaobh cànan
 - A' cur taic ri cothroman trèanaidh is leasachadh proifeasanta dha na h-oifigearan aca

Measadh agus co-dhùnaidhean

- 3.6. Bidh oifigearan a' measadh nan iarrtasan tron Ògmhios is tha na measaidhean seo stèidhichte air slatan-tomhais mar a leanas:
- A' toirt fàs air cleachdadh na Gàidhlig aig ìre na coimhearsnachd
 - Dè cho soilleir is a tha an t-iarrtas a thaobh mar a bhios obair ann an com-pàirt ann eadar an t-oifigear is buidhnean coimhearsnachd
 - Buaidh air Gàidhlig sa choimhearsnachd ris a bheilear an dùil bho thoraidhean obair an oifigeir
 - Luach an airgid air a thoirt seachad airson an tabhartais air iarraidh (a' gabhail a-steach taic-airgid bho thùsan eile)
 - Comasan a bhith a' sgrùdadh is ag aithris air adhartas (a' gabhail a-steach mar a chaidh aithisgean a thoirt seachad a-cheana)
 - Coileanadh slatan-tomhais air Dleastanasan Sòisealta
- 3.7. Thèid molaidhean nan oifigearan a chur dhan Sgioba-stiùiridh airson breithneachadh orra seo is airson dearbhadh gu bheil solar freagarrach de dh'oifigearan ann an sgìrean air feadh na dùthcha, a rèir far a bheil àireamhan is dùmhlachd de luchd-labhairt na Gàidhlig a rèir cunntas-sluaigh 2022, is thèid na molaidhean aca a chur air ar beulaibh mar Bhòrd-stiùiridh airson co-dhùnaidhean a ruighinn air pàipear fa-leth bhon fhear seo.
- 3.8. Far nach eil iarrtas aig buidheann a tha air a maoineachadh tron Sgeama an-dràsta soirbheachail, thathar an dùil gum bi taic-airgid gheàrr-ùine air a thabhann dhan bhuidheann gus co-dhiù 31 Lùnastal 2025 gus a bheil cothrom ann an neach a chumail san dreuchd airson greiseag gus beachdachadh air slighe air adhart.

Taic phroifeasanta do dh'oifigearan

- 3.9. Tha £30,000 den bhuidseat bhliadhnail air aontachadh airson cothroman trèanaidh do dh'oifigearan leasachaidh Gàidhlig.
- 3.10. Leis a sin, tha còmhraidh air a dhol air adhart le UHI airson atharraichean a dhèanamh air cùrsa PGCert a tha iad a' tabhann an-dràsta. Tha 3 modalan aca an lùib MSc Sustainability and Rural Regeneration a tha iad a' toirt còmhla airson PGCert. Tha dà mheadal freagarrach agus feumail airson oifigearan leasachaidh ann an Coimhearsnachdan. Is e iad sin: Working with Communities agus The Economics of Community Wealthbuilding. Tha iad toilichte modal ùr a chruthachadh a tha a' cur ri dìon na Gàidhlig anns na coimhearsnachdan.
- 3.11. Thathar cuideachd air a bhith ag obair còmhla ris an Social Enterprise Academy airson taic a thoirt seachad do dh'oifigearan agus airson togail air na cùrsaichean taic a tha iad air a bhith a' ruith anns na bliadhnaichean a dh'fhalbh.
- 3.12. A bharrachd air seo, bidh Lìonra nan Oifigearan Gàidhlig fhathast air a ruith le cothroman còmhraidh is coinneachaidh am measg oifigearan leasachaidh is oifigearan aig ùghdarrasan le plana Gàidhlig.

4. Moladh

Thathar a' moladh

- 4.1. Gun gabh am Bòrd-stiùiridh fa-near dhan fhiosrachadh sa phàipear seo.

5. Prìomh Bhuidhean Ro-innleachdach

- 5.1. **Buidhean air Ionmhas:** Thathar an dùil buidseat £630,000 a chur mu choinneimh an sgeama gach bliadhna-ionmhais eadar 2025/26 is 2027/28. Tha £510,000 de seo a' tighinn bho airgead sònraichte bho Riaghaltas na h-Alba ann an 2025/26, is £120,000 bho buidseat leasachadh eile a th' aig Bòrd na Gàidhlig.
- 5.2. **Buidhean air Luchd-obrach:** Bidh an Stiùiriche Leasachaidh, Manaidsear Maoineachaidh is Phròiseactan is Manaidsear Gnìomhan a' measadh nan iarrtasan is a' cur fios dhan Sgioba-stiùiridh airson beachdachadh air mus tèid molaidhean a dhèanamh do choinneimh a' Bhùird-stiùiridh.
- 5.3. **Buidhean air Trèanadh:** Bidh trèanadh air a thoirt seachad mar phàirt den Sgeama do dh'oifigearan leasachaidh, gus sgilean is eòlas nan oifigearan a leasachadh. Dh'fhaodte gum biodh cothrom ann cuid de dh'oifigearan aig Bòrd na Gàidhlig a chur air na prògraman/cùrsaichean seo cuideachd gus a bheil iad fhèin faighinn a' chothruim leasachaidh.
- 5.4. **Ceanglaichean ri Amasan Ro-innleachadh agus Corporra:** Tha seo a' cur taic ris na h-amasan a leanas bho Phlana Chorporra Bòrd na Gàidhlig 2023-28:
 - Cuir taic ri leudachadh co-ionadan leasachaidh Gàidhlig
 - Stiùir agus cuir taic ri cruthachadh Planaichean Gàidhlig air an stiùireadh leis a' choimhearsnachd

- Cruthaich an ath ìre de Lionra nan Oifigearan Leasachaidh Gàidhlig a bhios a' gabhail a-steach taic airson ionnsachadh proifeasanta leantainneach
- Maoinich tachartasan Gàidhlig agus buidhnean com-pàirteachais a bhios a' lìbhrigeadh thachartasan Gàidhlig

5.5. Buaidhean air Cliù:

- 5.5.1. Bidh e a' cur ri cliù na buidhne gu bheil an sgeama a' ruith a-rithist, is a' cur ri cliù gu mòr gu bheil cothroman air a thabhann fad ioma-bhliadhna.
- 5.5.2. Dh'fhaodadh droch bhuaidh shònraichte air cliù a bhith ann ma tha coimhearsnachdan ann far nach eil oifigear ann, air no far a bheil taic-airgid air a stad airson dreuchd a tha maoinichte mar-thà.
- 5.5.3. Leis gu bheil iarrtas cho mòr ann airson na taic-airgid, thathar an dùil gum bi cuid mhath de dh'iarrtasan neo-shoibheachail, is seo na dùbhlann.

5.6. Buaidhean air Slàinte is Sàbhailteachd: Cha bhi gin ann.

5.7. Buaidhean Laghail: Bidh aonta laghail air a chur an gnìomh leis na buidhnean a tha soirbheachail airson faid na taic-airgid aca. Bidh measadh ann air na h-iarrtasan gus dearbhadh mar a tha iad a' freagairt air riaghailtean smachdachaidh subsadaidh.

5.8. Buaidhean air Co-ionannachd: Bidh aig gach buidheann mìneachadh san iarrtas mar a bhios iad ag amas air taic a chur ri poileasaidhean a thaobh co-ionannachd is pàrantan corporra a bhrosnachadh.

5.9. Buaidhean air an Àrainneachd: Bidh aig gach buidheann mìneachadh san iarrtas mar a bhios iad ag amas air taic a chur ri lùghdachadh na buaidh aca air an àrainneachd.

6. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input checked="" type="checkbox"/>	Clann is Òigridh	<input checked="" type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input checked="" type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input checked="" type="checkbox"/>
Foghlam	<input checked="" type="checkbox"/>	Eaconamaidh	<input checked="" type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnàthach	<input checked="" type="checkbox"/>		

7. Cùrsa Riaghlachais

7.1. Thug an Sgioba-stiùiridh fa-near dhan phàipeir seo air 5 Ògmhios 2025.

8. Dearbhadh air Cuairteachadh Sgrìobhainn

- 8.1. Tha am pàipear seo ri breithneachadh air san t-seisean fosgailte den choinneimh. Bidh pàipear eile ri leantainn fhathast airson co-dhùnidhean a ruighinn air iarrtasan a bhios air a làimhseachadh tro sheisean dùinte.

Oifigeil

Coinneamh:	A' Bhòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Foghlam agus Ionnsachadh
Gnìomh a dhìth:	Airson Fiosrachadh
Àireamh pàipear:	4.3
Neach-labhairt:	Ealasaid Dhòmhnallach, Ceannard
Pàipearan-taic:	PT1 – Statutory Guidance 2025 Post Consultation-Clean copy PT2 – Statutory Guidance 2025 Post Consultation with changes

1. Adhbhar

- 1.1** Gus fiosrachadh a thoirt do bhuill a' bhùird mu thoradh na co-chomhairleachaidh air Stiùireadh Reachdail airson Foghlam Gàidhlig. Gus mion-fhiosrachadh a thoirt seachad mu na h-atharrachaidhean a chaidh a mholadh.

2. Cùl-fhiosrachadh

- 2.1** Tha an Stiùireadh Reachdail airson Foghlam Gàidhlig air ullachadh le Bòrd na Gàidhlig fo Earrann 9 de dh'Achd na Gàidhlig (Alba) 2005. Ann am Pàirt 1 tha stiùireadh ann a tha gu sònraichte co-cheangailte ri Achd an Fhoghlaim (Alba) 2016 agus mu phròiseas nan tagraidhean airson foghlam bun-sgoile tron Ghàidhlig (FBG) agus an dleastanas a th' air ùghdarrasan foghlaim gus taic a thoirt do dh'fhoghlam Gàidhlig agus a chur air adhart. Ann am Pàirt 2 tha stiùireadh a bharrachd ann co-cheangailte ri mar a thèid foghlam Gàidhlig a libhrigeadh ann an sgoiltean.
- 2.2** Tha e na thargaid foghlaim ann am Plana Nàiseanta na Gàidhlig 2023-28 gun tèid *“an Stiùireadh Reachdail airson Foghlam Gàidhlig ath-sgrùdadh agus an uair sin thèid a bhrosnachadh gu farsaing taobh a-staigh saoghal foghlam na h-Alba gus dèanamh cinnteach gu bheil a h-uile duine a tha an sàs ann am FtG a' cumail ris na prionnsabalan ann.”*
- 2.3** Tha an lèirmheas ag amas air an Stiùireadh làithreach a neartachadh, a' toirt seachad mìneachadh air na diofar eileamaidean ann am foghlam Gàidhlig ann an Alba agus stiùireadh gu dòigh libhrigidh chunbhalach a stèidheachadh. Bha e riatanach dèanamh cinnteach gu bheil an Stiùireadh fhathast buntainneach agus iomchaidh agus gu bheil an t-susbaint farsaing agus soilleir don a h-uile neach-ùidh.

3. Prìomh Aithris

3.1 Bha a’ cho-chomhairle fosgailte airson 3 mìosan bho 21/01/25 gu 21/04/25. Chaidh sgrùdadh air-loidhne a chur air an làrach-lìn againn agus a cho-roinn air seanailean meadhanan sòisealta agus a sgaoileadh gu lìonra GLAN (Gaelic Local Authority Network). Chaidh conaltradh dìreach a dhèanamh agus fhuair e raon sònraichte de fhreagairtean.

B’ iad na prìomh phuingeann a chaidh a thogail:

- molaidhean gus stiùireadh a neartachadh leithid bu chòir don Ghàidhlig fuireach mar chànan teagaisg, fiu 's nuair a thèid Beurla a thoirt a-steach.
- dh’fhaodadh stiùireadh a bhith ann airson oilthighean agus colaistean a ghabhail a-steach anns an stiùireadh gus dèanamh cinnteach à dòigh-obrach iomlan a thaobh foghlam Gàidhlig.
- Molaidhean briathrachais leithid “dual-medium” an àite “dual-stream”
- Bha cuid de mholaidhean no bheachdan a’ buntainn ri foghlam Gàidhlig san fharsaingeachd seach ris a’ cho-chomhairleachadh air stiùiridh reachdail ach bha fàilte air an stiùireadh ùraichte.

3.2 Dh’fhaodte gun atharraich an Stiùireadh às dèidh do dh’ achdachadh nam Bilean seo a tha Pàrlamaid na h-Alba a’ sgrùdadh an-dràsta ([Bile an Fhoghlaim \(Alba\)](#), [Bile nan Cànan Albannach](#)) agus thèid uallach airson an stiùiridh reachdail a ghluasad gu ministearan na h-Alba.

4. Moladh

Gum bi buill a’ bhùird mothachail air na h-atharrachaidhean a chaidh a mholadh bhon cho-chomhairle agus ag aontachadh gun toir sinn seo air ais gu Riaghaltas na h-Alba airson stiùireadh mu fhoillseachadh.

5. Prìomh Bhuidhean Ro-innleachdach

- 5.1. **Buidhean air Ionmhas:**
- 5.2. **Buidhean air Luchd-obrach:**
- 5.3. **Buidhean air Trèanadh:**
- 5.4. **Ceanglaichean ri Amasan Ro-innleachadh agus Corporra:** Tha seo a’ cur taic ri amasan a leanas bhon Phlana Chorporra Bòrd na Gàidhlig 2023-28: PCC 6 - Tha Bòrd na Gàidhlig èifeachdach na dhleastanas agus tha e a’ cur ri lìbhrigeadh Plana Nàiseanta na Gàidhlig 4
- 5.5. **Buidhean air Cliù:** : Cha bhith gin ann
- 5.6. **Buidhean air Slàinte is Sàbhailteachd:** Cha bhith gin ann.
- 5.7. **Buidhean Laghail:** cha bhith gin ann
- 5.8. **Buidhean air Co-ionannachd** cha bhith gin ann
- 5.9. **Buidhean air an Àrainneachd:** cha bhith gin ann

6. Ceanglaichean ri Freama-obrach Coileanadh Naiseanta

Oifigeil

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input checked="" type="checkbox"/>
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7. Cùrsa Riaghlachais

7.1. Ghabh an Sgioba-stiùiridh fa-near a' phàipeir seo air 16 An t-Ògmhios 2025.

8. Dearbhadh air Cuairteachadh Sgrìobhainn

STATUTORY GUIDANCE ON GAELIC EDUCATION

Prepared under Section 9 of the Gaelic Language (Scotland) Act 2005

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INTRODUCTION

This Statutory Guidance has been issued by Bòrd na Gàidhlig under Section 9 of the Gaelic Language (Scotland) Act 2005 and consists of two main parts. Part 1 provides guidance specifically relating to the Education (Scotland) Act 2016 (the Act) and its provisions for the Gaelic medium primary education (GMPE) request process and the duty placed on education authorities to promote and support Gaelic education. These provisions came into force on 1 February 2017. Part 2 provides further guidance relating to the provision of Gaelic education in schools.

Who is this Guidance for?

This Guidance is principally for education authorities and builds on the practice and delivery that has been developed by education authorities. Based on that experience, this Guidance aims to explain the different elements that constitute Gaelic education in Scotland and to establish a consistent approach and a clear expectation of what Gaelic medium education (GME) is and how it should be delivered.

This Guidance is also for parents. It provides further detail on how to proceed with the submission of a request to an education authority to assess the need for (GMPE), and an explanation of how the process works. It also provides parents with an explanation of what they can expect if they submit a request to assess the need for GMPE.

Beyond education authorities and parents, this Guidance is for all Scottish public authorities, cross-border public authorities with devolved functions and everyone who is involved in Gaelic education. Relevant public authorities must have regard to this Guidance where their functions relate to Gaelic education or the provision of Gaelic education, including GME. As such, there are links between this Guidance and other key statutory Gaelic documents such as the National Gaelic Language Plan and the Statutory Guidance on Gaelic Language Plans, both issued under the Gaelic Language (Scotland) Act 2005.

Gaelic Education in Scotland

GME is now an established sector in Scottish education. The majority of Local Authorities now provide GMPE with an increasing number delivering Early Years and Secondary GME. Across the country demand for GME continues to grow. The core aim of GME is to provide young people with the ability to operate confidently and fluently in both Gaelic and English as they progress from early years, through primary education and into secondary education. In some instances, children from adjacent education authorities have access to GMPE as a result of agreements between the education authorities. There is also a growing number of Gaelic medium schools in Scotland and dual medium (Gaelic and English) primary schools where GME is in the majority. Some Local Authorities provide only standalone GME primary schools, others provide both standalone and dual language primary schools and some provide only dual language schools.

Early learning and childcare (ELC) is also offered through the medium of Gaelic in various forms, both statutory and non-statutory, across Scotland. GME from ELC to the end of primary school is a form of immersion education. With this form of education, Gaelic is the sole language of learning, teaching and assessment in early Years and the first three years of primary school. From P4 to P7, immersion education will continue, but at this stage, English will be introduced. From P4 onwards, following the

introduction of English, Gaelic should remain the predominant language of the classroom, curriculum instruction and delivery - including for literacy and English experiences and outcomes.

With the best Gaelic medium and immersion practice, the purpose is to ensure that children achieve equal fluency and literacy in both Gaelic and English, whilst reaching expected attainment levels in all other areas of the curriculum through the medium of Gaelic. GME is delivered to children and young people who come from families where Gaelic is spoken and from families with little or no background in Gaelic.

Gaelic medium secondary education (GMSE) is available in a growing number of secondary schools in Scotland. In these schools, Gaelic is typically offered as a subject, with some schools delivering a further proportion of the curriculum through the medium of Gaelic.

Gaelic learner education (GLE) is distinct from GME in that it is delivered to those who are in English medium education as an additional language. There has been encouraging growth in recent years in GLE, particularly at primary school level where it provides young people with an introduction to Gaelic language and culture. Educational agencies and public bodies in Scotland also have a vital role to play in supporting and developing Gaelic education in Scotland. Education Scotland, the Scottish Qualifications Authority (SQA), the General Teaching Council for Scotland (GTCS), the Scottish Funding Council (SFC), and teacher education institutions make an essential contribution to the promotion, support and growth of Gaelic education in Scotland. Along with these bodies, Stòrlann Nàiseanta na Gàidhlig supports pupils, teachers and parents through its role in providing resources for Gaelic education.

Preparing this Statutory Guidance

In the preparation of this Statutory Guidance Bòrd na Gàidhlig was advised by a Core Group chaired by Bruce Robertson OBE and consisting of representatives from Bòrd na Gàidhlig, the Scottish Government, Education Scotland, COSLA, Highland Council and Glasgow City Council.

During the preparation of this Statutory Guidance several engagement sessions were held with parents and staff involved in Gaelic education to identify the issues most in need of addressing. Feedback from these sessions played a vital role in the preparation of Part 2 of this Guidance.

A three-month public consultation was held between August and November 2016 during which consultees were asked to comment on a draft of this guidance and respond to a number of specific questions. 242 responses were received to the consultation (18 from education authorities, 15 from Gaelic organisations, 15 from other organisations or groups and the rest from individuals including parents) and have informed the final version of this Guidance.

For 2025 updates to Part 2 of this Statutory Guidance Bòrd na Gàidhlig was advised by representatives from the Scottish Government, Education Scotland, Highland Council, Glasgow City Council and Comann nan Pàrant to identify the issues most in need of addressing. Feedback from these sessions played a vital role in the preparation of updating of Part 2 of this Guidance.

LEGISLATIVE POSITION

This section of the Guidance sets out the key legislative duties placed on Bòrd na Gàidhlig and education authorities in relation to this Guidance.

Education (Scotland) Act 2016 – as in force from 15 July 2016

Section 16 – Guidance

(1) Section 9 of the Gaelic Language (Scotland) Act 2005 (guidance on Gaelic education) is amended as follows.

(2) In subsection (1), for “may” substitute “must”.

(3) After that subsection insert—

“(1A) Guidance under subsection (1) may, in particular, include provision relating to the provision of Gaelic education in schools.

(1B) In subsection (1A), “schools” has the meaning given by section 135(1) of the Education (Scotland) Act 1980.”

(4) After subsection (2) insert –

“(2A) Any relevant public authority having functions relating to, or to the provision of, Gaelic education must, to the extent that guidance under subsection (1) relates to the functions, have regard to the guidance in carrying out the functions.

Gaelic Language (Scotland) Act 2005 – as amended from 15th July 2016 (amendments shown in gold)

Section 9 - Guidance on Gaelic education

(1) The Bòrd ~~may~~ **must** prepare and submit to the Scottish Ministers guidance in relation to the provision of Gaelic education and the development of such provision.

(1A) Guidance under subsection (1) may, in particular, include provision relating to the provision of Gaelic education in schools.

(1B) In subsection (1A), “schools” has the meaning given by section 135(1) of the Education (Scotland) Act 1980.

(2) Subsections (2) to (8) of section 8 apply to guidance under subsection (1) as they apply to guidance under subsection (1) of that section.

(2A) Any relevant public authority having functions relating to, or to the provision of, Gaelic education must, to the extent that guidance under subsection (1) relates to the functions, have regard to the guidance in carrying out the functions.

Section 8 – Guidance, assistance, etc. by the Bòrd

(2) In preparing the guidance, the Bòrd must –

(a) publish a draft of the guidance,

(b) publicise the opportunity to make representations about the draft guidance under subsection

(3) within such period of not less than 3 months as the Bòrd may specify, and

(c) take into account any representations received by it within that period.

(3) Any person who wishes to make representations to the Bòrd about the draft guidance may do so within the period specified in pursuance of subsection (2).

(4) The Scottish Ministers must—

(a) approve the guidance with or without modifications, or

(b) reject the guidance and, where they do so, may require the Bòrd to prepare and submit to them, within such period as they may specify, revised guidance.

(5) Where revised guidance is submitted, the Scottish Ministers must—

(a) approve the guidance, or

(b) order the Bòrd to publish it in such terms as the Scottish Ministers think fit.

(6) On such guidance being approved or, as the case may be, ordered to be published by the Scottish Ministers, the Bòrd must publish it in such manner as it thinks fit.

(7) The Bòrd may vary or revoke guidance published under subsection (6), and subsections (2) to (6) apply to a variation.

(8) Before revoking guidance published under subsection (6), the Bòrd must obtain the consent of the Scottish Ministers.

(a) approve the guidance with or without modifications, or

(b) reject the guidance and, where they do so, may require the Bòrd to prepare and submit to them, within such period as they may specify, revised guidance.

(5) Where revised guidance is submitted, the Scottish Ministers must—

(a) approve the guidance, or

(b) order the Bòrd to publish it in such terms as the Scottish Ministers think fit.

(6) On such guidance being approved or, as the case may be, ordered to be published by the Scottish Ministers, the Bòrd must publish it in such manner as it thinks fit.

(7) The Bòrd may vary or revoke guidance published under subsection (6), and subsections (2) to (6) apply to a variation.

(8) Before revoking guidance published under subsection (6), the Bòrd must obtain the consent of the Scottish Ministers.

This Guidance is issued under Section 9 of the Gaelic Language (Scotland) Act 2005, as amended by the Education (Scotland) Act 2016 from 15 July 2016, which places a duty on Bòrd na Gàidhlig to issue this Guidance and a duty on education authorities and other relevant public authorities to have regard to this Guidance in carrying out any of their functions that relate to Gaelic education or the provision of Gaelic education.

Education (Scotland) Act 2016 – Section 12(6)

Full assessments

(6) In making a decision under subsection (5), the education authority must have regard to —

(b) any guidance under section 9 of the Gaelic Language (Scotland) Act 2005.

Education authorities must have regard to this Guidance when carrying out a full assessment of the need for GMPE in the designated GMPE assessment area and deciding whether to secure the provision of GMPE in that area (which an education authority must decide to secure unless, having regard to the matters listed in section 12(6), it would be unreasonable to do so). Part 1 of this Guidance is specifically about the GMPE assessment process.

Education (Scotland) Act 2016 – Section 12(6)

Duty to promote and support Gaelic medium education and learning

(6) In carrying out its duty of support under subsection (2) in relation to education as mentioned in that subsection, an education authority must —

(c) have regard to any guidance under section 9 of the Gaelic Language (Scotland) Act 2005

Education authorities must also have regard to this Guidance in carrying out their duty to promote and support the availability of GME and GLE.

STATUTORY DEFINITIONS

This section sets out the statutory definitions of key terms related to Gaelic education.

In this Statutory Guidance, according to the relevant legislation:

‘Gaelic education’ means education consisting of teaching and learning in the use and understanding of the Gaelic language as used in Scotland, or about the Gaelic language as used in Scotland or by means of the Gaelic language as used in Scotland (see section 10(1) of the Gaelic Language (Scotland) Act 2005).

‘Gaelic medium education’ means teaching and learning by means of the Gaelic language as spoken in Scotland (see section 18(2) of the Education (Scotland) Act 2016 and paragraph 12 of schedule 1 of the Schools (Consultation) (Scotland) Act 2010).

‘Gaelic learner education’ means the teaching of the Gaelic language to, and the learning of the Gaelic language by, pupils to whom education is provided primarily by means of the English language (see section 18(2) of the Education (Scotland) Act 2016).

‘Early learning and childcare’ means a service, consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting (see section 46 of the Children and Young People (Scotland) Act 2014).

‘Education authority’ means a council constituted under section 2 of the Local Government etc. (Scotland) Act 1994, and ‘area’ in relation to an education authority shall be construed accordingly (see section 135 of the Education (Scotland) Act 1980).

‘Parent’ includes the guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person (see section 135 of the Education (Scotland) Act 1980 and section 1(3) of the Children (Scotland) Act 1995).

Note on terminology regarding areas

‘GMPE assessment area’ relates to an assessment request under the Education (Scotland) Act 2016 and means an area designated by an education authority in relation to which it will undertake its assessment of the need for GMPE (see section 8 of the Education (Scotland) Act 2016 and paragraphs 1.14-26 of this Guidance).

‘Catchment area’ relates to an established school and means an area designated by an education authority from which pupils will be admitted to the specified school (see sections 28A and 28B of the Education (Scotland) Act 1980 and paragraphs 2.53-56 of this Guidance). The factors to be considered by an education authority when designating these types of area are set out in separate pieces of legislation and may differ considerably based on local circumstances.

PART 1 – THE EDUCATION (SCOTLAND) ACT 2016

This section provides guidance on the Gaelic provisions of the Education (Scotland) Act 2016 (“the 2016 Act”), namely the process for requesting an assessment of the need for the provision of Gaelic medium primary education (GMPE) from an education authority and the duty to promote and support Gaelic education.

These provisions of the 2016 Act come into force on 1 February 2017 but Part 1 of this Guidance may be useful in advance of this date to prepare for the provisions coming into force.

Assessment Requests

(Section 7 of the 2016 Act)

Parents of children under school age, and who have not yet started to attend a primary school, have a right to request an assessment of the need for GMPE from the education authority in whose area their child lives.

1.1 The parent of a child who is under school age and who has not yet started to attend a primary school, has the right to request an assessment of the need for GMPE from the education authority in whose area the child is resident.

1.2 Before submitting a request for an assessment of the need for GMPE, it is recommended that a parent should check whether GMPE provision is already available in the education authority area, and should, in the first instance, contact the education authority to enquire about their child accessing this provision. Parents should note that a request for an assessment of the need for GMPE is not the same as an application to enrol their child in any existing or potential provision (see paragraphs 1.61 and 2.53-56).

1.3 Scottish Ministers have made regulations under section 7(5) and (6) of the 2016 Act providing a form which must be used by a parent when submitting a request to an education authority for an assessment of the need for GMPE. These regulations come into force on 1 February 2017 which is also the first date on which a request may be made. The GMPE Assessment Request Form is available on the Scottish Government website

1.4 Education authorities should have a page on their website containing information on how a parent can access or request GME in their area. This is considered a minimum requirement of an education authority’s duty to promote and support Gaelic education and learning (see paragraph 1.66). This page should include details on how a person can access any existing GME (at any level) available in the education authority, as well as details on how to request an assessment of the need for GMPE. The GMPE Assessment Request Form and this Guidance should be made available or linked to on this page.

1.5 Details of the submission process should also be made clear including to which email address an electronic version of the form should be sent and, if sending in hard copy, to which specific postal address the form should be sent. Providing clear and specific details about submission procedures will help education authorities to ensure that requests are directed to the correct team and processed within the timescales required by the 2016 Act.

1.6 The form requires a parent to attach evidence of their child’s date of birth and place of residence. Several standard identification documents are listed but there is also an ‘other’ box and parents are

advised to check the website of the education authority that they are submitting their request to, to see which identification documents that education authority recommends including.

1.7 There are certain details that the parental request must contain:

- The request must be made in relation to only one child who must be specified in the request.
- The request must also set out, or be accompanied by, evidence of demand for GMPE from parents of other children resident in that same education authority area and who are in the same year group as the specified child.

1.8 A parental request may also contain evidence that there is a demand for GMPE from parents of other children under school age, who are resident in the same education authority area and have not yet begun to attend a primary school but who are in a different year group to the specified child. The form provided by Scottish Ministers specifies the information needed in any parental request which is submitted to an education authority.

1.9 While, strictly, it is only necessary to provide evidence of demand in relation to children in the same year group as your own child, it may strengthen the request if evidence of demand from parents of other children in different year groups is also provided. This is because, at the full assessment stage, the education authority must have regard to all the information it took into account at the initial assessment stage (see paragraph 1.28).

1.10 The education authority must also have regard to any other information that the education authority has about the demand for GMPE in its area from parents of children who are under school age and have not yet started to attend a primary school, whether in the same or a different year group from the specified child. There may be a role here for Bòrd na Gàidhlig and Comann nam Pàrant. These bodies could provide advice and assistance for parents in obtaining evidence of demand for GMPE from parents of other children, whether for the same year group or a different year group.

1.11 Note that, at present, submitting a request only triggers a duty on authorities to assess the request in relation to primary education, and section 18(2) of the 2016 Act makes it clear that ‘primary education’ does not include early learning and childcare. A request cannot trigger a duty to assess the need for GME at the level of either early learning and childcare or secondary education.

1.12 In the future, the Scottish Ministers may, by regulations, require an education authority to treat a parental request to assess the need for GMPE in its area as a request to assess the need for GME at the level of early learning and childcare. If such regulations are made, it would help to ensure that GME provision at the level of early learning and childcare and GMPE (i.e. GME in primary schools) complement each other, providing continuity in a child’s language immersion.

1.13 However, even without the extension of the 2016 Act, education authorities retain a discretion to provide GME at the level of early learning and childcare and will be expected to strive for a degree of continuity of GME, in accordance with their Gaelic Language Plan and the National Gaelic Language Plan. The Scottish Government has suggested that an extension of the 2016 Act will be considered at a later date when the timing is appropriate with reference to the resource implications of such an extension. **Note 1**

GMPE Assessment Areas

(Section 8 of the 2016 Act)

Education authorities must designate an area as a GMPE assessment area. This is the area in relation to which the parental request will be assessed.

1.14 When an education authority receives a parental request made under the 2016 Act, it must designate the geographical area in relation to which it will undertake its assessment of the need for GMPE. This will be referred to as a 'GMPE assessment area'.

1.15 Essentially, a GMPE assessment area should be an area in which it is reasonable for children resident in that area to travel to any GMPE provision established following an assessment under the 2016 Act. This will vary based on local circumstances which should be taken into account by the education authority. If GMPE is not currently offered, at this stage it would be helpful if the education authority gave thought to where GMPE provision could be located.

1.16 The 2016 Act requires that, when designating a GMPE assessment area, an education authority must, so far as is reasonable, seek to accommodate the demand for GMPE from those who are named or listed in the request and any other demand for GMPE that the education authority knows about from parents of children who are under school age, have not yet started to attend a primary school and are resident in that education authority area.

1.17 An education authority must also take into account other factors that do or might affect how that demand could reasonably be met in the GMPE assessment area. These may include:

- the residence of children named in the parental request;
- the residence of other children in respect of whom the education authority is otherwise aware of demand for GMPE; or
- the accessibility of any existing or potential provision of GMPE.

1.18 It is recommended that education authorities consider working with adjacent education authority areas when designating GMPE assessment areas. Although this is not required by the 2016 Act, it will help with planning and resourcing of current and potential GMPE provision in the future.

1.19 That being said, education authorities are discouraged from establishing fixed GMPE assessment areas in advance of receiving a request. The duty under the 2016 Act requires education authorities to designate areas with reference to the demand evidenced in the request and any other demand that the education authority is aware of at the time of receiving the request.

1.20 The entire local authority area could be designated as a GMPE assessment area. This would depend on the size of the education authority area and how demand in the entire area could reasonably be met having regard to accessibility of any existing or potential provision and the residence of the children in relation to whom there is evidence of demand.

1.21 While these criteria could mean that a smaller education authority (in terms of area) could be designated as one GMPE assessment area, this would be less likely in a geographically larger education authority because of the requirement to have due regard to the accessibility of existing or potential provision and the residence of the children in relation to whom there is evidence of demand.

1.22 If an education authority already has catchment areas in relation to existing GMPE provision, parents may still request an assessment of the need for GMPE provision under the 2016 Act. A parent could submit such a request and the education authority would be required to define a GMPE

assessment area based on the demand evidenced in the request and any other demand that it is aware of in its entire area.

1.23 As explained on page 10 of this Guidance, although there are similar considerations at play, a GMPE assessment area will not necessarily be the same as any existing catchment area. This is because catchment areas relate to existing provision and GMPE assessment areas are to be established when assessing the need for new provision. In practice, this means that GMPE assessment areas should be established without reference to any existing catchment areas and only with reference to the demand evidenced in the request and that the education authority is otherwise aware of in relation to children under school age who have not yet started to attend a primary school.

1.24 When designating a GMPE assessment area, the education authority should also have regard to:

- the availability and suitability of any premises in its area where GMPE is being or could reasonably be provided;

- the location of any existing

GMPE provision in its area;

- the location of any existing GMPE provision in an adjacent authority area;

- the extent to which children in adjacent authority areas could access any existing

GMPE provision or any that might be established as a result of the request; and

- the extent to which children resident

in the proposed GMPE assessment area could access provision in an adjacent authority area.

1.25 This does not mean that, where there are known capacity issues in relation to any existing provision, an education authority would be obliged to establish a GMPE assessment area that was deliberately different from the catchment area for that existing provision. However, it does mean that the existing capacity issue would influence the decision as to whether or not to secure the provision of further GMPE in the GMPE assessment area.

1.26 If, as a result of the full assessment, the education authority decided to secure the provision of GMPE and a new GMPE school was established, a catchment area would have to be established in relation to that school but it would not have to be the same as the GMPE assessment area. The education authority would need to consult on the proposed catchment area as required by the Schools (Consultation) (Scotland) Act 2010.

Initial Assessments and Duties of Education Authorities

(Sections 9 & 10 of the 2016 Act)

When an education authority receives a parental request for GMPE, the education authority must assess the need for GMPE. Following an initial assessment, the education authority must decide

whether there is a potential need for GMPE in the GMPE assessment area or not. This is defined as demand for GMPE in relation to five or more children in same pre-school year group.

1.27 When an education authority receives a parental request for GMPE, the education authority must make an initial assessment of the need for GMPE in relation to the designated GMPE assessment area and in relation to the year group of the child specified in the request.

1.28 In this initial assessment, an education authority must take into account any information it holds about relevant demand for GMPE. This means any information it holds, whether due to the evidence in the parental request or otherwise, about demand for GMPE from parents of children under school age who have not yet started to attend primary school. This may include children who are in the same year group as the specified child, or in a different year group but still under school age.

1.29 Given that, at all times, education authorities retain a discretion to provide GMPE, they may also wish to include in their consideration any demand for GMPE that they may be aware of in relation to children resident in an adjacent education authority area.

However, such information is not required to be considered as part of the statutory process under the 2016 Act and it will not influence whether or not the threshold is met.

1.30 The threshold for an obligatory full assessment under the 2016 Act is that an education authority is satisfied that there is demand for GMPE in the GMPE assessment area from the parents of at least five children who are resident in the GMPE assessment area and all in the same pre-school year group; the specified child should be counted in this total.

1.31 However, the other information that does not contribute to meeting the threshold but that an education authority must consider at the initial assessment stage (about demand in relation to children in a different year group from the specified child) and the other information that an education authority **may** have regard to at any time in considering whether to exercise its discretion to provide GMPE (such as demand for GMPE in adjacent authority areas or elsewhere in its own authority area i.e. beyond the GMPE assessment area) is still relevant.

1.32 This is because at the end of the initial assessment, an education authority can decide to take one of several actions, including steps to secure the provision of GMPE or undertaking a full assessment even where that minimum of five or more in one year group is not met (see paragraphs 1.38-39). These are decisions an education authority might want to take having considered the demand in the generality across various year groups and as a result of any other information it may hold.

1.33 The information that education authorities are required to consider at the initial assessment stage is the information about demand that must then be supplied to the persons listed in Section 12(3) of the 2016 Act to consider, when their views are invited as part of the full assessment. However, if an authority has considered wider information then it would also be good practice to provide this to the persons listed in Section 12(3). After all, Section 12(6)(c) requires that an education authority must, itself, reconsider all the information about demand that it took into account at the initial assessment stage.

1.34 Following an initial assessment, an education authority must then determine if there is a potential need for GMPE in the GMPE assessment area or not. A potential need for GMPE is defined in the 2016 Act as demand for GMPE in relation to five or more children in the same pre-school year group which includes the specified child.

1.35 Under Section 9(7) of the 2016 Act, the Scottish Ministers may, by regulations, change the numerical threshold required to determine that there is a potential need for GMPE. This power allows Ministers to change the numerical threshold either universally to apply across Scotland or in relation to particular education authorities. If Scottish Ministers exercise the power in Section 9(7)(a) then the effect will be that the numerical threshold is changed with universal application to all education authorities.

1.36 If Scottish Ministers exercise the power in Section 9(7)(b) then this means they may provide that a different threshold applies to one or more specified education authorities or that various different thresholds apply to various different education authorities. Scottish Ministers can also combine these powers, changing the default number and providing for a different number or various different numbers to apply to specified education authorities. **Note 2**

1.37 If Scottish Ministers exercise either of these powers, the regulations will require to be positively approved by the Scottish Parliament and, although not a statutory requirement, consultation with those who will be affected is expected.

1.38 Where an education authority determines that there is a **potential need** for GMPE in the GMPE assessment area, the education authority has two possible options, it must:

- carry out a full assessment of the need for GMPE in the GMPE assessment area, as described below; or
- without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.

1.39 Where an education authority determines that there **is not a potential need** for GMPE in the GMPE assessment area, the education authority has three possible options, it must:

- take no further action to provide GMPE in relation to that parental request; or
- exercise its discretion to carry out a full assessment of the need for GMPE in that GMPE assessment area; or
- without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.

1.40 Where an education authority decides to exercise its discretion to secure the provision of GMPE following an initial assessment, it is required to ensure that GMPE is provided in the GMPE assessment area within such period after making the decision as is reasonable in all the circumstances. In this scenario, it is recommended that the education authority should take all possible steps to ensure that the GMPE it intends to provide is provided from the start of the next school year.

1.41 When an education authority carries out an initial assessment of the need for GMPE, whatever decision it makes, it must notify the parent who made the request, as well as parents of other children in relation to whom demand is evidenced by the request, of its determination as to the potential need and its decision about what action to take as well as the reasons for reaching that determination and decision. This information must also be published on its website.

1.42 An education authority must do these things **no later than six weeks** after receiving the request. This means that parents can expect to be informed of the outcome of their request, following an initial assessment, within six weeks of the authority receiving it. Because the full

assessment must be completed within 10 weeks of the education authority deciding to carry out a full assessment (see paragraph 1.54), the maximum overall timeframe from receipt of a parental request to publication of a report on a full assessment is 16 weeks.

1.43 These timescales are strict and do not relate to school term time. The key information about demand will be readily ascertainable from the request and it would be good practice for education authorities to keep a rolling account of the other information about demand and the other matters it must have regard to in the full assessment to ensure that these timescales can be adhered to at all times.

Requests That Need Not be Considered

(Section 11 of the 2016 Act)

An education authority does not need to carry out an initial assessment of a parental request if the earlier request was made within the preceding two years in relation to the same GMPE assessment area.

1.44 An education authority does not need to carry out an initial assessment of a parental request if a parental request has already been made within the preceding two years in relation to the same GMPE assessment area. This applies irrespective of the outcome of the previous initial assessment, and whether the request is made by the same parent, a parent with a child in the same year group, or a parent of a child in a different year group.

1.45 However, if there is evidence of a change of circumstances within that two-year period, such as an increased number of children whose parents wish to request GMPE, parents should bring this to the education authority's attention, and it may use its discretion to proceed with an initial assessment or, indeed, simply to provide GMPE without undertaking any assessment.

Full Assessments

(Sections 12 & 13 of the 2016 Act)

When carrying out a full assessment, an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.

1.46 Parents may also wish to bring this to the attention of the Scottish Ministers as the Scottish Ministers may, in such cases as they consider appropriate, direct an education authority to proceed with an initial assessment under the 2016 Act.

1.47 In most cases, an education authority will be carrying out a full assessment because it has determined that there is a potential need for GMPE in that GMPE assessment area but an education authority may also choose to undertake a full assessment when the threshold of five or more children has not been met and it has determined that there is no potential need for GMPE.

1.48 Where an education authority has received a parental request and decided to carry out a full assessment of the need for GMPE in a GMPE assessment area, it must notify Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and the National Parent Forum of Scotland of its

determination about whether or not there is a potential need for GMPE in the GMPE assessment area.

1.49 The education authority must provide these bodies with details of the parental request and any information which the education authority was required to take into account during the initial assessment about the demand for GMPE in the GMPE assessment area. It must then seek the views of these bodies on this information and on the education authority's determination as to the potential need for GMPE.

1.50 Education Scotland and Bòrd na Gàidhlig must provide these views **within four weeks** of being asked. Comann nam Pàrant and the National Parent Forum of Scotland are under no duty to provide these views but may do so within the same time period. All four of these bodies will be asked to assess and comment on the education authority's determination that there is or is not a potential need for GMPE in the area. In doing this they will be expected to draw on their particular national expertise and comment on the potential need and possibility of securing GMPE provision in the GMPE assessment area within the wider parental, Gaelic and educational context in Scotland.

1.51 The education authority must have regard to a number of mandatory factors when undertaking a full assessment, described in paragraph 1.52 below, and must then decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.

1.52 Factors which must be considered are:

- **Views provided by statutory consultees:** The education authority must have regard to any views provided within four weeks of being sought by Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and the National Parent Forum of Scotland on the education authority's decision that there is a potential need for GMPE and on the information provided to these consultees.
- **Guidance on Gaelic Education:** The education authority must have regard to this Guidance, and any future iteration thereof.
- **Initial assessment information:** The education authority must have regard to the information which was available to it at the time of the initial assessment of the parental request, including the precise residence of the children in the GMPE assessment area in relation to whom demand was apparent during the initial assessment.
- **Demand throughout the education authority area:** The education authority must have regard to any information at all that it has, whether considered as part of the initial assessment or not, about the demand for GMPE throughout the entire education authority area from parents of children who are under school age and who have not yet started to attend a primary school.
- **Existing GMPE provision:** The education authority must have regard to any existing GMPE provision, either within its own boundary, or in the area of an adjacent education authority.
- **Access to GMPE from other education authorities:** The education authority must have regard to the extent to which children resident in an adjacent education authority could access GMPE in the GMPE assessment area.
- **Access to GMPE in an adjacent education authority area:** The education authority must have regard to the extent to which children resident in the GMPE assessment area could access GMPE in the area of an adjacent education authority.

- **Accommodation:** The education authority must have regard to the availability and suitability of any premises in the education authority's area in which GMPE is being or could reasonably be provided.
- **Costs:** The education authority must have regard to the estimated costs of providing GMPE in the GMPE assessment area. Funding may be available through the Gaelic Specific Grant or the Gaelic Schools Capital fund towards these costs. (See paragraphs 2.68-72)
- **Teachers:** The education authority must have regard to the potential to assign or recruit teachers to teach GMPE in the GMPE assessment area. (See paragraphs 2.57-67)
- **Gaelic Language Plan:** The education authority must have regard to any Gaelic Language Plan it has published which is in force at the time of making a decision on whether to secure the provision of GMPE following the full assessment.
- **Gaelic in the area:** The education authority must have regard to the potential to develop or increase the use of the Gaelic language and activities relating to the Gaelic language in the education authority's area.

1.53 Scottish Ministers may, by regulations, amend either the list of bodies asked to provide views or the list of mandatory factors. These powers will provide the flexibility to respond to the creation of new bodies and any change in the name or status of existing bodies, and to any unforeseen difficulties which may arise in the operation of these provisions. **Note 3**

1.54 The education authority must publish on its website, **no later than 10 weeks** after deciding to carry out a full assessment,

a report that sets out its decision on whether or not to secure the provision of GMPE in that GMPE assessment area. The report should also be sent to the parent who made the request, and parents of other children in relation to whom demand is evidenced by the request. This means that parents can expect to be informed of the outcome of their request, where a full assessment is undertaken, within a maximum of 16 weeks of the authority receiving it.

1.55 As explained in paragraph 1.43, these timescales are strict and do not relate to school term time. The key information about demand will be readily ascertainable from the request and it would be good practice for education authorities to keep a rolling account of the other information about demand and the other matters it must have regard to in the full assessment to ensure that these timescales can be adhered to at all times.

1.56 The report must also set out the reasons for the education authority's decision with reference to each of the mandatory factors in Section 12(6) of the 2016 Act (paraphrased above, full text available in Annex C) and with reference to the education authority's duty to secure the provision of GMPE unless it is unreasonable to do so, as described at paragraph 1.58.

1.57 This means that an education authority cannot take or justify a decision not to provide GMPE simply by citing a single factor like accommodation, cost or teacher availability. Instead, whatever the education authority's decision, it must provide a thorough and reasoned explanation of how it reached its decision with reference to each of the mandatory factors and an explanation of how it has complied with its duty to 'secure the provision of GMPE unless it would be unreasonable to do so'.

1.58 The education authority **must decide to secure provision of GMPE** in the GMPE assessment area unless, having regard to the list of mandatory matters, it would be unreasonable to do so. This creates an effective entitlement to GMPE where there is evidence of reasonable demand and no

fundamental obstacle to securing such provision. This sets a high bar for an education authority that requires it to justify a decision not to secure the provision of GMPE (particularly as the nature and form of the delivery of GMPE is for the education authority to determine).

1.59 As such, it is recommended that every education authority should take a thorough and reasoned approach to detailing the balance arrived at in the full assessment.

As well as helping to demonstrate that the education authority has complied with its duties under the 2016 Act, this will also provide parents with clear and transparent information at the culmination of the assessment process.

1.60 Where the education authority has decided to secure the provision of GMPE in the GMPE assessment area, it must take the necessary steps to secure the provision of such GMPE as it considers appropriate and must do so within a period that is, objectively, reasonable in all the circumstances. In this scenario, it is recommended that the education authority should take all possible steps to ensure that the GMPE it intends to provide is provided from the start of the next school year.

1.61 Note that making an assessment request does not create a right for the children named in that request to receive any eventual GMPE provision; any child named in the request will still need to be enrolled in any eventual GMPE provision according to the education authority's procedures.

Appeals (no provision in the 2016 Act)

There is no appeals process laid out in the 2016 Act. If a parent feels that the assessment process has not been followed correctly, they may appeal through an education authority's own appeals procedure, make a complaint under section 70 of the Education (Scotland) Act 1980 or seek to judicially review the decision in court.

1.62 The assessment process in the 2016 Act is intended to be a comprehensive and thorough process that is open, transparent and requires reasons to be given at each stage and, at the full assessment stage, against a specified list of factors. Requesting parents and parents who contributed to demand in the initial assessment must be notified of decisions and the reasons for those decisions, and that information must also be published online. This process will require education authorities to justify their decisions in a way that means parents will be equipped to understand and challenge the decisions if it appears to the parent that the authority has failed to carry out their statutory duty or has acted unreasonably.

1.63 The 2016 Act does not, itself, provide for any appeal process. Education authorities are well used to making decisions about the provision of school education and the allocation of resources to meet demand and all operate their own appeals procedures which should be used in the first instance if a parent considers that an authority has not followed the correct procedure.

1.64 If a parent is still not content and considers that the education authority has failed to discharge its duties under the 2016 Act, the parent can make a complaint under section 70 of the Education (Scotland) Act 1980.

1.65 Finally, where a parent considers that there is evidence that the education authority has acted unreasonably, a parent may wish to take legal advice about raising an action to judicially review the education authority's decision in court.

Duty to Promote and Support Gaelic Medium Education and Learning

(Section 15 of the 2016 Act)

An education authority must promote the potential provision of GME and GLE and provide support for pupils and teachers in these types of Gaelic education.

1.66 Irrespective of whether GME and GLE are already provided in an education authority's area, an education authority must promote, in such manner as it thinks appropriate, the potential provision of GME, the right to make a request for GMPE and the potential provision of GLE.

1.67 Where an education authority already provides Gaelic education in the form of GME or GLE, or establishes such provision whether following an assessment or otherwise, including at the level of early learning and childcare, it must promote and support that provision so far as reasonably practicable. In relation to such existing provision, the duty of promotion includes a duty to take reasonable steps to publicise the existing provision of GME and/or GLE in its area, in such manner as the education authority thinks appropriate.

1.68 The means of promotion will be a matter for the education authority but it is recommended that consideration should be given to online promotion on the education authority's website or by social media, adverts placed in the local press, correspondence with parents of children of pre-school age and with any groups that are representative of parents.

1.69 The duty of support requires an education authority to take reasonable steps to ensure that teachers in any class providing GME or GLE have such resources, training and opportunities as are reasonably necessary to provide that education adequately and effectively. It is recommended that this should include providing teaching staff in GME with adequate support to ensure that their fluency levels are up to the standard required to maintain immersion. This duty also requires that pupils in any such class have such resources as are reasonably necessary to adequately and effectively receive and benefit from that education.

1.70 Furthermore, in carrying out its duty of support, an education authority must have regard to this Guidance. In fulfilling this duty of support, education authorities and others should aspire to make similar provision available for those teaching and learning through the medium of Gaelic as for those teaching and learning through the medium of English.

1.71 The means of promotion and support for Gaelic education should be referenced in any Gaelic Language Plan produced by an education authority under the 2005 Act.

PART 2 – GAELIC EDUCATION

This part provides Statutory Guidance for education authorities, parents and anyone else with an interest in Gaelic education, bringing together research, experience and best practice on delivering the various aspects of Gaelic education.

Transitions in Gaelic Medium Education

Education authorities should plan for continuity and progression throughout the provision of GME. Parents and young people should be encouraged to continue with GME throughout the school experience.

2.1 The aim of GME should be to offer young people a progressive learning experience from the ages of 0 to 18. It is therefore considered essential that education authorities plan for continuity of GME in learning, with particular attention given to key transition points such as moving from Early Learning and Childcare (“ELC”) settings to P1, between P7 and S1 and between S3 and the Senior Phase.

2.2 For children entering GME, Gaelic ELC is considered a beneficial first step. Where Gaelic ELC is not yet available, P1 is the preferable entry point to ensure young people benefit from immersive delivery of the Primary Curriculum through the medium of Gaelic. Only in exceptional circumstances should entry to GME take place after P1

2.3 Continuity between different stages of GME is important in strengthening the confidence of parents in GME, and in encouraging participation by others. Continuity recognises Gaelic as integral to the curriculum, delivers a consistent education from 0-18 years and helps young people achieve positive destinations beyond school.

2.4 Further information on the implementation of Gaelic education across all aspects of the curriculum can be found in Education Scotland’s ‘Advice on Gaelic Education’, published in February 2015 and updated in March 2022. **Note 4**

Gaelic Early Learning and Childcare

Education authorities should give consideration to commencing and supporting Gaelic provision for children below school age.

2.5 Gaelic early learning and childcare is an important initial stage of Gaelic medium education because it encourages language learning from an early age and puts young children on a path towards Gaelic fluency.

2.6 Education authorities are under a duty to provide a mandatory amount of ELC every year to those aged 3-5 years and eligible 2-year olds **Note 5**(around a quarter of 2-year-olds are currently eligible). The Scottish Government recently announced plans to work with local authorities and partners in the ELC sector to expand this to around 40% of families with 2-year-olds over time. Alongside this, it announced plans to expand childcare to families with children from the age of nine months to the end of primary school in “Early Adopter Communities. **Note 6**. Education authorities have a discretionary power to provide early learning and childcare for those in the 0-2 years age group. They can do so themselves or by making arrangements with private providers. **Note 7**

2.7 Gaelic Education

2.7 Gaelic Education is provided in many education authority areas for pre-school children. If an education authority is providing GME, it should actively consider opportunities to establish forms of Gaelic ELC to ensure young people develop Gaelic skills from an early age. This is a fundamental feature of high quality GME provision.

2.8 It is considered essential that Gaelic ELC is led by Gaelic-speaking ELC practitioners who hold the relevant childcare qualifications and are able to deliver immersion in Gaelic. This gives consistency and continuity of provision for pre-school children.

Education authorities should inform ELC staff of internal and external funding opportunities available (for example, Gaelic Immersion Courses for Education Practitioners Grants, and the Gaelic Education Grants from Bòrd na Gàidhlig) to develop their Gaelic language skills. Gaelic ELC settings are encouraged to engage with other education settings and community and Gaelic organisations.

2.9 Gaelic ELC also gives parents the opportunity to become involved in their child's Gaelic language development in an informal setting by learning through play, songs, activities and games. This has benefits for both children and parents, many of whom will not have Gaelic in the home. It also gives parents the opportunity to learn about GME through the experiences of other parents with children in GME. Gaelic ELC is open to all, with no previous knowledge of Gaelic necessary.

Gaelic Medium Primary Education

In GMPE only Gaelic should be used for learning, teaching and assessment from P1 to P3. From P4, English should gradually be introduced, with Gaelic remaining the predominant language of the classroom

2.10 The aim of GME is for children and young people to be able to operate fluently and confidently in two languages, Gaelic and English, and to use both languages in a range of situations within and beyond the school setting. As a result of varying levels of prior knowledge of Gaelic and the predominance of English, young people need Gaelic language immersion at an early stage. There is a strong correlation between Gaelic immersion in P1-P3 and pupil achievements at later stages.

2.11 For effective immersion in GMPE, the language used in the classroom should be Gaelic from P1-P3. This involves only Gaelic being used in the classroom, although exceptions may be made when dealing with any upset or distress or making any announcements about health and safety. When to make such exceptions is a matter for the professional judgement of school staff. When there are visiting specialists in the classroom, schools should seek to ensure that those specialists are Gaelic-speaking, to maintain effective immersion.

2.12 From P4-P7, English language and literacy outcomes should be introduced through the medium of Gaelic. In order for pupils to maintain and develop Gaelic fluency and make progress with the language, it is recommended that schools should aim for all aspects of the curriculum to be delivered through the medium of Gaelic. Gaelic should be the language of curriculum instruction and for all curriculum delivery, including for literacy and English experiences and outcomes.

2.13 Where there are composite classes, it is recommended either that the composite class should only include P1-P3 or, if the composite class includes P4, then the use of Gaelic only in the classroom should be extended beyond P3 into P4. As a rule, if composite classes are required for GMPE, they should contain as few stages as possible.

Gaelic Medium Secondary Education (GMSE)

Education authorities should plan for continuity of GME from primary into secondary school.

2.14 Where GMPE has been provided, it is considered essential that children and young people are given the opportunity to continue their Gaelic language skills into secondary education through GMSE. This will generally be provided by the same education authority that provided GMPE, or it could be through a joint provision arrangement between education authorities. GMPE and GMSE should be linked through careful planning to ensure young people benefit from educational experiences through the medium of Gaelic across the P7-S1 transition and beyond.

2.15 The GMSE curriculum from S1 to S3 and into the senior phase (S4-S6) remains one based on the principle of immersion in Gaelic. It is considered essential that education authorities and schools identify the curricular areas and subjects, in addition to Gaelic, that it is possible to deliver through the medium of Gaelic, based on the availability of staff and young people's choices.

2.16 Schools should deliver a sufficient proportion of the secondary curriculum and provide a range of experiences through the medium of Gaelic, to enable young people to continue to develop their fluency in Gaelic. They should plan strategically for further development.

2.17 School leadership staff should incorporate the needs of GMSE into curriculum design and timetabling to provide opportunities beyond Gàidhlig as a school subject. Schools and education authorities should take their lead from the subjects for which certificated qualifications are available from the Scottish Qualifications Authority (SQA)

2.18 Some secondary schools with GMSE will offer additional subject provision based on local circumstances and teacher availability. Schools and education authorities should collaborate to develop GMSE curriculum opportunities, including sharing expertise, courses and a range of delivery methods, such as the use of distance learning and technology. Schools should also explore partnership arrangements with training providers and colleges who may be able to provide access to qualifications and experiences in GME.

2.19 Having taken a decision on the curriculum they wish to offer through the medium of Gaelic at secondary, it is considered essential that education authorities share the details of their curriculum offer and that this is detailed in school handbook and online services.

Qualifications and Awards in Gaelic Education

Qualifications and awards in Gàidhlig, Gaelic (Learners) and a range of other subjects in GME are offered by the SQA. Education authorities should consider this when expanding GME provision to the senior phase of secondary school.

2.20 All bodies involved in GME should work to promote the availability of Foundation Apprenticeships and qualifications in Gàidhlig, Gaelic (Learners) and GME qualifications offered by the SQA. It is considered essential that pupils studying Gaelic and studying through the medium of Gaelic are able to have access to these qualifications and awards and have their achievements recognised.

2.21 Schools should effectively deploy Gàidhlig teachers and Gaelic speaking teachers in a way that maximises opportunities for immersion whilst meeting other obligations such as universal support/tutor time, Religious and Moral Education, Personal Social Education and Interdisciplinary Learning. Some schools use their elective column and supported study to ensure that young people not studying Gàidhlig qualifications receive some immersion experiences which allow them to attain

Gaelic Medium Secondary Education (GMESE) should aim to ensure exposure to the language during teacher non-class contact time and when arranging supply teachers.

2.22 Gàidhlig, Gaelic (Learners), Eachdraidh (History), Cruinn-eòlas (Geography), Nuadh-eòlas (Modern Studies) and Matamataig (Mathematics) are currently offered by the SQA from National 3 level to Advanced Higher level, alongside a range of other subjects and levels including Applications of Mathematics, Biology, Creative Digital Media and Gaelic for Work Purposes. It is considered essential that education authorities consider the qualifications, awards and freestanding units they wish to offer through the medium of Gaelic in their area and publicise their availability.

GME and the Schools (Consultation) (Scotland) Act 2010 ('the 2010 Act')

A proposal to establish a new GME school, or to discontinue any GME or English medium education provision, will trigger a consultation process under the 2010 Act

2.23 If an education authority proposes to establish a new GME school, other than a nursery school, this will qualify as a 'relevant proposal' under the 2010 Act. **Note 8** This means that the consultation process under the 2010 Act will be triggered. The process for assessing the need for the provision of GMPE under the 2016 Act is separate from the consultation process required for relevant proposals under the 2010 Act and so, where an assessment under the 2016 Act leads to a proposal to establish a new GMPE school, a consultation as required by the 2010 Act will also have to take place.

2.24 However, a proposal to establish a new GME provision which stops short of a new school (such as a GME unit in an existing school) will not qualify as establishing a 'new stage of education' in terms of the 2010 Act **Note 9** but, rather, will amount to an existing stage of education delivered through the medium of Gaelic. Therefore, this will not trigger the provisions of the 2010 Act and no consultation process under the 2010 Act will be required.

2.25 Any proposal to permanently discontinue a GME school, all nursery classes in a school or a stage of education in a school altogether, or to permanently discontinue **Note 10** GME provision in all nursery classes at a school or in a yearly stage of primary or secondary education will be regarded as a 'relevant proposal' under the 2010 Act. Also included as a 'relevant proposal' is any proposal to permanently discontinue the provision of English medium education in all nursery classes in a school that also provides a nursery class through GME, or to permanently discontinue the provision of English medium education in a stage of education in a school that also provides that stage of education through GME. **Note 11** This means that the consultation process under the 2010 Act will be triggered by either of these types of proposals in relation to discontinuing a provision.

2.26 Where a GME-related proposal constitutes a 'relevant proposal' under the 2010 Act, the education authority must follow certain procedures. It must, amongst other requirements as set out in Section 3 of the Schools (Consultation) (Scotland) 2010 Act

- prepare an educational benefits statement **Note 12** (which reflects, amongst other things, its assessment of the educational effects and benefits of the proposal on any pupils of an affected school, any other users of those school facilities, the pupils of other schools in that education authority area and any children who would be likely to become pupils of the school);
- prepare and publish a proposal paper **Note 13** (that contains the details of the proposal, the educational benefits statement and any other relevant evidence);
- give notice of the proposal to 'relevant consultees', including Bòrd na Gàidhlig, and invite representations from them **Note 14** ;

- hold and give notice of a public meeting **Note 15**;
 - involve HMIE including requesting a report from them; **Note 16**
- and
- review the proposal and prepare and publish a consultation report containing a review of the initial proposal, which has regard to representations received and the HMIE report. **Note 17**

Gaelic and the 1+2 Languages Approach

GME and GLE should be considered in the larger context of language learning. For children in GME, a third language should be introduced no later than P5. Education authorities should also make support available for teachers who would like to develop skills in delivering GLE for children in English medium education

2.27 Both GME and GLE for children in English medium education should be considered within the framework of the report '*Language Learning in Scotland: A 1+2 Approach*'. **Note 18**

2.28 For children in GME, a third language should be introduced no later than P5. In effect, there are three languages to plan for in the GME curriculum: Gàidhlig, English and another language. Young people in GME need to have coherent and progressive language learning experiences with opportunities to continue all three of these languages from S1 to S3. Education authority planning for languages should take this into account. There should also be opportunities for pupils to continue with any of these languages into the senior phase.

2.29 For children and young people in English medium education there are also opportunities to learn Gaelic throughout the Broad General Education Phase (P1 to S3). This could either be as their first additional language from P1 or as their second additional language from P5. Children and young people can continue or begin their learning of Gaelic throughout the Broad General Education Phase. Education authorities should continue and extend planning for Gaelic as part of a 1+2 approach.

2.30 Education authorities should make schools aware of the wide range of resources and support available to deliver Gaelic (Learners) courses and engage with other organisations and members of the community who can play a role in supporting language teaching, working in collaboration with the classroom teacher.

2.31 Education authorities should offer a high-quality and progressive language learning experience in GLE with the aim of continuing this through into secondary education to Gaelic (Learners) qualifications and awards at the senior phase, for example, achievement of the SQA Modern Languages for Life and Work Award or freestanding Units. There are resources available, primarily from Stòrlann and the SQA, to support learning, teaching and assessment in the provision of GLE as part of the 1+2 framework.

2.32 When Gaelic and English medium provisions are situated together in the same school, there should be opportunities for pupils in English medium to learn Gaelic and learn about Gaelic language and culture as part of Scotland's identity.

School Ethos and Environment

If GME is provided in a school, the education authority should ensure that Gaelic has equal status with English in the school environment. It should be seen and heard and feature prominently in the school ethos.

2.33 It is considered essential that children and young people in GME feel that their school experience is of equal validity to that of children and young people in English medium education within the school and across the education authority. This can be assisted by ensuring that Gaelic is recognised and used throughout the school and during whole-school activities.

2.34 In relation to ethos and environment, the school and the education authority should ensure that Gaelic is visible and audible in and around the school. This can be achieved by including Gaelic in daily activities such as assemblies, tannoy announcements, breakfast clubs and in school dining rooms. Gaelic should also be reinforced through school signage, websites and all communications. Secondary schools should explore opportunities to increase the proportion of curriculum available in Gaelic and bringing Gaelic pupils across S1-S6 together, including implementing examples of best practice recognised by Education Scotland, for example, a Gaelic House system as universal support time for all young people in S1-S6 GME.

2.35 In a dual medium school, Gaelic should also feature in whole-school activities. Children and young people in the English stream should be given the opportunity to learn about Gaelic in Scotland and be offered the opportunity to learn Gaelic as an additional language through GLE. The policy of equal status will encourage a positive and inclusive attitude to Gaelic in the school and will contribute to the fluency and confidence of young people learning through the medium of Gaelic. School leaders and staff should encourage a strong sense of pride in Gaelic language, culture and heritage and celebrate the benefits of bilingualism within the school community.

Additional Support Needs (ASN) in GME

Steps should be taken to improve provision for children and young people in GME who require additional support in their learning arising from ASN

2.36 Education authorities are required to identify, assess and provide for a child or young person's ASN **Note 19**. This requirement applies equally to children and young people in GME as it does to all children and young people in Scotland.

2.37 Schools and education authorities should work through effective partnerships with parents and carers to identify and assess appropriately any learner's ASN. Children and young people are likely to be involved in planning and reviewing levels of support.

2.38 Education authorities should demonstrate through their workforce planning that they are considering how additional support is provided to children and young people in GME with ASN. This could be by recruiting staff to support with Gaelic language acquisition and development across a range of educational settings. Early identification of barriers and subsequent support is vitally important in ensuring that every learner has every opportunity to achieve as highly as possible. The language of delivery of additional support will depend on the needs of the child, the availability of resources and the availability of suitably qualified staff.

2.39 In 2013, Bòrd na Gàidhlig initiated an investigation into the nature and extent of ASN in GME and to consider the skills and training needs of those involved in delivering this provision. The report was published in 2014 and was followed by a dedicated conference, the publication of papers and the development of materials.

2.40 This information has been clearly set out by Stòrlann in an 'ASN Handbook' for GME. The primary focus of this handbook is on the development of assessment tools and methods which take

account of the distinctive nature of GME. Following this, Stòrlann took responsibility for the development of resources that are now available to teachers. Both the handbook referred to above and the resources are available from Stòrlann. Note 20

2.41 Other materials relating to ASN in GME are available from the Royal College of Speech and Language Therapists, Dyslexia Scotland, Giglets and Speech Therapy and Gaelic (STaG). In addition, Gaelic text to speech software, Ceitidh, is available to all public bodies free of charge from CALL Scotland at the University of Edinburgh. Note 21

ICT in Gaelic Education

Education authorities should be aware of the resources available to ensure that pupils in GME can use technology in Gaelic where possible.

2.42 There are a variety of Gaelic technological tools and interfaces available today such as browsers, office applications, operating systems, keyboard settings and other assistive technologies. Education authorities should ensure that learners have access to appropriate assistive technologies both in school and at home.

2.43 New technologies are rapidly developing to enhance educational delivery. As new technologies become available it is crucial that their impact within both GME and English medium education provision is assessed and that the benefits of new technologies are realised within both the GME and English medium education provision within each local authority. When local authorities plan the introduction of new technologies into educational provision, planning for both the GME and English medium education sectors should be made.

2.44 Education authorities should also be aware of opportunities to use technology to enhance and expand Gaelic in schools. These opportunities include the digital delivery of Gaelic learning through e-learning providers such as “e-Sgoil”

Leadership and Planning of Gaelic Education

Leaders and managers involved in Gaelic Education should be aware of the distinct nature and needs of Gaelic education and build this awareness into any relevant policies that are being developed or programmes being implemented.

2.45 It is considered essential that education authorities, other public bodies, head teachers and managers at all levels should be aware of the distinct needs of Gaelic education and how they apply to their areas of responsibility. Bodies such as Education Scotland, Universities and the General Teaching Council for Scotland (GTCS) have a key role in supporting professional learning at all levels.

2.46 Gaelic education should be included in relevant education policies, programmes and in school and education authority planning. Leaders, managers, and officers in public bodies who have functions relating to Gaelic education, including Education Scotland, the Scottish Funding Council (“SFC”) and the SQA should have regard to this Statutory Guidance in carrying out their duties and responsibilities.

2.47 All GME provision should have annual school improvement planning and standards and quality reporting in place. The GME school improvement planning process should evidence clearly how

opportunities to deliver more of the secondary curriculum through the medium of Gaelic are being realised each session.

2.48 In the development of their Gaelic language plans, all relevant public authorities (which includes any Scottish public authority) should consider how they can support Gaelic education in their area. The Gaelic Language (Scotland) Act 2005 requires that, as these plans are being developed, relevant public authorities must have regard to, amongst other things, this Guidance, as well as Bòrd na Gàidhlig's Statutory Guidance on Gaelic language plans **Note 22**, and the potential for the use of the Gaelic language in connection with the exercise of their functions. When having regard to this Guidance in the development of Gaelic language plans, the relevant public authority should consider any way in which its functions relate to GME or GLE, and plan to exercise those functions in a way that develops GME and GLE provision now and in the future.

Career-long Professional Learning in Gaelic Education

Education authorities and other relevant public authorities should ensure that all staff involved in Gaelic education have access to relevant career-long professional learning (CLPL).

2.49 Education authorities and other relevant public authorities as defined in the Gaelic Language (Scotland) Act 2005 have a responsibility to provide effective career-long professional learning which is specific to the linguistic and professional needs of staff involved in the provision of both GME and GLE.

2.50 Staff involved in the provision of GME and GLE should have access to professional learning activities in order to improve their understanding of issues specific to Gaelic education such as immersion teaching in schools, specialist vocabulary, grammar, orthography, assessment, digital technologies and leadership. Staff in GME should also have access to opportunities to learn about key national policy developments and the impact these may have on education in Scotland.

2.51 GME staff should be encouraged and supported to add additional subjects and sectors to their registration, in line with school and education authority plans for GME curriculum expansion. For example, primary school staff gaining secondary qualifications and vice versa so that there are more dual-qualified GME staff.

2.52 Education authorities and school leaders have a role in promoting and encouraging leadership development opportunities for teachers in GME. Gaelic education should also be considered when school management structures are being designed and put in place in order to allow opportunities for progression. Strategic leadership for GME improvement planning at school level may be the responsibility of a Senior Leadership Team member who does not speak Gaelic. Particular CLPL should be provided for leaders in these settings.

Engagement of Families in Gaelic Education

For children and young people in Gaelic education, their families have an important support role.

2.53 Education authorities should ensure that accurate and relevant information is available to families to support their child's developing bilingualism as part of GME. Families should have regular opportunities to discuss progress and achievements in GME with schools. Families should be made aware of how to support targets set in children's learning and attainment through home learning.

2.54 Education authorities should ensure that all families are aware that GME is inclusive and open to all, whether Gaelic is used in the home or not. One way to do this would be by promoting websites which support children and young people with home-based Gaelic learning such as Gaelic4Parents, and Comann nan Pàrant's neadan.scot website.

2.55 Education authorities should provide families with clear information on how to support children's education and fluency development in Gaelic, English and any other language spoken in the home through activities and events that occur outside of school. In doing so, education authorities should provide information about the various opportunities available to families for learning Gaelic. Comann nam Pàrant will also have a role in this.

2.56 All education authorities have a duty to promote GME. This duty should include engagement with parents already within GME provision or considering entry. Community Learning & Development provision for Gaelic offered by the local authority should be promoted along with other opportunities to support adult learners such as SpeakGaelic.

Class Sizes in GMPE

Education authorities should consider the different demands on the GMPE teacher and consideration should be given to different class sizes in GMPE.

2.57 Scottish primary maximum class sizes are currently set at 25 for P1, 30 for P2 and P3 and 33 for the rest of primary education. **Note 23** The composite class maximum is set at 25. However, in establishing GMPE provision, education authorities should consider that there are particular requirements placed on the GMPE class teacher whose aim is to develop and maintain fluency in Gaelic in the early stages of primary education.

2.58 Not only will the GMPE class teacher have to demonstrate progress with the recognised skills of listening, talking, reading and writing, but they will have to do this in a language that is relatively new to many children in the class. This task can present particular challenges as pupils will have different levels of fluency in Gaelic. Another element to consider is that GMPE is often delivered in composite classes.

2.59 In particular, education authorities should have regard to these matters in considering the provision of staff for GMPE classes at P1 to P3 and for GMPE composite classes across the primary stages. The education authority should also give consideration to the use of language assistants to support GMPE teachers and the language acquisition of GMPE pupils.

2.60 Across the primary stages, headteachers should pay close attention to the numbers of pupils in any GMPE class. They should continue to evidence that they have considered carefully creative workforce planning to enable children to benefit from an improved pupil / staffing ratio (including provision of teachers and pupil support staff) They may want to give consideration to reducing the class size or improving the pupil teacher ratio.

GME Catchment Areas and Placing Guidelines

Education authorities should establish catchment areas for GME provision, and may wish to consider demand for GME when setting guidelines for placing pupils in GME provision.

2.61 The Education (Scotland) Act 1980 places a duty on education authorities to set out catchment areas for their schools and guidelines to be followed when placing pupils in schools. **Note 24** As such, education authority areas will be divided into a number of school catchment areas, with placing guidelines based on local factors such as distance to the school and the number of pupils living in the area.

2.62 A catchment area for GME provision should be an area throughout which the education authority thinks it is reasonable for pupils wishing to receive GME provision to travel to school, and should have the potential to attract parents to choose GME provision for their children. Catchment areas for GME provision will normally overlay a number of English medium education school catchment areas.

2.63 When producing and/or developing guidelines for enrolment and placing requests for GME, education authorities may wish to give consideration to establishing specific enrolment policies and placing request criteria for GME. While such guidelines are for each individual education authority to determine based on local considerations and in line with Statutory criteria under the Education (Scotland) Act 1980, Bòrd na Gàidhlig would welcome involvement and/or consultation in the process.

2.64 Note that any proposal to vary admission arrangements for a school, including a proposal to establish, terminate or otherwise alter the school catchment area or to make or modify guidelines in respect of the handling of placing requests is a 'relevant proposal' under the Schools (Consultation) (Scotland) Act 2010 **Note 25** and the consultation and procedures referred to in paragraphs 2.20-23 should be adhered to.

Recruitment and Retention of Teachers in GME

Local authorities should seek to ensure that all possible steps are taken to recruit, retain and support GME teachers. Vacancies should be advertised as soon as possible, probationers who have been trained in GME should be placed in GME classes, and additional steps should be considered by the educational authority to secure teachers for GME classes from its own workforce. There are a number of initiatives in place to help education authorities with these steps.

2.65 The recruitment and deployment of teachers, including GME teachers, is a matter for education authorities, who are responsible for providing a complement of teachers, including GME teachers, that meets the needs of each of their schools and their pupils in light of the resources available.

2.66 There have been occasions when education authorities have experienced some delay and difficulty in relation to filling teacher vacancies in GME classes. For this reason, a number of initiatives have been put in place to assist local authorities with recruiting GME teachers.

2.67 Bòrd na Gàidhlig provide advice on the available routes into GME teaching and promote teaching in Gaelic as a career, encouraging Gaelic speakers and qualified teachers to consider a career in GME.

2.68 The guidance letter which is sent annually from the Scottish Government to the SFC on Initial Teacher Education (ITE) asks the SFC to continue to promote GME ITE and to give consideration to any initiatives which could help to increase the number of GME teachers.

2.69 If an education authority has a GME vacancy or is likely to do so, where appropriate, the vacancy should be advertised through the education authority's normal procedure and given further exposure on social media. The advert should also be sent to Bòrd na Gàidhlig who will include it in a

fortnightly roundup of vacancies in Gaelic education sector to be shared via social media channels. Education authorities are encouraged to ensure that GME vacancies remain advertised until filled and to make use of the Odraichean Gàidhlig website www.obraichean.co.uk

2.70 Education authorities may also secure a GME probationer through the Scottish Government's Teacher Induction Scheme.

2.71 When advertising posts which are suitable for probationers, education authorities are invited to indicate which of these posts are suitable for GME teachers. Staff within education authorities with responsibility for teacher allocations are encouraged to work closely with those who have responsibility for Gaelic education, as it is considered essential that GME trained probationers are placed within a GME context.

2.72 Probationers are then allocated to the available posts, taking account of the preferences they have expressed.

2.73 Education authorities should consider what additional steps they can take to secure GME teachers from their own existing workforce. They should regularly survey their existing teaching workforce to identify the level of interest and ability in Gaelic, and to determine whether there are any teachers who would like to consider transferring from English medium education to GME. Education authorities should consider providing information within adverts for vacant teaching posts to ensure that such posts are attractive to prospective applicants; for example, highlighting that consideration could be given to Housing Relocation Allowance, potential promotion structures within the education authority, CLPL opportunities and teacher support such as the provision of Gaelic-speaking Pupil Support Assistants.

2.74 A range of courses are available to help teachers who wish to transfer from English medium education to GME. Further details on the process and potential funding support is available from Bòrd na Gàidhlig. Education authorities should promote Gaelic immersion course opportunities annually. Where an education authority supports a teacher who wishes to transfer to GME, every effort should be made to ensure a Gaelic teaching position is secured on completion of the relevant course.

2.75 The Teaching Bursary Scheme is open to individuals wishing to undertake a one-year Professional Graduate Diploma in Education Initial Teacher Education ("PGDE ITE"), a course in Scotland that leads to the award of registered teacher status in Scotland's hardest-to-fill teaching subjects. The level of bursary is currently £20,000 per student and is available for the PGDE in Primary Education GME, Gaelic as a Language/Subject at Secondary Level and all Gaelic Medium Secondary subjects.ⁱ **Note 25**

2.76 Education authorities should take all possible steps to recruit, retain and support teachers in GME. In addition to the initiatives listed above, an education authority may wish to consider other measures to ensure they can achieve this. Such other measures may include, for example, engaging with students on PGDE ITE courses to promote the opportunities of a career in specific schools in order to match students to unfilled posts. Education authorities may also consider a distinct process for appointing supply teachers in GME to ensure year-round coverage is available.

Funding for Gaelic Education

Scottish Government funding available for Gaelic education includes the Gaelic Specific Grant, available for bids towards the cost delivery of Gaelic education (both GME and GLE), and the Gaelic Schools Capital Fund to assist education authorities with capital assets incurred in their development of provision.

2.77 A Scheme of Gaelic Specific Grants is offered under the Grants for Gaelic Language Education (Scotland) Regulations 1986. Through this Scheme, funding is available to all Scottish education authorities for **up to 75%** towards delivery of Gaelic education. The Scheme covers all areas of Gaelic education from pre-school, primary, and secondary, through to adult learning.

2.78 When preparing a bid for a Gaelic Specific Grant, education authorities are advised to have regard to the National Gaelic Language Plan which is prepared by Bòrd na Gàidhlig under the Gaelic Language (Scotland) Act 2005.¹⁷ In addition, education authorities should include specific details of how they can help meet the Scottish Government's ambition to see an increase in the numbers of people speaking, learning and using Gaelic in Scotland. **Note 26**

2.79 The Scottish Government welcomes bids from education authorities, or groups of education authorities, under the Scheme of Gaelic Specific Grants and in respect of expenditure to be incurred for purposes approved by the Scottish Ministers in, or in connection with, the teaching of the Gaelic language or the teaching in that language of other subjects. At this time, the Scottish Government seeks to encourage education authorities to plan for mainstreaming of grant-aided project costs into central budgets as early as possible, and certainly no later than five years from commencement of funding. The Scottish Government aims to support new Gaelic provision, alongside projects that are currently funded.

2.80 The Gaelic Schools Capital Fund was set up in 2007 in recognition of the growing demand for Gaelic education and to assist education authorities in their development of Gaelic provision. This Fund has been successful in supporting education authorities across Scotland with the costs of establishing or expanding Gaelic provision. This fund remains open to all education authorities interested in the delivery of Gaelic education, with the Scottish Government's Gaelic and Scots team promoting it annually through direct contact with the Directors of Education at education authorities.

2.81 In addition to these specific Gaelic funding streams, education authorities are often able to access other funding streams and financial opportunities to support their education provision through the Scottish Government. As Gaelic education increasingly forms part of the wider educational context in Scotland, education authorities are encouraged to consider Gaelic projects as they develop their bids to these.

NOTES

1 See paragraph 35 of the Delegated Powers Memorandum for the 2016 Act:

https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf

2 See paragraphs 19 and 20 of the Delegated Powers Memorandum for the 2016 Act:

https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf

3 See paragraph 22 of the Delegated Powers Memorandum for the 2016 Act:

https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf

4 Available at: [Advice on Gaelic Education - Updated March 2022](#)

5 See Sections 47 and 48 of the Children and Young People (Scotland) Act 2014:

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

6 See the Scottish Government's Discussion Paper on Early Learning and Childcare (1140 hours expansion): <https://consult.scotland.gov.uk/digital-communications/childcare-expansion>

7 See [Education \(Scotland\) Act 1980](#) Section 1 (1C)

8 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Schedule 1, Paragraph 2

9 See [Schools Consultation \(Scotland\) Act](#) Schedule 1, paragraph 2(b)

10 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Schedule 1, paragraph 1(1)

11 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Schedule 1, paragraph 1(3)

12 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (a)

13 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (b)

14 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (c)

15 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (d)

16 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (e)

17 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (4)

18 Available at: <http://www.gov.scot/Publications/2012/05/3670>

19 See [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) Section 4 (1)

20 Available at: <http://www.storlann.co.uk/feumalachdan-taic/>

21 Available at: <http://www.thescottishvoice.org.uk>

22 Available at: [Bord-na-Gaidhlig-Statutory-Guidance-Gaelic-Language-Plans-2024-English.pdf](#)

23 See the Scottish Government's Guidance on Determining Primary School Capacity:
<http://www.gov.scot/Resource/0046/00461513.pdf>

24 See Section 28A and Section 28B(1)(c) of the Education (Scotland) Act 1980:
<http://www.legislation.gov.uk/ukpga/1980/44/contents>

25 [Funding and fees](#)

26 Available at: [The National Gaelic Language Plan – Bòrd na Gàidhlig](#)

STATUTORY GUIDANCE ON GAELIC EDUCATION

Prepared under Section 9 of the Gaelic Language (Scotland) Act 2005

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INTRODUCTION

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This Statutory Guidance has been issued by Bòrd na Gàidhlig under Section 9 of the Gaelic Language (Scotland) Act 2005 and consists of two main parts. Part 1 provides guidance specifically relating to the Education (Scotland) Act 2016 (the Act) and its provisions for the Gaelic medium primary education (GMPE) request process and the duty placed on education authorities to promote and support Gaelic education. These provisions came into force on 1 February 2017. Part 2 provides further guidance relating to the provision of Gaelic education in schools.

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Who is this Guidance for?

This Guidance is principally for education authorities and builds on the practice and delivery that has been developed by education authorities. Based on that experience, this Guidance aims to explain the different elements that constitute Gaelic education in Scotland and to establish a consistent approach and a clear expectation of what Gaelic medium education (GME) is and how it should be delivered.

This Guidance is also for parents. It provides further detail on how to proceed with the submission of a request to an education authority to assess the need for (GMPE), and an explanation of how the process works. It also provides parents with an explanation of what they can expect if they submit a request to assess the need for GMPE.

Beyond education authorities and parents, this Guidance is for all Scottish public authorities, cross-border public authorities with devolved functions and everyone who is involved in Gaelic education. Relevant public authorities must have regard to this Guidance where their functions relate to Gaelic education or the provision of Gaelic education, including GME. As such, there are links between this Guidance and other key statutory Gaelic documents such as the National Gaelic Language Plan and the Statutory Guidance on Gaelic Language Plans, both issued under the Gaelic Language (Scotland) Act 2005.

Gaelic Education in Scotland

GME is now an established sector in Scottish education. The majority of Local Authorities now provide GMPE with an increasing number delivering Early Years and Secondary GME. Across the country demand for GME continues to grow. The core aim of GME is to provide young people with the ability to operate confidently and fluently in both Gaelic and English as they progress from early years, through primary education and into secondary education. In some instances, children from adjacent education authorities have access to GMPE as a result of agreements between the education authorities. There is also a growing number of Gaelic medium schools in Scotland and dual stream medium (Gaelic and English) primary schools where GME is in the majority. Some Local Authorities provide only standalone GME primary schools, others provide both standalone and dual language primary schools and some provide only dual language schools.

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~~GME from nursery~~ Early learning and childcare (ELC) is also offered through the medium of Gaelic in various forms, both statutory and non-statutory, across Scotland. GME from ELC to the end of primary school is a form of immersion education. With this form of education, Gaelic

is the sole language of learning, teaching and assessment in early Years and the first three years of primary school. From P4 to P7, immersion education will continue, but at this stage, English will be introduced. From P4 onwards, following the introduction of English, Gaelic should remain the predominant language of the classroom, curriculum instruction and delivery - including for literacy and English experiences and outcomes.

With the best Gaelic medium and immersion practice, the purpose is to ensure that children achieve equal fluency and literacy in both Gaelic and English, whilst reaching expected attainment levels in all other areas of the curriculum through the medium of Gaelic. GME is delivered to children and young people who come from families where Gaelic is spoken and from families with little or no background in Gaelic.

~~Early learning and childcare (ELC) is also offered through the medium of Gaelic in various forms, both statutory and non-statutory, across Scotland.~~

Gaelic medium secondary education (GMSE) is also available in a growing number of secondary schools in Scotland. In these schools, Gaelic is typically offered as a subject, with some schools delivering a further proportion of the curriculum through the medium of Gaelic.

Gaelic learner education (GLE) is distinct from GME in that it is delivered to those who are in English medium education as an additional language. There has been encouraging growth in recent years in GLE, particularly at primary school level where it provides young people with an introduction to Gaelic language and culture. Educational agencies and public bodies in Scotland also have a vital role to play in supporting and developing Gaelic education in Scotland. Education Scotland, the Scottish Qualifications Authority (SQA), the General Teaching Council for Scotland (GTCS), the Scottish Funding Council (SFC), and teacher education institutions make an essential contribution to the promotion, support and growth of Gaelic education in Scotland. Along with these bodies, Stòrlann Nàiseanta na Gàidhlig supports pupils, teachers and parents through its role in providing resources for Gaelic education.

Preparing this Statutory Guidance

In the preparation of this Statutory Guidance Bòrd na Gàidhlig was advised by a Core Group chaired by Bruce Robertson OBE and consisting of representatives from Bòrd na Gàidhlig, the Scottish Government, Education Scotland, COSLA, Highland Council and Glasgow City Council.

During the preparation of this Statutory Guidance several engagement sessions were held with parents and staff involved in Gaelic education to identify the issues most in need of addressing. Feedback from these sessions played a vital role in the preparation of Part 2 of this Guidance.

A three-month public consultation was held between August and November 2016 during which consultees were asked to comment on a draft of this guidance and respond to a number of specific questions. 242 responses were received to the consultation (18 from education authorities, 15 from Gaelic organisations, 15 from other organisations or groups and the rest from individuals including parents) and have informed the final version of this Guidance.

For 2025 updates to Part 2 of this Statutory Guidance Bòrd na Gàidhlig was advised by representatives from the Scottish Government, Education Scotland, Highland Council, Glasgow City Council and Comann nan Pàrant to identify the issues most in need of addressing

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Feedback from these sessions played a vital role in the preparation of updating of Part 2 of this Guidance.

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LEGISLATIVE POSITION

This section of the Guidance sets out the key legislative duties placed on Bòrd na Gàidhlig and education authorities in relation to this Guidance.

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Education (Scotland) Act 2016 – as in force from 15 July 2016

Section 16 – Guidance

(1) Section 9 of the Gaelic Language (Scotland) Act 2005 (guidance on Gaelic education) is amended as follows.

(2) In subsection (1), for “may” substitute “must”.

(3) After that subsection insert—

“(1A) Guidance under subsection (1) may, in particular, include provision relating to the provision of Gaelic education in schools.

(1B) In subsection (1A), “schools” has the meaning given by section 135(1) of the Education (Scotland) Act 1980.”

(4) After subsection (2) insert –

“(2A) Any relevant public authority having functions relating to, or to the provision of, Gaelic education must, to the extent that guidance under subsection (1) relates to the functions, have regard to the guidance in carrying out the functions.”.

Gaelic Language (Scotland) Act 2005 – as amended from 15th July 2016 (amendments shown in gold)

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Section 9 - Guidance on Gaelic education

(1) The Bòrd ~~may~~ **must** prepare and submit to the Scottish Ministers guidance in relation to the provision of Gaelic education and the development of such provision.

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(1A) Guidance under subsection (1) may, in particular, include provision relating to the provision of Gaelic education in schools.

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(1B) In subsection (1A), “schools” has the meaning given by section 135(1) of the Education (Scotland) Act 1980.

(2) Subsections (2) to (8) of section 8 apply to guidance under subsection (1) as they apply to guidance under subsection (1) of that section.

(2A) Any relevant public authority having functions relating to, or to the provision of, Gaelic education must, to the extent that guidance under subsection (1) relates to the functions, have regard to the guidance in carrying out the functions.

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Section 8 – Guidance, assistance, etc. by the Bòrd

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(2) In preparing the guidance, the Bòrd must –

- (a) publish a draft of the guidance,
- (b) publicise the opportunity to make representations about the draft guidance under subsection
- (3) within such period of not less than 3 months as the Bòrd may specify, and
- (c) take into account any representations received by it within that period.

(3) Any person who wishes to make representations to the Bòrd about the draft guidance may do so within the period specified in pursuance of subsection (2).

(4) The Scottish Ministers must–

- (a) approve the guidance with or without modifications, or
- (b) reject the guidance and, where they do so, may require the Bòrd to prepare and submit to them, within such period as they may specify, revised guidance.

(5) Where revised guidance is submitted, the Scottish Ministers must–

- (a) approve the guidance, or
- (b) order the Bòrd to publish it in such terms as the Scottish Ministers think fit.

(6) On such guidance being approved or, as the case may be, ordered to be published by the Scottish Ministers, the Bòrd must publish it in such manner as it thinks fit.

(7) The Bòrd may vary or revoke guidance published under subsection (6), and subsections (2) to (6) apply to a variation.

(8) Before revoking guidance published under subsection (6), the Bòrd must obtain the consent of the Scottish Ministers.

(a) approve the guidance with or without modifications, or

(b) reject the guidance and, where they do so, may require the Bòrd to prepare and submit to them, within such period as they may specify, revised guidance.

(5) Where revised guidance is submitted, the Scottish Ministers must–

- (a) approve the guidance, or
- (b) order the Bòrd to publish it in such terms as the Scottish Ministers think fit.

(6) On such guidance being approved or, as the case may be, ordered to be published by the Scottish Ministers, the Bòrd must publish it in such manner as it thinks fit.

(7) The Bòrd may vary or revoke guidance published under subsection (6), and subsections (2) to (6) apply to a variation.

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(8) Before revoking guidance published under subsection (6), the Bòrd must obtain the consent of the Scottish Ministers.

This Guidance is issued under Section 9 of the Gaelic Language (Scotland) Act 2005, as amended by the Education (Scotland) Act 2016 from 15 July 2016, which places a duty on Bòrd na Gàidhlig to issue this Guidance and a duty on education authorities and other relevant public authorities to have regard to this Guidance in carrying out any of their functions that relate to Gaelic education or the provision of Gaelic education.

Education (Scotland) Act 2016 – Section 12(6)

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(6) In making a decision under subsection (5), the education authority must have regard to —

(b) any guidance under section 9 of the Gaelic Language (Scotland) Act 2005.

Education authorities must have regard to this Guidance when carrying out a full assessment of the need for GMPE in the designated GMPE assessment area and deciding whether to secure the provision of GMPE in that area (which an education authority must decide to secure unless, having regard to the matters listed in section 12(6), it would be unreasonable to do so). Part 1 of this Guidance is specifically about the GMPE assessment process.

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Education (Scotland) Act 2016 – Section 12(6)

Duty to promote and support Gaelic medium education and learning

(6) In carrying out its duty of support under subsection (2) in relation to education as mentioned in that subsection, an education authority must —

(c) have regard to any guidance under section 9 of the Gaelic Language (Scotland) Act 2005

Education authorities must also have regard to this Guidance in carrying out their duty to promote and support the availability of GME and GLE.

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STATUTORY DEFINITIONS

This section sets out the statutory definitions of key terms related to Gaelic education.

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In this Statutory Guidance, according to the relevant legislation:

‘Gaelic education’ means education consisting of teaching and learning in the use and understanding of the Gaelic language as used in Scotland, or about the Gaelic language as used in Scotland or by means of the Gaelic language as used in Scotland (see section 10(1) of the Gaelic Language (Scotland) Act 2005).

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‘Gaelic medium education’ means teaching and learning by means of the Gaelic language as spoken in Scotland (see section 18(2) of the Education (Scotland) Act 2016 and paragraph 12 of schedule 1 of the Schools (Consultation) (Scotland) Act 2010).

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‘Gaelic learner education’ means the teaching of the Gaelic language to, and the learning of the Gaelic language by, pupils to whom education is provided primarily by means of the English language (see section 18(2) of the Education (Scotland) Act 2016).

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‘Early learning and childcare’ means a service, consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting (see section 46 of the Children and Young People (Scotland) Act 2014).

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‘Education authority’ means a council constituted under section 2 of the Local Government etc. (Scotland) Act 1994, and ‘area’ in relation to an education authority shall be construed accordingly (see section 135 of the Education (Scotland) Act 1980).

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‘Parent’ includes the guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person (see section 135 of the Education (Scotland) Act 1980 and section 1(3) of the Children (Scotland) Act 1995).

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Note on terminology regarding areas

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‘GMPE assessment area’ relates to an assessment request under the Education (Scotland) Act 2016 and means an area designated by an education authority in relation to which it will undertake its assessment of the need for GMPE (see section 8 of the Education (Scotland) Act 2016 and paragraphs 1.14-26 of this Guidance).

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‘Catchment area’ relates to an established school and means an area designated by an education authority from which pupils will be admitted to the specified school (see sections 28A and 28B of the Education (Scotland) Act 1980 and paragraphs 2.53-56 of this Guidance).

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The factors to be considered by an education authority when designating these types of area are set out in separate pieces of legislation and may differ considerably based on local circumstances.

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PART 1 – THE EDUCATION (SCOTLAND) ACT 2016

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This section provides guidance on the Gaelic provisions of the Education (Scotland) Act 2016 (“the 2016 Act”), namely the process for requesting an assessment of the need for the provision of Gaelic medium primary education (GMPE) from an education authority and the duty to promote and support Gaelic education.

These provisions of the 2016 Act come into force on 1 February 2017 but Part 1 of this Guidance may be useful in advance of this date to prepare for the provisions coming into force.

Assessment Requests

(Section 7 of the 2016 Act)

Parents of children under school age, and who have not yet started to attend a primary school, have a right to request an assessment of the need for GMPE from the education authority in whose area their child lives.

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1.1 The parent of a child who is under school age and who has not yet started to attend a primary school, has the right to request an assessment of the need for GMPE from the education authority in whose area the child is resident.

1.2 Before submitting a request for an assessment of the need for GMPE, it is recommended that a parent should check whether GMPE provision is already available in the education authority area, and should, in the first instance, contact the education authority to enquire about their child accessing this provision. Parents should note that a request for an assessment of the need for GMPE is not the same as an application to enrol their child in any existing or potential provision (see paragraphs 1.61 and 2.53-56).

1.3 Scottish Ministers have made regulations under section 7(5) and (6) of the 2016 Act providing a form which must be used by a parent when submitting a request to an education authority for an assessment of the need for GMPE. These regulations come into force on 1 February 2017 which is also the first date on which a request may be made. The GMPE Assessment Request Form is available on the Scottish Government website.

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1.4 ~~It is recommended that each education authority~~ Education authorities should have a page on their website ~~a page~~ containing information on how a parent can access ~~or request~~ GME in ~~its~~ their area. This is considered a minimum requirement of an education authority’s duty to promote and support Gaelic education and learning (see paragraph 1.66). This page should include details on how a person can access any existing GME (at any level) available in the education authority, as well as details on how to request an assessment of the need for GMPE. The GMPE Assessment Request Form and this Guidance should be made available or linked to on this page.

1.5 Details of the submission process should also be made clear including to which email address an electronic version of the form should be sent and, if sending in hard copy, to which specific postal address the form should be sent. Providing clear and specific details about submission procedures will help education authorities to ensure that requests are directed to the correct team and processed within the timescales required by the 2016 Act.

1.6 The form requires a parent to attach evidence of their child's date of birth and place of residence. Several standard identification documents are listed but there is also an 'other' box and parents are advised to check the website of the education authority that they are submitting their request to, to see which identification documents that education authority recommends including.

1.7 There are certain details that the parental request must contain:

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- The request must be made in relation to only one child who must be specified in the request.
- The request must also set out, or be accompanied by, evidence of demand for GMPE from parents of other children resident in that same education authority area and who are in the same year group as the specified child.

1.8 A parental request may also contain evidence that there is a demand for GMPE from parents of other children under school age, who are resident in the same education authority area and have not yet begun to attend a primary school but who are in a different year group to the specified child. The form provided by Scottish Ministers specifies the information needed in any parental request which is submitted to an education authority.

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1.9 While, strictly, it is only necessary to provide evidence of demand in relation to children in the same year group as your own child, it may strengthen the request if evidence of demand from parents of other children in different year groups is also provided. This is because, at the full assessment stage, the education authority must have regard to all the information it took into account at the initial assessment stage (see paragraph 1.28).

1.10 The education authority must also have regard to any other information that the education authority has about the demand for GMPE in its area from parents of children who are under school age and have not yet started to attend a primary school, whether in the same or a different year group from the specified child. There may be a role here for Bòrd na Gàidhlig and Comann nam Pàrant. These bodies could provide advice and assistance for parents in obtaining evidence of demand for GMPE from parents of other children, whether for the same year group or a different year group.

1.11 Note that, at present, submitting a request only triggers a duty on authorities to assess the request in relation to primary education, and section 18(2) of the 2016 Act makes it clear that 'primary education' does not include early learning and childcare. A request cannot trigger a duty to assess the need for GME at the level of either early learning and childcare or secondary education.

1.12 In the future, the Scottish Ministers may, by regulations, require an education authority to treat a parental request to assess the need for GMPE in its area as a request to assess the need for GME at the level of early learning and childcare. If such regulations are made, it would help to ensure that GME provision at the level of early learning and childcare and GMPE (i.e. GME in primary schools) complement each other, providing continuity in a child's language immersion.

1.13 However, even without the extension of the 2016 Act, education authorities retain a discretion to provide GME at the level of early learning and childcare and will be expected to strive for a degree of continuity of GME, in accordance with their Gaelic Language Plan and the National Gaelic Language Plan. The Scottish Government has suggested that an extension of

the 2016 Act will be considered at a later date when the timing is appropriate with reference to the resource implications of such an extension. **Note 1**

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GMPE Assessment Areas

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(Section 8 of the 2016 Act)

Education authorities must designate an area as a GMPE assessment area. This is the area in relation to which the parental request will be assessed.

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1.14 When an education authority receives a parental request made under the 2016 Act, it must designate the geographical area in relation to which it will undertake its assessment of the need for GMPE. This will be referred to as a 'GMPE assessment area'.

1.15 Essentially, a GMPE assessment area should be an area in which it is reasonable for children resident in that area to travel to any GMPE provision established following an assessment under the 2016 Act. This will vary based on local circumstances which should be taken into account by the education authority. If GMPE is not currently offered, at this stage it would be helpful if the education authority gave thought to where GMPE provision could be located.

1.16 The 2016 Act requires that, when designating a GMPE assessment area, an education authority must, so far as is reasonable, seek to accommodate the demand for GMPE from those who are named or listed in the request and any other demand for GMPE that the education authority knows about from parents of children who are under school age, have not yet started to attend a primary school and are resident in that education authority area.

1.17 An education authority must also take into account other factors that do or might affect how that demand could reasonably be met in the GMPE assessment area. These may include:

- the residence of children named in the parental request;
- the residence of other children in respect of whom the education authority is otherwise aware of demand for GMPE; or
- the accessibility of any existing or potential provision of GMPE.

1.18 It is recommended that education authorities consider working with adjacent education authority areas when designating GMPE assessment areas. Although this is not required by the 2016 Act, it will help with planning and resourcing of current and potential GMPE provision in the future.

1.19 That being said, education authorities are discouraged from establishing fixed GMPE assessment areas in advance of receiving a request. The duty under the 2016 Act requires education authorities to designate areas with reference to the demand evidenced in the request and any other demand that the education authority is aware of at the time of receiving the request.

1.20 The entire local authority area could be designated as a GMPE assessment area. This would depend on the size of the education authority area and how demand in the entire area could reasonably be met having regard to accessibility of any existing or potential provision and the residence of the children in relation to whom there is evidence of demand.

1.21 While these criteria could mean that a smaller education authority (in terms of area) could be designated as one GMPE assessment area, this would be less likely in a geographically larger education authority because of the requirement to have due regard to the accessibility of

existing or potential provision and the residence of the children in relation to whom there is evidence of demand.

1.22 If an education authority already has catchment areas in relation to existing GMPE provision, parents may still request an assessment of the need for GMPE provision under the 2016 Act. A parent could submit such a request and the education authority would be required to define a GMPE assessment area based on the demand evidenced in the request and any other demand that it is aware of in its entire area.

1.23 As explained on page 10 of this Guidance, although there are similar considerations at play, a GMPE assessment area will not necessarily be the same as any existing catchment area. This is because catchment areas relate to existing provision and GMPE assessment areas are to be established when assessing the need for new provision. In practice, this means that GMPE assessment areas should be established without reference to any existing catchment areas and only with reference to the demand evidenced in the request and that the education authority is otherwise aware of in relation to children under school age who have not yet started to attend a primary school.

1.24 When designating a GMPE assessment area, the education authority should also have regard to:

- the availability and suitability of any premises in its area where GMPE is being or could reasonably be provided;
- the location of any existing

GMPE provision in its area;

- the location of any existing GMPE provision in an adjacent authority area;
- the extent to which children in adjacent authority areas could access any existing GMPE provision or any that might be established as a result of the request; and
- the extent to which children resident

in the proposed GMPE assessment area could access provision in an adjacent authority area.

1.25 This does not mean that, where there are known capacity issues in relation to any existing provision, an education authority would be obliged to establish a GMPE assessment area that was deliberately different from the catchment area for that existing provision. However, it does mean that the existing capacity issue would influence the decision as to whether or not to secure the provision of further GMPE in the GMPE assessment area.

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1.26 If, as a result of the full assessment, the education authority decided to secure the provision of GMPE and a new GMPE school was established, a catchment area would have to be established in relation to that school but it would not have to be the same as the GMPE assessment area. The education authority would need to consult on the proposed catchment area as required by the Schools (Consultation) (Scotland) Act 2010.

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Initial Assessments and Duties of Education Authorities

(Sections 9 & 10 of the 2016 Act)

When an education authority receives a parental request for GMPE, the education authority must assess the need for GMPE. Following an initial assessment, the education authority must decide whether there is a potential need for GMPE in the GMPE assessment area or not. This is defined as demand for GMPE in relation to five or more children in same pre-school year group.

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1.27 When an education authority receives a parental request for GMPE, the education authority must make an initial assessment of the need for GMPE in relation to the designated GMPE assessment area and in relation to the year group of the child specified in the request.

1.28 In this initial assessment, an education authority must take into account any information it holds about relevant demand for GMPE. This means any information it holds, whether due to the evidence in the parental request or otherwise, about demand for GMPE from parents of children under school age who have not yet started to attend primary school. This may include children who are in the same year group as the specified child, or in a different year group but still under school age.

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1.29 Given that, at all times, education authorities retain a discretion to provide GMPE, they may also wish to include in their consideration any demand for GMPE that they may be aware of in relation to children resident in an adjacent education authority area.

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However, such information is not required to be considered as part of the statutory process under the 2016 Act and it will not influence whether or not the threshold is met.

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1.30 The threshold for an obligatory full assessment under the 2016 Act is that an education authority is satisfied that there is demand for GMPE in the GMPE assessment area from the parents of at least five children who are resident in the GMPE assessment area and all in the same pre-school year group; the specified child should be counted in this total.

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1.31 However, the other information that does not contribute to meeting the threshold but that an education authority must consider at the initial assessment stage (about demand in relation to children in a different year group from the specified child) and the other information that an education authority **may** have regard to at any time in considering whether to exercise its discretion to provide GMPE (such as demand for GMPE in adjacent authority areas or elsewhere in its own authority area i.e. beyond the GMPE assessment area) is still relevant.

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1.32 This is because at the end of the initial assessment, an education authority can decide to take one of several actions, including steps to secure the provision of GMPE or undertaking a full assessment even where that minimum of five or more in one year group is not met (see paragraphs 1.38-39). These are decisions an education authority might want to take having considered the demand in the generality across various year groups and as a result of any other information it may hold.

1.33 The information that education authorities are required to consider at the initial assessment stage is the information about demand that must then be supplied to the persons listed in Section 12(3) of the 2016 Act to consider, when their views are invited as part of the full assessment. However, if an authority has considered wider information then it would also be good practice to provide this to the persons listed in Section 12(3). After all, Section 12(6)(c)

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requires that an education authority must, itself, reconsider all the information about demand that it took into account at the initial assessment stage.

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1.34 Following an initial assessment, an education authority must then determine if there is a potential need for GMPE in the GMPE assessment area or not. A potential need for GMPE is defined in the 2016 Act as demand for GMPE in relation to five or more children in the same pre-school year group which includes the specified child.

1.35 Under Section 9(7) of the 2016 Act, the Scottish Ministers may, by regulations, change the numerical threshold required to determine that there is a potential need for GMPE. This power allows Ministers to change the numerical threshold either universally to apply across Scotland or in relation to particular education authorities. If Scottish Ministers exercise the power in Section 9(7)(a) then the effect will be that the numerical threshold is changed with universal application to all education authorities.

1.36 If Scottish Ministers exercise the power in Section 9(7)(b) then this means they may provide that a different threshold applies to one or more specified education authorities or that various different thresholds apply to various different education authorities. Scottish Ministers can also combine these powers, changing the default number and providing for a different number or various different numbers to apply to specified education authorities. **Note 2**

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1.37 If Scottish Ministers exercise either of these powers, the regulations will require to be positively approved by the Scottish Parliament and, although not a statutory requirement, consultation with those who will be affected is expected.

1.38 Where an education authority determines that there is a **potential need** for GMPE in the GMPE assessment area, the education authority has two possible options, it must:

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- carry out a full assessment of the need for GMPE in the GMPE assessment area, as described below; or
- without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.

1.39 Where an education authority determines that there **is not a potential need** for GMPE in the GMPE assessment area, the education authority has three possible options, it must:

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- take no further action to provide GMPE in relation to that parental request; or
- exercise its discretion to carry out a full assessment of the need for GMPE in that GMPE assessment area; or
- without carrying out a full assessment, exercise its discretion to take such steps as are necessary to secure the provision of such GMPE as it considers appropriate in the GMPE assessment area.

1.40 Where an education authority decides to exercise its discretion to secure the provision of GMPE following an initial assessment, it is required to ensure that GMPE is provided in the GMPE assessment area within such period after making the decision as is reasonable in all the circumstances. In this scenario, it is recommended that the education authority should take all

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possible steps to ensure that the GMPE it intends to provide is provided from the start of the next school year.

1.41 When an education authority carries out an initial assessment of the need for GMPE, whatever decision it makes, it must notify the parent who made the request, as well as parents of other children in relation to whom demand is evidenced by the request, of its determination as to the potential need and its decision about what action to take as well as the reasons for reaching that determination and decision. This information must also be published on its website.

1.42 An education authority must do these things **no later than six weeks** after receiving the request. This means that parents can expect to be informed of the outcome of their request, following an initial assessment, within six weeks of the authority receiving it. Because the full assessment must be completed within 10 weeks of the education authority deciding to carry out a full assessment (see paragraph 1.54), the maximum overall timeframe from receipt of a parental request to publication of a report on a full assessment is 16 weeks.

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1.43 These timescales are strict and do not relate to school term time. The key information about demand will be readily ascertainable from the request and it would be good practice for education authorities to keep a rolling account of the other information about demand and the other matters it must have regard to in the full assessment to ensure that these timescales can be adhered to at all times.

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Requests That Need Not be Considered

(Section 11 of the 2016 Act)

An education authority does not need to carry out an initial assessment of a parental request if the earlier request was made within the preceding two years in relation to the same GMPE assessment area.

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1.44 An education authority does not need to carry out an initial assessment of a parental request if a parental request has already been made within the preceding two years in relation to the same GMPE assessment area. This applies irrespective of the outcome of the previous initial assessment, and whether the request is made by the same parent, a parent with a child in the same year group, or a parent of a child in a different year group.

1.45 However, if there is evidence of a change of circumstances within that two-year period, such as an increased number of children whose parents wish to request GMPE, parents should bring this to the education authority's attention, and it may use its discretion to proceed with an initial assessment or, indeed, simply to provide GMPE without undertaking any assessment.

Full Assessments

(Sections 12 & 13 of the 2016 Act)

When carrying out a full assessment, an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.

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1.46 Parents may also wish to bring this to the attention of the Scottish Ministers as the Scottish Ministers may, in such cases as they consider appropriate, direct an education authority to proceed with an initial assessment under the 2016 Act.

1.47 In most cases, an education authority will be carrying out a full assessment because it has determined that there is a potential need for GMPE in that GMPE assessment area but an education authority may also choose to undertake a full assessment when the threshold of five or more children has not been met and it has determined that there is no potential need for GMPE.

1.48 Where an education authority has received a parental request and decided to carry out a full assessment of the need for GMPE in a GMPE assessment area, it must notify Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and the National Parent Forum of Scotland of its determination about whether or not there is a potential need for GMPE in the GMPE assessment area.

1.49 The education authority must provide these bodies with details of the parental request and any information which the education authority was required to take into account during the initial assessment about the demand for GMPE in the GMPE assessment area. It must then seek the views of these bodies on this information and on the education authority's determination as to the potential need for GMPE.

1.50 Education Scotland and Bòrd na Gàidhlig must provide these views **within four weeks** of being asked. Comann nam Pàrant and the National Parent Forum of Scotland are under no duty to provide these views but may do so within the same time period. All four of these bodies will be asked to assess and comment on the education authority's determination that there is or is not a potential need for GMPE in the area. In doing this they will be expected to draw on their particular national expertise and comment on the potential need and possibility of securing GMPE provision in the GMPE assessment area within the wider parental, Gaelic and educational context in Scotland.

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1.51 The education authority must have regard to a number of mandatory factors when undertaking a full assessment, described in paragraph 1.52 below, and must then decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.

1.52 Factors which must be considered are:

• **Views provided by statutory consultees:** The education authority must have regard to any views provided within four weeks of being sought by Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and the National Parent Forum of Scotland on the education authority's decision that there is a potential need for GMPE and on the information provided to these consultees.

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• **Guidance on Gaelic Education:** The education authority must have regard to this Guidance, and any future iteration thereof.

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• **Initial assessment information:** The education authority must have regard to the information which was available to it at the time of the initial assessment of the parental request, including

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the precise residence of the children in the GMPE assessment area in relation to whom demand was apparent during the initial assessment.

• **Demand throughout the education authority area:** The education authority must have regard to any information at all that it has, whether considered as part of the initial assessment or not, about the demand for GMPE throughout the entire education authority area from parents of children who are under school age and who have not yet started to attend a primary school.

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• **Existing GMPE provision:** The education authority must have regard to any existing GMPE provision, either within its own boundary, or in the area of an adjacent education authority.

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• **Access to GMPE from other education authorities:** The education authority must have regard to the extent to which children resident in an adjacent education authority could access GMPE in the GMPE assessment area.

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• **Access to GMPE in an adjacent education authority area:** The education authority must have regard to the extent to which children resident in the GMPE assessment area could access GMPE in the area of an adjacent education authority.

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• **Accommodation:** The education authority must have regard to the availability and suitability of any premises in the education authority's area in which GMPE is being or could reasonably be provided.

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• **Costs:** The education authority must have regard to the estimated costs of providing GMPE in the GMPE assessment area. Funding may be available through the Gaelic Specific Grant or the Gaelic Schools Capital fund towards these costs. (See paragraphs 2.68-72)

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• **Teachers:** The education authority must have regard to the potential to assign or recruit teachers to teach GMPE in the GMPE assessment area. (See paragraphs 2.57-67)

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• **Gaelic Language Plan:** The education authority must have regard to any Gaelic Language Plan it has published which is in force at the time of making a decision on whether to secure the provision of GMPE following the full assessment.

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• **Gaelic in the area:** The education authority must have regard to the potential to develop or increase the use of the Gaelic language and activities relating to the Gaelic language in the education authority's area.

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1.53 Scottish Ministers may, by regulations, amend either the list of bodies asked to provide views or the list of mandatory factors. These powers will provide the flexibility to respond to the creation of new bodies and any change in the name or status of existing bodies, and to any unforeseen difficulties which may arise in the operation of these provisions. **Note 3**

1.54 The education authority must publish on its website, **no later than 10 weeks** after deciding to carry out a full assessment,

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a report that sets out its decision on whether or not to secure the provision of GMPE in that GMPE assessment area. The report should also be sent to the parent who made the request, and parents of other children in relation to whom demand is evidenced by the request. This means that parents can expect to be informed of the outcome of their request, where a full assessment is undertaken, within a maximum of 16 weeks of the authority receiving it.

1.55 As explained in paragraph 1.43, these timescales are strict and do not relate to school term time. The key information about demand will be readily ascertainable from the request and it

would be good practice for education authorities to keep a rolling account of the other information about demand and the other matters it must have regard to in the full assessment to ensure that these timescales can be adhered to at all times.

1.56 The report must also set out the reasons for the education authority's decision with reference to each of the mandatory factors in Section 12(6) of the 2016 Act (paraphrased above, full text available in Annex C) and with reference to the education authority's duty to secure the provision of GMPE unless it is unreasonable to do so, as described at paragraph 1.58.

1.57 This means that an education authority cannot take or justify a decision not to provide GMPE simply by citing a single factor like accommodation, cost or teacher availability. Instead, whatever the education authority's decision, it must provide a thorough and reasoned explanation of how it reached its decision with reference to each of the mandatory factors and an explanation of how it has complied with its duty to 'secure the provision of GMPE unless it would be unreasonable to do so'.

1.58 The education authority **must decide to secure provision of GMPE** in the GMPE assessment area unless, having regard to the list of mandatory matters, it would be unreasonable to do so. This creates an effective entitlement to GMPE where there is evidence of reasonable demand and no fundamental obstacle to securing such provision. This sets a high bar for an education authority that requires it to justify a decision not to secure the provision of GMPE (particularly as the nature and form of the delivery of GMPE is for the education authority to determine).

1.59 As such, it is recommended that every education authority should take a thorough and reasoned approach to detailing the balance arrived at in the full assessment.

As well as helping to demonstrate that the education authority has complied with its duties under the 2016 Act, this will also provide parents with clear and transparent information at the culmination of the assessment process.

1.60 Where the education authority has decided to secure the provision of GMPE in the GMPE assessment area, it must take the necessary steps to secure the provision of such GMPE as it considers appropriate and must do so within a period that is, objectively, reasonable in all the circumstances. In this scenario, it is recommended that the education authority should take all possible steps to ensure that the GMPE it intends to provide is provided from the start of the next school year.

1.61 Note that making an assessment request does not create a right for the children named in that request to receive any eventual GMPE provision; any child named in the request will still need to be enrolled in any eventual GMPE provision according to the education authority's procedures.

Appeals

.(no provision in the 2016 Act)

There is no appeals process laid out in the 2016 Act. If a parent feels that the assessment process has not been followed correctly, they may appeal through an education authority's own appeals procedure, make a complaint under section 70 of the Education (Scotland) Act 1980 or seek to judicially review the decision in court.

1.62 The assessment process in the 2016 Act is intended to be a comprehensive and thorough process that is open, transparent and requires reasons to be given at each stage and, at the full assessment stage, against a specified list of factors. Requesting parents and parents who contributed to demand in the initial assessment must be notified of decisions and the reasons for those decisions, and that information must also be published online. This process will require education authorities to justify their decisions in a way that means parents will be equipped to understand and challenge the decisions if it appears to the parent that the authority has failed to carry out their statutory duty or has acted unreasonably.

1.63 The 2016 Act does not, itself, provide for any appeal process. Education authorities are well used to making decisions about the provision of school education and the allocation of resources to meet demand and all operate their own appeals procedures which should be used in the first instance if a parent considers that an authority has not followed the correct procedure.

1.64 If a parent is still not content and considers that the education authority has failed to discharge its duties under the 2016 Act, the parent can make a complaint under section 70 of the Education (Scotland) Act 1980.

1.65 Finally, where a parent considers that there is evidence that the education authority has acted unreasonably, a parent may wish to take legal advice about raising an action to judicially review the education authority's decision in court.

Duty to Promote and Support Gaelic Medium Education and Learning

(Section 15 of the 2016 Act)

An education authority must promote the potential provision of GME and GLE and provide support for pupils and teachers in these types of Gaelic education.

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1.66 Irrespective of whether GME and GLE are already provided in an education authority's area, an education authority must promote, in such manner as it thinks appropriate, the potential provision of GME, the right to make a request for GMPE and the potential provision of GLE.

1.67 Where an education authority already provides Gaelic education in the form of GME or GLE, or establishes such provision whether following an assessment or otherwise, including at the level of early learning and childcare, it must promote and support that provision so far as reasonably practicable. In relation to such existing provision, the duty of promotion includes a duty to take reasonable steps to publicise the existing provision of GME and/or GLE in its area, in such manner as the education authority thinks appropriate.

1.68 The means of promotion will be a matter for the education authority but it is recommended that consideration should be given to online promotion on the education authority's website or by social media, adverts placed in the local press, correspondence with parents of children of pre-school age and with any groups that are representative of parents.

1.69 The duty of support requires an education authority to take reasonable steps to ensure that teachers in any class providing GME or GLE have such resources, training and opportunities as are reasonably necessary to provide that education adequately and effectively. It is

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recommended that this should include providing teaching staf in GME with adequate support to ensure that their fluency levels are up to the standard required to maintain immersion. This duty also requires that pupils in any such class have such resources as are reasonably necessary to adequately and efectively receive and benefit from that education.

1.70 Furthermore, in carrying out its duty of support, an education authority must have regard to this Guidance. In fulfilling this duty of support, education authorities and others should aspire to make similar provision available for those teaching and learning through the medium of Gaelic as for those teaching and learning through the medium of English.

1.71 The means of promotion and support for Gaelic education should be referenced in any Gaelic Language Plan produced by an education authority under the 2005 Act.

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PART 2 – GAELIC EDUCATION

This part provides Statutory Guidance for education authorities, parents and anyone else with an interest in Gaelic education, bringing together research, experience and best practice on delivering the various aspects of Gaelic education.

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Transitions in Gaelic Medium Education

Education authorities should plan for continuity and progression throughout the provision of GME. Parents and young people should be encouraged to continue with GME throughout the school experience.

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2.1 The aim of GME should be to offer young people a progressive learning experience from the ages of 0 to 18. It is therefore considered essential that education authorities plan for continuity of GME in learning, with particular attention given to key transition points such as moving from Early Learning and Childcare (“ELC”) settings to P1, between P7 and S1 and between S3 and the Senior Phase.

2.2 For children entering GME, Gaelic ELC is considered a beneficial first step. Where Gaelic ELC is not yet available, P1 is the preferable entry point to ensure young people benefit from immersive delivery of the Primary Curriculum through the medium of Gaelic. Only in exceptional circumstances should entry to GME take place after P1.

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2.3 Continuity between different stages of GME is important in strengthening the confidence of parents in GME, and in encouraging participation by others. Continuity recognises Gaelic as integral to the curriculum, delivers a consistent education from 0-18 years and helps young people achieve positive destinations beyond school.

2.4 Further information on the implementation of Gaelic education across all aspects of the curriculum can be found in Education Scotland’s ‘Advice on Gaelic Education’, published in February 2015 and updated in March 2022. **Note 4**

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Gaelic Early Learning and Childcare

Education authorities should give consideration to commencing and supporting Gaelic provision for children below school age.

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2.5 Gaelic early learning and childcare is an important initial stage of Gaelic medium education because it encourages language learning from an early age and puts young children on a path towards Gaelic fluency.

2.6 Education authorities are under a duty to provide a mandatory amount of ELC every year to those aged 3-5 years and ~~certain~~ eligible ~~2-year-olds~~ ~~year olds~~ **Note 5** (around a quarter of 2-year-olds are currently eligible). The Scottish Government recently announced plans to work with local authorities and partners in the ELC sector to expand this to around 40% of families with ~~2-year~~ ~~2-year~~-olds over time. Alongside this, it announced plans to expand childcare to families with children from the age of nine months to the end of primary school in “Early Adopter Communities”. **Note 6**. Education authorities have a discretionary power to provide early

learning and childcare for those in the 0-2 years age group. They can do so themselves or by making arrangements with private providers. **Note 7**

2.7 Gaelic ELC is available in many education authority areas for pre-school children. If an education authority is providing GME, it should actively consider opportunities to establish forms of Gaelic ELC to ensure young people develop Gaelic skills from an early age. This is a fundamental feature of high quality GME provision.

2.8 It is considered essential that Gaelic ELC is led by Gaelic-speaking ELC practitioners who hold the relevant childcare qualifications and are able to deliver immersion in Gaelic. This gives consistency and continuity of provision for pre-school children.

Education authorities should inform ELC staff of internal and external funding opportunities available (for example, Gaelic Immersion Courses for Education Practitioners Grants, and the Gaelic Education Grants from Bòrd na Gàidhlig) to develop their Gaelic language skills. Gaelic ELC settings are encouraged to engage with other education settings and community and Gaelic organisations.

2.9 Gaelic ELC also gives parents the opportunity to become involved in their child's Gaelic language development in an informal setting by learning through play, songs, activities and games. This has benefits for both children and parents, many of whom will not have Gaelic in the home. It also gives parents the opportunity to learn about GME through the experiences of other parents with children in GME. Gaelic ELC is open to all, with no previous knowledge of Gaelic necessary.

Gaelic Medium Primary Education

In GMPE only Gaelic should be used for learning, teaching and assessment from P1 to P3. From P4, English should gradually be introduced, with Gaelic remaining the predominant language of the classroom

2.10 The aim of GME is for children and young people to be able to operate fluently and confidently in two languages, Gaelic and English, and to use both languages in a range of situations within and beyond the school setting. As a result of varying levels of prior knowledge of Gaelic and the predominance of English, young people need Gaelic language immersion at an early stage. There is a strong correlation between Gaelic immersion in P1-P3 and pupil achievements at later stages.

2.11 For effective immersion in GMPE, the language used in the classroom should be Gaelic from P1-P3. This involves only Gaelic being used in the classroom, although exceptions may be made when dealing with any upset or distress or making any announcements about health and safety. When to make such exceptions is a matter for the professional judgement of school staff. When there are visiting specialists in the classroom, schools should seek to ensure that those specialists are Gaelic-speaking, to maintain effective immersion.

2.12 From P4-P7, English language and literacy outcomes should be introduced through the medium of Gaelic. In order for pupils to maintain and develop Gaelic fluency and make progress with the language, it is recommended that schools should aim for all aspects of the curriculum to be delivered through the medium of Gaelic. Gaelic should be the language of curriculum

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instruction and for all curriculum delivery, including for literacy and English experiences and outcomes.

2.13 Where there are composite classes, it is recommended either that the composite class should only include P1-P3 or, if the composite class includes P4, then the use of Gaelic only in the classroom should be extended beyond P3 into P4. As a rule, if composite classes are required for GMPE, they should contain as few stages as possible.

Gaelic Medium Secondary Education (GMSE)

Education authorities should plan for continuity of GME from primary into secondary school.

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2.14 Where GMPE has been provided, it is considered essential that children and young people are given the opportunity to continue their Gaelic language skills into secondary education through GMSE. This will generally be provided by the same education authority that provided GMPE, or it could be through a joint provision arrangement between education authorities. GMPE and GMSE should be linked through careful planning to ensure young people benefit from educational experiences through the medium of Gaelic across the P7-S1 transition and beyond.

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2.15 The GMSE curriculum from S1 to S3 and into the senior phase (S4-S6) remains one based on the principle of immersion in Gaelic. It is considered essential that education authorities and schools identify the curricular areas and subjects, in addition to Gaelic, that it is possible to deliver through the medium of Gaelic, based on the availability of staff and young people's choices.

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2.16 Schools should deliver a sufficient proportion of the secondary curriculum and provide a range of experiences through the medium of Gaelic, to enable young people to continue to develop their fluency in Gaelic. They should plan strategically for further development.

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2.17 School leadership staff should incorporate the needs of GMSE into curriculum design and timetabling to provide opportunities beyond Gàidhlig as a school subject. Schools and education authorities should take their lead from the subjects for which certificated qualifications are available from the Scottish Qualifications Authority (SQA)

2.18 Some secondary schools with GMSE will offer additional subject provision based on local circumstances and teacher availability. Schools and education authorities should collaborate to develop GMSE curriculum opportunities, including sharing expertise, courses and a range of delivery methods, such as the use of distance learning and technology. Schools should also explore partnership arrangements with training providers and colleges who may be able to provide access to qualifications and experiences in GME.

2.19 Having taken a decision on the curriculum they wish to offer through the medium of Gaelic at secondary, it is considered essential that education authorities share the details of their curriculum offer and that this is detailed in school handbook and online services.

Qualifications and Awards in Gaelic Education

Qualifications and awards in Gàidhlig, Gaelic (Learners) and a range of other subjects in GME are offered by the SQA. Education authorities should consider this when expanding GME provision to the senior phase of secondary school.

2.1920 All bodies involved in GME should work to promote the availability of Foundation Apprenticeships and qualifications in Gàidhlig, Gaelic (Learners) and GME qualifications offered by the SQA. It is considered essential that pupils studying Gaelic and studying through the medium of Gaelic are able to have access to these qualifications and awards and have their achievements recognised.

2.2021 Schools should effectively deploy Gàidhlig teachers and Gaelic speaking teachers in a way that maximises opportunities for immersion whilst meeting other obligations such as universal support/tutor time, Religious and Moral Education, Personal Social Education and Interdisciplinary Learning. Some schools use their elective column and supported study to ensure that young people not studying Gàidhlig qualifications receive some immersion experiences which allow them to attain an SCQF Literacy level in Gàidhlig. Schools should aim to ensure exposure to the language during teacher non-class contact time and when arranging supply teachers.

2.2122 Gàidhlig, Gaelic (Learners), Eachdraidh (History), Cruinn-eòlas (Geography), Nuadh-eòlas (Modern Studies) and Matamataig (Mathematics) are currently offered by the SQA from National 3 level to Advanced Higher level, alongside a range of other subjects and levels including Applications of Mathematics, Biology, Creative Digital Media and Gaelic for Work Purposes. It is considered essential that education authorities consider the qualifications, awards and freestanding units they wish to offer through the medium of Gaelic in their area and publicise their availability.

GME and the Schools (Consultation) (Scotland) Act 2010 ('the 2010 Act')

A proposal to establish a new GME school, or to discontinue any GME or English medium education provision, will trigger a consultation process under the 2010 Act.

2.2223 If an education authority proposes to establish a new GME school, other than a nursery school, this will qualify as a 'relevant proposal' under the 2010 Act. **Note 8** This means that the consultation process under the 2010 Act will be triggered. The process for assessing the need for the provision of GMPE under the 2016 Act is separate from the consultation process required for relevant proposals under the 2010 Act and so, where an assessment under the 2016 Act leads to a proposal to establish a new GMPE school, a consultation as required by the 2010 Act will also have to take place.

2.2324 However, a proposal to establish a new GME provision which stops short of a new school (such as a GME unit in an existing school) will not qualify as establishing a 'new stage of education' in terms of the 2010 Act **Note 9** but, rather, will amount to an existing stage of education delivered through the medium of Gaelic. Therefore, this will not trigger the provisions of the 2010 Act and no consultation process under the 2010 Act will be required.

2.2425 Any proposal to permanently discontinue a GME school, all nursery classes in a school or a stage of education in a school altogether, or to permanently discontinue **Note 10** GME provision in all nursery classes at a school or in a yearly stage of primary or secondary education in a school where the nursery or school also provides nursery or that stage of

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education through English medium education, will be regarded as a 'relevant proposal' under the 2010 Act. Also included as a 'relevant proposal' is any proposal to permanently discontinue the provision of English medium education in all nursery classes in a school that also provides a nursery class through GME, or to permanently discontinue the provision of English medium education in a stage of education in a school that also provides that stage of education through GME. **Note 11** This means that the consultation process under the 2010 Act will be triggered by either of these types of proposals in relation to discontinuing a provision.

2.2526 Where a GME-related proposal constitutes a 'relevant proposal' under the 2010 Act, the education authority must follow certain procedures. It must, ~~among~~amongst other requirements as set out in Section 3 of the Schools (Consultation) (Scotland) 2010 Act

- prepare an educational benefits statement **Note 12** (which reflects, amongst other things, its assessment of the educational effects and benefits of the proposal on any pupils of an affected school, any other users of those school facilities, the pupils of other schools in that education authority area and any children who would be likely to become pupils of the school);
 - prepare and publish a proposal paper **Note 13** (that contains the details of the proposal, the educational benefits statement and any other relevant evidence);
 - give notice of the proposal to 'relevant consultees', including Bòrd na Gàidhlig, and invite representations from them **Note 14** ;
 - hold and give notice of a public meeting **Note 15**;
 - involve HMIE including requesting a report from them; **Note 16**;-
- and
- review the proposal and prepare and publish a consultation report containing a review of the initial proposal, which has regard to representations received and the HMIE report. **Note 17**.

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Gaelic and the 1+2 Languages Approach

GME and GLE should be considered in the larger context of language learning. For children in GME, a third language should be introduced no later than P5. Education authorities should also make support available for teachers who would like to develop skills in delivering GLE for children in English medium education

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2.2627 Both GME and GLE for children in English medium education should be considered within the framework of the report '*Language Learning in Scotland: A 1+2 Approach*'. **Note 18**

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2.2728 For children in GME, a third language should be introduced no later than P5. In effect, there are three languages to plan for in the GME curriculum: Gàidhlig, English and another language. Young people in GME need to have coherent and progressive language learning experiences with opportunities to continue all three of these languages from S1 to S3. Education authority planning for languages should take this into account. There should also be opportunities for pupils to continue with any of these languages into the senior phase.

2.2829 For children and young people in English medium education there are also opportunities to learn Gaelic throughout the Broad General Education Phase (P1 to S3). This could either be as their first additional language from P1 or as their second additional language from P5. Children and young people can continue or begin their learning of Gaelic throughout the Broad General Education Phase. Education authorities should continue and extend planning for Gaelic as part of a 1+2 approach.

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2.2930 Education authorities should make schools aware of the wide range of resources and support available to deliver Gaelic (Learners) courses and engage with other organisations and members of the community who can play a role in supporting language teaching, working in collaboration with the classroom teacher.

2.3031 Education authorities should offer a high-quality and progressive language learning experience in GLE with the aim of continuing this through into secondary education to Gaelic (Learners) qualifications and awards at the senior phase, for example, achievement of the SQA Modern Languages for Life and Work Award or freestanding Units. There are resources available, primarily from Stòrlann and the SQA, to support learning, teaching and assessment in the provision of GLE as part of the 1+2 framework.

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2.3132 When Gaelic and English medium provisions are situated together in the same school, there should be opportunities for pupils in English medium to learn Gaelic and learn about Gaelic language and culture as part of Scotland's identity.

School Ethos and Environment

If GME is provided in a school, the education authority should ensure that Gaelic has equal status with English in the school environment. It should be seen and heard and feature prominently in the school ethos.

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2.3233 It is considered essential that children and young people in GME feel that their school experience is of equal validity to that of children and young people in English medium education within the school and across the education authority. This can be assisted by ensuring that Gaelic is recognised and used throughout the school and during whole-school activities.

2.3334 In relation to ethos and environment, the school and the education authority should ensure that Gaelic is visible and audible in and around the school. This can be achieved by including Gaelic in daily activities such as assemblies, tannoy announcements, breakfast clubs and in school dining rooms. Gaelic should also be reinforced through school signage, websites and all communications. Secondary schools should explore opportunities to **bring** increase the proportion of curriculum available in Gaelic and bringing Gaelic pupils across S1-S6 together, including implementing examples of best practice recognised by Education Scotland, for example, a Gaelic House system as universal support time for all young people in S1-S6 GME.

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2.3435 In a dual **stream** medium school, Gaelic should also feature in whole-school activities. Children and young people in the English stream should be given the opportunity to learn about Gaelic in Scotland and be offered the opportunity to learn Gaelic as an additional language through GLE. The policy of equal status will encourage a positive and inclusive attitude to Gaelic in the school and will contribute to the fluency and confidence of young people learning through the medium of Gaelic. School leaders and staff should encourage a strong sense of pride in Gaelic language, culture and heritage and celebrate the benefits of bilingualism within the school community.

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Additional Support Needs (ASN) in GME

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Steps should be taken to improve provision for children and young people in GME who require additional support in their learning arising from ASN

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2.3536 Education authorities are required to identify, assess and provide for a child or young person's ASN. **Note 1819.** This requirement applies equally to children and young people in GME as it does to all children and young people in Scotland.

2.3637 Schools and education authorities should work through effective partnerships with parents and carers to identify and assess appropriately any learner's ASN. Children and young people **may also be likely to** be involved in planning and reviewing levels of support.

2.3738 Education authorities should demonstrate through their workforce planning that they are considering how additional support is provided to children and young people in GME with ASN. This could be by recruiting staff to support with Gaelic language acquisition and development across a range of educational settings. Early identification of barriers and subsequent support is vitally important in ensuring that every learner has every opportunity to achieve as highly as possible. The language of delivery of additional support will depend on the needs of the child, the availability of resources and the availability of suitably qualified staff.

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2.3839 In 2013, Bòrd na Gàidhlig initiated an investigation into the nature and extent of ASN in GME and to consider the skills and training needs of those involved in delivering this provision. The report was published in 2014 and was followed by a dedicated conference, the publication of papers and the development of materials.

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2.3940 This information has been clearly set out by Stòrlann in an 'ASN Handbook' for GME. The primary focus of this handbook is on the development of assessment tools and methods which take account of the distinctive nature of GME. Following this, Stòrlann took responsibility for the development of resources that are now available to teachers. Both the handbook referred to above and the resources are available from Stòrlann. **Note 1920**

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2.4041 Other materials relating to ASN in GME are available from the Royal College of Speech and Language Therapists, Dyslexia Scotland, Giglets, and Speech Therapy and Gaelic (STaG). In addition, Gaelic text to speech software, Ceitidh, is available to all public bodies free of charge from CALL Scotland at the University of Edinburgh. **Note 2021**

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ICT in Gaelic Education

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Education authorities should be aware of the resources available to ensure that pupils in GME can use technology in Gaelic where possible.

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2.4142 There are a variety of Gaelic technological tools and interfaces available today such as browsers, office applications, operating systems, keyboard settings and other assistive technologies. Education authorities should ensure that learners have access to appropriate assistive technologies both in school and at home.

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2.4243 New technologies are rapidly developing to enhance educational delivery. As new technologies become available it is crucial that their impact within both GME and English medium education provision is assessed and that the benefits of new technologies are realised within both the GME and English medium education provision within each local authority. When

local authorities plan the introduction of new technologies into educational provision, planning for both the GME and English medium education sectors should be made.

2.4344 Education authorities should also be aware of opportunities to use technology to enhance and expand Gaelic in schools. These opportunities include the digital delivery of Gaelic learning through e-learning providers such as “e-Sgoil”.

Leadership and Planning of Gaelic Education

Leaders and managers involved in Gaelic Education should be aware of the distinct nature and needs of Gaelic education and build this awareness into any relevant policies that are being developed or programmes being implemented.

2.4445 It is considered essential that education authorities, other public bodies, head teachers and managers at all levels should be aware of the distinct needs of Gaelic education and how they apply to their areas of responsibility. Bodies such as Education Scotland, Universities and the General Teaching Council for Scotland (GTCs) have a key role in supporting professional learning at all levels.

2.4546 Gaelic education should be included in relevant education policies, programmes and in school and education authority planning. Leaders, managers, and officers in public bodies who have functions relating to Gaelic education, including Education Scotland, the Scottish Funding Council (SFC) and the SQA should have regard to this Statutory Guidance in carrying out their duties and responsibilities.

2.4647 All GME provision should have annual school improvement planning and standards and quality reporting in place. The GME school improvement planning process should evidence clearly how opportunities to deliver more of the secondary curriculum through the medium of Gaelic are being realised each session.

2.4748 In the development of their Gaelic language plans, all relevant public authorities (which includes any Scottish public authority) should consider how they can support Gaelic education in their area. The Gaelic Language (Scotland) Act 2005 requires that, as these plans are being developed, relevant public authorities must have regard to, amongst other things, this Guidance, as well as Bòrd na Gàidhlig’s Statutory Guidance on Gaelic language plans

Note 21 **Note 22**, and the potential for the use of the Gaelic language in connection with the exercise of their functions. When having regard to this Guidance in the development of Gaelic language plans, the relevant public authority should consider any way in which its functions relate to GME or GLE, and plan to exercise those functions in a way that develops GME and GLE provision now and in the future.

Career-long Professional Learning in Gaelic Education

Education authorities and other relevant public authorities should ensure that all staff involved in Gaelic education have access to relevant career-long professional learning (CLPL).

2.4849 Education authorities and other relevant public authorities as defined in the Gaelic Language (Scotland) Act 2005 have a responsibility to provide effective career-long professional

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learning which is specific to the linguistic and professional needs of staf involved in the provision of both GME and GLE.

2.4950 Staf involved in the provision of GME and GLE should have access to professional learning activities in order to improve their understanding of issues specific to Gaelic education such as immersion teaching in schools, specialist vocabulary, grammar, orthography, assessment, digital technologies and leadership. Staf in GME should also have access to opportunities to learn about key national policy developments and the impact these may have on education in Scotland.

2.5051 GME staf should be encouraged and supported to add additional subjects and sectors to their registration, in line with school and education authority plans for GME curriculum expansion. For example, primary school staf gaining secondary qualifications and vice versa so that there are more dual-qualified GME staf.

2.5152 Education authorities and school leaders have a role in promoting and encouraging leadership development opportunities for teachers in GME. Gaelic education should also be considered when school management structures are being designed and put in place in order to allow opportunities for progression. Strategic leadership for GME improvement planning at school level, may be the responsibility of a Senior Leadership Team member who does not speak Gaelic. Particular CLPL should be provided for leaders in these settings.

Engagement of Families in Gaelic Education

For children and young people in Gaelic education, their families have an important support role.

2.5253 Education authorities should ensure that accurate and relevant information is available to families to support their child's developing bilingualism as part of GME. Families should have regular opportunities to discuss their child's progress and achievements in GME with schools. Families should be made aware of how to support targets set in children's learning and attainment through home learning.

2.5354 Education authorities should ensure that all families are aware that GME is inclusive and open to all, whether Gaelic is used in the home or not. One way to do this would be by promoting websites which support children and young people with home-based Gaelic learning such as Gaelic4Parents, and Comann nan Pàrant's www.neadan.scotneadan.scot website.

2.5455 Education authorities should provide parentsfamilies with clear information on how to support children's education and fluency development in Gaelic, English and any other language spoken in the home through activities and events that occur outside of school. In doing so, education authorities should provide information about the various opportunities available to parentsfamilies for learning Gaelic. Comann nam Pàrant will also have a role in this.

2.5556 All education authorities have a duty to promote GME. This duty should include engagement with parents already within GME provision or considering entry. Community Learning & Development provision for Gaelic ofered by the local authority should be promoted along with other opportunities to support adult learners such as SpeakGaelic.

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Class Sizes in GMPE

Education authorities should consider the different demands on the GMPE teacher and consideration should be given to different class sizes in GMPE.

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2.5657 Scottish primary maximum class sizes are currently set at 25 for P1, 30 for P2 and P3 and 33 for the rest of primary education. **Note 2223** The composite class maximum is set at 25. However, in establishing GMPE provision, education authorities should consider that there are particular requirements placed on the GMPE class teacher whose aim is to develop and maintain fluency in Gaelic in the early stages of primary education.

2.5758 Not only will the GMPE ~~class teacher~~class teacher have to demonstrate progress with the recognised skills of listening, talking, reading and writing, but they will have to do this in a language that is relatively new to many children in the class. This task can present particular challenges as ~~different~~ pupils will have different levels of fluency in Gaelic. Another element to consider is that GMPE is often delivered in composite classes.

2.5859 In particular, education authorities should have regard to these matters in considering the provision of staff for GMPE classes at P1 to P3 and for GMPE composite classes across the primary stages. The education authority should also give consideration to the use of language assistants to support GMPE teachers and the language acquisition of GMPE pupils.

2.5960 Across the primary stages, headteachers should pay close attention to the numbers of pupils in any GMPE class. ~~If teachers and school managers are concerned with the quality of GMPE learning or the effectiveness of delivery, steps should be taken to address this. They should continue to evidence that they have considered carefully creative workforce planning to enable children to benefit from an improved pupil / staffing ratio (including provision of teachers and pupil support staff)~~ They may want to give consideration to reducing the class size or improving the pupil teacher ratio.

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GME Catchment Areas and Placing Guidelines

Education authorities should establish catchment areas for GME provision, and may wish to consider demand for GME when setting guidelines for placing pupils in GME provision.

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2.6061 The Education (Scotland) Act 1980 places a duty on education authorities to set out catchment areas for their schools and guidelines to be followed when placing pupils in schools. **Note 2324** As such, education authority areas will be divided into a number of school catchment areas, with placing guidelines based on local factors such as distance to the school and the number of pupils living in the area.

2.6162 A catchment area for GME provision should be an area throughout which the education authority thinks it is reasonable for pupils wishing to receive GME provision to travel to school, and should have the potential to attract parents to choose GME provision for their children. Catchment areas for GME provision will normally overlay a number of English medium education school catchment areas.

2.6263 When producing and/or developing guidelines for enrolment and placing requests for GME, education authorities may wish to give consideration to establishing specific enrolment

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policies and placing request criteria for GME. While such guidelines are for each individual education authority to determine based on local considerations and in line with Statutory criteria under the Education (Scotland) Act 1980, Bòrd na Gàidhlig would welcome involvement and/or consultation in the process.

2.6364 Note that any proposal to vary admission arrangements for a school, including a proposal to establish, terminate or otherwise alter the school catchment area or to make or modify guidelines in respect of the handling of placing requests is a 'relevant proposal' under the Schools (Consultation) (Scotland) Act 2010 **Note 2425** and the consultation and procedures referred to in paragraphs 2.20-23 should be adhered to.

Recruitment and Retention of Teachers in GME

Local authorities should seek to ensure that all possible steps are taken to recruit, retain and support GME teachers. Vacancies should be advertised as soon as possible, probationers who have been trained in GME should be placed in GME classes, and additional steps should be considered by the educational authority to secure teachers for GME classes from its own workforce. There are a number of initiatives in place to help education authorities with these steps.

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2.6465 The recruitment and deployment of teachers, including GME teachers, is a matter for education authorities, who are responsible for providing a complement of teachers, including GME teachers, that meets the needs of each of their schools and their pupils in light of the resources available.

2.6566 There have been occasions when education authorities have experienced some delay and difficulty in relation to filling teacher vacancies in GME classes. For this reason, a number of initiatives have been put in place to assist local authorities with recruiting GME teachers.

2.6667 Bòrd na Gàidhlig ~~to~~ provide advice on the available routes into GME teaching and promote teaching in Gaelic as a career, encouraging Gaelic speakers and qualified teachers to consider a career in GME.

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2.6768 The guidance letter which is sent annually from the Scottish Government to the SFC on Initial Teacher Education (ITE) asks the SFC to continue to promote GME ITE and to give consideration to any initiatives which could help to increase the number of GME teachers.

2.6869 If an education authority has a GME vacancy or is likely to do so, where appropriate, the vacancy should be advertised through the education authority's normal procedure and given further exposure on social media. The advert should also be sent to Bòrd na Gàidhlig who will include it in a weeklyfortnightly roundup of vacancies in Gaelic education sector to be shared via social media channels. Education authorities are encouraged to ensure that GME vacancies remain advertised until filled and to make use of the Obraichean Gàidhlig website www.obraichean.co.uk.

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2.6970 Education authorities may also secure a GME probationer through the Scottish Government's Teacher Induction Scheme.

2.7071 When advertising posts ~~that~~which are suitable for probationers, education authorities are invited to indicate which of these posts are suitable for GME teachers. Staf within education authorities with responsibility for teacher allocations are encouraged to work closely

with those who have responsibility for Gaelic education, as it is considered essential that GME trained probationers are placed within a GME context.

2.7472 Probationers are then allocated to the available posts, taking account of the preferences they have expressed.

2.7273 Education authorities should consider what additional steps they can take to secure GME teachers from their own existing workforce. They should regularly survey their existing teaching workforce to identify the level of interest and ability in Gaelic, and to determine whether there are any teachers who would like to consider transferring from English medium education to GME. Education authorities should consider providing information within adverts for vacant teaching posts to ensure that such posts are attractive to prospective applicants; for example, highlighting that consideration could be given to Housing Relocation Allowance, potential promotion structures within the education authority, CLPL opportunities and teacher support such as the provision of Gaelic-speaking Pupil Support Assistants.

2.7374 A range of courses are available to help teachers who wish to transfer from English medium education to GME. Further details on the process and potential funding support is available from Bòrd na Gàidhlig. Education authorities should promote Gaelic immersion course opportunities annually. Where an education authority supports a teacher who wishes to transfer to GME, every effort should be made to ensure a Gaelic teaching position is secured on completion of the relevant course.

2.7475 The Teaching Bursary Scheme is open to individuals wishing to undertake a one-year Professional Graduate Diploma in Education Initial Teacher Education ("PGDE ITE"), a course in Scotland that leads to the award of registered teacher status in Scotland's hardest-to-fill teaching subjects. The level of bursary is currently £20,000 per student and is available for the PGDE in Primary Education GME, Gaelic as a Language/Subject at Secondary Level and all Gaelic Medium Secondary subjects. **Note 25**

2.7576 Education authorities should take all possible steps to recruit, retain and support teachers in GME. In addition to the initiatives listed above, an education authority may wish to consider other measures to ensure they can achieve this. Such other measures may include, for example, engaging with students on PGDE ITE courses to promote the opportunities of a career in specific schools in order to match students to unfilled posts.

Education authorities may also consider a distinct process for appointing supply teachers in GME to ensure year-round coverage is available.

Funding for Gaelic Education

Scottish Government funding available for Gaelic education includes the Gaelic Specific Grant, available for bids towards the cost delivery of Gaelic education (both GME and GLE), and the Gaelic Schools Capital Fund to assist education authorities with capital assets incurred in their development of provision.

2.7677 A Scheme of Gaelic Specific Grants is offered under the Grants for Gaelic Language Education (Scotland) Regulations 1986. Through this Scheme, funding is available to all Scottish education authorities for up to 75% of the cost of towards delivery of Gaelic education.

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The Scheme covers all areas of Gaelic education from pre-school, primary, and secondary, through to adult learning.

2.7778 When preparing a bid for a Gaelic Specific Grant, education authorities are advised to have regard to the National Gaelic Language Plan which is prepared by Bòrd na Gàidhlig under the Gaelic Language (Scotland) Act 2005.¹⁷ In addition, education authorities should include specific details of how they can help meet the Scottish Government's ambition to see an increase in the numbers of people speaking, learning and using Gaelic in Scotland. [Note 26](#)

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2.7879 The Scottish Government welcomes bids from education authorities, or groups of education authorities, under the Scheme of Gaelic Specific Grants and in respect of expenditure to be incurred for purposes approved by the Scottish Ministers in, or in connection with, the teaching of the Gaelic language or the teaching in that language of other subjects. At this time, the Scottish Government seeks to encourage education authorities to plan for mainstreaming of grant-aided project costs into central budgets as early as possible, and certainly no later than five years from commencement of funding. The Scottish Government aims to support new Gaelic provision, alongside projects that are currently funded.

2.7980 The Gaelic Schools Capital Fund was set up in 2007 in recognition of the growing demand for Gaelic education and to assist education authorities in their development of Gaelic provision. This Fund has been successful in supporting education authorities across Scotland with the costs of establishing or expanding Gaelic provision. ~~The~~[This](#) fund remains open to all education authorities interested in the delivery of Gaelic education, with the Scottish Government's Gaelic and Scots team promoting it annually through direct contact with [the](#) Directors of Education at education authorities.

2.8081 In addition to these specific Gaelic funding streams, education authorities are often able to access other funding streams and financial opportunities to support their education provision through the Scottish Government. As Gaelic education increasingly forms part of the wider educational context in Scotland, education authorities are encouraged to consider Gaelic projects as they develop their bids to these.

NOTES

1 See paragraph 35 of the Delegated Powers Memorandum for the 2016 Act:

https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf
https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf

2 See paragraphs 19 and 20 of the Delegated Powers Memorandum for the 2016 Act:

https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf
https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf

3 See paragraph 22 of the Delegated Powers Memorandum for the 2016 Act:

https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf
https://webarchive.nrscotland.gov.uk/3/archive2021.parliament.scot/S4_Bills/Education_DPM_.pdf

4 Available at: [Advice on Gaelic Education — Updated March 2022](#)

4 Available at: [Advice on Gaelic Education - Updated March 2022](#)

5 See Sections 47 and 48 of the Children and Young People (Scotland) Act 2014:

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>
<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

6 See the Scottish Government's Discussion Paper on Early Learning and Childcare (1140 hours expansion): <https://consult.scotland.gov.uk/digital-communications/childcare-expansion>
<https://consult.scotland.gov.uk/digital-communications/childcare-expansion>

7 See ~~Education (Scotland) Act 1980~~ Education (Scotland) Act 1980 Section 1 (1C)

8 See ~~Schools (Consultation) (Scotland) Act 2010~~ Schools (Consultation) (Scotland) Act 2010), Schedule 1, Paragraph 2

9 See Schools Consultation (Scotland) Act Schedule 1, paragraph 2(b)

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10 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Schedule 1, paragraph 1(1)

11 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Schedule 1, paragraph 1(3)

12 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (a)

13 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (b)

14 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (c)

15 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (d)

16 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (3) (e)

17 See [Schools \(Consultation\) \(Scotland\) Act 2010](#) Section 1 (4)

18 Available at: <http://www.gov.scot/Publications/2012/05/3670>

19 See [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) Section 4 (1)

20 Available at: <http://www.storlann.co.uk/feumalachdan-taic/>

21 Available at: <http://www.thescottishvoice.org.uk>

22 Available at: [Bord-na-Gaidhlig-Statutory-Guidance-Gaelic-Language-Plans-2024-English.pdf](#)

23 See the Scottish Government's Guidance on Determining Primary School Capacity:
<http://www.gov.scot/Resource/0046/00461513.pdf>

24 See Section 28A and Section 28B(1)(c) of the Education (Scotland) Act 1980:
<http://www.legislation.gov.uk/ukpga/1980/44/contents>

25 [Funding and fees](#)

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26 Available at: The National Gaelic Language Plan – Bòrd na Gàidhlig26 Available at: The National Gaelic Language Plan – Bòrd na Gàidhlig

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Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Aithisg air PCCan a' Phlana Chorporra 2023-28
Gnìomh a dhìth:	Airson Deasbad
Àireamh pàipear:	4.4
Neach-labhairt:	Iain Mac a' Mhaoilein, Stiùiriche Leasachaidh
Pàipearan-taic:	PT1 - Geàrr-chunntas air adhartas a' phlana gnìomh

1. Adhbhar

- 1.1. Airson fiosrachadh a thoirt do Bhuill a' Bhùird-stiùiridh mu adhartas le coileanadh nam prìomh chomharran coileanaidh a tha air aithneachadh anns a' Phlana Chorporra 2023-28 agus airson fios a thoirt seachad air an adhartas leis a' Phlana Gnìomh.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Dh'aontaich an Riaghaltas ri Plana Nàiseanta 2023-28 anns an Dùbhlachd 2023 agus chaidh am Plana fhèin fhoillseachadh ron Nollaig 2023. Leis a sin cha deach am Plana Chorporra ùr aig Bòrd na Gàidhlig chun a' Bhùird-stiùiridh airson aonta chun a' Mhàirt 2024 agus an uair sin air adhart chun an Riaghaltas airson aonta foirmeil. Dh'aontaich an Riaghaltas ris a' Phlana Chorporra san t-Sultain 2024.
- 2.2. Tha adhartas mu choinneamh nan targaidean sa Phlana Chorporra far a bheil sinn an dùil a bhith aig an ìre seo. Chan eil sinn air raointean sam bith sa Phlana a chomharrachadh far a bheil sinn an dùil ri bacaidhean mòra a thaobh crìochnachadh. Ach, bidh na prìomh bhacaidhean co-cheangailte ri maoineachadh, com-pàirt luchd-ùidh ann am prìomh ro-innleachdan agus comas buidhne. Bithear a' cumail sùil orra sin uile tro ar pròiseasan cunnairt, agus tha iad nam prìomh amas aig an Sgioba-stiùiridh.
- 2.3. Tha an t-adhartas a chaidh a dhèanamh air na na Prìomh Chomharran Coileanaidh (PCC) anns a' Plana Chorporra airson 2023-28 ri fhaicinn sa chlàr gu h-ìosal:

PRÌOMH CHOMHARRA COILEANAIDH		Adhartas gu Mairt 2024
PCC1	Barrachd chothroman do dhaoine an cuid sgilean Gàidhlig a chleachdadh aig an taigh, san obair agus sna coimhearsnachdan aca	<ul style="list-style-type: none">Obair a' dol air 2 Phlana Gàidhlig Coimhearsnachd ann an Uibhist agus Iar Thuath Leòdhais – a dol gu co-chomhairle phoblach tron t-Samhradh

		<ul style="list-style-type: none"> Buidhnean ann a Ceann a Tuath an Eilean Sgitheanach airson Plana coimhearsnachd a chruthachadh ann a compàirteachais eadar Buidhnean Coimhearsnachd 12 Prìomh bhuidhnean lìbhrigidh Gàidhlig a’ dèanamh adhartas air na Planaichean ro-innleachdail aca Lìonra Oifigearan Leasachadh Gàidhlig a’ leantainn orra leis an obair aca – coinneamhan gach mìos. Sgeamaichean tabhartasan a’ cumail taic ri tachartasan anns na coimhearsnachdan
PCC2	Barrachd taic do sholar sna Tràth-bhliadhnaichean	<ul style="list-style-type: none"> Sgeama thabhartasan tràth-bhliadhnaichean air a libhrigeadh (taic ri 28 buidhnean) Chaidh rannsachadh le Wilson MacLeòid air solar 0-3 fhoillseachadh Dreach pàipear air ro-innleachd airson seirbheisean airson tràth-bhliadhnaichean
PCC3	Brosnaich buannachdan Foghlam tro Meadhan na Gàidhlig (FtG) is Foghlam Luchd-ionnsachaidh (FLi)	<ul style="list-style-type: none"> Maoineachadh ga thoirt seachad airson obair Chomann nam Pàrant. Stiùireadh Reachdail airson Foghlam Gàidhlig ga ùrachadh agus air a dhol tro co-chomhairle poblach
PCC4	Barrachd taic do dh’ionnsachadh na Gàidhlig	<ul style="list-style-type: none"> Sgeama Tabhartasan Foghlaim a’ toirt taic airson tidsearan a thrèanadh/sgilean Gàidhlig a neartachadh (taic ri 45 oileanaich/tidsearan) Aithisg air fhaighinn air ìre 1 den phròiseact SpeakGaelic Paipear air Ro-innleachd ionnsachaidh Inbhich air a chlàr aig a’ choinneimh.
PCC5	Tha barrachd àite aig a’ Ghàidhlig ann an aithne nàiseanta na h-Alba, aithne-dùthcha iom-fhillte is fhosgailte	<ul style="list-style-type: none"> Stiùireadh Reachdail air Planaichean Gàidhlig ùr air aontachadh leis an Riaghaltas Pròiseas nas soilleire agus nas èifeachdaiche a rèir an Stiùiridh ùir Freagairt làidir gu ìre 1 de Bhile nan Cànan Albannach agus fianais gu comataidh Foghlam aig Pàrlamaid na h-Alba Ìre 2 aig Bile na Cànan Albannach air a chrìochnachadh agus a-nis a dol air adhart gu ìre 3. taic maoineachaidh a bharrachd bhon Riaghaltas airson Sgeama Oifigearan ùr.

		<p>Paipear air beulaibh Buill an-diugh airson taic tron sgeama aontachadh</p> <ul style="list-style-type: none"> Sgeama Planaichean Gàidhlig a’ toirt taic do Bhuidhnean aig a bheil Planaichean Gàidhlig, is taic fhad-ùine ri fhaighinn airson a’ chiad uair
PCC6	Tha Bòrd na Gàidhlig èifeachdach na dhreuchd ceannardais agus a’ cur ri libhrigeadh Plana Nàiseanta na Gàidhlig 4 san fharsaingeachd	<ul style="list-style-type: none"> Seirbheisean gan toirt seachad taobh a staigh a’ bhuidseit mar a tha ri fhaicinn anns na cunntasan bhliadhnail Freagairtean air an cur a staigh air co-chomhairlean poblach Frithealadh aig coinneamhan agus fòraman roinneil is nàiseanta

- 2.4. Tha an t-adhartas a chaidh a dhèanamh gar fàgail ann an suidheachadh làidir airson an àm ri teachd cho fad ‘s a bhios maoineachadh gu leòr ri fhaighinn airson taic a chumail ris na gnìomhan anns a’ Phlana Chorporra.
- 2.5. Aig ìre luchd-obrach tha Plana Gnìomh againn a tha manaidshearan a’ toirt air adhart. Tha geàrr-chunntas air gnìomhan agus adhartas ri fhaicinn aig PT1. A mach à 46 gnìomhan chaidh 22 a crìochnachadh, chaidh adhartas math a dhèanamh air 23 agus bha 1 air nach robh an adhartas ris an robh dùil. Cha robh adhartas air dhèanamh air measadh an sgeama foillseachaidh ach thig an obair seo air adhart a bliadhna.
- 2.6. Leis gur e seo a’ chiad bhliadhna dhen dòigh obrach seo agus Manaidshearan a’ gabhail uallach airson am Plana Gnìomh a choileanadh tha tòrr ionnsachadh air a bhith am measg na h-obrach. Tha ionnsachadh air a bhith ann a thaobh soilleireachd air na a tha fa-near dha na gnìomhan agus dè tha reusanta ri dhèanamh anns an ùine agus leis na goireasan a th’ againn. Tha an t-ionnsachadh againn ga chur gu feum ann an cruthachadh a’ Plana Gnìomh airson na bliadhna seo.
- 2.7. Bha aon ghnìomh nach deach a choileanadh – a bhith a’ cur air dòigh choinneamhan sònraichte airson Oifigearan Planaidh ann am Buidhnean Poblach - ged a bha na cothrom aig na h-oifigearan seo pàirt a ghabhail anns na coinneamhan mìosail aig Lìonra nan Oifigearan. Bidh seo air a choileanadh ron Dàmhair nuair a bhios sgioba slàn de dh’oifigearan againn.
- 2.8. Bha na dhà gnìomhan eile air nach robh adhartas air a dhèanamh ceangailte ri bhith a’ measadh agus a’ cumail clàr air an sgeama foillseachaidh.

3. Moladh

- 3.1. Gum bi na buill a’ toirt fa-near dhan fhiosrachadh anns a’ phàipear seo agus a’ gabhail beachd air an adhartas.

4. Prìomh Bhuaidhean Ro-innleachdail

- 4.1. Buaidhean air Ionmhas: Chan eil buaidh air ionmhas
- 4.2. Buaidhean air Luchd-obrach: Tha am paipear a’ toirt fa-near dhan obair a tha luchd-obrach a’ Bhùird ris tron bhliadhna.

- 4.3. Buidhean air Trèanadh: Chan eil buaidh ann.
- 4.4. Ceanglaichean ri Amasan Ro-innleachadh agus Corporra: Tha an aithisg a' toirt iomradh air coileanadh amasan ro-innleachdail agus corporra
- 4.5. Buidhean air Cliù: Tha e riatanach gum bi sinn a' coileanadh nam PCCan agus tha seo a' toirt buaidh air cliù Bhòrd na Gàidhlig.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: Chan eil gin ann.
- 4.7. Buidhean Laghail: Tha dleastanasan air Bòrd na Gàidhlig fo sgèith Achd na Gàidhlig (Alba) 2005.
- 4.8. Buidhean air Co-ionannachd: Chan eil buaidh ann.
- 4.9. Buidhean air an Àrainneachd: Chan eil buaidh ann.

5. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input checked="" type="checkbox"/>	Clann is Òigridh	<input checked="" type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input checked="" type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input checked="" type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input checked="" type="checkbox"/>	Eaconamaidh	<input type="checkbox"/>
Gnathachasan soirbheachail is ùr-ghnàthach			<input checked="" type="checkbox"/>

6. Cùrsa Riaghlachais

- 6.1. Thug an Sgioba-stiùiridh fa-near dhan phàipear seo air 5 Ògmhios 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

- 7.1. 'S e pàipear fosgailte a tha seo.

Bòrd na Gàidhlig Plana Gnìomh 31.03.2025

Gnìomhan

Inbhe

KPI 1- Barrachd cothroman do dhaoine na sgìlean Gàidhlig aca a chleachdadh aig an taigh, san obair is anns na coimhearsnachdan aca

1.1 Aithris air solar ionadan Gàidhlig làithreach le molaidhean airson an lìonra san àm ri teachd	Ann an gnìomh
1.2.1 Aon phlana air fhoillseachadh	Ann an gnìomh
1.2.2 Dreach stiùireadh air planaichean Gàidhlig coimhearsnachd	Air a choileanadh
1.3.1. Lèirmheas air sgeama Oifigearan Gàidhlig air a libhrigeadh do RnA	Air a choileanadh
1.3.2 Obair air feumalachdan ionnsachaidh proifeasanta aig Oifigearan Leasachaidh Gàidhlig	Ann an gnìomh
1.5. Clàr de thachartasan a fhuair taic	Air a choileanadh
1.6. Clàr de bhuidhnean a fhuair taic	Air a choileanadh
1.7.1. Suirbhidh luchd-ùidh	Air a choileanadh
1.7.2 Aithisg Leacan air fhoillseachadh is plana air a chur an gnìomh	Air a choileanadh
1.7.3. Comhairle is taic airson Bliadhna Nàiseanta Shònraichte	Air a choileanadh

KPI 2- Barrachd taic airson solar Tràth-bhliadhnach

2.1.1 Aithisg 0-3 aig Wilson MacLeòid air fhoillseachadh is na molaidhean air a chur ann an òrdugh prìomhachais	Ann an gnìomh
2.1.2 Toolkit Tràth-bhliadhnach air ùrachadh is air ath-fhoillseachadh	Ann an gnìomh
2.1.3. Clàr de chonaltraidh le ùghdarrasan ionadail	Air a choileanadh
2.2. Ro-innleachd brosnachaidh air a chur air dòigh	Ann an gnìomh

KPI 3- Brosnaich buannachdan Foghlam tro Mheadhan na Gàidhlig (FtG) is Foghlam Luchd-ionnsachaidh (FLi)

3.2.1 Clàr conaltraidh le Ùghdarrasan Ionadail: Cùm taic ri measadh roghainnean airson solar FtG àrd-sgoile eadar-ùghdarrasail ann a	Ann an gnìomh
3.2.1 Clàr conaltraidh le Ùghdarrasan Ionadail: Obraich le com-pàirtichean gus taic a thabhann do 3 ùghdarrasan ionadail a tha airson	Air a choileanadh
3.2.2 Làthaireachd aig tachartasan air-loidhne/aghaidh ri aghaidh	Air a choileanadh
3.3.1 Clàr conaltraidh le Ùghdarrasan Ionadail: Co-chomhairle air dreachd ùr den Stiùireadh Reachdail airson Foghlam Gàidhlig	Air a choileanadh
3.3.1 Clàr conaltraidh le Ùghdarrasan Ionadail: Obraich le com-pàirtichean gus taic a thabhann do 3 ùghdarrasan ionadail a tha a' beac	Air a choileanadh
3.3.2 Làthaireachd aig tachartasan air-loidhne/aghaidh ri aghaidh	Air a choileanadh
3.4 Clàr conaltraidh le Ùghdarrasan Ionadail	Air a choileanadh
3.5.1 Stèidhich Buidheann-obrach Luchd-cuideachaidh Cànan FtG	Ann an gnìomh
3.5.2 Làthaireachd aig 5 tachartasan mu dhreuchdan	Air a choileanadh
3.6 Clàr conaltraidh le buidhnean nàiseanta	Air a choileanadh

KPI 4- Barrachd taic do dh'ionnsachadh na Gàidhlig

4.1.1 Coinneamhan air an cumail le prìomh luchd-ùidh	Ann an gnìomh
4.1.2 Gnìomh Sgòpaidh air tòiseachadh	Ann an gnìomh
4.2 Maoineachadh air a thoirt seachad do bhuidhnean com-pàirt SpeakGaelic	Ann an gnìomh

KPI 5- Tha barrachd àite aig a' Ghàidhlig ann an aithne nàiseanta na h-Alba, aithne-dùthcha iom-fhillte is fhosgailte

5.1 Clàr fhreagairtean co-chomhairle : Cruthaich loidhne-conaltraidh aig BnG airson co-chomhairlean beaga/sgrìobh freagairtean airso	Ann an gnìomh
5.1 Clàr fhreagairtean co-chomhairle : Cuir a-steach freagairtean do cho-chomhairlean poblach buntainneach agus foillsich iad far a bh	Air a choileanadh
5.1 Clàr fhreagairtean co-chomhairle : Cruthaich pròiseas rianachd ùr airson co-chomhairlean iomchaidh a chomharrachadh agus a ch	Air a choileanadh
5.2.1 Stiùireadh air Planaichean Gàidhlig Reachdail air fhoillseachadh	Air a choileanadh
5.2.2 Planaichean Gàidhlig air am measadh is air an aontachadh a rèir clàr-ama a chaidh aontachadh : Lìonra nan Oifigearan Gàidhlig -	Ann an gnìomh
5.2.2 Planaichean Gàidhlig air am measadh agus air an aontachadh a rèir clàr-ama a chaidh aontachadh : 9 deasachaidhean ùra de phl	Ann an gnìomh
5.2.3 A h-uile aithisg dearcnachaidh air iarraidh taobh a-staigh nan clàran-ama a chaidh aontachadh	Ann an gnìomh
5.3.1 Aithisg sgrùdaidh bhliadhnail air planaichean Gàidhlig air a chur fa chomhair a' Bhùird san Ògmhios '25	Ann an gnìomh
5.3.2 Stèidhich clàr de chomhairle a chaidh a thoirt do Riaghaltas na h-Alba.	Ann an gnìomh

KPI 6- Tha Bòrd na Gàidhlig èifeachdach na dhleastanas agus tha e a' cur ri libhrigeadh Plana Nàiseanta na Gàidhlig 4

6.1.1 Clàr gèillidh reachdail: An sgeama foillseachaidh gu bhith air ath-sgrùdadh agus ùrachadh gach bliadhna	Gun tòiseachadh
6.1.1 Clàr gèillidh reachdail: Stèidhich clàr gèillidh	Ann an gnìomh
6.1.2 Ag Aithris dhan Bhòrd	Air a choileanadh
6.2 Dèan a' chiad aithisg adhartais air Plana Nàiseanta na Gàidhlig airson coinneamh a' Bhùird-stiùiridh san Ògmhios '25	Ann an gnìomh
6.3 Ag aithris do Chomataidhean agus dhan Bhòrd: Aithisg Bhliadhnail is Cunntasan air an toirt dhan Phàrlamaid	Air a choileanadh
6.3 Ag aithris do Chomataidhean agus dhan Bhòrd: Dèan ath-sgrùdadh air comas Xero airson siubhal	Ann an gnìomh
6.3 Ag aithris do Chomataidhean agus dhan Bhòrd: Cruthaich Pasgan Cunntasan Riaghlaidh	Air a choileanadh
6.3 Ag aithris do Chomataidhean agus dhan Bhòrd: Dèan ath-sgrùdadh air, agus ùraich poileasaidhean, a rèir atharrachaidhean reachd	Ann an gnìomh
6.3 Ag aithris do Chomataidhean agus dhan Bhòrd: Cùm inbhe CE Plus	Ann an gnìomh
6.3 Ag aithris do Chomataidhean agus dhan Bhòrd: Dèan deuchainnean air Leantainneachd Gnìomhachais agus Ath-shlànachadh bho	Ann an gnìomh

Actions

Air a choileanadh
Ann an gnìomh
Gun tòiseachadh

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	23 Ògmhios 2025
Tìotal:	Aithisg air Planaichean Gàidhlig
Gnìomh a dhìth:	Airson Fiosrachadh agus Deasbad
Àireamh pàipear:	4.5
Neach-labhairt:	Iain Mac a' Mhaoilein, Stiùiriche Leasachaidh
Pàipearan-taic:	PT1 – Ùghdarrasan Phoblach le Planaichean Gàidhlig Reachdail

1. Adhbhar

- 1.1. Airson fiosrachadh a thoirt do Bhuill a' Bhùird-stiùiridh mu adhartas le pròiseas nam planaichean.

2. Co-theacs

- 2.1. Bhon Ghiblean 2024 bha lùghdachadh anns na h-àireamhan de dh'oifigearan Phlanaichean a bha air am fastadh aig Bòrd na Gàidhlig bho: 4 Oifigearan & 1 Manaidsear Phlanaichean gu 3 Oifigearan. Eadar Sultain 2024 – Cèitean 2025 bha dà Oifigear ag obair san raon seo.

3. Cùl-fhiosrachadh/Prìomh Aithris

- 3.1. Tha 66 buidhnean poblach ann aig a bheil plana Gàidhlig. Tha an àireamh seo a' gabhail a-steach 30 ùghdarrasan ionadail, buidhnean eaconamaidh, buidhnean foghlaim, buidhnean cultarach, buidhnean nàdair agus buidhnean maoineachaidh, am measg eile. Tha an liosta shlàin ri faighinn air PT1.
- 3.2. Chaidh 10 Planaichean Gàidhlig Reachdail aontachadh eadar 1mh Giblean 2024 agus 31mh Màrt 2025.
- 3.3. Chaidh 1 Phlana Gàidhlig a dhiùltadh aig CPG sa Ghearran 2025 ach às dèidh tighinn gu aonta a thaobh atharraichean, chaidh aontachadh ris sa Chèitean 2025.
- 3.4. 'S iad na Planaichean Reachdail a leanas a chaidh aontachadh:

Comataidh Poileasaidh is Ghoireasan 07/05/2024

- PGR022 E04 Comhairle na Gàidhealtachd
- PGR009 E03 Comhairle Baile Dhùn Èideann
- PGR025 E03 Comhairle Pheairt is Cheann Rois

Comataidh Poileasaidh is Ghoireasan 10/09/2024

- PGR037 E02 Comhairle Siorrachd Rinn Friù an Ear

Comataidh Poileasaidh is Ghoireasan 28/02/2025

- PGR021 E02 Comhairle Mhoireibh
- PGR063 E03 Ùghdarras Pàirc Nàiseanta Loch Laomainn is nan Tròisichean
- PGR062 E03 Ùghdarras Pàirc Nàiseanta a' Mhonaidh Ruaidh

Comataidh Poileasaidh is Ghoireasan 06/05/2025

- PGR050 E03 Oilthigh Obair Dheathain
- PGR028 E03 Comhairle Siorrachd Àir a Tuath
- PGR042 E03 Leabharlann Nàiseanta na h-Alba

2.7 Am-bliadhna, thathar an dùil gun tèid 13 planaichean reachdail air beulaibh Comataidh Poileasaidh is Ghoireasan airson beachdachadh. Tha obair a' leantainn leis na h-ùghdarrasan seo gus na planaichean Gàidhlig aca ullachadh. Bidh seo a' gabhail a-steach nan ùghdarrasan poblach a leanas:

Ùghdarras Poblach	Ìre anns a' phròiseas
Comhairle Siorrachd Lannraig a Deas E03	<ul style="list-style-type: none"> • Thàinig dreach phlana a-steach air a' cheann-latha reachdail. • Aig ìre measaidh fhoirmeil.
Leasachadh Sgilean na h-Alba E04	<ul style="list-style-type: none"> • An dùil ri dreach phlana air 30/08/2025.
Coimisean na Croitearachd E04	<ul style="list-style-type: none"> • An dùil ri dreach phlana air 27/10/2025
Comhairle Siorrachd Àir a Deas E03	<ul style="list-style-type: none"> • An dùil ri dreachd phlana air 27/10/2025
Comhairle Lodainn an Ear E02	<ul style="list-style-type: none"> • An dùil ri dreachd phlana air 27/10/2025
Ùghdarras Theisteanas na h-Alba E04	<ul style="list-style-type: none"> • An dùil ri dreachd phlana air 01/11/2025

Ùghdarras Poblach	Ìre anns a' phròiseas
Comhairle Siorrachd Dhùn Breatann an Iar E02	<ul style="list-style-type: none"> • Cha tàinig an dreachd a-steach air a' cheann-latha reachdail: 21/04/2025. • Chaidh coinneamh a chumail leis an ùghdarras sa Chèitean gus taic a thabhann. • Tha iad air dreach phlana a chur thugainn airson measadh neo-fhoirmeil. • Tha conaltradh a' leantainn leis an ùghdarrais.

Comhairle Fìobha E03	<ul style="list-style-type: none"> • Chaidh conaltradh a dhèanamh leis a’ bhuidheann agus thug iad iomradh air sìneadh iarraidh ach cha do nochd iarrtas. • Cha tàinig an dreach as ùire a-steach air a’ cheann-latha reachdail: 21/04/2025. • Chaidh litir gu Ceannard na Comhairle, a sireadh dearbhadh air ceann-là airson an eagraan ùr a chur a-steach do Bhòrd na Gàidhlig.
Comhairle Siorrachd Dhùn Breatann an Ear E03	<ul style="list-style-type: none"> • Chaidh measadh foirmeil a dhèanamh air an dreach phlana E03. • Cha deach eas-aonta a thogail ach cha do ghabh iad ris na molaidhean gu lèir aig Bòrd na Gàidhlig. • Dh’fhoillsich an t-ùghdarras E03 air làrach-lìn na Comhairle às aonais aonta bho Bhòrd na Gàidhlig. • Tha conaltradh a’ leantainn leis a’ bhuidheann gus seo a rèiteachadh.
Comhairle Siorrachd Chlach Mhanainn E02	<ul style="list-style-type: none"> • Bha oifigearan BnG a’ feuchainn ri conaltradh a dhèanamh leis an ùghdarras mu dheasachadh E02. • Chaidh litir chun an ùghdarrais air 10/04/2025 mu dhith-chonaltradh co-cheangailte ri deasachadh E02. • Cha tàinig an dreachd as ùire a-steach air a’ cheann-latha reachdail. • Chaidh litir gu Ceannard na Comhairle, a sireadh dearbhadh air ceann-là airson an eagraan ùr a chur a-steach do Bhòrd na Gàidhlig.
Comhairle na h-Eaglais Brice E03	<ul style="list-style-type: none"> • Cha tàinig an dreach as ùire a-steach air a’ cheann-là reachdail: 09/06/2025. • Tha dreach phlana a-mach aig co-chomhairle phoblach agus bidh sin a’ dùnadh air 20/06/2025. • Tha conaltradh a’ leantainn leis an ùghdarras.
Sabhal Mòr Ostaig E03	<ul style="list-style-type: none"> • Tha dreach plana air a dhol tro cho-chomhairle phoblach agus air a dhol gu coinneamh a Bhùird-stiùiridh aig SMO air 26 Ògmhios 2025
UHI Tuath, an Iar & Innse Gall E01	<ul style="list-style-type: none"> • Thàinig dreach Phlana a-steach bhon Bhuidheann agus tha còmhraidh air a bhith ann leotha air cho cudromach ‘s a tha e gum bi am Plana cho làidir ‘s a ghabhas agus gum bi compàirteachas agus buaidh air coimhearsnachd na phrìomhachas.

2.7 Bidh Oifigearan Phlanaichean ag obair le 10 ùghdarrasan poblach gus na h-ath eagrain aca a dheasachadh. Thathar an dùil gun tèid na dreachd phlanaichean sin air beulaibh Comataidh Poileasaidh is Ghoireasan ann am-bliadhna ionmhais 2026/27. Thèid co-obrachadh a dhèanamh leis na h-ùghdarrasan poblach a leanas:

- Comhairle Lodainn Mheadhanaich: 02/02/2026
- Seirbhis Smàlaidh is Teasairginn na h-Alba: 09/05/2026

- Puirt-adhair na Gàidhealtachd 's nan Eileanan Eta: 21/06/2026
- Comhairle Baile Dhùn Dè: 21/06/2026
- Comhairle Lodainn an Iar: 07/07/2026
- Àrainneachd Eachdraidheil Alba: 07/11/2026
- Coimisean Fearainn na h-Alba: 26/01/2027
- Comhairle Aonghais: 26/01/2027
- Comhairle Shruighlea: 13/01/2027
- Comhairle Maoineachadh na h-Alba 08/02/2027

2.8 Pròiseas Dearcnachaidh

2.8.1 Mar thoradh air an Stiùireadh Reachdail air Deasachadh Phlanaichean Gàidhlig chaidh atharraichean a dhèanamh air a' phròiseas dearcnachaidh. Chaidh fios a' sgaoileadh chun nan ùghdarrasan poblach san Lùnastal 2024 a' mìneachadh nan atharraichean seo.

2.8.2 Tha clàr-ama dearcnachaidh fhathast mar a tha air a mhìneachadh ann an Achd na Gàidhlig (Alba) 2005.

2.8.3 Chaidh teampalaid aithisg dearcnachaidh ùr a chruthachadh ach chan eil e riatanach gun tèid seo a chleachdadh fhad 's a tha fios a' tighinn a-steach bho ùghdarrasan poblach mu:

- gealltanasan le clàr-ama choileanaidh taobh a-staigh gach bliadhna aithris
- fios air adhartas le gealltanasan le clàr-ama leantainneach no tro bheatha a' phlana.

2.8.4 Às dèidh do Bhòrd na Gàidhlig aithisg dearcnachaidh fhaighinn gheibh ùghdarrasan poblach litir aithneachaidh agus, thèid coinneamh adhartais a chumail le ùghdarrasan poblach.

2.8.5 Thèid co-dhùnadh a dhèanamh an deach adhartas iomchaidh a choileanadh agus gheibh ùghdarrasan poblach litir a' dearbhadh an co-dhùnadh seo.

2.8.6 Eadar 1mh Giblean 2024 agus 31 Cèitean 2025 thàinig aithisgean dearcnachaidh a-staigh bho 33 ùghdarrasan poblach.

2.11. Leasachaidhean ri thighinn

2.11.1. Bithear ag obair a dh'ionnsaigh barrachd leasachaidh a thoirt air adhart anns na mìosan a tha romhainn le pròiseas nam planaichean. Thathar an dùil leasachadh a dhèanamh air na leanas;

- Teampalaid plana ùr – thèid teampalaid fhoillseachadh anns na mìosan a tha romhainn.
- Thèid grafaig-fhiosrachaidh ullachadh do dh'ùghdarrasan poblach a bhios a' dèanamh soilleir dè na ceumannan a tha a dhith a dh'ionnsaigh ullachadh phlanaichean Gàidhlig.

4. Moladh

4.1. Gum bi na buill a' toirt fa-near dhan fhiosrachadh anns a' phàipear seo.

5. Prìomh Bhuaidhean Ro-innleachdach

5.1. Buaidhean air Ionmhas: Chan eil buaidh ann.

- 5.2. Buaidhean air Luchd-obrach: Tha e cudromach gu bheil luchd-obrach gu leòr aig Bòrd na Gàidhlig gus an obair seo a choileanadh gu soirbheachail.
- 5.3. Buaidhean air Trèanadh: Bidh luchd-obrach a' leasachadh nam pròiseasan agus bithear ag ionnsachadh mu na dòighean-obrach ùra fhad 's a tha sinn gan cruthachadh.
- 5.4. Ceanglaichean ri Amasan Ro-innleachadh agus Corporra: Tha Planaichean Gàidhlig reachdail bho Achd na Gàidhlig (Alba) 2005 agus tha sin air aithneachadh anns a' Phlana Nàiseanta airson 2023-28 agus ann am Plana Corporra a' Bhùird
- 5.5. Buaidhean air Cliù: Leis gu bheil dàil air a bhith ann le cuid den na h-ùghdarrasan ann a bhith a' cumail ris na dleastanasan aca fo sgèith na h-Achd, dh'fhaodadh gum bi buaidh air cliù nan ùghdarrasan agus buaidh air cliù Bhòrd na Gàidhlig ann a bhith a' dèanamh na h-obrach againn ann an ùine reusanta.
- 5.6. Buaidhean air Slàinte is Sàbhailteachd: Chan eil buaidh ann.
- 5.7. Buaidhean Laghail: Tha dleastanasan air Bòrd na Gàidhlig gus pròiseas nam planaichean a ruith gus soirbheachail fo sgèith Achd na Gàidhlig (Alba) 2005.
- 5.8. Buaidhean air Co-ionannachd: Ged nach eil fiosrachadh mu dheidhinn co-ionannas mar phàirt den aithisg seo, tha Bòrd na Gàidhlig a' trusadh fiosrachadh co-cheangailte ri co-ionannas gach bliadhna mar phàirt de dh'aithisgean dearcnachaidh nan ùghdarrasan.
- 5.9. Buaidhean air an Àrainneachd: Chan eil buaidh ann.

6. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input checked="" type="checkbox"/>	Clann is Òigridh	<input checked="" type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input checked="" type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input checked="" type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input checked="" type="checkbox"/>	Eaconamaidh	<input checked="" type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnàthach	<input checked="" type="checkbox"/>		

7. Cùrsa Riaghlachais

- 7.1. Thug an Sgioba-stiùiridh fa-near dhan phàipear seo air 5 Ògmhios 2025.

8. Dearbhadh air Cuairteachadh Sgrìobhainn

- 8.1. 'S e pàipear fosgailte a tha seo.

Comhairle Aonghais	Alba Chruthachail
Comhairle Baile Dhu'n De	A rainneachd Eachdraidheil Alba
Comhairle Baile Dhu'n Eideann	Coimisean na Croitearachd
Comhairle Baile Ghlaschu	Nadar Alba
Comhairle Baile Obar Dheathain	Coimisean Fearainn na h-Alba
Comhairle Chrìochan na h-Alba	Coilltearachd na h-Alba
Comhairle Dhu'n Phrìsis is Gall-Ghaidhealaibh	Coilltearachd is Fearann Alba
Comhairle Earra-Ghaidheal is Bhoird	Visit Alba
Comhairle Fhìobha	sporsalba
Comhairle Inbhir Chluaidh	
Comhairle Lodainn an Ear	Sabhal Mor Ostaig
Comhairle Lodainn an Iar	Oilthigh na Gaidhealtachd agus nan Eilean
Comhairle Lodainn Mheadhanaich	Oilthigh Obar Dheathain
Comhairle Mhoireibh	Oilthigh Shrath Chluaidh
Comhairle na Gaidhealtachd	ÙHI NWH
Comhairle na h-Eaglaise Brice	Oilthigh Ghlaschu
Comhairle nan Eilean Siar	
Comhairle Pheairt is Cheann Rois	Iomairt na Gaidhealtachd 's nan Eilean
Comhairle Shruighlea	Comhairle Maoineachaidh na h-Alba
Comhairle Siorrachd Air a Deas	Iomairt na h-Alba
Comhairle Siorrachd Air an Ear	
Comhairle Siorrachd Air a Tuath	NHS Eileanan Siar
Comhairle Siorrachd Chlach Mhanann	NHS na Gaidhealtachd
Comhairle Siorrachd Dhu'n Breatann an Ear	

PT1 – Ùghdarrasan Phoblach le Planaichean Gaidhlig Reachdail

Comhairle Siorrachd Dhùn Breatann an Iar	Puirt-adhair na Gaidhealtachd is nan Eilean Eòra
Comhairle Siorrachd Lannraig a Deas	Stòras Mara Cailleannach Earranta
Comhairle Siorrachd Lannraig a Tuath	
Comhairle Siorrachd Rinn Friù	Ùghdarras Theisteanas na h-Alba
Comhairle Siorrachd Rinn Friù an Ear	Foghlam Alba
Comhairle Siorrachd Obar Dheathain	Leasachadh Sgilean na h-Alba
Parlamaid na h-Alba (Buidheann Chorporra)	Ùghdarras Pairc Naiseanta a' Mhònaidh Ruaidh
Riaghaltas na h-Alba	Ùghdarras Pairc Naiseanta Loch Laomainn is nan Troisichean
Taighean-tasgaidh Naiseanta na h-Alba	Seirbheis Smaillidh is Teasairginn na h-Alba
Gailearaidhean Naiseanta na h-Alba	Ùghdarras Poilis na h-Alba
Leabharlann Naiseanta na h-Alba	Poileas Alba
	Seirbheis Ambaileans na h-Alba

Coinneamh:	Bòrd-stiùiridh
Ceann-latha:	26 Ògmhios 2025
Tìotal:	Rianachd Mhì-chinntean
Gnìomh a dhìth:	Ri Aontachadh
Àireamh pàipeir:	5.1
Neach-labhairt:	Nicola Pearson, Ceann an Ionmhais is Cùisean Corporra
Pàipearan-taice:	PT1 Clàr Mhì-chinntean Ro-innleachdail

1. Adhbhar

- 1.1. Tha am pàipear a' taisbeanadh Clàr Mhì-chinntean Ro-innleachdail na buidhne.
- 1.2. Tha am pàipear sa Bheurla oir thèid ath-sgrùdadh leis an luchd-sgrùdaidh air an taobh a-staigh agus air an taobh a-muigh mar phàirt den obair aca.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Tha an Clàr Mhì-chinntean Ro-innleachdail a' clàradh is a' sgrùdadh nam mì-chinntean as motha a tha mu choinneamh Bòrd na Gàidhlig. Tha e cuideachd a' clàradh nan gnìomhan lasachaidh agus adhartas leis na gnìomhan a chaidh a ghabhail gus ìre na mì-chinnt a lùghdachadh no gus smachd a chumail air.
- 2.2. Measar mì-chinntean gus faighinn a-mach dè cho cudromach 's a tha a' mhì-chinnt agus dè an ìre air am bu chòir dèiligeadh ris a' chunnart. Thèid a h-uile mì-chinnt a sgòradh mar fhìor àrd, àrd, meadhanach no ìosal stèidhichte air Buidh na mì-chinnt x a' Choltachd gun tachair i. Gheibhear fiosrachadh mionaideach mu sgòradh san Ro-innleachd Rianachd Mhì-chinntean.
- 2.3. Air a' chlàr is e an Sgòr Iomlan an sgòr a chaidh a mheasadh mus deach na smachdan làithreach a chur an gnìomh, leis an Sgòr Lom na mheasadh cunnairt a tha a' gabhail a-steach nan smachdan a tha an sàs aig an àm seo.
- 2.4. Tha an clàr ag amas air fòcas a chur air na cunnartan (mì-chinntean, cothroman, agus droch bhuaidhean) a bheir a' bhuaidh as dìriche air prìomhachasan BnG.
- 2.5. Chaidh an clàr ag ùrachadh mar a leanas:

Mì-chinnt ↑	Mì-chinnt ↓	Eile
Cunnart 5 -Chaidh an ìre chunnart àrdachadh bhon lèirmheas mu dheireadh	Cha deach ìre sam bith ìsleachadh bhon lèirmheas mu dheireadh	1. Chaidh grunn aithrisean ùrachadh 2. Chaidh cuid clàran-ama atharrachadh

3. Moladh

3.1. Thathar ag iarraidh air buill a' Bhùird-stiùiridh:

- beachdachadh air a' chlàr agus molaidhean a dhèanamh mu mhì-chinntean a bharrachd agus mu bhith a' toirt air falbh mì-chinntean.
- an clàr aontachadh

4. Prìomh Bhuidhean Ro-innleachdach

- 4.1. Buidhean air Ionmhas: Chan eil buaidh dhìreach ann ach tha e a' dèanamh cinnteach gum beachdaich a' bhuidheann air mì-chinntean ionmhasail.
- 4.2. Buidhean air Luchd-obrach: Tha an clàr mì-chinntean a' toirt seachad stiùireadh air smachdan agus gnìomhan a chuir luchd-obrach an sàs.
- 4.3. Buidhean air Trèanadh: Thèid trèanadh rianachd mì-chinntean a chur air dòigh san Fhoghair.
- 4.4. Ceanglaichean ri Amasan Ro-innleachdail agus Corporra: Bidh ar n-obair a' fiosrachadh agus a' toirt buaidh air leasachadh na Gàidhlig agus air poileasaidhean a bheir buaidh air a' Ghàidhlig.
- 4.5. Buidhean air Cliù: Tha riaghladh mì-chinntean ro chudromach ann a bhith a' cumail deagh chliù mar bhuidheann phoblach èifeachdach.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: N/A
- 4.7. Buidhean Laghail: Tha e na riatanas ann an Leabhar-làimhe Ionmhas Poblach na h-Alba gum bi pròiseasan rianachd mì-chinntean aig buidhnean poblach
<https://www.gov.scot/publications/scottish-public-finance-manual/risk-management/risk-management/>
- 4.8. Buidhean air Co-ionannachd: N/A
- 4.9. Buidhean air an Àrainneachd: N/A

5. Ceanglaichean ris an Fhrèam-obrach Coileanaidh Nàiseanta

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input type="checkbox"/>	Coimhearsnachdan	<input type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Ionnsachadh	<input type="checkbox"/>	Eaconamaidh	<input type="checkbox"/>
Gnothachasan soirbheachail ùr-ghnàthach <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>			

6. Cùrsa Riaghlachais

- 6.1. Aontaichte leis a' Chomataidh Sgrùdaidh is Dearbhachd air 20 Cèitean 2025.
- 6.2. Air aontachadh leis an Sgioba Stiùiridh air 7 Cèitean 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

- 7.1. 'S e pàipear fosgailte a tha seo.

Strategic Risk Register

Strategic Aim 1: More people are using and benefiting from Gaelic at home and in the community									
Ref	Risk description	Cause	Impact	Gross score [prior to current controls] (I/L/S)	Current controls [systems already in place]	Net score [including current controls] (I/L/S)	Proposed actions and controls [tasks being undertaken to deal with arising risk]	Timeline	Risk Owner
1.1	Inadequate resources to deliver the Corporate Plan	<p>SG temporary freeze on recruitment</p> <p>Medium and longer-term finances are not increased therefore Gaelic development is constrained</p> <p>[BnG baseline funding has remained static since 2007/08; this is a real terms decrease of approx. 45%]</p>	<p>BnG's contribution to Gaelic development ceases to meet with demand</p> <p>We have insufficient staff capacity and/or capability to deliver our Corporate Plan</p> <p>Impact on wellbeing of staff and board Reputation is negatively impacted</p>	<p>25</p> <p>(5X5)</p>	<p>Implementation of multi-year funding agreements for main delivery partners which encourage collaboration</p> <p>Corporate Plan developed in line with new NGLP and approved by SG</p> <p>Business case presented to SG</p> <p>MTFP updated annually and presented to Board</p> <p>Effective recruitment, induction, training and development and performance management systems in place</p>	<p>20</p> <p>(4x5)</p>	<p>Build in agility to take advantage of funding opportunities as they arise</p> <p>Programme for development of middle managers skills and knowledge</p> <p>Continue to make the case for increased funding for BnG or amendment to running costs cap</p>	<p>Ongoing</p> <p>Aug '25</p> <p>Ongoing</p>	ED

					<p>Budget management in place to comply with SG GiA requirements for running costs</p> <p>Review of staff resource to mitigate impact of vacant posts.</p>					
<p>Risk Appetite: HIGH</p>		<p><i>We acknowledge there is a challenging environment in public finance and continue to work closely with our sponsorship team in relation to resource.</i></p>								

Strategic Aim 1: More people are using and benefiting from Gaelic at home and in the community									
Ref	Risk description	Cause	Impact	Gross score [prior to current controls] (I/L/S)	Current controls [systems already in place]	Net score [including current controls] (I/L/S)	Proposed actions and controls [tasks being undertaken to deal with arising risk]	Timeline	Risk Owner
1.2	<p>Failure to deliver objectives through partnerships and network organisations</p> <p>[BnG has effectively increased its partnership development and advisory function and this needs to be maintained]</p>	<p>Limited control over direction and impact of third-party delivery</p> <p>BnG strategies for engagement and/or relationships do not respond to stakeholders' needs</p> <p>Quality and reach of communication is insufficient to engage</p> <p>Failure to adapt to changes in primary or secondary legislation</p>	<p>Difficult for Delivery Partners to achieve anticipated outcomes</p> <p>Support for Gaelic is undermined</p> <p>Willingness to collaborate and engage with BnG is reduced</p>	<p>15</p> <p>[5x3]</p>	<p>Sustained effective communication with key delivery bodies</p> <p>Change in GLP processes leading to engagement between BnG and public authorities</p> <p>Framework agreement with SG</p> <p>External Communications Strategy reporting to Board quarterly</p>	<p>12</p> <p>[4x3]</p>	<p>Reporting on corporate and operational plans will focus on outcomes with effective performance metrics thereby providing clearer direction internally and externally</p>	Ongoing	IMM
Risk appetite: HIGH		BnG delivers development activities in partnership with community-based organisations and bodies, and relies on those organisations to deliver on the plans they have submitted and have had approved by BnG. The arrangements are based on an agreed shared plan and are dependent on the capacity of partner organisations to deliver on these plans.							

Strategic Aim 2: Opportunities for people to develop their Gaelic skills at any age are increased and more accessible									
Ref	Risk description	Cause	Impact	Gross score [prior to current controls] (I/L/S)	Current controls [systems already in place]	Net score [including current controls] (I/L/S)	Proposed actions and controls [tasks being undertaken to deal with arising risk]	Timeline	Risk Owner
2	Supporting growth and promotion in Gaelic education is ineffective	<p>BnG advisory input is not of sufficient quality and impact</p> <p>Political decisions are taken which address the majority, not the minority</p> <p>Statutory Guidance on Gaelic education is not sufficiently strong</p> <p>Dependant on the wider support of external organisations</p>	<p>Advice provided by BnG on Education Reform and other legislation is ignored or not implemented</p> <p>Gaelic education is not normalised within Scotland, leading to reduced uptake, attainment and impact</p> <p>Gaelic is not normalised across Scottish society, increasing language loss and disaffection</p>	<p>20</p> <p>[5x4]</p>	<p>Statutory Guidance on Gaelic Language Plans published</p> <p>Consistent advice provided to the ongoing processes for Education Reform and Scottish Languages Bill</p> <p>Engagement with SG Gaelic and Scots Division in collaborative work</p> <p>Participation in regional and other fora to promote Gaelic</p> <p>Contribute to education focused consultations</p>	<p>15</p> <p>[5x3]</p>	<p>Revision and renewal of Statutory Guidance on Gaelic Education</p> <p>Increased engagement with political parties on the importance of Gaelic education for normalising and growing Gaelic</p>	<p>2025/26</p> <p>Ongoing</p>	JMH
Risk appetite: MEDIUM		Advisory role to Scottish Government on Gaelic Education means impact not always guaranteed.							

Strategic Aim 3: Our work informs and influences Gaelic development and policies which impact Gaelic									
Ref	Risk description	Cause	Impact	Gross score [prior to current controls] (I/L/S)	Current controls [systems already in place]	Net score [including current controls] (I/L/S)	Proposed actions and controls [tasks being undertaken to deal with arising risk]	Timeline	Risk Owner
3	People don't understand the role and functions of BnG	<p>BnG strategies for engagement and/or relationships are ineffective</p> <p>Negative media - external/ generally and internal to Gaelic communities</p> <p>Insufficient communication on what BnG does to make a difference</p>	<p>Reduced support for Gaelic development</p> <p>Gaelic speakers and learners lose confidence in BnG and therefore negative effect on the community leaving them disenfranchised</p>	<p>12</p> <p>[4x3]</p>	<p>Continued work with organisations who receive funding to clearly acknowledge BnG support</p> <p>External Communications Strategy approved Oct 24</p> <p>Use new NGLP and BnG Corporate Plan to reinforce the key messages of what we do</p> <p>Conaltradh work stream put in place.</p>	<p>9</p> <p>[3x3]</p>	<p>Continue to develop role of board members as ambassadors for BnG</p> <p>Conaltradh work stream to develop the BnG story</p>	<p>Ongoing</p> <p>June '25</p>	NP
Risk appetite: MEDIUM		Whilst BnG does what it can to explain and inform, it has to accept that there may always be misunderstanding around BnG's scope of work.							

Strategic Aim 3: Our work informs and influences Gaelic development and policies which impact on Gaelic									
Ref	Risk description	Cause	Impact	Gross score [prior to current controls] (I/L/S)	Current controls [systems already in place]	Net score [including current controls] (I/L/S)	Proposed actions and controls [tasks being undertaken to deal with arising risk)	Timeline	Risk Owner
4	Failure to maximise the benefits from the work undertaken by our key stakeholders and delivery partners	Communication strategy with our key stakeholders and delivery partners is ineffective Insufficient capacity and/or capability among our key stakeholders and delivery partners Delivery partners not necessarily delivering in line with BnG’s objectives.	Damages the credibility and reputation of BnG. Ultimately this could lead to a reduction in support (financial and other) from Scottish Government, key partners and communities	16 [4x4]	Grant systems in place which provide monitoring New multi-year agreements developed Gaelic language plans system in place Increased social media and comms Presentation of progress reports to CPG GLP Statutory Guidance published Participate in SG Gaelic Communications call	12 [4x3]	Monitoring of NGLP and Corporate Plan Encourage stakeholders and key delivery partners to publicise their good news stories broadly	Ongoing Ongoing	IMM
Risk appetite: MEDIUM		Funding arrangements are based on Plans which outline how delivery partners will meet their own and BnG’s objectives and the provision of ongoing funding is dependent on the receipt of satisfactory monitoring reports.							

Strategic Aim 3: Our work informs and influences Gaelic development and policies which impact on Gaelic									
Ref	Risk description	Cause	Impact	Gross score [prior to current controls] (I/L/S)	Current controls [systems already in place]	Net score [including current controls] (I/L/S)	Proposed actions and controls [tasks being undertaken to deal with arising risk]	Timeline	Risk Owner
5	The governance developments implemented in the organisation are not sustained	<p>Insufficient capacity and/or capability</p> <p>New responsibilities are allocated without commensurate resources</p> <p>Widening field of operations due to external or internal pressure.</p>	Organisation does not meet stakeholders' expectations leading to disillusion and criticism; ultimately impacting on Gaelic development	16 [4x4]	<p>Continuous improvement planning system in place</p> <p>Increasing use of technology to assist in more administrative tasks</p> <p>Increased number of board members bringing additional skills and resilience</p> <p>Programme of internal audit in place.</p> <p>Work plan and training requirements identified for 25/26</p> <p>Engaged fully in parliamentary process for new languages bill</p>	12 [3x4]	<p>Engage fully in stage 3 of parliamentary process for new languages bill</p> <p>Review and update organisational Succession Plan</p> <p>Review work plan and training requirements</p> <p>Chair liaising with SG on public appointments</p>	<p>2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	ED

Risk appetite:
MEDIUM

Skills development is a priority, as is engagement, with matrix in place to monitor progress.

Pàipear 5.1 PT1

Scoring

I/L/S = Impact (max 5) x Likelihood (max 5) = Score

Refer to Section 4 of [Risk Management Strategy](#) for detailed information.

Very High	Risk Score 20-25	Unacceptable level of risk exposure that requires immediate mitigating action and monthly monitoring
High	Risk Score 12-16	Unacceptable level of risk which requires controls to be put in place to reduce exposure and monthly monitoring
Medium	Risk Score 6-10	Controls can be put in place or the risk accepted. Subjected to quarterly monitoring.
Low	Risk Score 1-5	Acceptable level of risk subject to six monthly monitoring

Acronyms of people responsible:

ED – Ealasaid MacDonald, Ceannard

IMM – Iain Macmillan, Director

JMH – Jennifer McHarrie, Director

NP – Nicola Pearson, Head of Finance and Corporate Services

Other acronyms

BnG – Bòrd na Gàidhlig

GLP – Gaelic Language Plan

SG – Scottish Government

MTFP – Medium Term Financial Plan

GiA – Grant in Aid

CPG – Comataidh Poileasaidh is Ghoireasan

NGLP – National Gaelic Language Plan

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Aithisgean Bhliadhnail nan Comataidhean
Gnìomh a dhìth:	Ri Aontachadh
Àireamh pàipear:	6.1
Neach-labhairt:	Ealasaid Dhòmhnallach, Ceannard
Pàipearan-taic:	PT1 Aithisg Bhliadhnail na Comataidh Poileasaidh is Ghoireasan 2024/25 PT2 Aithisg Bhliadhnail na Comataidh Sgrùdaidh is Dearbhachd 2024/25

1. Adhbhar

- 1.1. Gus na h-aithisgean seo a chur air beulaibh a' Bhòrd-stiùiridh airson aonta.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Tha na h-aithisgean seo a' toirt fiosrachadh dhan Bhòrd-stiùiridh agus bidh iomradh orra san Aithris Riaghalaidh san Aithisg Bhliadhnail 2024/25.
- 2.2. Tha na pàipear-taic a' toirt fiosrachadh air obair na Chomataidhean tron bhliadhna.

3. Moladh

- 3.1. Thathas ag iarraidh air a' Bhòrd-stiùiridh a' beachdachadh air na h-aithisgean; agus aonta foirmeil a thoirt dhaibh.

4. Prìomh Bhuidhean Ro-innleachdach

- 4.1. Buidhean air Ionmhas: Tha an dà chomataidh a' dèiligeadh ri ionmhas ann an dòighean eadar-dhealaichte agus tha iomraidhean air sin sna h-aithisgean.
- 4.2. Buidhean air Luchd-obrach: Tha Comataidh Poileasaidh is Ghoireasan a' dèiligeadh ri cùisean sgiobachd agus tha iomradh air sin san aithisg aice.
- 4.3. Buidhean air Trèanadh: Tha Comataidh Poileasaidh is Ghoireasan a' dèiligeadh ri cùisean trèanaidh is leasachaidh agus tha iomradh air sin san aithisg aice.
- 4.4. Ceangalaichean ri Amasan Ro-innleachadh agus Corporra: Tha am pàipear seo a' toirt taic dhan Bhòrd-stiùiridh ann an coileanadh nan uallaichean co-cheangailte ri na cunntasan agus an aithisg bhliadhnail.
- 4.5. Buidhean air Cliù: Tha na h-aithisgean seo a' sealltainn cho cudromach agus farsaingeachd 's a tha obair an dà chomataidh.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: Tha Comataidh Poileasaidh is Ghoireasan a' dèiligeadh ris na cuspairean seo agus tha iomradh air sin san aithisg aice.

4.7. Buaidhean Laghail: Tha an Aithisg Bhliadhnail is Cunntasan a dhith gus na dleastanasan ann an Schedule I, Achd na Gàidhlig (Alba) 2005, an coileanadh. Tha na h-aithisgean seo a' cur ris an aithisg sin.

4.8. Buaidhean air Co-ionannachd:

4.9. Buaidhean air an Àrainneachd:

5. Ceangalaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input checked="" type="checkbox"/>	Clann is Òigridh	<input checked="" type="checkbox"/>
Cultar	<input checked="" type="checkbox"/>	Coimhearsnachdan	<input checked="" type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input checked="" type="checkbox"/>	Eadar-nàiseanta	<input checked="" type="checkbox"/>
Foghlam	<input checked="" type="checkbox"/>	Eaconomaidh	<input checked="" type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnathach			<input checked="" type="checkbox"/>

6. Cùrsa Riaghlachais

6.1. Dh'aontaich a' Chomataidh Poileasaidh is Ghoireasan don Aithisg Bhliadhnail air 06 Cèitean 2025, agus a' Chomataidh Sgrùdaidh is Dearbhachd don Aithisg Bhliadhnail air an 20 Chèitean 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

7.1. 'S e pàipear fosgailte a tha seo.

Aithisg Bhliadhnail na Comataidh Poileasaidh is Goireasan dhan Bhòrd Stiùiridh

1. Cùl-fhiosrachadh

- 1.1. Bidh a' Chomataidh Poileasaidh is Goireasan (CPG) a' dèanamh aithris gach bliadhna dhan Bhòrd-stiùiridh air a h-obair thar na bliadhna, agus air na h-aithisgean a chaidh a thoirt dhan Chomataidh le luchd-rannsachaidh is eile.
- 1.2. Tha an Aithisg Bhliadhnail seo air a toirt seachad às leth na Comataidh Poileasaidh is Goireasan agus i a' coimhead air a h-obair eadar an Giblean 2024 agus am Màrt 2025.

2. Tar-shealladh

- 2.1. Tha ùine na h-Aithisg Bliadhnail seo a' gabhail a-steach beachdachadh air na cunntasan deireannach airson 2024/25.
- 2.2. Tha a' Chomataidh air a bhith a' cumail sùil air obair oifigearan agus luchd-rannsachaidh a chaidh a chur air bhonn leis a' bhuidhinn.
- 2.3. Choinnich a' Chomataidh ceithir tursan rè àm na h-aithisg seo.

3. Obair na comataidh

Coinneamhan CPG

- 3.1. Tha Pàipear-taice A a' liostadh ballrachd na Comataidh thar ùine, a bharrachd air luchd-frithealaidh cunbhalach bhon Sgioba Stiùiridh.
- 3.2. Chùm CPG coinneamhan air:
 - 07 Cèitean 2024
 - 10 Sultain 2024
 - 05 Samhain 2024
 - 28 Gearran 2025
- 3.3. Chaidh na coinneamhan uile a chraoladh beò air Teams Live. Thug Cathraiche na CPG seachad dreachd de na geàrr-chunntasan airson seachd de na coinneamhan aig CPG dhan ath choinneimh Bùird-stiùiridh.

4. Prìomh ghnìomhan

- 4.1. A bharrachd air aithisgean bhon luchd-stiùiridh air adhartas air plana gnìomh 2024-25 agus aithisgean ionmhais, bheachdaich a' Chomataidh air grunn chùisean eile tron bhliadhna.

- 4.2. Tha dleastanas air a' Chomataidh gus planaichean Gàidhlig a sgrùdadh agus aontachadh. Thèid na planaichean seo a sgrùdadh leis an Sgioba Stiùiridh mus tèid iad air adhart dhan Chomataidh. Tron ùine Giblean 2023 gu Màrt 2024, dh'aontaich a' Chomataidh ri 8 Planaichean Gàidhlig:

Comhairle Baile Dhùn Èideann
Comhairle na Gàidhealtachd
Comhairle Pheart is Cheann Rois,
Siorrachd Rinn Friù an Ear
Comhairle Mhoireibh
Ùghdarras Pàirc Nàiseanta Loch Laomainn is nan Tròisichean
Ùghdarras Pàirc Nàiseanta a' Mhonaidh Ruaidh

- 4.3. Dh'aontaich CPG grunn iarrtasan taic-airgid. Dh'aontaich a' Chomataidh ris na Prìomhachasan is Bun-riaghailtean aig Sgeamaichean Taic-airgid ùra 2024/25.
- 4.4. Fhuair a' Chomataidh aithisg air buaidh taic BnG air obair òigridh is chuir iad fàilte air an adhartas.
- 4.5. Fhuair a' Chomataidh aithisgean cunbhalach air cuspairean co-cheangailte ri ionmhas agus adhartas le Plana Ghnìomh 23/24. Fhuair iad cuideachd aithisgean air feachd-obrach, a' gabhail a-staigh trèanadh is leasachadh, slàinte is sàbhailteachd agus pàrantan corporra
- 4.6. Fhuair a' Chomataidh aithisgean cunbhalach air cuspairean co-cheangailte ri foghlaim, mar eisimpleir adhartas air fòghlam àrd-sgoile agus adhartas air a' trusadh agus a' gleidheadh luchd-teagaisg. Chaidh aontachadh gun robh seo a' dùblachadh an fhiosrachaidh a bhathas a' toirt don Bhòrd agus mar sin chaidh an nì seo a thoirt air falbh bhon phlana-obrach.
- 4.7. Dh'aontaich a' Chomataidh ris na poileasaidhean a leanas:
- Poileasaidh air Mì-chnàthachadh Shusbaintean agus Alcoil
Deagh Shunnd agus Trom-uallach
Poileasaidh Chùisean Gearain; Poileasaidh Trusaidh
Poileasaidh airson Stiùireadh Neo-làthaireachd
Poileasaidh Smachdachaidh
Poileasaidh airson Strì eadar Com-pàirtean
Poileasaidh Co-ionannachd, Iomadachd agus In-ghabhaltas agus Poileasaidh na Meadhanan Sòisealta
- 4.8. Chaidh taisbeanaidhean a thoirt dhan Chomataidh bho Comunn na Gàidhlig agus Iain Mac a' Mhaoilean (Stiùiriche Bhòrd na Gàidhlig).

5. Co-dhùnaidhean

- 5.1. Tha a' Chomataidh Poileasaidh is Ghoireasan den bheachd gu bheil i air a bhith soirbheachail ann a bhith a' toirt air adhart prìomhachasan corporra a' Bhùird-stiùiridh rè ùine na h-aithisg bliadhnail seo.
- 5.2. Feuchaidh a' Chomataidh ri sùil a chumail air dòigh-obrach agus dòigh-làimhseachaidh na buidhne a thaobh prìomhachasan corporra, eadar poileasaidhean, ro-innleachdan agus goireasan a chur gu feum anns an dòigh as èifeachdaiche.
- 5.3. Bu toil leam taing a thoirt do Bhuill eile a' Bhùird-stiùiridh a bha air a' CPG. Bu mhath leam taing a thoirt dhan Sgioba-stiùiridh agus dhan Sgioba Rianachd cuideachd airson an cuid taice ann a bhith a' cur coinneamhan comataidh air dòigh agus ag ullachadh phàipearan agus airson an deòin, agus an dìcheall a bhith daonnan a' feuchainn ri piseach a thoirt air an dòigh sa bheil sinn ag obair.

Paipear Taic 1: Ballrachd Comataidh Poileasaidh is Ghoireasan aig Bòrd na Gàidhlig
Giblean 2024 gu Màrt 2025

Buill:

Seonaidh Charity (Cathraiche)

Dòmhnall MacAoidh (Ball Chomataidh gu 30mh Sultain 2024)

Màiri T NicAonghais (Ball Chomataidh bho 1mh Dàmhair 2024)

Michelle NicLeòid

John Neil Dòmhnallach

Làthaireachd:

Ball	Àireamh de choinneamhan 2024-25	Làthaireachd
Seonaidh Charity	4	4
Màiri NicAonghais	2	2
Dòmhnall MacAoidh	2	2
Michelle NicLeòid	4	3
John Neil Dòmhnallach	4	4

An Làthair gu cunbhalach:

Sgioba-stiùiridh

Ealasaid Dhòmhnallach, Ceannard

Iain Mac a' Mhaoilein, Stiùiriche

Jennifer McHarrie, Stiùiriche

Nicola Pearson, Ceann an Ionmhais is Cùisean Corporra

An Làthair gu neo-chunbhalach:

Oifigearan

Steven Kellow, Manaidsear Maoineachaidh is Phròiseactan

Karen Nic a' Ghobhainn, Manaidsear Ghnìomhan

Taobh a-muigh

Cha robh gin ann.

Aithisg Bhliadhnail na Comataidh Sgrùdaidh is Dearbhachd dhan Bhòrd-stiùiridh

Cùl-fhiosrachadh

Feumaidh a' Chomataidh Sgrùdaidh is Dearbhachd (CSD) aithris a dhèanamh dhan làn Bhòrd-stiùiridh gach bliadhna air a h-obair thar na bliadhna, agus air na h-aithisgean a chaidh a thoirt dhan Chomataidh le luchd-sgrùdaidh taobh a-staigh agus taobh a-muigh na buidhne.

Tha an Aithisg Bhliadhnail seo air a thoirt seachad às leth na Comataidh Sgrùdaidh is Dearbhachd agus i a' coimhead air a h-obair bhon Ghiblean 2024 gus am Màrt 2025.

Dealbh Fharsaing

- Tha ùine na h-Aithisg Bliadhnail seo a' gabhail a-steach beachdachadh air na cunntasan deireannach airson 2023/24, còmhla ri aithisgean co-cheangailte bhon luchd-sgrùdaidh taobh a-muigh na buidhne.
- Tha a' Chomataidh cuideachd air a bhith a' cumail sùil air obair in-sgrùdairean na buidhne agus a' beachdachadh air aithisgean a rinn iad.
- Choinnich a' Chomataidh ceithir tursan rè àm na h-aithisge seo.

Obair na Comataidh

Coinneamhan CSD

Tha Leas-phàipear A a' liostadh ballrachd na Comataidh thar na h-ùine cho math ri luchd-frithealaidh cunbhalach bhon Sgioba-stiùiridh, an luchd-sgrùdaidh bhon taobh a-muigh, Sgrùdadh Alba, agus luchd-in-sgrùdaidh WbG Services Ltd..

Chùm CSD coinneamhan air 21 Cèitean 2024, 24 Sultain 2024, 19 Samhain 2024 agus 25 Gearran 2025. A' leantainn deagh chleachdadh, choinnich a' Chomataidh ris an luchd-sgrùdaidh bhon taobh a-staigh agus bhon taobh a-muigh gu prìobhaideach aig deireadh choinneamhan comataidh nuair a bha feum air. Chùm an Cathraiche coinneamhan le oifigearan agus Cathraiche a' Bhùird rè na bliadhna agus thug e geàrr-chunntas gach coinneamh Comataidh dhan ath choinneamh Bùird. Bheir an Cathraiche fiosrachadh dhan Bhòrd-stiùiridh mu aithisgean a chaidh tro CSD agus an uair sin thèid an toirt dhan Bhòrd-stiùiridh airson aonta no airson toirt fa-near.

Prìomh Ghnìomhan

A bharrachd air aithisgean bho luchd-sgrùdaidh taobh a-staigh agus taobh a-muigh na buidhne, air an deach beachdachadh nas mionaidiche gu h-ìosal, bheachdaich a' Chomataidh air grunn chùisean eile tron bhliadhna:

- Chùm a' Chomataidh orra a' cumail sùil ro-innleachdail air ro-innleachd stiùireadh mhì-chinntean na buidhne agus bheachdaich iad air a' chlàr mhì-chinntean ro-innleachdail aig a h-uile coinneamh ann an 2024/25. Tha a' Chomataidh air beachdachadh air freagarrachd susbaint a' chlàir mhi-chinntean ro-innleachdail fad na bliadhna, agus air iomchaidheachd nan gnìomhan lasachaidh, eadar deasbadan aig an làn Bhòrd-stiùiridh air riaghladh mhì-chinntean.
- Rinn a' Chomataidh ath-sgrùdadh agus ùrachadh air na Bun-riaghailtean aca, agus dh'ullaich agus bheachdaich iad air Plana Obrach Comataidh a chaidh ath-sgrùdadh aig gach coinneamh.
- Rinn a' Chomataidh lèirmheas air aithisg air Dìon Dàta aig dà choinneimh.

- Rinn a' Chomataidh ath-sgrùdadh agus deasbad air Aithisg Seasmhachd Saidhbear.
- Rinn a' Chomataidh ath-sgrùdadh air, agus thug iad aonta ris, an Aithris Riaghlaidh mar phàirt den bheachdachadh aca air na cunntasan deireannach, mus do mhol iad na cunntasan dhan Bhòrd-stiùiridh agus mus deach an soidhneadh leis an Oifigear Chunntachail.
- Bheachdaich a' Chomataidh air, agus dh'aontaich iad ri, planaichean sgrùdaidh airson an àm ri teachd. Dh'aontaich a' Chomataidh ris a' phlana obrach in-sgrùdaidh airson 2024/25 mar phàirt den Mheasadh Feumalachdan Sgrùdaidh leis an in-sgrùdaire Wbg Services Ltd.
- Bha a' Chomataidh den bheachd gun robh an dreachd litir-dhearbhaidh bhon bhuidhinn gu Sgrùdadh Alba, an neach-sgrùdaidh bhon taobh a-muigh, na dheagh riochdachadh de shuidheachadh na buidhne a thaobh ullachadh nan cunntasan airson 2023/24 agus de dh'obrachadh modhan ionmhais agus modhan smachd na buidhne san fharsaingeachd thar na bliadhna.

In-sgrùdadh Chunntasan Taobh a-staigh

Rè ùine na h-aithisge seo, chaidh ochd aithisgean riaghlaidh a chur air beulaibh na Comataidh. Chaidh ath-sgrùdadh cuideachd a dhèanamh air aithisg air mar a bhios Molaidhean In-sgrùdaidh air an Cur an Gníomh. Tha na co-dhùnaidhean agus na molaidhean airson gnìomhan mar thoradh orra air an rangachadh a rèir measadh an luchd-in-sgrùdaidh air cho cudromach 's a tha na laigsean sin a thaobh riaghladh èifeachdach na buidhne.

Is e beachd nan In-sgrùdairean airson na bliadhna 2024/25 gu bheil "pròiseasan riaghlaidh, smachd agus riaghladh chunnartan iomchaidh agus èifeachdach aig Bòrd na Gàidhlig gus amasan na Buidhne a choileanadh nuair a rinn sinn an obair sgrùdaidh againn. Nar beachd-ne, tha ullachaidhean iomchaidh aig a' Bhuidhinn gus luach an airgid a bhrosnachadh agus gus seo fhaighinn."

Tha Clàr a h-Aon gu h-ìosal a' toirt dhuinn a' cho-dhùnaidh san fharsaingeachd agus geàrr-chunntas de dh'àireamh nam molaidhean in-sgrùdaidh, air an seòrsachadh a rèir na h-ìre riosg a chaidh a mheasadh leis an luchd in-sgrùdaidh, airson nan aithisgean a tha air am mìneachadh ann am Plana In-sgrùdaidh 2024/25.

Clàr a h-Aon: Geàrr-chunntas air Co-dhùnaidhean In-sgrùdaidh 2024/25

Summary of Internal Audit Findings					
Audit Area	overall Conclusion	Recommendation grading			Areas of good practice
		High	Medium	Low	
Grants to Gaelic Organisations	Strong	0	0	0	5
Review of new funding model to Delivery Partners	Strong	0	0	0	5
Procurement	Strong	0	0	5	4
Absence of Management	Strong	0	0	0	6
Governance and Risk Management	Strong	0	0	2	6
Payroll and Expenses	Strong	0	0	3	4
External Organisations Performance Management	Strong	0	0	0	6
Annual follow-up	Substantial	1	0	1	n/a
Total		1	0	11	36
2023/24 Total for comparison		2	5	6	41

- Audit findings reported in 1025/26

Roinnean-seòrsa airson Èifeachdas Smachd air an taobh a-staigh

Ann am mòran bhuidhnean, 's e dìreach na molaidhean le àrd-phrìomhachais a tha air am meas cudromach gu ro-innleachdail a bhios air an toirt dhan Chomataidh mar as trice. Airson a bhith follaiseach, agus a' leantainn deagh chleachdadh, thèid fios a chumail ris a' Chomataidh mu gach moladh a nì na h-in-sgrùdairean, tro bhith a' beachdachadh air na làn aithisgean riaghlaidh às dèidh gach lèirmheas sgrùdaidh.

Tha a' Chomataidh air freagairtean riaghlaidh aontachadh ris a h-uile moladh a chaidh a dhèanamh agus tha i a' cumail sùil air adhartas.

Sgrùdadh Taobh a-muigh

Bheachdaich a' Chomataidh Sgrùdaidh is Dearbhachd air aithisg Sgrùdadh Alba dhan fheadhainn a tha an urra ri riaghladh a thaobh sgrùdadh chunntasan 2023/24 aig a' choinneimh aice air 24 Sultain 2024.

Chaidh na cunntasan agus aithisg an neach-sgrùdaidh bhon taobh a-muigh airson 2023/24 a dheasbad agus aontachadh leis a' Chomataidh agus chaidh am moladh dhan Bhòrd-stiùiridh. Chaidh na cunntasan a shoidhnigeadh leis a' Cheannard mar Oifigear Cunntachail agus le Sgrùdadh Alba air 12 Dàmhair 2024 agus chaidh an cur air adhart dhan Àrd-neach-sgrùdaidh agus an cur air beulaibh Pàrlamaid na h-Alba air 11 Sultain 2024.

Thaisbean an luchd-sgrùdaidh bhon taobh a-muigh am Plana Sgrùdaidh Bliadhnail airson 2024/25 aig coinneamh sa Ghearran 2025 agus chaidh aontachadh leis a' Chomataidh.

Riaghladh Mhi-chinntean Ro-innleachdail

Chaidh clàr mhi-chinntean ro-innleachdail na buidhne ath-sgrùdadh tron bhliadhna leis a' Chomataidh agus leis an làn Bhòrd-sgrùdaidh, a' dèanamh cinnteach gu bheil e a' nochdadh prìomhachasan lìbhrigidh agus àrainneachd ro-innleachdail na buidhne agus e a' lìbhrigeadh a' Phlana Chorporra. Faodaidh am Bòrd-stiùiridh an clàr mhi-chinntean ro-innleachdail fhaicinn agus faodaidh e beachdan a thoirt seachad air gach ràithe nuair a bhios e a' beachdachadh air aithrisean coileanaidh nas fharsainge.

Co-dhùnaidhean

Tha a' Chomataidh Sgrùdaidh is Dearbhachd den bheachd gu bheil i air a bhith soirbheachail ann a bhith a' toirt air adhart prìomhachasan riaghlaidh agus in-smachd a' Bhùird-stiùiridh rè ùine na h-aithisg bliadhnail seo.

Tha a' Chomataidh air a dhol an sàs ann an cùisean a chaidh a chomharrachadh leis an luchd-sgrùdaidh a-staigh agus a-muigh aig a' bhuidhinn, agus le oifigearan na buidhne. Tha a' Chomataidh air aithisgean fhaighinn air cùisean a chaidh a thogail, air beachdachadh air molaidhean a chaidh a dhèanamh; agus air freagairtean is gnìomhan aontachadh. Thug a' Chomataidh cumadh air, agus dh'aontaich i, am plana sgrùdaidh iomlan, agus thug i stiùireadh do na h-in-sgrùdairean air an dòigh-obrach agus prògram obrach aca. Tha a Chomataidh cuideachd air sùil a chumail air lìbhrigeadh a rèir planaichean gnìomh aontaichte.

Cumaidh a Chomataidh oirre a' dèiligeadh ri prìomh chùisean a thaobh in-smachd agus a bhith a' cruthachadh phròiseasan iomchaidh taobh a-staigh na buidhne.

Cumaidh a' Chomataidh oirre cuideachd a' cumail sùil air dòigh-obrach agus dòigh-làimhseachaidh na buidhne a thaobh rianachd mhi-chinntean, agus air taobhan nas fharsainge de riaghladh corporra. Gu sònraichte, feuchaidh buill ri dhèanamh cinnteach gun tèid leasan ionnsachadh bho ghnàth-eòlas obrachaidh agus far

an gabh e dèanamh gum bi leasachaidhean ann an siostaman BnG mar thoradh air ionnsachadh bho ath-sgrùdaidhean air cleachdaidhean obrach.

Bu toil leam taing a thoirt do Bhuill eile a' Bhùird-stiùiridh agus dhan bhall cho-thaghte air a' Chomataidh airson an cuid obrach. Bu mhath leam taing a thoirt dhan sgioba-stiùiridh agus dhan sgioba rianachd cuideachd airson an cuid taic ann a bhith a' cur choinneamhan comataidh air dòigh agus ag ullachadh phàipearan air seo agus airson an deòin, agus an dìcheall a bhith a' cur leasachaidhean an sàs san dòigh sa bheil sinn ag obair.

Bu toil leam taing a thoirt dhan luchd-sgrùdaidh a-staigh is a-muigh againn a tha air na coinneamhan a fhrithéaladh tro àm na h-aithisge seo gus aithisgean a thoirt seachad agus gus comhairle èifeachdach a thoirt dhuinn.

Stewart MacLeòid

Cathraiche, Comataidh Sgrùdaidh agus Dearbhachd

An Cèitean 2025

Leas-phàipear A

Ballrachd Comataidh Sgrùdaidh is Dearbhachd Bhòrd na Gàidhlig

An Giblean 2024 gus Am Màrt 2025

Buill:

Stewart MacLeòid (Cathraiche)

Dòmhnall Mac a' Phì

Raibeart Dunbar

Raibeart MacFhionghain (Ball co-thaghte)

Jennifer Gilmour (Ball Comataidh gu 31/03/2025)

Frithealadh:

Ball:	Àireamh nan coinneamhan: 2024/25	Làthaireachd
Stewart MacLeòid (Cathraiche)	4	4
Jennifer Gilmour	4	4
Raibeart MacFhionghain	4	4
Dòmhnall Mac a' Phì	4	4
Raibeart Dunbar	4	3

Luchd-frithealaidh cunbhalach:

An Sgioba-stiùiridh

Ealasaid Dhòmhnullach Oifigear , Ceannard agus Oifigear Cunntachail

Nicola Pearson, Ceann an Ionmhais is Cùisean Corporra

Sgrùdadh Alba

Brian Battison, Manaidsear Sgrùdaidh

Esther Scoburgh, Àrd-mhanaidsear Sgrùdaidh

Wbg Services Ltd

Scott McCready, Manaidsear In-sgrùdaidh

Susan Brook, Àrd-mhanaidsear In-sgrùdaidh

TKM Consulting

Pàipear 6.1 PT2



Liz Nic an Tàilleir, Oifigear Dìon Dàta

Luchd-frithealaidh corra uair:

Bòrd na Gàidhlig

Karen Nic a' Ghobhainn, Manaidsear Gnìomhan

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Aithisg Slàinte is Sàbhailteachd
Gnìomh a dhìth:	Airson fiosrachadh
Àireamh pàipear:	7.1
Neach-labhairt:	Karen Nic a Ghobhainn, Manaidsear Gnìomhan
Pàipearan-taic:	Chan eil

1. Adhbhar

- 1.1. Tha am pàipear seo airson fios a chumail ris Am Bòrd-stiùiridh air slàinte is sàbhailteachd aig Bòrd na Gàidhlig thairis air a' bhliadhna 2024/25.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1 Tha dleastanas air buill a' bhùird-stiùiridh a dhearbhadh gun tèid a h-uile oidhirp a dhèanamh gus dìon a thoirt dhan luchd-obrach tro phoileasaidh is siostaman airson slàinte is sàbhailteachd aig an ìre as àirde.
- 2.2 Tha a' bhuidheann a' cleachdadh companaidh ùr Barbour EHS gus taic a chumail rithe airson nan dleastanasan seo a choileanadh an dèidh crìoch a chur air cùmhnant Peninsula aig toiseach na bliadhna.
- 2.3 Tha luchd-obrach Bòrd na Gàidhlig ag obair ann am measgachadh de shuidheachaidhean eadar an taigh agus na h-oifisean.
- 2.4 Cha robh tubaist aig ìre '[reportable](#)' aig Bòrd na Gàidhlig ann an 24/25.
- 2.5 Cha deach tubaist sam bith a chlàradh aig Bòrd na Gàidhlig ann an 24/25.
- 2.6 Chaidh gluasad gu bathar-bog ùr Slàinte is Sàbhailteachd bho Peninsula gu Barbour EHS aig toiseach na bliadhna. Chaidh barrachd cleachdadh den bhathar-bhog a dhèanamh le trèanadh agus aithne a thoirt do luchd-obrach mus do chrìochnaich sinn an cùmhnant agus tha an dùil barrachd a dhèanamh a rithist le Barbour EHS anns am bliadhna a tha romhainn.
- 2.7 Tha am buidheann air a bhith ag obair gu dìcheallach gus na modhan-obrach againn a' leasachadh. 'S e iad seo cuid de na gnìomhan:
 - Pileat air obair 'hybrid' gus seo a steidheachadh airson a h-uile neach-obrach gu foirmeil. Tha a mhòr-chuid de luchd-obrach a-nis san t-oifis dà là san t-seachdain.
 - Conaltradh cunbhalach – an dà chuid, foirmeil – m.e. coinneamhan Aon Sgioba, cleachdadh bathar-bog Microsoft Engage gus fios a sgaoileadh don bhuidheann.
 - Taic le uidheamachd, m.e. sgrìonaichean, càballan ceangal anns na h-oifisean agus ann an dachaighean far an robh seo iomchaidh.

- Ceisteachan a’ sgaoileadh air luchd-obrach a thaobh cleachdadh uidheamachd sgrion taisbeanaidh.
- Rinn luchd-obrach trèanadh air Slàinte is Sàbhailteachd air loidhne tro bathar-bog Peninsula agus chaidh luchd-obrach san Optima air trèanadh Marasgal Teine agus Ciad-fhuasgladh san Àite Obrach.
- Chaidh measaidhean cunnart ùr an sgrìobhadh a thaobh Sàrachadh Cleamhnasach agus lèirmheas a dhèanamh air na measaidhean stèidhichte againn.

3. Moladh

3.1. Aire a thoirt don fhiosrachadh sa phàipear seo.

4. Prìomh Bhuidhean Ro-innleachdach

- 4.1. Buidhean air Ionmhas: Bidh buaidh air ionmhas le ceannachd uidheamachd is taic a bharrachd is thèid clàr a chumail air dè chaidh a chosg air uidheamachd airson gach àite-obrach.
- 4.2. Buidhean air Luchd-obrach: Leis na ceumannan a tha air an gabhail, thathar an dòchas gum bi deagh bhuidh air an luchd-obrach.
- 4.3. Buidhean air Trèanadh: Tha na ceumannan seo a’ toirt buaidh air trèanadh agus thèid trèanadh sam bith a tha a dhìth a thabhainn.
- 4.4. Ceangalaichean ri Amasan Ro-innleachadh agus Corporra: Tha am fiosrachadh seo a’ cur ris an amas corporra gun cùm Bòrd na Gàidhlig air a’ leasachadh nan dòighean-obrach aige.
- 4.5. Buidhean air Cliù: Mur robh a’ bhuidheann a’ dèanamh na h-obrach seo, thigeadh droch chliù air a’ bhuidhinn.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: Iomradh sa phàipear
- 4.7. Buidhean Laghail: Tron obair seo, tha a’ bhuidheann a’ cumail ris an lagh.
- 4.8. Buidhean air Co-ionannachd: Cha bhi buaidh air co-ionannas.
- 4.9. Buidhean air an Àrainneachd: Cha bhi buaidh air àrainneachd.

5. Ceangalaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input checked="" type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input type="checkbox"/>	Coimhearsnachdan	<input type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input checked="" type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input type="checkbox"/>	Eaconomaidh	<input type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnathach			<input checked="" type="checkbox"/>

6. Cùrsa Riaghlachais

6.1. Thug an Sgioba Stiùiridh fa-near don phàipear seo air 16 An t-Ògmhios 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

7.1. ‘S e pàipear fosgailte a tha seo.

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Gnàth-riaghailtean a' Bhùird-stiùiridh
Gnìomh a dhìth:	Ri Aontachadh
Àireamh pàipear:	7.2
Neach-labhairt:	Ealasaid Dhòmhnaillach, Ceannard
Pàipearan-taic:	PT1 Gnàth-riaghailtean

1. Adhbhar

- 1.1. 'S e adhbhar an aithisg cothrom a thoirt do Bhuill a' Bhùird-stiùiridh beachdachadh air atharrachadh anns na gnàth-riaghailtean, agus molaidhean a thoirt seachad ma tha atharraichean sam bith a dhìth gus cuideachadh le bhith a' dèanamh cinnteach gum bi siostaman riaghlaidh èifeachdach ann.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Cha deach atharrachaidhean a dhèanamh.

3. Moladh

- 3.1. Gum bi Buill a' Bhùird stiùiridh a' beachdachadh air na gnàth-riaghailtean agus molaidhean a thoirt seachad, ma tha iad a dhìth; agus an aonta aca a chur ris na gnàth-riaghailtean.

4. Prìomh Bhuaidhean Ro-innleachdach

- 4.1. Buidhean air Ionmhas:
- 4.2. Buidhean air Luchd-obrach: Bidh buaidh air dòighean-obrach na buidhne air sgàth seo.
- 4.3. Buidhean air Trèanadh: Bidh buaidh air trèanadh aig Buill ùra is luchd-obrach.
- 4.4. Ceangalaichean ri Amasan Ro-innleachadh agus Corporra: Bidh seo a' cur ris an amas chorporra gun cùm Bòrd na Gàidhlig air a' leasachadh nan dòighean-obrach aca.
- 4.5. Buidhean air Cliù: Cuiridh seo ri cliù na buidhne le bhith fosgailte.
- 4.6. Buidhean air Slàinte is Sàbhailteachd:
- 4.7. Buidhean Laghail: Nì iad cinnteach gum bi modh-obrach iomchaidh ann a rèir Achd na Gàidhlig agus achdan eile a bhios a' bualadh air Bòrd na Gàidhlig.
- 4.8. Buidhean air Co-ionannachd:
- 4.9. Buidhean air an Àrainneachd:

5. Ceangalaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input type="checkbox"/>	Coimhearsnachdan	<input type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input type="checkbox"/>	Eaconomaidh	<input type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnathach			
<input checked="" type="checkbox"/>			

6. Cùrsa Riaghlachais

6.1. Thug an Sgioba Stiùiridh fa-near don phàipear air 05 Ògmhios 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

7.1. 'S e pàipear fosgailte a tha seo.



Gnàth-Riaghailtean

airson coinneamhan foirmeil

Bòrd-stiùiridh Bhòrd na Gàidhlig

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(Tha seo an sàs cuideachd airson coinneamhan Comataidh Bhòrd na Gàidhlig cuideachd mur a tèid an caochladh a ràdh ann am Bun-riaghailtean na Comataidh)

Ro-ràdh

Chaidh Bòrd na Gàidhlig a stèidheachadh gus dleasanachan Achd na Gàidhlig (Alba) 2005 (“An Achd”) a choileanadh

Tha am pàipear seo a’ mìneachadh nan dòighean-obrach mionaideach airson a bhith a’ ruith choinneamhan Bòrd-stiùiridh Bhòrd na Gàidhlig. Tha na dòighean-obrach an seo an sàs airson coinneamhan Comataidhean a’ Bhùird cuideachd mar a bhios iomchaidh, ach a-mhàin ma bhios Comataidh a’ cur a ghnàth-riaghailtean fhèin air dòigh. Ma nithear seo, feumaidh iad a bhith air an aontachadh leis a’ Bhòrd-stiùiridh.

Tha na Gnàth-Riaghailtean seo a bharrachd air na riathanasan a tha air am mìneachadh ann an Achd na Gàidhlig (Alba) 2005 agus na h-ullachaidhean anns na sgrìobhainnean a leanas:

- Còd-giùlain airson Buill Bhòrd na Gàidhlig (2023)
- Achd Inbhean Eiticeil sa Bheatha Phoblach is msaa (Alba) (2000)
- Riaghailtean Fiosrachadh Àrainneachdail (Alba) (2004)
- Achd Saorsa an Fhiosrachaidh (Alba) (2002)
- Achd an Dìon Dàta (2018)

Thèid Buill Bòrd-stiùiridh Bhòrd na Gàidhlig a chur an dreuchd leis a’ Mhinistear air a bheil Uallach agus bi ballrachd gun a bhith nas lugha na 5, no nas motha na 11, buill àbhaisteach. Thèid aon bhall a bharrachd a thaghadh leis a’ Mhinistear air a bheil Uallach airson a bhith na C(h)athraiche.

Ballrachd a’ Bhùird-stiùiridh

Nuair a bhios oifis a’ Chathraiche bàn, feumaidh buill àbhaisteach cuideigin ainmeachadh airson a bhith ann an cathair a’ Bhùird-stiùiridh gus an tèid cuideigin fhastadh fo fho-pharagraf (1)(b) de dh’Achd na Gàidhlig (Alba) 2005.

Faodaidh an Cathraiche iar-chathraiche ainmeachadh bho bhuill a’ bhùird-stiùiridh gus a bhith na c(h)athraiche mas e is nach urrainn dhan Chathraiche an dreuchd a choileanadh fad ùine ghoirid. ’S e dreuchd pro-tem a tha seo agus cha tèid e an àite an ullachaidh gu h-àrd.

Tha buill Bhòrd-stiùiridh Bhòrd na Gàidhlig uile air an taghadh mar dhaoine fa leth agus chan ann mar riochdairean aig buidhnean. Tha cho fad ’s a bhios neach nam ball air a mhìneachadh ann an litir fastaidh a’ bhuill.

Cuòram

Is e cuòram Bòrd-stiùiridh Bhòrd na Gàidhlig mòr-chuid de bhuill a' Bhùird a tha comasach air co-dhùnadh a dhèanamh is aig nach robh ris a' choinneamh fhàgail mar thoradh air com-pàirt a nochdadh, a' gabhail a-steach an neach a tha na c(h)athraiche air a' choinneimh. Cha tèid co-dhùnadh sam bith a dhèanamh aig coinneamh aig Bòrd-stiùiridh Bhòrd na Gàidhlig mur eil cuòram ann. Thèid na daoine a tha an làthair agus nach robh an làthair a chlàradh ann an geàrr-chunntas gach coinneimh.

'S urrainn coinneamhan slàn a chumail air-loidhne no air a' fòn, tro ghairmean co-labhairt no co-labhairt bhidio agus thèid am fòrmat aontachadh leis a' Chathraiche.

Anns na suidheachaidhean seo, bhiodh na Buill sin air am meas an làthair agus mar phàirt den chuòram airson na coinneimh sin cho fad 's gu bheil e comasach dhaibh pàirt a ghabhail ann an deasbadan (m.e. nach eil trioblaidean teicnigich a' cur bacadh orra). Anns a h-uile suidheachadh, bhiodh an t-ùghdarras deireannach aig a' Chathraiche agus bhiodh e an urra ris a' Bhall rabhadh iomchaidh a thoirt seachad agus an teicneòlas iomchaidh a bhith ri fhaighinn aig àite na coinneimh. Ma tha Ball, gun adhbhar reusanta, air a bhith neo-làthaireach bho choinneamhan Bòrd-stiùiridh Bhòrd na Gàidhlig airson ùine nas fhaide na 4 mìosan às dèidh a chèile no airson 3 coinneamhan às dèidh a chèile agus nach deach cead a thoirt seachad leis a' Chathraiche airson seo, bheir an Cathraiche comhairle dhan Mhinistear.

Faodar cuireadh a thoirt do bhuill Comataidhean nach eil nam buill de Bhòrd-stiùiridh Bhòrd na Gàidhlig, le toil a' Chathraiche, a bhith an làthair aig pàirt no aig làn choinneamh de Bhòrd-stiùiridh Bhòrd na Gàidhlig no taisbeanaidhean a thoirt seachad dhan Bhòrd-stiùiridh. Cha bhi còir bhòtaidh aca ge-tà.

Cleachdadh na Gàidhlig

Thèid na h-ullachaidhean uile aig coinneamhan a' Bhùird-stiùiridh agus a chomataidhean a chumail sa Ghàidhlig mura h-aontaich am Bòrd-stiùiridh an caochladh. Bidh Bòrd na Gàidhlig a' cur ullachaidhean iomchaidh air dòigh mar as trice airson a bhith ag eadar-theangachadh ghnothaichean dhan Bheurla agus cànanan sam bith eile a tha iad a' meas iomchaidh (ma tha e practaigeach gu teicnigeach a chur air dòigh) bho àm gu àm ann an coileanadh na h-obrach aige.

Tiomnadh cumhachdan

Dh'fhaodte gun tiomnaich Bòrd-stiùiridh Bhòrd na Gàidhlig cumhachdan do Chomataidhean a' Bhùird-stiùiridh, do bhuidhnean eile, no do dhaoine fa leth mar a bhios e a' meas iomchaidh. Co-dhùnaidh Bòrd-stiùiridh Bhòrd na Gàidhlig an raon-ùghdarrais, ullachaidhean a thaobh na Cathrach aig coinneamhan, ballrachd, ìre nan cumhachdan tiomnaichte, agus riaghailt sam bith eile a tha a' dol leis an tiomnadh chumhachdan. Mur a tèid an caochladh a

chur an cèill, bidh Comataidhean, buidhnean agus daoine fa leth eile ag aithris gu dìreach gu Cathraiche Bhòrd na Gàidhlig.

Clàr nan Coinneamhan

Mus tòisich a' bhliadhna, aontaichidh Bòrd-stiùiridh Bhòrd na Gàidhlig cinn-latha agus àiteachan airson nan coinneamhan aca airson na bliadhna air thoiseach. Ruithidh an clàr-ama bhon Ghiblean gus am Màrt le coinneamh ann timcheall air aon uair gach trì mìosan. Thèid an clàr-ama airson coinneamhan a' Bhùird-stiùiridh fhoillseachadh air làrach-lìn Bhòrd na Gàidhlig agus thèid an clàr-gnothaich agus na pàipearan a sgaoileadh do bhuill co-dhiù 10 làithean ro gach coinneimh (ach a-mhàin ma tha an Cathraiche den bheachd gum biodh e na b' fheàrr a bhith a' sgaoileadh fear de na pàipearan no na pàipearan uile nas fhaig air latha na coinneimh).

Faodaidh an Cathraiche coinneamh shònraichte de Bhòrd-stiùiridh Bhòrd na Gàidhlig a chur air dòigh nuair a tha e coltach gum feumar beachdachadh air cuspair gu luath. Faodaidh Ball sam bith iarraidh gun tèid coinneamh shònraichte a chumail. Bidh an co-dhùnadh mu dheireadh am bu chòir seo a dhol air adhart leis a' Chathraiche, no mur eile iad ri fhaighinn, bho Chathraiche na Comataidh Sgrùdaidh agus Dearbhachd, a bhios cuideachd a' dearbhadh cò an luchd-obrach a bu chòir a bhith an làthair.

Clàr-gnothaich agus Pàipearan a' Bhùird-stiùiridh

Tha an clàr-gnothaich airson gach coinneamh de Bhòrd-stiùiridh Bhòrd na Gàidhlig air ullachadh agus air aontachadh leis an Sgioba-stiùiridh airson a dhol air adhart dhan Chathraiche airson aonta. Thèid clàr-gnothaich a' Bhùird-stiùiridh a phostadh air làrach-lìn Bhòrd na Gàidhlig às aonais nì sam bith airson seisean dùinte, seachdain ro choinneimh a' Bhùird-stiùiridh. Dh'fhaodte gun atharraich nithean air a' chlàr ron choinneimh, agus nochdaidh atharrachaidhean air a' chlàr-gnothaich air an làrach-lìn.

Bu chòir àiteachan agus amannan nan coinneamhan feuchainn ris na rudan a leanas a lùghdachadh (far a bheil sin reusanta):

- cosgaisean dìreach dhan sporan phoblach.
- an tìde a bheir e (agus mar sin cosgaisean neo-dhireach) do na daoine a bhios a' gabhail pàirt sa choinneimh.
- a' bhuaidh a bheireadh e air lorg àrainneachdail Bhòrd na Gàidhlig, gu sònraichte an lorg càrboin aige.
- Bu chòir àiteachan agus amannan cuideachd ruigsinneachd dhan phoball a mheudachadh.

Bidh Bòrd-stiùiridh Bhòrd na Gàidhlig ag amas air co-dhiù aon tadhal coimhearsnachd a chumail gach bliadhna. Thèid seo a thoirt fa-near air a' chlàr-ama airson coinneamhan ri teachd.

Thèid òrdugh nan nithean air clàr-gnothaich a' Bhùird-stiùiridh aontachadh leis a' Chathraiche/Ceannard agus bheir iad aire do na h-ullachaidhean siubhail airson luchd-obrach agus buill a tha an dùil a bhith an làthair cho fad 's a ghabhas seo dèanamh.

Bidh an Sgioba-stiùiridh a' beachdachadh air agus ag aontachadh phàipearan dhan Bhòrd mus tèid an cur gu Bòrd-stiùiridh Bhòrd na Gàidhlig ach a-mhàin ma tha pròiseasan riaghlaidh eile an sàs.

Bidh sgioba rùnaireachd a' Bhùird-stiùiridh, gu h-eileagtronaigeach, a' cur ri chèile, a' sgaoileadh, agus far a bheil sin a dhìth, a sgrìobhadh phàipearan airson nan nithean a chaidh aontachadh airson Clàr na coinneimh, ach a-mhàin ma chaidh aontachadh le Cathraiche na coinneimh nach eil pàipear sam bith a dhìth.

Thèid pàipearan a chur gu na daoine a tha gu bhith an làthair aig a' choinneimh gu h-eileagtronaigeach co-dhiù 10 latha ron choinneimh.

Mur eil na pàipeirean deiseil airson sgaoileadh 10 làithean ron choinneimh, às dèidh co-chomhairle le Cathraiche na coinneimh agus leis a' Cheannard, dh'fhaodte gum post sgioba rianachd a' Bhùird-stiùiridh na pàipearan nas anmoiche, gun tèid am pàipear no na pàipearan a chur sìos aig a' choinneimh fhèin, no gun tèid an nì/na nithean a thoirt far Clàr-gnothaich na coinneimh. Dh'fhaodte nach tèid cumail ris na clàran-ama sin ma thèid coinneamhan sònraichte aontachadh le rabhadh goirid, ach thèid a h-uile oidhirp a dhèanamh gus pàipearan a chur a-mach ron choinneimh.

Faodar nithean air clàr-gnothaichean a bhith air an comharrachadh mar Fhosgailte, Dùinte no Prìobhaideach. Mar as trice, thèid coinneamhan a' Bhùird-stiùiridh a chumail ann an seisean Fosgailte. Ach dh'fhaodte gum bi nithean air a' chlàr a tha air an comharrachadh mar Dùinte no Prìobhaideach. Dh'fhaodte gum tèid nithean seisean Fosgailte a chumail gu poblach. Chan fhaod am poball a bhith an làthair aig nithean seisean Dùinte agus dh'fhaodte gum bi farsaingeachd de dh'oifigearan air an riochdachadh cuideachd. Bidh an Ceannard an làthair an dà chuid aig seiseanan fosgailte agus dùinte ach a-mhàin ma thèid aontachadh leis a' Chathraiche nach bi i/e an làthair. Bidh buill a' Bhùird-stiùiridh a-mhàin an làthair airson seiseanan prìobhaideach agus far a bheil seo a dhìth, thèid ball a' Bhùird-stiùiridh ainmeachadh mar sgrìobhaiche.

Thèid an clàr foirmeil de choinneamh Bòrd-stiùiridh Bhòrd na Gàidhlig fhoillseachadh sa Ghàidhlig agus sa Bheurla, air làrach-lìn Bhòrd na Gàidhlig taobh a-staigh 8 seachdainean bhon choinneimh.

Faodaidh buill a' Bhùird-stiùiridh iarraidh gun tèid nì sam bith a dheasbad ann an seisean dùinte; thèid seo a dheasbad leis a' Chathraiche agus bidh e a rèir toil a' Chathraiche. Mas e is gun tèid nì a ghabhail ann an seisean dùinte, feumaidh adhbhar iomchaidh a bhith air a thoirt seachad air a shon. Cha tèid geàrr-chunntasan seiseanan dùinte fhoillseachadh air an làraich-lìn.

Pàipearan a' Bhùird-stiùiridh ann an Seiseanan Dùinte

Thathar a' gabhail ris gun tèid beachdachadh air pàipearan airson Bòrd-stiùiridh Bhòrd na Gàidhlig ann an Seisean Fosgailte ach a-mhàin ma tha adhbhar làidir ann airson dìomhaireachd. Tha stiùireadh bho Achd Saorsa an Fhiosrachaidh (Alba) 2002, a bharrachd air Riaghailtean Fiosrachaidh Àrainneachdail 1994 agus Achd Dìon Dàta 2018 ga chleachdadh airson a bhith a' co-dhùnadh dè na pàipearan ris am bu chòir dèiligeadh ann an seisean dùinte. Nì an Cathraiche co-dhùnadh air seo ann an conaltradh leis a' Cheannard.

Am measg pàipearan a' Bhùird-stiùiridh a dh'fhaodadh a bhith air an deasbad ann an seiseanan dùinte (le ùmhlachd do bheachdan a' Chathraiche agus a' Cheannard) tha pàipearan a thaobh ceistean sgiobachd agus luchd-obrach. Bidh na h-adhbharan airson a bhith a' dèiligeadh ri pàipearan anns an dòigh seo air a mhìneachadh anns a' phàipear-aghaidh airson a' phàipeir sin.

Ron choinneimh, faodaidh an Cathraiche no Ball/Buill eile de Bhòrd-stiùiridh Bhòrd na Gàidhlig moladh gun tèid beachdachadh air nì no pàirt de nì air a' chlàr aig seisean dùinte den choinneimh. Tha seo a rèir toil a' Chathraiche agus cha ghabh a cheadachadh ach a-mhàin ann an suidheachaidhean air leth.

Òrdugh nan Gnothaichean

Thèid gnothach a' Bhùird-stiùiridh aig a h-uile coinneamh air adhart a rèir a' chlàir-ghnothaich a chaidh a thoirt a-mach airson na coinneimh sin ach a-mhàin ma tha an Cathraiche air an caochladh a chur an cèill; faodaidh an Cathraiche òrdugh nan gnothaichean atharrachadh aig àm sam bith a rèir a t(h)oil fhèin no às dèidh iarrais bho bhall/bhuill.

Aig a h-uile coinneamh àbhaisteach no sònraichte, cha tèid beachdachadh air gnothach sam bith ach a-mhàin gnothaichean air a' chlàr-ghnothaich ach a-mhàin far a bheil an Cathraiche den beachd gum bu chòir beachdachadh air nì aig a' choinneimh mar thoradh air suidheachadh sònraichte.

Làthaireachd aig coinneamhan

Bidh a' chòir aig a' Cheannard a bhith an làthair aig a h-uile coinneamh aig Bòrd-stiùiridh Bhòrd na Gàidhlig agus aig coinneamhan de na Comataidhean, ach a-mhàin airson pàirtean

de choinneamhan nuair a thèid aontachadh le buill Bòrd-stiùiridh

Bhòrd na Gàidhlig gum bu chòir a' chùis a bhith air a deasbad le buill a-mhàin, mar eisimpleir far am bithear a' bruidhinn air tuarastal no coileanadh a' Cheannard.

A bharrachd air a' Cheannard, bidh gach ball den Sgioba-stiùiridh a' frithealadh coinneamhan Bòrd-stiùiridh Bhòrd na Gàidhlig ach a-mhàin ma thèid iarraidh orra gun a bhith an làthair leis a' Chathraiche no ma thèid an leisgeulan a ghabhail leis a' Chathraiche. Bidh luchd-obrach eile an làthair airson nithean sònraichte air a' chlàr-ghnothaich nuair a bhios seo iomchaidh.

Faodaidh Ministearan na h-Alba no an riochdairean a bhith an làthair aig coinneamhan Bòrd-stiùiridh Bhòrd na Gàidhlig no a chomataidhean agus pàirt a ghabhail annta, ach chan fhaod riochdairean den t-seòrsa seo bhòtadh.

Ceistean a' Bhùird -stiùiridh

Faodaidh ball sam bith ceist a chur air a' Chathraiche aig coinneamh sam bith de Bhòrd-stiùiridh Bhòrd na Gàidhlig mu ghnòthach buntainneach agus iomchaidh sam bith a tha ag èirigh bhon chlàr-ghnothaich.

Faodaidh buill fios a thoirt chun a' Chathraiche ron choinneimh mu cheistean a tha iad ag iarraidh a thogail nach eil co-cheangailte ri ceistean air a' chlàr-ghnothaich. Bu chòir seo a dhèanamh ann an sgrìobhadh ma ghabhas seo dèanamh. Co-dhùnaidh an Cathraiche, ann an conaltradh leis a' Cheannard, am bu chòir dèiligeadh ris a' cheist aig a' choinneimh agus bheir iad fios air ais dhan bhall mun cho-dhùnadh.

Far an gabh a dhèanamh, thèid dèiligeadh ri ceistean ann an Seisean Fosgailte. Ann an suidheachaidhean air leth, nuair a tha ceist a' dèiligeadh ri cuspair dìomhair no doirbh, dh'fhaodte gun tèid dèiligeadh ris ann an Seisean Dùinte. Bidh seo a rèir toil a' Chathraiche ann an co-chonaltradh leis a' Cheannard.

Nuair a thèid puing òrdugh a thogail aig coinneamh aig Bòrd-stiùiridh Bhòrd na Gàidhlig, 's e riaghladh a' Chathraiche an co-dhùnadh mu dheireadh.

A' stiùireadh choinneamhan

Aig coinneamh a' Bhùird-stiùiridh, bidh Cathraiche Bhòrd na Gàidhlig anns a' chathair mas e is gu bheil e/i an làthair. Mur eil an Cathraiche gu bhith an làthair, mar as trice, dh'innseadh e/i cò am ball eile a bhiodh anns a' chathair. Mur eil comhairle ann bhon Chathraiche, taghaidh na buill Bùird-stiùiridh a tha an làthair aon de na buill airson a bhith an ceann na coinneimh tro bhòtadh mòr-chuid.

Nì an Cathraiche na leanas:

- cumar smachd agus nithear cinnteach gu bheil cothrom gu leòr aig buill a' Bhùird-stiùiridh na beachdan aca a chur an cèill mu chuspair sam bith a thathar a' deasbad;
- nithear co-dhùnaidhean air cùisean òrdugh, raon-ùghdarrais agus buntainneachd;
- co-dhùnair dè an t-òrdugh anns am bu chòir do bhuill a tha airson bruidhinn sin a dhèanamh;
- co-dhùnair a bheil bhòt a dhìth gus nach eil agus mar a nithear i; agus
- leanar poileasaidhean agus dòighean-obrach iomchaidh Bhòrd na Gàidhlig

Co-dhùnaidhean a' Bhùird-stiùiridh

Mar as trice, thèid co-dhùnaidhean Bòrd-stiùiridh Bhòrd na Gàidhlig a ghabhail le co-aontachd am measg nam ball a tha an làthair. Tha “ball a tha an làthair” a’ ciallachadh ball a tha an làthair aig a’ choinneimh fhèin no a tha a’ gabhail pàirt tro cheangail fòn no co-labhairt bhidio tron deasbad air an nì air a’ chlàr agus a chuala geàrr-chunntas sam bith a rinn an Cathraiche no ball ainmichte den Sgioba-stiùiridh.

Ma dh’fhàgas ball a’ choinneamh gu tràth, bidh iad air an comharrachadh mar neo-làithreach airson co-dhùnadh sam bith a chaidh a ghabhail às dèidh dhaibh falbh.

Tha uallach corporra air buill uile a’ Bhùird-stiùiridh airson co-dhùnaidhean a ghabh am Bòrd-stiùiridh. Mar sin, feumaidh buill gabhail ri co-dhùnadh coitcheann a’ Bhùird-stiùiridh (agus taic a chumail ri seo gu poblach), no feumaidh iad an t-àite air a’ Bhòrd-stiùiridh a leigeil seachad.

Faodaidh ball de Bhòrd-stiùiridh Bhòrd na Gàidhlig an t-eas-aonta aige/aice ri co-dhùnadh a’ Bhùird-stiùiridh a chlàradh cho fad ‘s a bha i/e an làthair aig a’ choinneimh far an deach beachdachadh air a’ chùis seo agus cho fad ‘s a dh’iarras am ball gun tèid an t-eas-aonta aige/aice a chlàradh gun dàil às dèidh dhan cho-dhùnadh a bhith air a dhèanamh. Ma tha ball sam bith ag iarraidh atharrachadh a mholadh air gluasad bhon Chathraiche no bho bhall/bhuill mus tèid co-dhùnadh a ghabhail, bu chòir dhaibh 1) neach-taic iarraidh airson an atharrachaidh fhoirmeil sin agus ma gheibhear sin, 2) bhòt fhaighinn bho mhòr-chuid de bhuill a’ Bhùird-stiùiridh.

Thèid beachdan sgrìobhte mu nithean air a’ chlàr-gnothaich a thèid a chur a-steach le gach ball den Bhòrd-stiùiridh aig Bòrd na Gàidhlig nach eil an làthair a chuirteachadh gu buill a’ Bhùird-stiùiridh agus bidh an Cathraiche (no luchd-taic ainmichte mar eisimpleir rùnaireachd a’ Bhùird-stiùiridh) a’ toirt iomradh orra aig àm iomchaidh rè na coinneimh.

Ann an suidheachaidhean air leth, nuair a tha co-dhùnadh a dhìth bho Bhòrd-stiùiridh Bhòrd na Gàidhlig ann an cabhag agus far nach gabhadh coinneamh a chur air dòigh, thèid dèiligeadh ris a’ chùis tro chonaltradh sgrìobhte. Thèid an co-dhùnadh gus seo a dhèanamh a ghabhail leis a’ Chathraiche. Ann an suidheachaidhean mar seo, cuiridh na buill an cuid bheachdan

chun a' Chathraiche ann an sgrìobhadh. Thèid an co-dhùnadh a dhaingneachadh aig an ath choinneimh de Bhòrd-stiùiridh Bhòrd na Gàidhlig agus thèid a chlàradh anns a' gheàrr-chunntas.

A' bhòtadh

Thèid co-dhùnadh a dhèanamh tro bhòt anns na suidheachaidhean a leanas:

- Nuair a tha an Cathraiche a' faicinn gu bheil cuid de na buill ag eas-aontachadh ri moladh no a tha air draghan a nochdadh mu dheidhinn agus nach eil co-aonta soilleir ann.
- Nuair a dh'iarraas ball gun tèid bhòt a chumail agus nuair a bheir co-dhiù aon bhall eile à tha an làthair taic ris a' mholadh seo.

Ann an suidheachadh sam bith eile, far a bheilear den bheachd, a rèir toil a' Chathraiche, gum bu chòir bhòt a bhith ann mus tèid co-dhùnadh a ghabhail.

Cha bhi còir bhòtaidh ach aig buill a tha an làthair, mar a tha air a mhìneachadh ann an Co-dhùnaidhean a' Bhùird-stiùiridh. Bidh aon bhòt aig gach Ball, a' gabhail a-staigh a' Chathraiche, ach a-mhàin ann an suidheachadh far a bheil bhòt co-ionnan ann. Bidh bhòt-sheulachaidh a bharrachd aig a' Chathraiche anns an t-suidheachadh sin.

Mar as trice, bithear a' bhòtadh tro bhòt làimhe. Le cead a' Chathraiche, no ma tha ball sam bith a a' togail gearan mu bhòt a bhith air a ghabhail tro bhòt làimhe, agus ma tha mòr-chuid de na buill a tha an làthair a' toirt taic dhan ghearan, thèid a' bhòt a chumail tro bhaileat dìomhair. Anns na suidheachaidhean far an tèid baileat dìomhair a chumail, bidh am Manaidsear Gnìomhan a' cur a-mach agus a' cruinneachadh phàipearan baileit, a' cunntadh nam bhòtaichean agus às dèidh dhaibh sin a bhith air an dearbhadh le Ceann an Ionmhais is Cùisean Corporra, no mur eil iad an làthair, le bhall eile den Sgioba-stiùiridh, ainmichidh e/i an toradh dhan Bhòrd-stiùiridh.

Clàraichidh geàrr-chunntas na coinneimh toraidhean a' bhòt, a' toirt fa-near àireamh agus ainmean nam ball a tha a' bhòtadh airson agus an aghaidh a' mholaidh agus ball sam bith nach do bhòt. Mas e is gun tèid baileit a chumail gu dìomhair, cha tèid na h-ainmean a chlàradh anns a' chlàr-gnothaich.

Co-dhùnaidhean air an cur dheth

Faodaidh am Bòrd-stiùiridh co-dhùnadh a chur dheth air nì air a' chlàr-gnothaich gus am faigh e barrachd fiosrachaidh, roghainnean eile airson co-dhùnaidhean, no airson adhbhar sam bith eile. Thèid an t-aonta gus dàil a chur air co-dhùnadh a chlàradh ann an geàrr-chunntas na coinneimh cho math ris an adhbhar airson seo, agus bidh dreachd clàr-ama ann airson a bhith a' toirt na cùise air ais dhan Bhòrd-stiùiridh airson deasbad a bharrachd agus airson co-dhùnadh.

Comhairle dhan Bhòrd-stiùiridh

Gus co-dhùnaidhean a ghabhail aig coinneamhan, gabhaidh am Bòrd-stiùiridh comhairle mar a bhios iomchaidh. Mar as trice, bidh seo bhon Cheannard no bho bhuill eile den Sgioba-stiùiridh no den luchd-obrach a tha an làthair. Anns an dreuchd aca mar an t-Oifigear Cunntachail aig Bòrd na Gàidhlig, tha dleastanas sònraichte aig a' Cheannard a bhith a' toirt comhairle dhan Bhòrd-stiùiridh air ceistean iomchaidheachd, eaconamaidh, tàbhachd agus èifeachdas. Faodaidh am Bòrd-stiùiridh comhairle a shireadh bho a Chomataidhean, no bho thùs sam bith eile air an taobh a-staigh no an taobh a-muigh mar a bhios e a' meas iomchaidh.

Ann an suidheachaidhean nuair a bhòtas am Bòrd-stiùiridh an aghaidh comhairle bhon Cheannard, a' gabhail a-steach comhairle bhon Cheannard na d(h)reachd mar Oifigear Cunntachail, agus far a bheil an Ceannard a' faireachdainn nach gabhadh an co-dhùnadh air a bheilear a' beachdachadh a dhìon air beulaibh Riaghaltas na h-Alba agus/no Pàrlamaid na h-Alba, dh'fhaodte gun toir an Ceannard air a' Chathraiche stiùireadh sgrìobhte a thoirt dha/dhi air a' chuspair. Thèid stiùireadh mar seo a thoirt gu aire Àrd-neach-sgrùdaidh na h-Alba agus an t-Oifigear Cunntachail Roinneil ann an Riaghaltas na h-Alba.

Clàr nan com-pàirtean - A' clàradh com-pàirt

Feumaidh buill fa leth beachdachadh aig an ìre as tràithe a bheil com-pàirt aca ri nochdadh ann an cùis sam bith a tha gu bhith air a dheasbad.

Bu chòir dhaibh beachdachadh air a bheil clàran-gnothaichean airson coinneamhan a' togail ceist sam bith a thaobh nochdadh chom-pàirtean, agus mur eil iad cinnteach, faodaidh iad bruidhinn ri Oifigear nan Inbhean, no le Coimisean nan Inbhean. Feumar nochdadh com-pàirt a dhèanamh cho luath 's a ghabhas aig coinneamh nuair a tha a' chom-pàirt sin ag èirigh. Mas e is gum mothaichear gu bheil feum air com-pàirt a nochdadh nuair a thathar a' deasbad cùis, feumaidh am ball a' chom-pàirt aca a nochdadh cho luath is a bheir iad am aire gum feum iad sin a dhèanamh.

Bu chòir an aithris bheòil a tha a' nochdadh com-pàirt a bhith a' comharrachadh de an nì air a' chlàr-gnothaich ris a bheil i ceangailte. Bu chòir dhan aithris tòiseachadh leis na faclan "tha mi a' nochdadh com-pàirt". Feumaidh an aithris a bhith fiosrachail gu leòr gus an tuig na daoine an làthair aig a' choinneimh dè seòrsa com-pàirt a th' ann, ach chan fheumar cunntas mionaideach a thoirt seachad den chom-pàirt.

A' bhuidh aig nochdadh com-pàirt

Le bhith a' foillseachadh com-pàirt ionmhasail tha e a' toirmeasg com-pàirteachadh sam bith ann an deasbad agus bhòtadh. Ann a bhith a' nochdadh com-pàirt neo-ionmhasail tha feum air breithneachadh a bharrachd leis a' bhall bhuntainneach. Feumaidh iad beachdachadh air

a' cheangal eadar na com-pàirtean a chaidh ainmeachadh agus a' chùis shònraichte air a bheilear a' beachdachadh agus air suidheachaidhean fa leth mun chùis shònraichte a tha buntainneach.

Aig a' cheann thall, 's e an deuchainn as dearbhachaile, am biodh ball den phoball agus iad reusanta, le fios aca air an t-suidheachadh shònraichte agus leis an fhiosrachadh bhuntainneach uile aca, den bheachd gum faodadh com-pàirt a' bhuill buaidh a thoirt air an dreuchd aca mar bhall de Bhòrd-stiùiridh Bhòrd na Gàidhlig agus mar sin gum biodh e ceàrr pàirt a ghabhail ann an deasbad no co-dhùnadh sam bith. Ma tha ball, le cogais, den bheachd nach biodh an làthaireachd leantainneach aca a' fàiligeadh na deuchainn seo, chan fheumadh nochdadh com-pàirt neo-ionmhasail stad a chur orra bho bhith an sàs ann an deasbad no bhòtadh. Mur eil iad cinnteach gun gabh an slat-tomhais neo-chlaon seo a chur an sàs, cha bu chòir dhaibh pàirt sam bith a ghabhail san deasbad agus bu chòir dhaibh an seòmair-coinneachaidh fhàgail gus am bi deasbad air an nì sin deiseil.

Ceadan sònraichte

Ann an glè bheag de shuidheachaidhean, gabhaidh cead sònraichte a thoirt seachad le Coimisean nan Inbhean a thaobh com-pàirtean ionmhasail no neo-ionmhasail a bhiodh a' cur casg air ball bho bhith a' gabhail pàirt air cùisean a' tighinn air beulaibh Bòrd-stiùiridh agus a Chomataidhean, mur a b' e an cead sònraichte seo. Beachdaichidh Coimisean nan Inbhean air iarrtasan airson ceadan sònraichte agus bu chòir iarrtasan a dhèanamh cho luath 's a ghabhas gus am bi tìde gu leòr beachdachadh gu ceart air an iarrtas ron choinneimh far a bheilear ag iarraidh cead sònraichte. Cha bu chòir ball pàirt a ghabhail ann am beachdachadh air a' cheist sin gus an tèid an t-iarrtas aontachadh.

Geàrr-chunntasan a' Bhùird-stiùiridh

Thèid na geàrr-chunntasan a ghabhail le rùnaireachd air a stiùireadh leis a' Mhanaidsear Gnìomhan; ach a-mhàin airson Seiseanan Prìobhaideach far an tèid geàrr-chunntasan fa leth a ghabhail le neach iomchaidh air a thaghadh leis a' Chathraiche. Leis na pàipearan a chaidh a thoirt dhan choinneimh, bu chòir na geàrr-chunntasan a bhith na chlàr firinneach den choinneamh, le fiosrachadh gu leòr gus a bhith mar phàirt den t-slighe sgrùdaidh a thaobh nan cùisean air an deach beachdachadh agus na co-dhùnaidhean a rinn Bòrd-stiùiridh Bhòrd na Gàidhlig.

Bidh uallach air an neach a tha na chathraiche air a' choinneimh dèanamh cinnteach gun tèid gnìomhan a chaidh aontachadh aig an t-Seisean Phrìobhaideach a thoirt dhan rùnaireachd taobh a-staigh còig latha obrach bhon choinneimh gus an tèid an clàradh mar phàirt den t-Seisean Phrìobhaideach (geàrr-chunntasan àbhaisteach).

Thèid dreachd geàrr-chunntas na coinneimh aontachadh airson cuairteachadh do bhuill mar ‘Gheàrr-chunntasan neo-dhearbhte’ leis a’ Chathraiche is Ceannard taobh a-staigh 3 sheachdain bhon latha a chaidh coinneamh a’ Bhùird-stiùiridh a chumail. Faodaidh Buill atharrachaidhean a mholadh ann an sgrìobhadh taobh a-staigh 10 làithean obrach. Bidh an Cathraiche agus an Ceannard ag eadar-bhreithneachadh air cùisean far a bheil eas-aonta ann.

Thèid an geàrr-chunntas a ‘Dhearbhadh’ gu foirmeil leis a’ Chathraiche, thèid a chuairteachadh do na buill, agus bidh geàrr-chunntas bhon t-Seisean Phoblach air làrach-lìn BnG taobh a-staigh 8 seachdainean às dèidh na coinneimh.

Foillsichidh Bòrd na Gàidhlig Geàrr-chunntasan anns a’ Ghàidhlig, anns a’ Bheurla agus ann an cànan sam bith eile a chuidicheadh le bhith a’ coileanadh a obair gu h-èifeachdach.

A’ cur bhall à dreuchd rè ùine

Ma ’s e is gun dèan ball sam bith de Bhòrd-stiùiridh Bhòrd na Gàidhlig dìmeas air òrdugh no ùghdarras a’ Chathraiche aig coinneamh sam bith, no ma bhios e/i ri dol a-mach a bhios oilbheumach no a chuireas bacadh air a’ choinneimh, agus ma bheir an Cathraiche seo gu aire na coinneimh, faodaidh am Bòrd-stiùiridh am ball a chur a-mach airson a’ chòrr den choinneimh, às dèidh gluasad bho bhall sam bith, a gheibh neach-taic agus le taic bhon mhòr-chuid de na buill a tha an làthair.

Cha bhi deasbad ceadaichte air gluasad den t-seòrsa seo.

Dìomhaireachd

Faodaidh buill an roghainn fhèin a chleachdadh mu bhith a’ beachdachadh air gnothaichean bòrd-stiùiridh Bhòrd na Gàidhlig le pàrtaidhean eile às dèidh na coinneimh.

Airson cùisean ris an tèid dèiligeadh ann an Seisean Dùinte chan fhaodar nàdar agus susbaint a’ ghnòthaich fhoillseachadh, no a dheasbad le, neach sam bith ach buill eile de Bhòrd-stiùiridh Bhòrd na Gàidhlig agus luchd-obrach an bha an làthair gus an cur an Cathraiche an caochladh an cèill.

Bu chòir buill aonta fhaighinn bhon Chathraiche, no mur eil iad ri fhaighinn, bhon Cheannard mus dèan iad aithris phoblach sam bith (a’ gabhail a-steach aithrisean do na meadhanan no agallamhan a thèid a chraoladh) às leth Bòrd-stiùiridh Bhòrd na Gàidhlig.

Fiachanas pearsanta buill a’ bhùird-stiùiridh

Nan rachadh cùisean laghail a thogail le treas-phàrtaidh tha e buailteach gum biodh seo air a thogail an aghaidh Bòrd-stiùiridh Bhòrd na Gàidhlig gu h-iomlan, ach ann an suidheachaidhean neo-àbhaisteach, dh’fhaodte gun rachadh cùisean a thogail an aghaidh a’

Chathraiche no buill fa leth eile den Bhòrd-stiùiridh. Mar eisimpleir, dh'fhaodadh ball de Bhòrd-stiùiridh Bhòrd na Gàidhlig a bhith cunntachail gu pearsanta ma nì e no i aithris mheallta no dhearmadach a dh'adhbharaicheas call do threas-phàrtaidh.

Ach, a rèir a' bharantais-dìona choitchinn a tha an Riaghaltas a' moladh do bhuill NDPB, cha bhi aig ball de Bhòrd-stiùiridh Bhòrd na Gàidhlig a tha air a bhith ag obair gu h-onarach agus le deagh rùn ri pàigheadh airson buailteachd chatharra phearsanta sam bith a thig orra ann a bhith a' dèanamh obair a' Bhùird-stiùiridh, no aithris gun robh iad a' dèanamh obair a' bhùird-stiùiridh, bho na stòrasan pearsanta aice/aige fhèin, ach a-mhàin far a bheil am ball air a bhith dearmadach.

A' cur stad sealach air no ag atharrachadh nan Gnàth-riaghailtean

Dh'fhaodte gun tèid na Gnàth-riaghailtean seo atharrachadh, ais-ghairm no gun tèid cuir riutha le Bòrd-stiùiridh Bhòrd na Gàidhlig a-mhàin agus dh'fheumadh atharrachadh sam bith den t-seòrsa seo aonta fhaighinn bhon mhòr-chuid de na buill a tha an làthair aig coinneamh.

Feumar comharrachadh aig a' choinneimh mu dheireadh den bhòrd-stiùiridh gu bheilear an dùil moladh gun tèid na gnàth-riaghailtean atharrachadh. A dh'aindeoin seo, chan fhaodar Gnàth-riaghailt sam bith atharrachadh no a chur dhan dàrna taobh mas e is gun rachadh seo an aghaidh ullachadh reachdail no stiùireadh sam bith bho Mhinistearan na h-Alba.



Standing Orders

for formal meetings of

Bòrd na Gàidhlig's Board

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(Applies also to Bòrd na Gàidhlig's Committees unless stated otherwise in Committee Terms of Reference)

Preamble

Bòrd na Gàidhlig was established to carry out the functions stated in the Gaelic Language (Scotland) Act 2005 ("the Act").

This paper sets out the detailed procedures that apply to the conduct of meetings of Bòrd na Gàidhlig's Board. The procedures also apply to meetings of the Committees of the Board as appropriate unless a Committee adopts its own standing orders, in which case they must be endorsed by the Board.

These Standing Orders are in addition to the requirements as set out in the Gaelic Language (Scotland) Act 2005 and the provisions set out in the following documents:

- Code of Conduct for Members of Bòrd na Gàidhlig (2023)
- The Ethical Standards in Public Life etc. (Scotland) Act (2000)
- Environmental Information (Scotland) Regulations (2004)
- The Freedom of Information (Scotland) Act (2002)
- The Data Protection Act (2018)

Bòrd na Gàidhlig's Board members are appointed by the Responsible Minister, and the Board will consist of no fewer than 5, nor more than 11, ordinary members. An additional member is appointed by the Responsible Minister to be the Cathraiche (Chair).

Board Membership

Where the office of Cathraiche is vacant, the ordinary members must elect from amongst themselves a person to chair the Board until an appointment is made under sub-paragraph (1)(b) of the Gaelic Language (Scotland) Act 2005.

The Cathraiche can nominate a vice-chair from amongst the board members to act as chair in the event that the Cathraiche is unable to carry out the role for a limited term. This is a pro-tem role and will not replace the provision above.

All Bòrd na Gàidhlig Board members are appointed on an individual basis and not as representatives of organisations. Duration of appointments is as set out in a member's letter of appointment.

Quorum

The quorum of Bòrd na Gàidhlig Board is a majority of members able to make the decision, having not been obliged to withdraw as a result of declaring an interest, including the person chairing the meeting. No decisions will be made at a meeting of Bòrd na Gàidhlig's Board unless a quorum is present. All attendances and absences will be recorded in the minutes of any meeting.

Complete meetings can be held online or through telephone, conference call or video conference facilities and the format shall be decided by the Chair.

In these circumstances, Members would be deemed to be present and to constitute part of the quorum for the purposes of that meeting so long as they are able to participate in discussions (eg unaffected by technical problems). In all circumstances, the Cathraiche would have the final authority and would be dependent on the Member providing suitable notice and the availability of the appropriate technology at the meeting location. If a Member, without reasonable justification, has been absent from meetings of Bòrd na Gàidhlig's Board for a period longer than 4 consecutive months or for 3 consecutive meetings and has not been given leave by the Cathraiche, the Cathraiche will advise the Minister.

Members of Committees who are not members of Bòrd na Gàidhlig's Board may, at the discretion of the Cathraiche, be invited to attend part or all of Bòrd na Gàidhlig Board meetings or to make presentations to Bòrd na Gàidhlig's Board. They will not however be entitled to vote.

Use of Gaelic

All proceedings of meetings of the Board and its committees shall be carried on in Gaelic unless the Board agrees otherwise. Bòrd na Gàidhlig shall normally make available (if technically possible) appropriate arrangements for the translation of any proceedings into English and such other languages they may from time to time consider appropriate in the conduct of its business.

Delegation

Bòrd na Gàidhlig's Board may delegate powers to Board Committees, other groups or individuals as it considers necessary. Bòrd na Gàidhlig's board shall decide the remit, Chair arrangements and membership, level of delegated authority, and any other rules which accompany the delegation. Unless otherwise directed, Committees, other groups and individuals will report direct to Bòrd na Gàidhlig's Cathraiche.

Schedule of Meetings

Bòrd na Gàidhlig's Board will approve in advance of each calendar year, dates and venues for its meetings for the following year. The schedule will be from April to March with a meeting frequency of approximately once every three months. The forward schedule of Board meetings is published on Bòrd na Gàidhlig's website, and the agenda and papers will be issued to members at least 10 calendar days in advance of each meeting (unless a later circulation is considered preferential by the Cathraiche for one or all of the papers).

The Cathraiche may convene a special meeting of Bòrd na Gàidhlig's Board when it appears that an item of business requires urgent consideration. Any Member may request that a special meeting be convened. The final decision on whether this proceeds rests with the Cathraiche or, in their absence, the Chair of the Audit and Assurance Committee, who will also determine which members of staff should attend.

Board Agenda and Papers

The agenda for each Bòrd na Gàidhlig Board meeting is prepared and cleared by the Leadership Team for approval by the Cathraiche. The Board agenda is posted on Bòrd na Gàidhlig's website minus any closed session items, one week prior to the Board meeting. Agenda items may change prior to the meeting, with any changes reflected on the website agenda.

Timings and locations of meetings should seek to minimise (within reason) the following:

- the direct financial costs to the public purse.
- the time commitment (and so indirect financial cost) involved for all participants.
- the impact on Bòrd na Gàidhlig's environmental footprint, and in particular its carbon footprint.
- Timings and locations should also seek to maximise accessibility to the public.

Bòrd na Gàidhlig's Board will aim to have at least one community visit a year. This will be noted on the forward schedule.

The running order of items on the Board agenda will be agreed with the Cathraiche/Ceannard and as far as possible will take into account the travel arrangements for staff and members who plan to attend.

Board papers are considered and approved by the Leadership Team prior to submission to Bòrd na Gàidhlig's Board unless other governance processes are in place.

The Board secretariat team will electronically collate, circulate and, where necessary, provide papers for the agreed Agenda items at a meeting, unless it has been previously agreed with the Chair of the meeting that no paper is required.

Papers will be electronically sent to the meeting attendees at least 10 days prior to the meeting.

If papers are not available for dispatch 10 days prior to the meeting, the Board secretariat team may, after consultation with the Chair of the meeting and the Ceannard, make a late posting, or table the paper(s) at the meeting, or withdraw the item(s) from the Agenda of the meeting. Occasions when these timescales may not be adhered to are if Special meetings are agreed at short notice, every attempt however will be made to dispatch papers in advance of the meeting

Board meeting agenda items may be categorised Open, Closed or Private. Board meetings will normally be held in Open session. However, there may be agenda items categorised as Closed or Private. Open session items may be considered in public. Closed session items will exclude the public and may also have a range of executive representation. The Ceannard will attend both open and closed sessions unless absence is agreed with the Chair. Private session items will be Board members only and where necessary, a Board member will be nominated as scribe.

The formal record of Bòrd na Gàidhlig's Board meeting will be published, in Gaelic and English, on Bòrd na Gàidhlig's website within within 8 weeks of the meeting-

Board members are permitted to request any item to be discussed in closed session; this will be discussed in conjunction with the Cathraiche and at their discretion. Should an item of business be taken in closed session, then a valid reason must be given. Closed session minutes will not be published to the website.

Board Papers dealt with in Closed Session

There is a presumption that Bòrd na Gàidhlig's Board papers will be considered in Open Session unless there are strong grounds for confidentiality. The Freedom of Information (Scotland) Act 2002 is used, along with the Environmental Information Regulations 1994 and the Data Protection Act 2018, to guide which papers should be dealt with in closed session. Decisions on this are made by the Cathraiche in consultation with the Ceannard.

Board papers which may be dealt with in closed session (subject to the views of the Cathraiche and Ceannard) include papers relating to personnel and staffing issues. The reasons for papers being dealt with in this way will be included in the cover page of the appropriate paper.

Prior to the meeting the Cathraiche or other Bòrd na Gàidhlig Board member(s) can move that an item, or part of an item, should be considered in closed session of the meeting. This is at the discretion of the Cathraiche and will only be permitted in exceptional circumstances.

Order of Business

The business of the Board at all meetings will proceed in accordance with the agenda issued for that meeting unless otherwise directed by the Cathraiche who may at his/her discretion or at the request of a member(s), alter the order of business at any stage.

At all ordinary or special meetings, no business other than that on the agenda will be considered except where by reason of special circumstances, the Cathraiche is of the opinion that the item should be considered at the meeting.

Attendance at Meetings

The Ceannard shall have the right to attend all Bòrd na Gàidhlig Board meetings and meetings of the Committees, except for parts of meetings when agreed by Bòrd na Gàidhlig's Board members that the matter under discussion should involve members only, for example where the Ceannard's remuneration or performance is being discussed.

In addition to the Ceannard, all members of the Leadership Team will, except when requested or excused by the Cathraiche, attend Bòrd na Gàidhlig's Board meetings. Other members of staff will attend for particular agenda items as necessary.

Scottish Ministers or their representatives may attend and take part in either full Board or committee meetings of Bòrd na Gàidhlig, but such representative is not entitled to vote.

Board Questions

Any member may put a question to the Cathraiche at any meeting of Bòrd na Gàidhlig's Board concerning any relevant and competent business arising from the agenda.

Members can also notify the Cathraiche in advance of the meeting of questions that they wish to raise other than those relevant to agenda items. Wherever possible this should be done in writing. The Cathraiche, in consultation with the Ceannard, will determine whether the question should be dealt with during the meeting, and inform the member accordingly.

Wherever possible, questions will be dealt with in the Open Session. Exceptionally, where a question deals with a sensitive or confidential issue, it may be dealt with in Closed Session. This will be at the discretion of the Cathraiche in consultation with the Ceannard.

When a question of order is raised at a meeting of Bòrd na Gàidhlig's Board, the Cathraiche's ruling on it will be final.

Chairing of meetings

At a meeting of the Board, the Bòrd na Gàidhlig Cathraiche, if present, will preside. In the absence of the Cathraiche, he/she will normally indicate which other member should preside. If no advice from the Cathraiche is available, the Board members present will choose, by a majority vote of those present, one of their number to preside.

The Cathraiche will:

- preserve order and ensure that members of the Board have sufficient opportunity to express their views on any matter under discussion;
- determine all matters of order, competency and relevancy;
- determine in which order members wishing to speak should do so;
- determine whether or not a vote is required and how it is to be conducted; and
- adhere to relevant Bòrd na Gàidhlig policy and procedure

Board Decisions

Decisions of Bòrd na Gàidhlig's Board will usually be by consensus of attending members. An attending member is one who is either present in person or takes part by telephone or video conference link throughout the discussion of the agenda item and has heard any summing up by the Cathraiche, or a nominated member of the Leadership Team.

A member who leaves a meeting prematurely will be treated as a non-attending member for the purpose of any decision taken after the time of departure.

Board Members share corporate responsibility for decisions taken by the Board as a whole. Members must therefore either accept (and publicly support) the collective decision of the Board or resign.

A member of Bòrd na Gàidhlig's Board may have his or her dissent recorded to a decision of the Board provided that she/he has attended the meeting at which the matter was considered and provided that the member asks to record his/her dissent immediately after the decision is concluded. Any member that wants to actually propose an adjustment to the Cathraiche or member(s) motion prior to a decision being taken should 1) seek a seconder for that formal amendment and if that is secured 2) thereafter secure a majority vote of Board members.

Written comments on agenda items submitted by all non-attending Bòrd na Gàidhlig Board members will be circulated to Board members and referred to by the Cathraiche (or designated support such as the Board secretariat) at the appropriate point in the meeting.

Exceptionally, when a Bòrd na Gàidhlig Board decision is required urgently and it would not be feasible to convene a meeting, the matter will be dealt with by correspondence. The decision to do this will be made by the Cathraiche. In such circumstances, members will send their views to the Cathraiche in writing. The decision will be ratified at the next Bòrd na Gàidhlig Board meeting and recorded in the minutes.

Voting

Decisions will be reached by vote on the following occasions:

- When the Cathraiche detects that there is a body of opinion among the members who either disagree with a proposal or have expressed reservations about it and no clear consensus has emerged.
- When a member requests a vote to be taken and this is supported by at least one other member in attendance.
- Any other circumstance where, at the Cathraiche's discretion, it is felt that a decision should be preceded by a vote.

Only attending members, as defined in Board Decisions, will be eligible to vote. Each Member, including the Cathraiche, will be entitled to one vote except in the case of an equality of votes when the Cathraiche will have an additional casting vote.

Votes will normally be taken by show of hands. At the discretion of the Cathraiche, or in the event of any member objecting to a vote being taken by a show of hands and a majority of attending members supporting the objection, the vote will be taken by secret ballot. In the circumstances where a secret ballot is to be held, the Operations Manager will issue and collect ballot papers, count the votes and after these have been confirmed by the Head of Finance and Corporate Affairs, or in their absence another attending member of Leadership Team, announce the result to the Board.

The minutes of the meeting will record the results of voting, noting the number and names of members voting for and against the proposal and any abstentions. The minutes will not record the names in the event that a ballot is held in secret.

Deferred Decisions

The Board may decide to defer a decision on an agenda item so that it can be provided with more information, additional decision options or for any other reason. The decision to defer, with the reasons, will be recorded in the minutes of the meeting along with the indicative timescale for returning the matter to the Board for further discussion and decision.

Advice to the Board

In reaching decisions at meetings, the Board will take advice as appropriate. This will generally be from the Ceannard or such other serving member of the Leadership Team or staff present. The Ceannard in their capacity as Bòrd na Gàidhlig's Accountable Officer has a specific role in advising the Board on matters of propriety, economy, effectiveness and efficiency. The Board may also seek advice from its Committees, or any other internal or external source as it regards necessary.

In circumstances where advice from the Ceannard is overruled by the Board, or in their formal capacity as Accountable Officer, where the Ceannard feels that the action contemplated could not be defended before the Scottish Government and/or Scottish Parliament, the Ceannard may require the Cathraiche to give him/her a written instruction on the matter. Such an instruction will be drawn to the attention of the Auditor General for Scotland and the Departmental Accountable Officer in the Scottish Government.

Declarations of Interest - Making a Declaration

Individual members must consider at the earliest stage possible whether they have an interest to declare in relation to any matter that is to be considered.

They should consider whether agendas for meetings raise any issue of declaration of interest, and if in doubt may consult with Standards Officer, or with the Standards Commission. A declaration of interest must be made as soon as practicable at a meeting where that interest arises. If the need for a declaration of interest is identified only when a particular matter is being discussed the member must declare the interest as soon as they realise it is necessary to do so.

The oral statement of declaration of interest should identify the item or items of business to which it relates. The statement should begin with the words "I declare an interest". The statement must be sufficiently informative to enable those at the meeting to understand the nature of the interest but need not give a detailed description of the interest.

Effect of Declaration

Declaring a financial interest has the effect of prohibiting any participation in discussion and voting. A declaration of a non-financial interest involves a further exercise of judgement by the member concerned. They must consider the relationship between the interests that have been declared and the particular matter to be considered and relevant individual circumstances surrounding the particular matter.

In the final analysis the conclusive test is whether, in the particular circumstances of the item of business, and knowing all the relevant facts, a member of the public acting reasonably

would consider that the member might be influenced by the interest in their role as a member of Bòrd na Gàidhlig and that it would therefore be wrong to take part in any discussion or decision-making. If a member, in conscience, believes that their continued presence would not fall foul of this test, then declaring a non-financial interest need not preclude their involvement in discussion or voting. If they are not confident about the application of this objective yardstick, they must play no part in the discussion and must leave the meeting room until discussion of the particular item is concluded.

Dispensations

In very limited circumstances dispensations can be granted by the Standards Commission in relation to the existence of financial and non-financial interests which would otherwise prohibit a member from taking part and voting on matters coming before Bòrd na Gàidhlig's Board and its Committees. Applications for dispensations will be considered by the Standards Commission and should be made as soon as possible in order to allow proper consideration of the application in advance of meetings where dispensation is sought. A member should not take part in the consideration of the matter in question until the application has been granted.

Board Minutes

Minutes of all meetings will be taken by a secretariat organised by the Operations Manager; the exception will be Private Sessions that will be minuted separately by an appropriate individual determined by the Cathraiche. Taken in conjunction with the papers presented to the meeting, the minutes should provide a correct record of the meeting, in sufficient detail to comprise an audit trail of issues discussed and decisions taken by Bòrd na Gàidhlig's Board.

The person chairing the meeting will be responsible for ensuring that actions agreed at the Private Session are passed on to the secretariat within five working days of the meeting so that they will be recorded as part of the Private Session (standard minutes).

The draft minutes of a meeting shall be approved for circulation as 'Unconfirmed Minutes' to members by the Cathraiche and Ceannard within 3 weeks of the date of the Board meeting. Members can propose amendments in writing within 10 working days. The Cathraiche and Ceannard will arbitrate over matters of dissent.

Minutes will be formally 'Confirmed' by the Cathraiche, circulated to members and minutes for the Open Session lodged on BnG website within 8 weeks of the meeting

Bòrd na Gàidhlig shall publish Minutes in Gaelic, English and such other languages as would assist in the efficient conduct of its business.

Suspension of Members

In the event of any member of Bòrd na Gàidhlig's Board disregarding the order or authority of the Cathraiche at any meeting, or being guilty of obstructive or offensive conduct at any meeting, and the Cathraiche calling the attention of the meeting to the same, the Board, may on the motion of any member, duly seconded and supported by the vote of a majority of the members present and voting, suspend such member so offending for the remainder of the sitting.

No debate shall be allowed on such a motion.

Confidentiality

Members may use their discretion in discussing items of Bòrd na Gàidhlig Board business with other parties following the meeting.

For issues dealt with in Closed Session, the nature and content of the business must not be divulged to, or discussed with, anyone other than fellow Bòrd na Gàidhlig Board members and staff in attendance until the Cathraiche states otherwise.

Members should get the prior approval of the Cathraiche, or in their absence, the Ceannard, before making public statements (including statements to the Press and broadcast interviews) on behalf of Bòrd na Gàidhlig's Board.

Personal liability of Board Members

While any legal proceedings initiated by a third party are most likely to be brought against Bòrd na Gàidhlig's Board as a whole, in exceptional cases proceedings may be brought against the Cathraiche or other individual Board members. For example, a Bòrd na Gàidhlig Board member may be personally liable if he or she makes a fraudulent or negligent statement that results in loss to a third party.

However, in accordance with the standard indemnity recommended for NDPB members by the Government, a Bòrd na Gàidhlig Board member who has acted honestly and in good faith will not have to meet out of his or her own personal resources any personal civil liability which is incurred in the execution or purported execution of his or her Board function, save where the member has acted recklessly.

Suspension and amendments of Standing Orders

These Standing Orders may be varied, revoked or added to by only Bòrd na Gàidhlig's Board itself and any such alterations will require the consent of the majority of members present at a meeting.

Notice of the intention to bring forward proposed amendments to standing orders must be signified at the previous board meeting. Notwithstanding this provision, no Standing Order may be suspended or amended where this would contravene any statutory provision or direction made by Scottish Ministers.

Coinneamh:	Bòrd-stiùiridh
Ceann-là:	26 Ògmhios 2025
Tìotal:	Plana Obrach a' Bhùird-stiùiridh
Gnìomh a dhìth:	Ri Aontachadh
Àireamh pàipear:	8.1
Neach-labhairt:	Ealasaid Dhòmhnallach, Ceannard
Pàipearan-taic:	PT1 Plana Obrach 2025/26

1. Adhbhar

- 1.1. Is e adhbhar na h-aithisge seo Plana Obrach a thoirt dhan Bhòrd-stiùiridh a tha a' mineachadh nam prìomhan nithean air am feumar beachdachadh air thar na bliadhna.

2. Cùl-fhiosrachadh/Prìomh aithris

- 2.1. Tha e cudromach gum bi plana obrach aontaichte aig a' Bhòrd-stiùiridh airson na bliadhna air thoiseach. Thèid sùil a chumail air a' phlana obrach tron bhliadhna.
- 2.2. Chaidh beachdachadh air a' phlana-obrach seo an co-cheangal ri clàr-ama nan coinneamhan.
- 2.3. Chaidh am plana trèanaidh a gluasad chun an Dàmhair

3. Moladh

- 3.1. Thathar ag iarraidh air Buill beachdachadh air a' mholadh agus ag aontachadh ris am plana obrach an cois.

4. Prìomh Bhuidhean Ro-innleachdach

- 4.1. Buidhean air Ionmhas: Chan eil gin ann.
- 4.2. Buidhean air Luchd-obrach: Chan eil gin ann.
- 4.3. Buidhean air Trèanadh: Chan eil gin ann.
- 4.4. Ceanglaichean ri Amasan Ro-innleachadh agus Corporra: Bidh seo a' cur ris an amas chorporra gun cùm Bòrd na Gàidhlig air a' leasachadh nan dòighean-obrach aca.
- 4.5. Buidhean air Cliù: Cuiridh seo ri cliù na buidhne le bhith fosgailte.
- 4.6. Buidhean air Slàinte is Sàbhailteachd: Chan eil gin ann.
- 4.7. Buidhean Laghail: Nì seo cinnteach gum bi modh-obrach iomchaidh ann a rèir Achd na Gàidhlig agus achdan eile a bhios a' bualadh air Bòrd na Gàidhlig.
- 4.8. Buidhean air Co-ionannachd: Chan eil gin ann.
- 4.9. Buidhean air an Àrainneachd: Chan eil gin ann.

5. Ceanglaichean ri Frèama-obrach Coileanadh Nàiseanta

Còraichean Daonna	<input type="checkbox"/>	Clann is Òigridh	<input type="checkbox"/>
Cultar	<input type="checkbox"/>	Coimhearsnachdan	<input type="checkbox"/>
Àrainneachd	<input type="checkbox"/>	Bochdainn	<input type="checkbox"/>
Slàinte	<input type="checkbox"/>	Eadar-nàiseanta	<input type="checkbox"/>
Foghlam	<input type="checkbox"/>	Eaconamaidh	<input type="checkbox"/>
Gnothachasan soirbheachail is ùr-ghnàthach			
<input checked="" type="checkbox"/>			

6. Cùrsa Riaghlachais

6.1. Thug an Sgioba Stiùiridh fa-near don phàipear seo air 05 Ògmhios 2025.

7. Dearbhadh air Cuairteachadh Sgrìobhainn

7.1. 'S e pàipear fosgailte a tha seo.

Plana Obrach a' Bhùird-stiùiridh 2025/26		Ògmhios 6/26/2025	Damhair 10/9/2025	Dùbhlachd 12/11/2025	Màrt 3/12/2026
Puingean Stèidhichte	Cùisean Tòiseachaidh / Fàilte	√	√	√	√
	Nochdadh Com-pàirt	√	√	√	√
	Geàrr-chunntas	√	√	√	√
	Clàr-gnìomhan	√	√	√	√
	Aithisg air PCCan 23/24	√	√	√	√
	Aithisg Ionmhas	√	√	√	√
	Clàr Mì-chinntean	√	√	√	√
	Geàrr-chunntasan nan Comataidhean	√	√	√	√
	Aithisg a' Chathraiche	√	√	√	√
	Aithisg a' Cheannard	√	√	√	√
	Am Plana Obrach	√	√	√	√
	Iarrtasan Taic-airgid £100,000+	√	√	√	√
	Conaltradh le luchd-uidh	√	√	√	√
	Fios as ùr air foghlam agus ionnsachaidh	√	√	√	√
	Lèirmheas air a' choinneimh	√	√	√	√
Priomhachasan Ro-innleachdail	Plana Corporra	√	-	-	√
Puingean Cunbhalach Bliadhnail	Plana Gnìomh	-	√	-	-
	Buidseat na Bliadhna	-	-	-	√
	Plana Ionmhas Meadhan-teirm	-	-	-	√
	Riaghladh Ionmhas	-	√	-	-
	Aonta Frèam-obrach	-	√	-	-
	Aithisg Bhliadhnail na Comataidh Sgrùdaidh is Dearbhachd	√	-	-	-
	Aithisg Bhliadhnail na Comataidh Poileasaidh is Ghoireasan	√	-	-	-
	Aithisg Bhliadhnail is Cunntasan	-	√	-	-
	Aithisg an Luchd-sgrùdaidh on Taobh a-muigh	-	√	-	-
	Aithisg Luchd-obrach	√	-	-	-
	Aithisg Slàinte is Sàbhailteachd	√	-	-	-
	Èifeachdas is Trèanadh a' Bhùird-stiùiridh	-	√	-	√
	Plana Feachd-obrach	-	√	-	-
	Plana Trèanaidh	✗	✓	-	-
	Gnàth-Riaghailtean	√	-	-	-
	Prògram coinneamhan a' Bhùird-stiùiridh	-	-	√	-
	Maoineachadh nam Buidhnean Gàidhlig	-	-	√	√
Puingean Ad Hoc	Aithisg air Planaichean Gàidhlig	√	-	-	-