

**National Plan for Gaelic  
Consultation Response on behalf of CNSA  
prepared by Catie Hutton, CNSA Development Officer, Highland**

**Adopted by CNSA's Board on 30 September 2006**

- Whilst it does state (Page 9) that bodies other than those mentioned as primary players would also be able to put in for projects relating to the various action areas, we are concerned that if one is not seen as or deemed to be one of the primary players, that the others who are so deemed would be encouraged to take up the project or advised to put in for a similar project as say a preferred bidder.
- Action Area Vitality –community – CNSA should appear as a primary player as we are already working with the community/families play a key role in our organisation, we have been working with them for years
- Action Area Status – Awareness – is also one of our key areas. An example of our involvement with this is that we as an organisation have taken part in the last two years in the Skill City event run by Careers Scotland for secondary school children thought out the Highlands, and have highlighted possible careers within the education, child and young people sector.

It was encouraging to note that it was acknowledged that the process of 'societal reform' regarding Gaelic takes much longer than expected in comparison to other areas of planning.

- An acknowledgement that GM households may also mean where only 1 parent speaks Gaelic as there are a large number of families in this position who make a major impact, given the right support, on the numbers and use of Gaelic within the community
- Lifelong Learning – we support many families on the road to fluency therefore maybe this is an other area where we could be considered primary players
- Continual Professional Development – a way to allow for time release from jobs to enable CPD for fluent speakers to acquire new skills to allow them to enter areas that require specific skills, as well as time built in for people with the correct skills to acquire the Gaelic language (although it is generally acknowledge that CPD is very important, the time restraints on many jobs, both in the Gaelic sector and the wider sector as a whole, make this a very challenging proposition. Is there a way to help to achieve this more effectively? e.g. funding package for employers)
- Action Areas (p 44) – entitlement and Language Access Key Task – “to engage with young couples and families in the encouragement of, & support for 0-3 Gaelic provision”. We are the Gaelic pre-school councils yet there is no mention of us as providers and facilitors.

Grants – every funder now looks for 'new initiatives, innovative schemes'. Surely we should also fund what we know works or we are in danger of continually reinventing the wheel but put together slightly differently.

Support, Prestige, and CPD – the continued use of project funding make these elements difficult to achieve. How can planning take place if organisations such as ourselves have to continually come up with projects which will help service our groups properly and help our families and the communities that build up around them? Each year we are dealing with new parents and new communities both fluent and learners (these are not projects but a continuing developing service, and each year grows but has less manpower servicing them) yet we cannot guarantee that we will be able to offer them the same or develop a better service than the previous year as everything is project based. To be able to offer the proper support which will also have an effect on the prestige and would also allow workers to attend CPD as well as offer career paths we need to move always from project funding to a certain extend and fund properly the pre-school sector which collects, gathers, nurtures and feeds many of the other Gaelic sectors. We continually hear how important we are as a sector but when it comes to funding for staff to support our groups and communities it is very difficult to find. There needs to be an element of "Maintenance of Facilities" built into the National Plan.

There is also a need to understand that our groups do cost more so they can input the language, and to have a funding stream that allows all our pre-school groups to access money for revenue costs. This would have a major boost on morale and allow us all to focus more on how to encourage parents to go forward to GM.