



“Experiences of impact, evaluation and outcomes in language promotion work with children and young people.”

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Chief Exec. Comunn na Gàidhlig

# Quick 'Gaelic context'



- Gaelic is not Political
  - Big 'P' – party politics
    - Conservatives funded Gaelic Broadcasting in 1990s; establishment of GME in 80s/90s
    - Labour supported further GME growth
    - Gaelic Language Act (Scotland) 2005 – received unanimous cross party support in Scottish Parliament.
    - SNP supportive of Gaelic development

# Quick 'Gaelic context'



- Gaelic is not political
  - Small 'p' – personal politics – the link between Gaelic and Scottish identity is long-gone.
  - Perfectly possible to have a very strong Scottish identity – without having any Gaelic
  - There is a strong undercurrent of 'anti-Gaelic development'
- Gaelic 'heartland' is socio-economically fragile
- Higher proportion of Gaelic speakers in urban Scotland

## Quick 'Gaelic context'



- There is no “need” to learn or use Gaelic, anywhere in Scotland – and some risk of challenge if you do;
  - Those who do come to it for a wide range of reasons;
  - Kids entering GME do so because their parents put them there. When they get older, they can question this.
- Why is this relevant to impact and evaluation?

# Na h-Iomairtean Gàidhlig

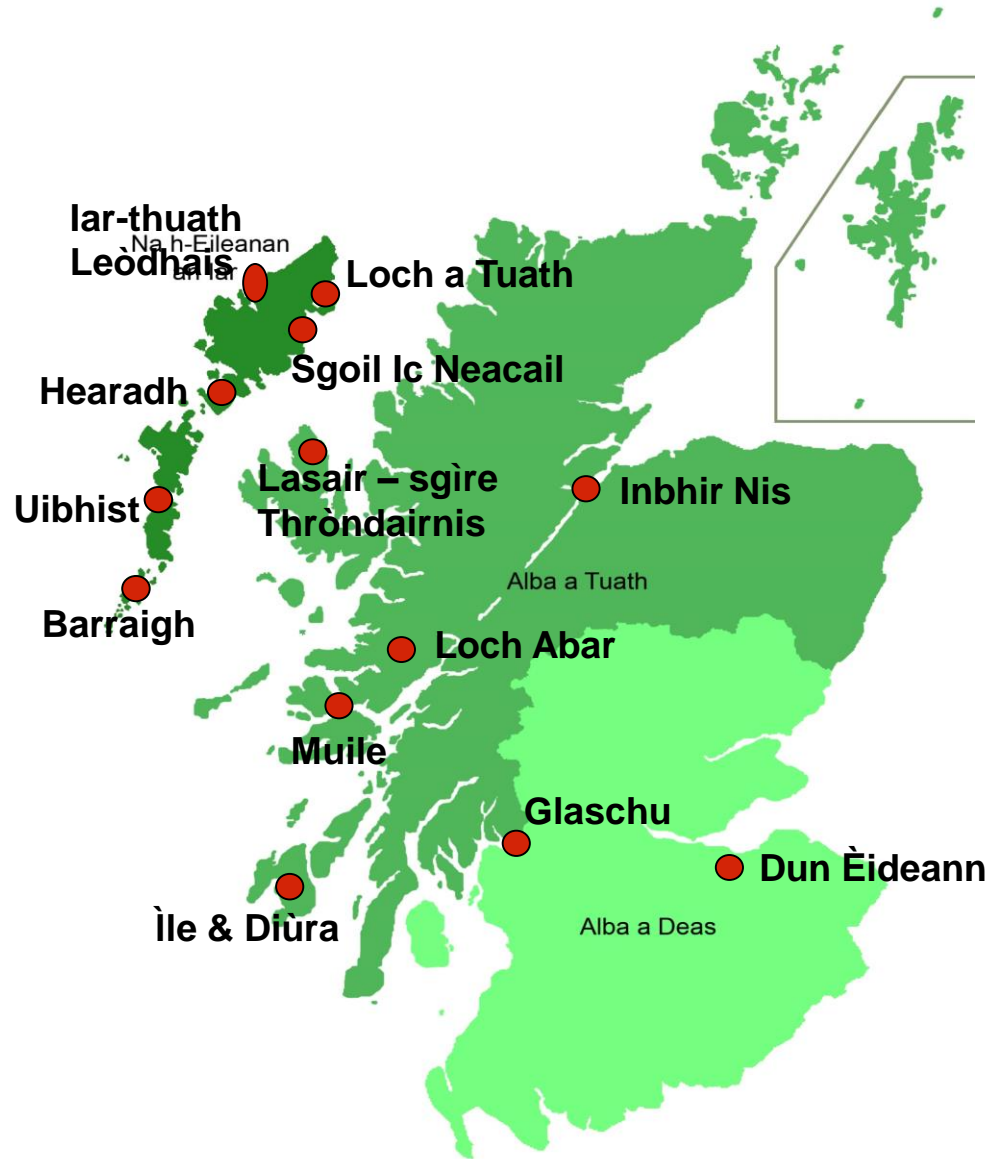


- 14 of these – different communities – rural and urban
- Model:
  - Development officer
  - Small development budget
  - Mix of local initiatives and national projects
- **ALL** of these strongly focused on work with young people

# Iomairtean Gàidhlig



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# Other CnaG youth work



- Football competition
- Camps and trips
- Spòrs Gàidhlig “outdoor education”
  
- Our objective – underpins all of our work  
– ***to encourage and support young people to use Gaelic***

# Impact assessment / measurement



- What we want to measure is young people's "propensity" to use Gaelic
- Not grammar, vocabulary, language skills – belongs in school
- What we do measure is 'attendance'
  - Contact hours per term;
  - No. of kids attending summer camps;
  - No. of schools taking part in football competition.
  - "Kid days" for outdoor activities



# Impact assessment challenges



- Our own resources
  - Small team – focused on contact time
  - Strive to minimise ‘admin overheads’
- Nature of our participants
  - Mainly, small groups of kids in rural areas
  - Target participants are children from 8 years to about 15/16
- What we’re trying to measure
  - Attitudinal research
  - Language ‘willingness’

## Impact assessment / summary



- We ‘know’ our work is effective
  - Direct observation,
  - Anecdotes
  - .....but hard to measure
- Need an easy-to-use “toolbox”
- Discussions with Bòrd na Gàidhlig
- Iomairtean impact – Meriel Young & Assoc.  
May-September 2018
- Breaking away from number, numbers,  
numbers!

# C N A G



# GAING



# C N A G



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# Experiences of impact, evaluation and outcomes in language promotion work with children and young people.



- ▶ Marina Murray - Development Director - Comunn na Gàidhlig

Provide meaningful provision

Evaluation - A way of clarifying that as an organization - we are making a difference and having an impact

Why? So we can improve and strengthen our work

# Main aims

- ▶ To provide activities through the medium of Gaelic to encourage active participation in the language
- ▶ To provide young people with the opportunity to meet together & improve their Gaelic language skills
- ▶ To engage with their peers and explore their culture and heritage
- ▶ To enable young people to communicate in Gaelic in relaxed educational surroundings
- ▶ To enable young people to build on good group work skills & positive interaction
- ▶ To develop dialogue between young people & adults & to develop Gaelic as a means of communication
- ▶ To provide satisfying & enjoyable learning experiences

# Intended outcomes

- ▶ Young people more confident & able in their ability to speak Gaelic
- ▶ More able to do things for themselves
- ▶ More aware and understanding of different people's experiences, abilities, backgrounds and beliefs
- ▶ Better able to get on with people who have different experiences, abilities, backgrounds and beliefs
- ▶ More motivated to learn
  
- ▶ More able to:
- ▶ Understand different ways to learn
- ▶ Communicate with other people
- ▶ Solve problems and make decisions
- ▶ Form and develop good relationships
- ▶ Use their skills and experience to support and lead others

# Outcome indicators

- ▶ If young people demonstrate an increased fluency in Gaelic
- ▶ If young people have increased opportunities and environments for speaking Gaelic
- ▶ If young people have an increase in self confidence
- ▶ If there are increased opportunities for cooperative decision making
- ▶ If group members see the benefits of cooperative working & perseverance
- ▶ Evidence collected through direct observation, discussion & evaluation to show that outcomes are being met



### What Do We Plan To Do To Achieve Our Outcome?

Inputs What resources will we use?	Processes What methods will we adopt?	Output Targets What specific activities will we undertake?
<p>Staff time</p> <p>Venue - Community Halls/outdoors</p> <p>Volunteer time</p> <p>Funding</p>	<p>To use a youth work approach the promotes personal &amp; social development</p> <p>To encourage young people to take part in activities &amp; work on as a group</p> <p>To encourage the group to support each other in their learning and to be more confident in using Gaelic</p> <p>To explore the local area &amp; heritage</p>	<p>By consulting young people we will establish how they want to go about processing the idea</p> <p>We will aim to have a balance of indoor and outdoor activities to satisfy all young peoples needs &amp; get a wider learning experience</p> <p>We will aim to have an output which the young people have worked on themselves &amp; that they can cherish</p>

# Evaluation Methods



Photographs

Evaluation sheets

Use of recording sheet for direct observation & discussion with participants

Video Diary

Radio interviews





8 years - what was the impact?

*“You would be having a great time with friends at the same time as learning; even although at the time, you didn’t realise how much you were learning! We got to go on outings far and near, enhance our media skills/knowledge, learn how to produce/performance/edit films (based on original dramas) all whilst enhancing our Gàidhlig communication skills. All this taking place in a relaxed and fun atmosphere...The skills learnt from these opportunities meant our knowledge of certain topics was very beneficial in following years.”*



*“Whilst attending anything to do with these projects, everyone communicates in Gaidhlig. You could sometimes be communicating (in Gaidhlig) with friends you may not normally communicate in Gaidhlig with. This would then encourage us to speak Gaidhlig thereafter, speaking more in day-to-day life.”*

“The opportunities allowed us to become more confident to speak Gaelic with each other. It allowed us the opportunity to speak to friends in relaxed social settings...instead of formally as we would in school...I am far more comfortable speaking Gaelic among friends & the older generation now.”



*“Integration within the local community was a key aspect of these projects. Interacting with different generations (especially the older generation) taught us so much about the history of our community, giving us a chance to hear and record first hand accounts of local history. Listening to their stories often highlighted the contrast between our world and when they were our age. Working with the different generations brought the community closer, lifting community spirit.”*



*“The more we interacted with the older generation the more natural flowing our conversation became. We often picked up on many of the old sayings not so common in today’s speech, going on to incorporate those phrases in our own speech.”*

“While in Tàirneanaich, we worked a lot in partnership with the community/other community groups, this gave us the opportunity to make connections and get to know the older generation, which we wouldn’t have if not for Tàirneanaich.”



*“Through Tairneanaich, we got the opportunity to create/perform our own dramas, work with the local community and organise various events. This showed how everyone worked as a team - helping develop many of the key team working skills needed in further education/work. I have been able to use my time in Tairneanaich during many interviews where they specifically ask about teamwork or organisation scenarios.”*



▶ “The opportunities we received through the Iomairt were good because they gave me confidence to use Gaelic in different situations...Because of the opportunities I received with Gaelic, I wanted to take Gaelic as a subject in school to advanced higher level.”

*“Your Gaidhlig speaking, writing and reading skills are all enhanced whilst taking part in these projects. As we know, these components are all assessed on SQA Gaidhlig exams therefore taking part in these projects gives you a great head start in achieving a good grade in Gaidhlig education.”*



“I had the opportunity to lead a Sradagan group in my own community, now I’m older, I’m thinking of becoming a Gaelic teacher. Without the opportunities I received through the Iomairt, I don’t think I’d have thought about further opportunities in Gaelic. I don’t see Gaelic as a school subject now, but something I can use, successfully, in my everyday life.”

*“Being part of these projects that provide so much opportunity, it gives you such a variety of skills that employers look for and that can be used in interviews. The skills and experience gained makes these projects invaluable. As well as making connections with possible future employers, these projects provide a great start to your strengths portfolio.”*

