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Straitéis le Forbairt na Gaeilge a Fheabhsú agus a Chosaint

Strategy to Enhance and Protect the Development of the Irish Language

2015 – 2035

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Strategy to Enhance and Protect the Development of the Irish Language 2015 – 2035

Réamhrá

Is le gach duine againn an Ghaeilge agus is cuid luachmhar í dár n-oidhreacht chultúrtha chomhroinnte. Is le leas gach duine againn feabhsú, forbairt agus cosaint na Gaeilge agus níor chóir dearcadh uirthi mar rud a dheighleann daoine ó chéile.

Sa Straitéis seo cuirtear an Ghaeilge chun cinn ar dhóigh dhearfach, fhorásach arb aidhm di constaicí agus tuairimí diúltacha a bhaineann leis an teanga a shárú. Is é aidhm na Straitéise seo an Ghaeilge a chur ar fáil do gach duine a roghnaíonn í a fhoghlaim agus a úsáid. Leagtar amach inti fís fhadtéarmach de na nithe a gcaithfear dul ina gceann má tá an Ghaeilge le feabhsú, le cosaint agus le forbairt mar theanga dár bpobal ar fad maidir le foghlaim, úsáid, stádas agus meas ar dhóigh ardcháilíochta agus inbhuanaithe.

Aithnítear sa Straitéis seo an tábhacht atá le cosaint agus feabhsú fhorbairt na Gaeilge. Ba chóir í a bhreathnú i gcomhthéacs na gceangaltas a tugadh i ndiaidh Chomhaontú Chill Rìmhinn i 2006 ar toradh dóibh leasuithe ar Acht TÉ 1998 a chuir d'iallach ar an Fheidhmeannas straitéis a ghlacadh ina leagtar amach mar a bheartaíonn sé feabhsú agus cosaint fhorbairt na Gaeilge. Tugtar aghaidh sa Straitéis seo fosta ar cheanglais *Chlár Rialtais 2011-2015* an Fheidhmeannais, ina bhfuil forbairt straitéise don Ghaeilge mar chroí-bhunchloch faoi Thosaíocht 4 de Chlár "Pobal Láidir agus Comhroinnte a Chothú'.

Nuair a foilsíodh an dréacht-Straitéis, dúirt mé gur mheas mé gur cuid ríthábhachtach d'fhorbairt ábhar agus substaint na Straitéise seo é comhairliúchán poiblí iomlán cuimsitheach. B'fhianaise iad réimse agus líon na bhfreagairtí comhairliúcháin a fuarthas gur glacadh go maith, tríd is tríd, leis an Straitéis. Úsáideadh an réimse leathan dearcthaí agus barúlacha a léirigh gach cuid den phobal leis an Straitéis seo a neartú agus a fheabhsú. Ach is trí chomhoibriú Ranna, páirtithe leasmhara agus an phobail chun a

Foreword

The Irish language belongs to us all and is a valuable part of our shared cultural heritage. The enhancement, development and protection of the Irish language is in all our interests and should not be viewed as divisive.

This Strategy promotes the Irish language in a positive progressive way aiming to break down barriers and negative preconceptions which have surrounded the language. This Strategy aims to open the Irish language up to everyone who chooses to learn and use it. It sets out a long term vision of what needs to be addressed if Irish is to be enhanced, protected and developed as a language for all our community in terms of learning, use, status and respect in a quality and sustainable way.

This Strategy recognises the importance of protecting and enhancing the development of the Irish language. It should be viewed in the context of the commitments given following the 2006 Agreement at St Andrews resulting in amendments to the NI Act 1998 to place a duty on the Executive to adopt a strategy setting out how it proposes to enhance and protect the development of the Irish language. This Strategy also directly addresses the requirements of the Executive's *Programme for Government 2011-2015*, which contains the development of a strategy for the Irish language as a key building block under Priority 4 of the Programme 'Building a Strong and Shared Community'.

When the draft Strategy was published I said that I viewed full and comprehensive public consultation as a vital part of the development of the content and substance of this Strategy. The range and number of consultation responses provided evidence that the draft Strategy was generally well received. The wide range of views and opinions from throughout the community has been used to strengthen and improve this Strategy. However, the success of this Strategy will only be realised if Departments,

haidhmeanna agus cuspóirí a bhaint amach, agus tríd sin amháin, a éireoidh leis an Straitéis seo. Ba é seo an teachtaireacht a fuarthas arís agus arís eile sa chomhairliúchán phoiblí agus ba é an toradh a bhí air sin ná an dóigh a gcuirfear an Straitéis seo i bhfeidhm a neartú agus a fheabhsú chun go léireofar ról ríthábhachtach an phobail agus páirtithe leasmhara eile.

Carál Ní Chuilín
Aire Cultúir Ealaíon agus Fóillíochta

stakeholders and the community work in partnership to achieve its aims and objectives. This was a message which came through time and again in the public consultation resulting in the way in which this Strategy will be implemented being strengthened and improved to reflect the critical role of the community and other stakeholders.

Carál Ní Chuilín
Minister of Culture Arts and Leisure

Achoimre Fheidhmeach

Ina Chlár Rialtais 2011- 2015 tá san áireamh ag Feidhmeannas Thuaisceart Éireann (an Feidhmeannas) Straitéis don Ghaeilge mar chroí-bhunchloch faoi Thosaíocht 4 'Pobal Láidir, Comhroinnte a Chothú'. Tá sé seo mar thoradh ar chomhaontuithe idir Rialtas na Breataine agus Rialtas na hÉireann as ar eascair leasuithe in 2006 ar Acht Thuaisceart Éireann (TÉ) 1998 le gur cuimsíodh ceanglas ar an Fheidhmeannas chun "*Straitéis a ghlacadh ina leagtar amach mar a bheartaíonn sé forbairt na Gaeilge a fheabhsú agus a chosaint".*

Leagtar amach sa Straitéis seo pleananna le forbairt na Gaeilge a fheabhsú agus a chosaint go ceann fiche bliain, ag cur san áireamh riachtanais phobal na Gaeilge agus dea-chleachtas idirnáisiúnta.

Aidhmeanna na Straitéise seo

Is iad bunaidhmeanna na straitéise seo:

- Tacú le sealbhú agus foghlaim na Gaeilge ar bhonn ardcháilíochta agus inbhuanaithe.
- Stádas agus infheictheacht na Gaeilge a fheabhsú agus a chosaint.
- Gréasáin agus pobail ardcháilíochta agus inbhuanaithe Gaeilge a sholáthar.
- An Ghaeilge a chur chun cinn ar dhóigh a chuirfidh le cothú pobal láidir, comhroinnte.

Cuspóirí na Straitéise seo

Leis na haidhmeanna seo a bhaint amach, tá na cuspóirí seo a leanas leagtha síos:

- Líon na ndaoine atá ag sealbhú na Gaeilge tríd an Ghaelscolaíocht a mhéadú.
- Líon na ndaoine atá ag foghlaim Gaeilge tríd an chóras oideachais Béarla a mhéadú.

  Líon na ndaoine atá ag foghlaim Gaeilge taobh amuigh den chóras oideachais fhoirmiúil a mhéadú.
- Tacú le méadú i líon na bpáistí atá á dtógáil trí Ghaeilge.

Executive Summary

In its Programme for Government 2011-2015, the Northern Ireland Executive (the Executive) has included a Strategy for the Irish Language as a key building block under Priority 4 'Building a Strong and Shared Community'. This follows agreements between the British and Irish Governments, which led to the Northern Ireland (NI) Act 1998 being amended in 2006 to include a requirement for the Executive to "*adopt a Strategy setting out how it proposes to enhance and protect the development of the Irish language".*

This Strategy sets out plans to enhance and protect the development of the Irish language over the next 20 years, taking account of the needs of the Irish language community and international best practice.

Aims of this Strategy

The key aims of this Strategy are:

- Support quality and sustainable acquisition and learning of the Irish language.
- Enhance and protect the status and visibility of the Irish language.
- Deliver quality and sustainable Irish language networks and communities.
- Promote the Irish language in a way that will contribute towards building a strong and shared community.

Objectives of this Strategy

In order to accomplish these aims, the following objectives have been set:

- To increase the numbers of those acquiring the Irish language through Irish-medium education.
- To increase the numbers of those learning the Irish language in the English-medium education system.
- To increase the numbers of those learning the Irish language outside of formal education.
- To support an increase in the numbers of children being reared through Irish.
- To meet all obligations towards the Irish

- Gach oibleagáid a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a fhreastal.
- Rochtain ar mheáin Ghaeilge ardcháilíochta a mhéadú.
- Feasacht ar luach geilleagrach agus sóisialta na Gaeilge a mhéadú.
- Cosaint reachtúil ar an Ghaeilge a ghnóthú.
- Pleananna agus tionscnaimh áitiúla phobalbhunaithe Gaeilge atá inbhuanaithe agus d'ardcháilíocht a fhorbairt.

- Deiseanna a chur ar fáil an Ghaeilge a úsáid don réimse is leithne daoine agus is féidir trí ghréasáin theaghlaigh, shóisialta agus phobail a spreagadh.
- Tacú le méadú ar líon na ndaoine a labhraíonn Gaeilge ar bhonn laethúil.
- Dearcthaí dearfacha ar an Ghaeilge i ngach cuid den phobal a mhéadú.
- Dearcthaí dearfacha ar an Ghaeilge sa phobal Phrotastúnach Aontachtach Dhílseach a mhéadú.

Réimsí Gnímh

Sainaithnítear seacht réimse gnímh a rachaidh chun sochair don Ghaeilge. Cuirfidh gníomhartha i ngach réimse le gnóthachtáil chuspóirí na Straitéise seo. Is iad seo na réimsí gnímh:

- Oideachas
- Seachadadh na Gaeilge sa Teaghlach– Luath-Idirghabháil
- An Ghaeilge agus an Pobal
- Seirbhísí Poiblí
- Meáin agus Teicneolaíocht
- Reachtaíocht agus Stádas na Gaeilge
- An Saol Eacnamaíochta

Feidhmiú na Straitéise

Is iad na Ranna a thabharfaidh feidhmiú na Straitéise chun cinn i gcomhpháirt le croípháirtithe leasmhara i bpobal na Gaeilge.

language under the European Charter for Regional or Minority Languages.

- To increase access to quality Irish language media.
- To increase awareness of the economic and social value of the Irish language.
- To secure legislative protection for the Irish language.
- To develop sustainable and quality local community-based Irish language plans and initiatives.
- To provide opportunities to use Irish to as wide a range of people as possible by encouraging family, social and community-based language networks.
- To support an increase in the number of daily speakers of the Irish language.
- To increase positive attitudes to the Irish language throughout the community.
- To increase positive attitudes towards the Irish language in the Protestant Unionist Loyalist community.

Areas for Action

Seven key areas for action have been identified that will benefit the Irish language. Action in each of these areas will contribute towards the achievement of this Strategy's objectives. The areas for action are:

- Education
- Family Transmission of the Irish Language – Early Intervention
- The Irish Language and the Community
- Public Services
- Media and Technology
- Legislation and Status of the Irish Language
- Economic Life

Implementation of the Strategy

The implementation of this Strategy will be taken forward by Departments in partnership with key stakeholders in the Irish language community.

Cuid 1: Fís agus Comthéacs

Fís

1.1 Ina Chlár Rialtais 2011-15, a foilsíodh ar 12 Márta 2012, d'aithin an Feidhmeannas an tábhacht atá le muintir na háite tosaíochtaí a shocrú do na blianta atá romhainn agus le tapú na deise a thairgtear tríd an chineachadh chun todhchaí chomhroinnte fheabhsaithe do gach duine inár bpobal a ghnóthú.

1.2 Daingnítear é seo faoi Thosaíocht 4 'Pobal Láidir, Comhroinnte a Chothú' ina ndírítear, i measc nithe eile, ar chaidrimh a chothú idir phobail agus ar bhuntáiste a bhreith ar acmhainn earnáil an chultúir mar shlí chun athrú dearfach a bhaint amach. Déantar saintagairt faoin Tosaíocht seo do Straitéis Ghaeilge mar 'Bunchloch'.

1.3 Sa straitéis seo aithnítear an Ghaeilge mar chuid luachmhar dár saibhreas agus dár n-oidhreacht chultúrtha chomhroinnte ilghnéitheach. Is den riachtanas go gcruthaítear timpeallacht caoinfhulaingthe agus comhphlé le gur féidir foinse agus fachtóir saibhrithe dár sochaí a dhéanamh dár n-oidhreacht agus dár n-ilghnéitheacht chultúrtha. Déanfar iarracht tríd an Straitéis seo, mar sin de, tuiscint níos leithne ar chúlra na Gaeilge a chur chun cinn i ngach cuid dár bpobal.

1.4 Is coincheap casta é ábhar na féiniúlachta; is léir, áfach, go bhfuil ról lárnach ag cúrsaí teanga maidir le sainmhíniú a thabhairt ar cé muid féin agus mar a bhainimid amach ciall den mhuintearas chultúrtha. Ar an dóigh chéanna ar deimhniú dár bhféiniúlacht chultúrtha í úsáid teanga, tig leis an tsochaí ina hiomláine tairbhe a bhaint as éagsúlacht teangacha mar dhearbhú ar ár gcomhfhéiniúlacht. Féachfar sa Straitéis seo le forbairt na Gaeilge a chosaint agus a fheabhsú inár

Part 1: Vision and Context

Vision

1.1 In its Programme for Government 2011-15, published on 12 March 2012, the Executive recognised the importance of local people setting priorities for the future and seizing the opportunity offered by devolution to deliver a shared and better future for all our people.

1.2 This is reinforced under Priority 4 'Building a Strong and Shared Community' which focuses among other things on building relationships between communities and unlocking the potential of the culture sector as an instrument for positive change. Under this Priority specific reference is made to a Strategy for the Irish Language as a 'Building Block'.

1.3 This Strategy recognises the Irish language as a valuable part of our shared diverse cultural wealth and heritage. The creation of a climate of tolerance and dialogue is necessary to enable our cultural heritage and cultural diversity in general to be a source and a factor of enrichment for our society. The Strategy will therefore seek to promote wider understanding of the background to the Irish language across all sections of our community.

1.4 The notion of identity is a complex concept; however it is evident that language plays a key role in defining who we are and how we achieve a sense of cultural belonging. In the same way that the use of language can be an affirmation of our individual identity, language diversity can be of benefit to all of society as an affirmation of our collective identity. This Strategy will seek to protect and enhance the development of the Irish language in our society.

sochaí.

1.5 Glacfaidh sé am leis an athrú sóisialta agus dearcaidh a bheartaítear sa Straitéis seo a bhaint amach. Leagtar amach sa Straitéis seo, thar thréimhse 20 bliain, na croíréimsí gníomhaíochta is gá a sholáthar má táthar leis an Ghaeilge a fheabhsú, a chosaint agus a fhorbairt.

Comhthéacs

1.6 Is í an Ghaeilge an teanga labhartha liteartha is sine san Eoraip. Tá sí á labhairt le tuairim is 2000 bliain agus ba í teanga fhormhór na ndaoine í go dtí timpeall lár an 19ú haois. Chuir an Gorta Mór, áfach, luas faoin mheath a tháinig de bharr suaitheadh polaitiúil agus sóisialta agus fhorlámhas méadaithe an Bhéarla i saol na tionsclaíochta agus an gheilleagair. Cuireadh tús ceart le gluaiseacht athbheochan na Gaeilge thart ar 1890 agus tá sí ag leanúint léi, ar dhóigheanna éagsúla, go dtí an lá inniu.

1.7 D'ainneoin na gcéadta bliain den iompú teanga ó Ghaeilge go Béarla, maireann an Ghaeilge léi mar theanga bheo. Le tamall de bhlianta anuas tá fuinneamh agus suim úr in athbheochan na teanga, go háirithe sa Ghaelscolaíocht. Is dhá shampla i measc go leor eile le gairid iad athnuachan Cheathrú Gaeltachta Bhéal Feirste agus obair Chumann Pobail Charn Tóchair a léiríonn suim agus tiomantas gníomhach pobail leis an Ghaeilge a fhorbairt ar dhóigh inbhuanaithe ardcháilíochta. Tá stádas iomlán bainte amach ag an Ghaeilge mar nuatheanga de chuid na hEorpa. Tugadh stádas oifigiúil di mar theanga oibre de chuid an Aontais Eorpaigh i mí Eanáir 2007.

1.8 De réir Dhaonáireamh TÉ 2011, tá eolas éigin ag 184,898 duine ar an Ghaeilge; Dúirt céatadáin níos airde de Chaitlicigh (21%) ná de Phrotastúnaigh (2%) go raibh cumas éigin Gaeilge acu. Léiríodh i

1.5 The social and attitudinal change envisaged by this Strategy will take time to achieve. This Strategy sets out, across a 20-year timeframe, the key areas for action that will need to be delivered if the Irish language is to be enhanced, protected and developed.

Context

1.6 The Irish language is the oldest spoken literary language in Europe. It has been spoken for approximately 2000 years and was the language of the majority in Ireland until around the middle of the 19^{th} century. However, the Great Famine accelerated a decline that was linked to political and social upheaval and with the growing dominance of the English language in the industrial and commercial worlds. An Irish language revival movement began in earnest in Ireland around 1890 and has continued in a variety of forms through to the present.

1.7 Despite centuries of language shift from Irish to English, the Irish language continues to survive as a living language. Recent decades have seen renewed energy and interest in the language's revival, particularly in the area of Irish-medium education. The reinvigoration of the Belfast Gaeltacht Quarter and the work of the Carntogher Community Association are two of the many recent examples that demonstrate active community interest and commitment to develop the Irish language in a sustainable and quality way. The Irish language now enjoys the status of a fully-fledged modern European language. It was afforded official and working language status in the European Union in January 2007.

1.8 The 2011 NI Census showed that 184,898 people have some knowledge of the Irish language; a higher proportion of Catholics (21%) than Protestants (2%) said they had some ability in Irish. The 2011 Census

nDaonáireamh 2011 fosta gur i measc daoine 12-15 bliana d'aois a bhí an t-eolas is airde ar an Ghaeilge (20%); b'éadóichí eolas ar an Ghaeilge a bheith ag daoine níos aosta. Dúirt 6% de dhaoine thar 75 bliain go raibh eolas éigin ar an Ghaeilge acu.

1.9 Cuireadh ceisteanna sa Suirbhé Leanúnach Teaghlach (CHS) 2011/12 fosta faoi eolas ar an Ghaeilge. De réir an CHS bhí eolas éigin ar an Ghaeilge ag beagán níos mó ná duine as gach ochtar (13%) den daonra. Bhí thart ar dhuine as gach naonúr (11%) a dúirt go dtuigeann siad Gaeilge labhartha agus dúirt níos lú ná sin go dtig leo Gaeilge a labhairt, a léamh nó a scríobh (8%, 6% agus 5% faoi seach). Ba spéis le beagán níos lú ná an cúigiú cuid den daonra (18%) níos mó a fhoghlaim faoin Ghaeilge. B'airde an sciar de Chaitlicigh ná de Phrotastúnaigh a raibh eolas ar an Ghaeilge acu (29% agus 2% faoi seach).[1]

1.10 Féachtar sa Straitéis seo le foghlaim, úsáid na Gaeilge agus eolas uirthi a mhéadú don phobal ar fad. Is aidhm di a chinntiú go dtig le gach duine, ar mian leo é, an teanga a rochtain agus tairbhe a bhaint as buntáistí an dátheangachais i nGaeilge agus i mBéarla araon. Is aidhm de chuid na Straitéise seo fosta stádas na Gaeilge a chosaint agus a fheabhsú.

1.11 D'ainneoin gur bunfhócas de chuid na Straitéise seo é áit na Gaeilge taobh istigh dár gcóras oideachais, tá ríthábhacht chomh maith le tarchur na Gaeilge mar theanga bheo taobh istigh den teaghlach agus idir na glúine. Is é cur chuige na Straitéise seo creat agus deiseanna inbhuanaithe tacaíochta a chruthú inar féidir an Ghaeilge a chur ar aghaidh taobh istigh de theaghlaigh agus de phobail.

1.12 Tá todhchaí na Gaeilge ag brath ar roghanna dearfacha. Cruthófar leis an straitéis seo deiseanna do gach duine sa phobal cur leis an todhchaí dhearfach seo.

also showed that knowledge of Irish was highest amongst 12-15 year olds (20%); older people were less likely to have some knowledge of Irish with 6% of people aged 75 over saying they have some knowledge of Irish.

1.9 The 2011/12 Continuous Household Survey (CHS) also asked questions on knowledge of Irish. The CHS showed just over one in every eight (13%) of the population had some knowledge of Irish. Approximately one in nine (11%) could understand spoken Irish, while fewer people could speak, read or write Irish (8%, 6% and 5% respectively). Just under a fifth (18%) of the population was interested in learning more about Irish. There was a higher proportion of Catholics than Protestants who have knowledge of Irish (29% and 2% respectively).[1]

1.10 This Strategy seeks to increase the learning, use and knowledge of Irish as a language for all the community. It aims to ensure that everyone, who wishes to, can access the language and draw on the benefits of bilingualism in both Irish and English. This Strategy also seeks to enhance and protect the status of the Irish language.

1.11 While strengthening the position of the Irish language within our educational system is a key focus of this Strategy, the transmission of Irish as a living language within the family and between the generations is also critically important. This Strategy's approach is to create a supportive and sustainable framework and opportunities in which Irish can be passed on within households and communities.

1.12 The future of the Irish language depends on positive choices being made. This Strategy will create opportunities for all the community to contribute towards this

[1] DCAL, (2012). *Knowledge and use of Irish in Northern Ireland: Findings from the Continuous Household Survey 2011/12*

Is dúshlán é seo agus beidh gá le feasacht agus caoinfhulaingt phobail a mhéadú má táthar leis an Ghaeilge a fheabhsú, a chosaint agus a fhorbairt mar is ceart.

1.13 Aithnítear go bhfuil naisc theaghlaigh, shóisialta, acmhainní agus eacnamaíochta idir cainteoirí Gaeilge ar fud oileán na hÉireann agus baineadh feidhm as an chur chuige a beartaíodh i Straitéis 20 Bliain na Gaeilge 2010-2030 de chuid Rialtas na hÉireann nuair a bhíothas ag scríobh na Straitéise seo. Ba chóir an Straitéis seo a bhreathnú fosta i gcomhthéacs chur chuige *A Living Language: A Language for Living – Welsh Language Strategy 2012-17* de chuid Rialtas na Breataine Bige agus *National Gaelic Language Plan 2012-2017* ag Bòrd na Gàidhlig. Sna trí dhoiciméad uilig, cuirtear béim ar an teanga a fhás, a fhorbairt agus a neartú agus sin é atá ag croí aidhmeanna agus chuspóirí na Straitéise seo fosta.

1.14 Cuireann *Languages for the Future – Northern Ireland Languages Strategy, 2012* de chuid na Roinne Oideachais (RO) béim air seo fosta: *"aithnítear ar bhonn idirnáisiúnta gur mó ná riamh an tábhacht atá le foghlaim teangacha ó thaobh na tráchtála, an chultúir, na polaitíochta agus na hintleachta de"*. Téitear céim níos faide i Straitéis RO agus tarraingítear aird ar *"an tábhacht atá le foghlaim teangacha agus an gá atá le líon na ndaltaí atá ag foghlaim teangacha ar scoil agus i gcoláistí agus sa phobal i gcoitinne a mhéadú ach aithnítear chomh maith go bhfuil tábhacht le teangacha ar chúiseanna níos leithne eacnamúla, sóisialta agus pobail chomh maith le cúiseanna oideachais amháin"*. Tá scóip *Languages for the Future Strategy* ag cur leis an bhéim atá sa Straitéis seo ar an fhoghlaim ardcháilíochta inbhuanaithe, ar shealbhú na Gaeilge chomh maith le forbairt gréasáin agus pobail ardcháilíochta inbhuanaithe Gaeilge.

1.15 I mí Iúil, d'fhaomh Foras Teanga na Comhairle Aireachta Thuaidh Theas

positive future. This will be challenging, requiring an increase in public awareness and tolerance if the Irish language is to be truly enhanced, protected and developed.

1.13 Recognising that Irish speakers across the island of Ireland are linked through family, social, resource and economic connections, this Strategy has been informed by the approach envisaged in the Irish Government's 20-Year Strategy for the Irish Language 2010 – 2030. This Strategy should also be viewed in the context of the approach adopted by the Welsh Government's A Living Language: A Language for Living – Welsh Language Strategy 2012-17 and the Scottish Bòrd na Gàidhlig's National Gaelic Language Plan 2012-2017. All three documents emphasise the importance of growing, developing and strengthening the position of their respective languages which is also at the heart of this Strategy's aims and objectives.

1.14 The Department of Education's (DE) Languages for the Future – Northern Ireland Languages Strategy, 2012, reiterates *"that languages learning is internationally recognised as being increasingly important commercially, culturally, politically and intellectually"*. The DE Strategy goes further and highlights *"the importance of language learning and the need to improve the uptake of languages in schools and colleges and in the wider community but also recognises that languages are important for wider economic, social and community reasons as well as on purely educational grounds"*. The scope of the Languages for the Future Strategy complements the emphasis of this Strategy on quality and sustainable learning, on acquisition of the Irish language as well as the development of quality and sustainable Irish language networks and communities.

1.15 In July 2013, the North South Ministerial Council Language Body approved new

socruithe nua maoinithe le teacht in ionad shamhail bhunmhaoinithe Fhoras na Gaeilge.[2] Áirítear leis na socruithe nua 6 cheanneagraíocht, ag feidhmiú ar bhonn uile-oileáin, ag soláthar na dtosaíochtaí straitéiseacha seo a leanas:

- an Ghaelscolaíocht;
- an Ghaeilge san oideachas trí mheán an Bhéarla;
- forbairt phobail agus eacnamaíochta theangabhunaithe;
- úsáid teanga;
- feasacht teanga; agus
- gréasáin óige

Is cuidiú iad na socruithe nua seo, a tháinig i bhfeidhm ó Iúil 2014, le haidhmeanna agus cuspóirí na Straitéise seo a bhaint amach.

Buntáistí an Dátheangachais

1.16 Tá cuid mhór buntáistí ag baint leis an dátheangachas, go háirithe i dtaca le páistí de. Tríd an dátheangachas, tagann ciall níos doimhne do bhrí agus struchtúr teanga agus spreagtar smaointeoireacht chruthaitheach, sholúbtha. Feabhsaítear fosta roghanna fostaíochta agus osclaítear deiseanna nua gairme.

1.17 De réir shuíomh gréasáin *Bilingualism Matters*:

> *De réir torthaí taighde tá buntáistí ag baint leis an dátheangachas maidir le forbairt agus todhchaí páistí. Bíonn páistí a gcuirtear teangacha difriúla ina láthair feasach ar chultúir dhifriúla, ar dhaoine eile agus ar dhearcthaí eile. Lena chois sin, tá claonadh acu bheith níos fearr ná lucht na haon teanga i gceann 'iltascála' agus díriú airde, is minic dúil agus suim mhór sa léitheoireacht acu agus is iondúil gur fusa dóibh teangacha eile a fhoghlaim. Tugann an dátheangachas i bhfad níos mó ná dhá theanga do pháistí!* [3]

funding arrangements, to replace Foras na Gaeilge's existing core funding model.[2] The new arrangements include 6 lead organisations, operating on an all-island basis, delivering the following strategic priorities:

- Irish-medium education;
- Irish language in English-medium education;
- language-centred community and economic development;
- language use;
- language awareness; and
- youth networks

These new arrangements, which took effect from July 2014, contribute towards the achievement of the aims and objectives of this Strategy.

Benefits of Bilingualism

1.16 Bilingualism has numerous benefits, particularly for children. Bilingualism provides a greater sensitivity to the meaning and structure of language and stimulates creative thinking and flexibility of thought. It also improves employment options and can open up new career opportunities.

1.17 According to the website *Bilingualism Matters:*

> *Research has shown that bilingualism is beneficial for children's development and their future. Children exposed to different languages become more aware of different cultures, other people and other points of view. But they also tend to be better than monolinguals at 'multitasking' and focusing attention, they often are more precocious readers, and generally find it easier to learn other languages. Bilingualism gives children much more than two languages!* [3]

[2] An Chomhairle Aireachta Thuaidh Theas, *An Foras Teanga – Comhráiteas 10 Iúil 2013* | North South Ministerial Council, *Language Body Joint Communiqué 10 July 2013*
[3] www.bilingualism-matters.org.uk/

1.18 Is tairseach a fhad le cultúr eile é eolas ar theanga eile. Tig leis cora cainte, nósanna, stair, béaloideas, ceol agus filíocht áitiúil cultúir eile a chur inár láthair. Tríd an fheasacht chultúrtha seo, is féidir naisc idir daoine as tíortha éagsúla a chruthú, cur le féinmheas daoine aonair agus, mar atá léirithe ag taighde, is féidir a gcaoinfhulaingt chultúrtha a mhéadú tríd an dátheangachas agus tríd an ilteangachas.[4]

1.18 Knowledge of another language provides a gateway to another culture. It can open up local sayings, customs, history, folk stories, music and poetry of other cultures. This cultural awareness can create links between people from different countries, improve an individual's self-esteem and research has shown that bilingualism and multilingualism increase their cultural tolerance.[4]

Páistí agus Daoine Óga

Children and Young People

1.19 Aithnítear sa Straitéis seo an ríthábhacht atá le páistí agus daoine óga maidir le forbairt na Gaeilge a chosaint agus a fhorbairt. Tá ról an aosa óig i mbuanú na Gaeilge tríd an sealbhú agus an úsáid leagtha amach síos tríd an Straitéis, go háirithe i dtéarmaí oideachais, úsáid na teanga sa teaghlach agus sa phobal, agus na meán agus teicneolaíochta. Má tá bláth le bheith ar an Ghaeilge, is tríd an rath sna réimsí seo, go háirithe, a bhainfear é seo amach. Cuirtear béim i Straitéis 20 Bliain na Gaeilge 2010 – 2030 de chuid Rialtas na hÉireann ar an tábhacht atá le húsáid na Gaeilge taobh amuigh den chóras fhoirmiúil oideachais má tá forás agus rath le bheith i ndán di. Is mór a chuirfear le heolas agus tuiscint ar an Ghaeilge a fhoghlaimítear nó a shealbhaítear sa seomra ranga trína húsáid taobh amuigh den scoil i suíomhanna sóisialta. Cuireann an Straitéis 20 Bliain de chuid Rialtas na hÉireann an-bhéim ar ról criticiúil shealbhú agus úsáid na Gaeilge ag daoine óga má tá an Ghaeilge le bláthú – *"Má táthar le cultúr agus féiniúlacht don óige agus a gcineálacha cuí Gaeilge a chothú, caithfear deiseanna a chur ar fáil le go n-úsáidfear an teanga go nádúrtha agus go gcruthófar gréasáin chainteoirí trí TFC"*.[5]

1.19 This Strategy recognises the critical importance of children and young people in terms of enhancing and protecting the development of the Irish language. The role of youth in sustaining the Irish language through acquisition and usage is set out throughout this Strategy, particularly in terms of education, the use of the language in the family and community, and media and technology. If the Irish language is to thrive it will be through delivery in these areas, in particular, that this will be achieved. The Irish Government's 20-Year Strategy for the Irish Language 2010 – 2030 stresses the importance of using the Irish language outside the formal education system if the language is to grow and prosper. Knowledge and appreciation of Irish that is acquired or learned in the classroom will be greatly added to by use outside the school in social settings. The Irish Government's 20-Year Strategy reiterates the critical role of acquisition and use by children and young people if Irish is to flourish – *"Fostering the creation of youth culture and identity, and their appropriate Irish language forms involves providing opportunities for its natural use and creating ICT mediated networks of speakers"*.[5]

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[4] Baker, C. (2003). Education as a site of language contact

[5] Rialtas na hÉireann, *Straitéis 20 Bliain don Ghaeilge,* Leathanach 12 | Government of Ireland, *20-Year Strategy for the Irish Language 2010-2030,* Page 12

Cuid 2: An Bunús le hAghaidh Straitéise

Comhaontú Bhéal Feirste (Aoine an Chéasta)1998

2.1 Rinneadh an Comhaontú le formhuiniú na rannpháirtithe sna caibidlí uilepháirtí le plean a leagan amach faoi choinne cineachaidh i dTuaisceart Éireann (TÉ) ar bhonn daingean uileghabhálach. I Snáithe a Trí den Chomhaontú ('Cearta, Cosaintí agus Comhionannas Deiseanna') tugadh na gealltanais seo a leanas maidir le Ceisteanna Eacnamaíochta, Sóisialta agus Cultúrtha':

3. Aithníonn na rannpháirtithe uilig an tábhacht atá le meas, tuiscint agus caoinfhulaingt maidir le hilchineálacht teanga, lena n-áirítear i dTuaisceart Éireann, an Ghaeilge, an Ultais agus teangacha na bpobal éagsúil eitneach, ar cuid de shaibhreas cultúrtha oileán na hÉireann iad uilig.

4. I gcomhthéacs breithniú gníomhach go síneoidh RA an Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh Chomhairle na hEorpa, is é a dhéanfaidh Rialtas na Breataine, faoi mar a bhaineann sé leis an Ghaeilge go háirithe, nuair is cuí agus nuair is mian le daoine go ndéanfaidh siad amhlaidh:

- *beart diongbháilte a dhéanamh leis an teanga a chur chun cinn;*
- *úsáid na teanga a éascú agus a chur chun cinn ó bhéal agus i scríbhinn sa saol poiblí agus príobháideach araon nuair a bhíonn an ráchairt chuí ann;*
- *féachaint, nuair is féidir, le constaicí a chuirfeadh beaguchtach ar nó a chuirfeadh in éadan chothabháil nó forbairt na teanga a shárú;*
- *riar ar idirchaidreamh le pobal na*

Part 2: The Basis for a Strategy

The Belfast (Good Friday) Agreement 1998

2.1 The Agreement was made with the endorsement of the participants in the multi-party negotiations to set out a plan for devolved government in Northern Ireland (NI) on a stable and inclusive basis. In Strand Three of the Agreement ('Rights, Safeguards and Equality of Opportunity') the following commitments were given in relation to 'Economic Social and Cultural Issues':

3. All participants recognise the importance of respect, understanding and tolerance in relation to linguistic diversity, including in Northern Ireland, the Irish language, Ulster-Scots and the languages of the various ethnic communities, all of which are part of the cultural wealth of the island of Ireland.

4. In the context of active consideration currently being given to the UK signing the Council of Europe Charter for Regional or Minority Languages, the British Government will in particular in relation to the Irish language, where appropriate and where people so desire it:

- *take resolute action to promote the language;*
- *facilitate and encourage the use of the language in speech and writing in public and private life where there is appropriate demand;*
- *seek to remove, where possible, restrictions which would discourage or work against the maintenance or development of the language;*
- *make provision for liaising with*

Gaeilge, ag cur a dtuairimí i láthair údaráis phoiblí agus gearáin a fhiosrú;

- *iallach reachtúil a chur ar an Roinn Oideachais leis an Ghaelscolaíocht a chur chun cinn agus a éascú ar an dóigh chéanna a ndéantar i gcás an oideachais imeasctha;*
- *Fiosrú go práinneach leis na húdaráis bhainteacha Briotanacha agus i gcomhpháirt le húdaráis chraoltóireachta na hÉireann, an fhéidearthacht a bhaineann le Teilifís na Gaeilge a chur ar fáil níos forleitheadaí i dTuaisceart Éireann;*
- *dóigheanna níos éifeachtaí a aimsiú le léiriúchán scannánaíochta agus teilifíse Gaeilge i dTuaisceart Éireann a spreagadh agus tacaíocht airgeadais a chur ar fáil dó; agus*
- *páirtithe a spreagadh lena chomhaontú go gcomhlíonfaidh Tionól Nua an gealltanas seo ar dhóigh a gcuireann mianta agus íogaireachtaí an phobail san áireamh.*

An Dearbhú Comhpháirteach 2003

2.2 I 2003, d'eisigh Rialtais na Breataine agus na hÉireann Dearbhú Comhpháirteach mar chuid den bheart le cineachadh a athbhunú i dTÉ. Shainigh an dá Rialtas gur mian leo na gealltanais a tugadh maidir leis an Ghaeilge i gComhaontú Bhéal Feirste 1998 a chomhlíonadh agus cur leo:

Leanfaidh Rialtas na Breataine dá ghealltanais uilig, de réir an Chomhaontaithe, a bhaineann leis an Ghaeilge a chomhlíonadh. Go sainiúil, i dtaca leis an chraoltóireacht de, déanfaidh Rialtas na Breataine na bearta uilig is gá le ciste a bhunú, chomh luath agus is féidir i ndiaidh dó an cás deiridh gnó a fháil in Aibreán,

the Irish language community, representing their views to public authorities and investigating complaints;

- *place a statutory duty on the Department of Education to encourage and facilitate Irish medium education in line with current provision for integrated education;*
- *explore urgently with the relevant British authorities, and in co-operation with the Irish broadcasting authorities, the scope for achieving more widespread availability of Teilifis na Gaeilge in Northern Ireland;*
- *seek more effective ways to encourage and provide financial support for Irish language film and television production in Northern Ireland; and*
- *encourage the parties to secure agreement that this commitment will be sustained by a new Assembly in a way which takes account of the desires and sensitivities of the community.*

The Joint Declaration 2003

2.2 In 2003 The British and Irish Governments released a Joint Declaration as part of a move towards re-establishment of devolution in NI. Both Governments specified that they intended to deliver and expand on the commitments given to Irish within the 1998 Belfast Agreement:

The British Government will continue to discharge all its commitments under the Agreement in respect of the Irish Language. Specifically in relation to Broadcasting, the British Government will take all the necessary steps to secure the establishment as soon as possible following the receipt of the final business case in April, of a fund

faoi choinne tacaíocht airgeadais do Léiriúchán Scannánaíochta agus Teilifíse Gaeilge…. Leanfaidh an dá Rialtas de bheith ag obair leis na rialtóirí agus na húdaráis chraoltóireachta ábhartha le tabhairt faoi na constaicí teicniúla agus eile ionas go méadófar go suntasach glacadh TG4 i dTuaisceart Éireann.[6]

Comhaontú Chill Rìmhinn 2006

2.3 Thóg Comhaontú Chill Rìmhinn 2006 ar na gealltanais i gComhaontú Aoine an Chéasta faoi Shnáithe a Trí 'Cearta, Cosaintí agus Comhionannas Deiseanna'.

2.4 Rinne Comhaontú Chill Rìmhinn é seo tríd an mhéid seo a rá:

Tabharfaidh Rialtas [na Breataine] isteach Acht Gaeilge ina léireofar taithí na Breataine Bige agus na hÉireann agus oibreoidh sé i gcomhpháirt leis an Fheidhmeannas atá le toghadh le forbairt na Gaeilge a fheabhsú agus a chosaint.[7]

Acht Thuaisceart Éireann 1998

2.5 I ndiaidh Chomhaontú Chill Rìmhinn 2006, rith Rialtas na Breataine reachtaíocht ag Westminister le hAcht TÉ 1998 a leasú. Áirítear in Alt 28D d'Acht 1998 an méid seo a leanas:

(1) Glacfaidh an Coiste Feidhmeannais Straitéis chuige féin a leagfaidh amach mar a bheartaíonn sé forbairt na Gaeilge a fheabhsú agus a chosaint.

Clár Rialtais 2011-2015

2.6 Ina Chlár Rialtais 2011-15, a foilsíodh ar 12 Márta 2012, d'aithin an Feidhmeannas an tábhacht atá le bunadh na háite tosaíochtaí a shocrú don am atá le teacht

for financial support for Irish Language Film and Television Production. . . . The two Governments will continue to work with the relevant regulators and broadcasting authorities to address the technical and other barriers with a view to increasing substantially the reception of TG4 in Northern Ireland.[6]

Saint Andrews Agreement 2006

2.3 The St Andrews Agreement of 2006 built on the commitments in the 1998 Good Friday Agreement under the Strand Three 'Rights, Safeguards and Equality of Opportunity'.

2.4 The St Andrews Agreement did this by stating that:

The [British] Government will introduce an Irish Language Act reflecting on the experience of Wales and Ireland and work with the incoming Executive to enhance and protect the development of the Irish language.[7]

Northern Ireland Act 1998

2.5 Following the 2006 Agreement at St Andrews the British Government passed legislation at Westminster to amend the NI Act 1998. Section 28D of the 1998 Act includes the following:

(1) The Executive Committee shall adopt a Strategy setting out how it proposes to enhance and protect the development of the Irish language.

Programme For Government 2011-2015

2.6 In its Programme for Government 2011-15, published on 12 March 2012, the Executive recognised the importance of local people setting priorities for the

[6] Joint Declaration by the British and Irish Governments, April 2003; Rights, Equality, Identity and Community, Paragraph 30

[7] St Andrews Agreement, 2006; Annex B, Human Rights, Equality, Victims and Other Issues

agus an deis a thugann an cineachadh a thapú le todhchaí chomhroinnte níos fearr a thógáil do gach duine. Daingnítear é seo faoi Thosaíocht 4 'Pobal Láidir, Comhroinnte a Chothú' ina ndírítear, i measc nithe eile, ar chaidreamh a chothú idir phobail agus buntáiste a bhreith ar acmhainn earnáil an chultúir mar ghléas i dtreo athrú dearfach. Áirítear leis fosta, straitéis i leith na Gaeilge mar bhunchloch dhúshraithe leis an Tosaíocht seo a sholáthar.

future and seizing the opportunity offered by devolution to build a shared and better future for all. This is reinforced under Priority 4 'Building a Strong and Shared Community' which focuses among other things on building relationships between communities and unlocking the potential of the culture sector as an instrument for positive change and includes a strategy for the Irish language as a key building block to deliver against this Priority.

Cairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh

2.7 Is coinbhinsiún idirnáisiúnta an Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh (an Chairt) arb aidhm di teangacha réigiúnacha agus mionlaigh a chosaint agus a chur chun cinn mar ghné d'oidhreacht chultúrtha na hEorpa atá faoi bhagairt. Ar an ábhar seo, chomh maith le halt neamh-leithcheala a bhaineann le húsáid na dteangacha seo[8], tá foráil ann i leith bearta a thairgeann tacaíocht ghníomhach dóibh. *"Is ar an dóigh seo amháin ar féidir na teangacha seo a chúiteamh, nuair is gá, as dálaí neamhfhabhracha san am atá caite agus iad a chaomhnú agus a fhorbairt mar ghné d'fhéiniúlacht chultúrtha na hEorpa."*[9]

2.8 Cuirtear chun cinn sa Chairt cur chuige ilchultúrtha maidir leis na teangacha a chosnaítear inti. Is iad a cuid aidhmeanna, a bhfuil tionchar acu ar an Straitéis seo, cultúr a chruthú ina n-éiríonn le teangacha réigiúnacha agus mionlaigh bheith beo i gcuideachta a chéile agus i gcuideachta mhórtheangacha an Stáit.

2.9 Socraítear sa Chairt comhphrionsabail láir, leagtha amach i gCuid II, a bhaineann le gach teanga réigiúnach nó mionlaigh. I gCuid III den chairt tá sraith d'fhorálacha sainiúla a bhaineann le hionad teangacha réigiúnacha nó mionlaigh i gcodanna

European Charter for Regional or Minority Languages

2.7 The European Charter for Regional or Minority Languages (the Charter) is an international convention designed to protect and promote regional and minority languages as a threatened aspect of Europe's cultural heritage. For this reason, as well as containing a non-discrimination clause that concerns the use of these languages[8], it also provides for measures that offer active support for them. *"Only in this way can such languages be compensated, where necessary, for unfavourable conditions in the past and preserved and developed as a living facet of Europe's cultural identity."*[9]

2.8 The Charter promotes a multi-cultural approach to the languages it protects. Its aims, which influence this Strategy, are to create a culture where regional and minority languages can flourish alongside each other and along with the majority language of the State.

2.9 The Charter establishes a common core of principles, set out in Part II, which apply to all regional or minority languages. Part III of the Charter contains a series of specific provisions concerning the place of regional or minority languages in the

[8] European Charter for Regional or Minority Languages – Part II, Article 7(2) Objectives and Principles
[9] European Charter for Regional or Minority Languages – Explanatory Note, Paragraph 10

éagsúla de shaol an phobail. Faoi Chuid III, *"tá de shaoirse ag stáit aonair, laistigh de shrianta áirithe, cinneadh a dhéanamh faoi cé acu de na forálacha a bhainfidh le gach teanga a labhraítear taobh istigh dá dteorainneacha"*.[10]

2.10 Rinne Rialtas na Ríochta Aontaithe (RA) an Chairt a dhaingniú i Márta 2001 agus d'aithin oibleagáidí leis an Ghaeilge, a bhfuil stádas Chuid III aici a chosaint agus a chur chun cinn. Tá sé airteagal is tríocha faoin Chairt roghnaithe ag Rialtas RA lena chinntiú, a oiread agus is féidir ar bhonn réasúnta, go n-úsáidtear an Ghaeilge san oideachas agus sna meáin agus a húsáid a cheadú i gcomhthéacsanna breithiúnacha agus riaracháin, sa saol eacnamaíochta agus sóisialta agus i ngníomhaíochtaí cultúrtha.

2.11 Feidhmíonn an Roinn Cultúir, Ealaíon agus Fóillíochta (RCEF) mar chathaoirleach agus cuireann rúnaireacht ar fáil do Ghrúpa Idir-rannach um Fheidhmiú na Cairte a mhaoirsíonn feidhmiú na Cairte ag na Ranna agus a chomhordaíonn ionchur i dtuairiscí tréimhseacha le Comhairle na hEorpa ar dhul chun cinn an fheidhmithe le Comhairle na hEorpa.

2.12 Tomhaiseann Coiste Saineolaithe (COMEX) de chuid Chomhairle na hEorpa dul chun cinn ar fheidhmiú na Cairte gach trí bliana. I ndiaidh a gcuairte i Meán Fómhair 2009, mhol an COMEX go ndéanann ndéanfadh údaráis RA tosaíocht de *"glacadh chuige féin agus feidhmiú polasaí cuimsitheach Gaeilge, agus an dóigh is fearr ná trí reachtaíocht a rith"*.[11]

various sectors of the life of the community. Under Part III, *"individual states are free, within certain limits, to determine which of these provisions will apply to each of the languages spoken within their frontiers"*.[10]

2.10 The United Kingdom (UK) Government ratified the Charter in March 2001 and recognised obligations to protect and promote the Irish language, which has Part III status. The UK Government has selected thirty-six articles under the Charter to ensure, as far as is reasonably possible, the use of the Irish language in education and in the media and to permit its use in judicial and administrative contexts, economic and social life and cultural activities.

2.11 The Department of Culture, Arts and Leisure (DCAL) chairs and provides a secretariat for the Interdepartmental Charter Implementation Group, which oversees Charter implementation by Departments and coordinates input to periodical reports on progress with implementation to the Council of Europe.

2.12 Progress on implementation of the Charter is measured every three years by a Committee of Experts (COMEX) from the Council of Europe. Following a visit in September 2009, the COMEX recommended that the UK authorities as a priority *"adopt and implement a comprehensive Irish language policy, preferably through the adoption of legislation"*.[11]

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[10] European Charter for Regional or Minority Languages – Explanatory Note, Paragraph 22

[11] Council of Europe: Committee of Ministers, *Recommendation CM/RecChL(2010)4 of the Committee of Ministers on the application of the European Charter for Regional or Minority Languages by the United Kingdom*, 21 April 2010

Coinbhinsiún UNESCO Maidir le Caomhnú na Hoidhreachta Cultúrtha Doláimhsithe

2.13 Ina Straitéis 20 Bliain don Ghaeilge 2010-2030, leag Rialtas na hÉireann amach na peirspictíochtaí idirnáisiúnta a bhí mar thacaíocht ag comhthéacs polasaí a Straitéise. Baineann an sliocht seo a leanas ó Straitéis 2010-2030 de chuid Rialtas na hÉireann leis an Straitéis seo agus d'imir sé tionchar uirthi.

> *Aithnítear go hidirnáisiúnta an fiúntas a bhaineann le héagsúlacht theangeolaíoch. Is iad teangacha na príomhuirlisí atá ag an duine le hidirghníomhú a dhéanamh agus le smaointe, mothúcháin, eolas, cuimhní agus luachanna a chur in iúl. Déanann teangacha nathanna cainte cultúrtha agus oidhreacht theibí chultúrtha a thabhairt leo freisin, ar nithe iad is croí d'fhéiniúlacht an duine aonair agus d'fhéiniúlacht grúpaí. Tá ról tábhachtach teangacha ó thaobh léiriú agus tarchur oidhreachta cultúir de aitheanta i gCoinbhinsiún NA maidir le Caomhnú na hOidhreachta Cultúrtha Doláimhsithe.*
>
> *Caithfear, mar sin, teangacha cosúil leis an nGaeilge a chosaint chun éagsúlacht chultúir a choinneáil ar fud an domhain. Tuairiscíonn UNESCO*[12] *go bhfuil leath de na 6,700 teanga a labhraítear faoi láthair i gcontúirt dul i léig roimh dheireadh an chéid, próiseas nach féidir a mhoilliú ach le gníomh práinne ó Rialtas agus ó na pobail a labhraíonn na teangacha.*[13] *Cothaíonn an* Endangered Languages Programme *de chuid UNESCO comhoibriú ar bhonn idirnáisiúnta le haird a tharraingt ar an staid thromchúiseach sin agus le réiteach nuálach a mholann pobail, saineolaithe*

UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage

2.13 In its 20-Year Strategy for the Irish Language 2010 – 2030, the Irish Government outlined the international perspectives that supported the policy context of its Strategy. The following extract from the Irish Government's 2010 -2030 Strategy applies to and has influenced the approach of this Strategy.

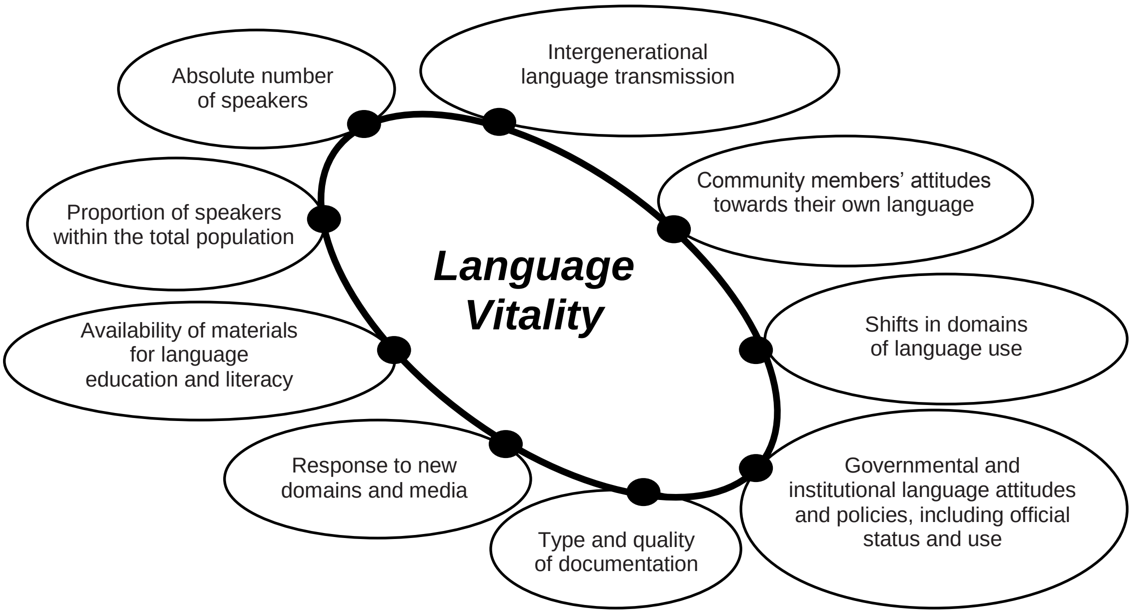
> *The value of linguistic diversity is recognised internationally. Languages are humankind's principal tools for interacting and for expressing ideas, emotions, knowledge, memories and values. Languages are also primary vehicles of cultural expressions and intangible cultural heritage, essential to the identity of individuals and groups. The key role of language in the expression and transmission of cultural heritage is recognised in the United Nations 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.*
>
> *Safeguarding languages such as Irish is thus a crucial task in maintaining cultural diversity worldwide. UNESCO*[12] *reports that half of the 6,700 languages spoken today are in danger of disappearing before the century ends, a process that can be slowed only if urgent action is taken by Governments and speaker communities.*[13] *UNESCO's Endangered Languages Programme mobilises international cooperation to focus attention on this grave situation and to promote innovative solutions from communities, experts and authorities. The most recent edition of UNESCO's Atlas of the World's Languages in Danger*[14] *classifies Irish as "definitely*

[12] United Nations Educational Scientific and Cultural Organisation
[13] www.unesco.org/new/en/culture/themes/endangered-languages/
[14] www.unesco.org/culture/languages-atlas/en/atlasmap.html

agus údaráis a chur chun cinn. Chuir an t-eagrán is déanaí den Atlas of the World's Languages in Danger (UNESCO) [14] *síos ar an nGaeilge mar theanga atá "definitely endangered". Tá an stádas sin athraithe ó shin agus feabhsaithe go "vulnerable" i gcomhthéacs eolais faoi bhearta atá glactha ag an Rialtas le tacú leis an teanga le blianta beaga anuas. D'aithin an Coinbhinsiún maidir le Caomhnú na hOidhreachta Cultúrtha Doláimhsithe an ról fíorthábhachtach atá ag teanga ó thaobh oidhreacht bheo a chur in iúl agus chun cinn. Braitheann oidhreacht cultúir theibí ar theanga ó thaobh a beochta laethúla agus lena cur ar aghaidh chuig an gcéad ghlúin eile. I gcás traidisiúin bhéil, lena n-áirítear amhráin, filíocht agus béaloideas, ní amháin gurb í an teanga a úsáidtear chun an oidhreacht chultúir a tharchur ach is í an teanga croílár na hoidhreachta sin. Chomh maith le hanailís a dhéanamh ar staid teangacha atá faoi bhrú ar fud an domhain, tá forbairt déanta ag UNESCO ar chreat oibre le beocht teanga a thomhas le cuidiú le Rialtais agus le dreamanna eile ó thaobh polasaí a fhorbairt, riachtanais agus bearta cosanta cuí a aithint. Tugadh aird ar an gcreat*[15] *sin atá bunaithe ar na naoi gcritéar seo a leanas agus an Straitéis seo á forbairt.*

endangered". This status has since been improved to "vulnerable", in the light of information about the measures taken by Government to support the language in recent years. The Convention for the Safeguarding of the Intangible Cultural Heritage recognises the vital role of language in the expression and transmission of living heritage. All intangible cultural heritage depends on language for its day-to-day vitality and for being passed on to the next generation. In relation to oral traditions, whether it is song, poetry or folklore, language is not only the vehicle that contains the cultural heritage it is its very essence. As well as analysing the situation of languages under pressure the world over, UNESCO has developed a framework for determining the vitality of a language in order to assist Governments and others in policy development, identification of needs and appropriate safeguarding measures. This framework[15] *based on the following nine criteria, has also informed the development of this Strategy.*

[15] UNESCO Ad Hoc Expert Group on Endangered Languages, *Language Vitality and Endangerment* (March 2003)



Fíor 1 | Figure 1: UNESCO Language Vitality

Cuid 3: Aidhmeanna, Cupsóirí agus Torthaí

Aidhmeanna na Straitéise

3.1 Chun ár ndícheall a dhéanamh Tosaíocht 4 an Fheidhmeannais de Chlár Rialtais 2011-2015 agus an fhealsúnacht atá leagtha amach sa Chairt Eorpach do Theangacha Réigiúnacha agus Mionlaigh a bhaint amach agus a sholáthar, is é aidhm na Straitéise seo:

- Tacú le sealbhú agus le foghlaim ardcháilíochta agus inbhuanaithe Ghaeilge.
- Stádas agus infheictheacht na Gaeilge a fheabhsú agus a chosaint.
- Gréasáin agus pobail ardcháilíochta agus inbhuanaithe Gaeilge a sholáthar.
- An Ghaeilge a chur chun cinn ar dhóigh a chuirfidh le cothú pobal láidir, comhroinnte.

Cuspóirí na Straitéise

3.2 Tacófar leis na ceithre aidhm trí roinnt cuspóirí:

AIDHM 1: Tacú le sealbhú agus le foghlaim ardcháilíochta agus inbhuanaithe Ghaeilge.

CUSPÓIR 1: Líon na ndaoine atá ag sealbhú na Gaeilge tríd an Ghaelscolaíocht a mhéadú.

CUSPÓIR 2: Líon na ndaoine atá ag foghlaim na Gaeilge i gcóras oideachais an Bhéarla a mhéadú.

CUSPÓIR 3: Líon na ndaoine atá ag foghlaim na Gaeilge taobh amuigh den chóras fhoirmiúil oideachais a mhéadú.

Part 3: Aims, Objectives and Outcomes

Aims of the Strategy

3.1 In striving to realise and deliver upon the Executive's Priority 4 of the Programme for Government 2011-2015 and the philosophy set out in the European Charter for Regional or Minority Languages this Strategy will aim to:

- Support quality and sustainable acquisition and learning of the Irish language.
- Enhance and protect the status and visibility of the Irish language.
- Deliver quality and sustainable Irish language networks and communities.
- Promote the Irish language in a way that will contribute towards building a strong and shared community.

Objectives of the Strategy

3.2 Each of the four aims will be supported by a number of objectives:

AIM 1: Support quality and sustainable acquisition and learning of the Irish language.

OBJECTIVE 1: To increase the numbers of those acquiring the Irish language through Irish-medium education.

OBJECTIVE 2: To increase the numbers of those learning the Irish language in the English-medium education system.

OBJECTIVE 3: To increase the numbers of those learning the Irish language outside of formal education.

CUSPÓIR 4: Tacú le méadú i líon na bpáistí atá á dtógáil trí Ghaeilge.

AIDHM 2: Stádas agus infheictheacht na Gaeilge a fheabhsú agus a chosaint

CUSPÓIR 5: Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.

CUSPÓIR 6: Rochtain ar mheáin ardcháilíochta Ghaeilge a mhéadú.

CUSPÓIR 7: Feasacht ar luach eacnamaíochta agus sóisialta na Gaeilge a mhéadú.

CUSPÓIR 8: Cosaint reachtaíochta a ghnóthú don Ghaeilge.

AIDHM 3: Gréasáin agus pobail ardcháilíochta agus inbhuanaithe Gaeilge a sholáthar.

CUSPÓIR 9: Pleananna agus tionscnaimh phobalbhunaithe, áitiúla, inbhuanaithe agus ardcháilíochta don Ghaeilge a fhorbairt.

CUSPÓIR 10: Deiseanna a chur ar fáil an Ghaeilge a úsáid don réimse is leithne daoine agus is féidir trí ghréasáin theaghlaigh, shóisialta agus phobail a spreagadh.

CUSPÓIR 11: Tacú le méadú an líon daoine a labhraíonn Gaeilge ar bhonn laethúil.

OBJECTIVE 4: To support an increase in the numbers of children being reared through Irish.

AIM 2: Enhance and protect the status and visibility of the Irish language.

OBJECTIVE 5: To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.

OBJECTIVE 6: To increase access to quality Irish language media.

OBJECTIVE 7: To increase awareness of the economic and social value of the Irish language.

OBJECTIVE 8: To secure legislative protection for the Irish language.

AIM 3: Deliver quality and sustainable Irish language use networks and communities.

OBJECTIVE 9: To develop sustainable and quality local community-based Irish language plans and initiatives.

OBJECTIVE 10: To provide opportunities to use Irish to as wide a range of people as possible by encouraging family, social and community-based language networks.

OBJECTIVE 11: To support an increase in the number of daily speakers of the Irish language.

AIDHM 4: An Ghaeilge a chur chun cinn ar dhóigh a chuirfidh le cothú pobal láidir, comhroinnte.

CUSPÓIR 12: Dearcthaí dearfacha ar an Ghaeilge a mhéadú i ngach cuid den phobal.

CUSPÓIR 13: Dearcthaí dearfacha ar an Ghaeilge a mhéadú sa phobal Phrotastúnach, Aontachtach, Dhílseach.

Torthaí Straitéiseacha

3.3 Áireofar le príomhthorthaí fheidhmiú na Straitéise seo:

- líon méadaithe daoine ag foghlaim agus ag úsáid na Gaeilge sa chóras fhoirmiúil oideachais, trí mheán na Gaeilge agus an Bhéarla araon;
- deiseanna feabhsaithe chun an Ghaeilge a fhoghlaim agus a úsáid taobh amuigh den chóras fhoirmiúil oideachais;
- líon méadaithe ag úsáid na Gaeilge ar bhonn rialta;
- líon méadaithe teaghlach ag úsáid na Gaeilge;
- eispéiris fheabhsaithe ar sheirbhísí poiblí a rochtain i nGaeilge trí fheidhmiú cuimsitheach na Cairte Eorpaí do Theangacha Réigiúnacha nó Mionlaigh;
- infheictheacht chuimsitheach Ghaeilge ar gach ardán de chuid na meán agus rochtain mhéadaithe ar thuilleadh craoltóireacht seirbhís phoiblí ardcháilíochta Ghaeilge;
- deiseanna feabhsaithe do ghnólachtaí a chuireann seirbhísí Gaeilge ar fáil;
- níos mó tacaíochta do phobail agus líonraí áitiúla ardcháilíochta, inbhuanaithe úsáid na Gaeilge, lena n-áirítear ceantair ainmnithe

AIM 4: Promote the Irish language in a way that will contribute towards building a strong and shared community.

OBJECTIVE 12: To increase positive attitudes to the Irish language throughout the community.

OBJECTIVE 13: To increase positive attitudes towards the Irish language in the Protestant Unionist Loyalist community.

Strategic Outcomes

3.3 The main outcomes of the implementation of this Strategy will include:

- increased numbers of those learning and using Irish in the formal education system through the medium of Irish and the medium of English;
- enhanced opportunities to learn and use Irish outside the formal education system;
- increased numbers using Irish on a regular basis;
- increased numbers of households using Irish;
- improved experiences of accessing public services in Irish through comprehensive implementation of the European Charter for Regional or Minority Languages;
- comprehensive visibility of the Irish language on all media platforms and increased access to more, quality Irish language public services broadcasting;
- improved opportunities for businesses providing services through Irish;
- more support for quality and sustainable local Irish language communities and networks including designated Gaeltacht areas resulting in

Ghaeltachta agus foghlaim, úsáid agus infheictheacht fheabhsaithe na teanga dá bharr;

- cosaint reachtaíochta do stádas na Gaeilge; agus
- dearcthaí níos dearfaí ar an Ghaeilge, go háirithe i measc an phobail Phrotastúnaigh, Aontachtaigh agus Dhílsigh agus, dá thoradh sin, dearcthaí agus tuiscint fheabhsaithe trasphobail.

improved learning, use and visibility of the language;

- legislative protection for the status of the Irish language; and
- increased positive attitudes towards the Irish language particularly among the Protestant Unionist Loyalist community resulting in improved cross-community attitudes and understanding.

Cuid 4: Réimsí Gnímh

4.1 Leagtar amach seacht réimse gnímh sa Straitéis seo faoi sheacht mbuntéama:

- Oideachas
- Tarchur na Gaeilge sa Teaghlach – Luath-Idirghabháil
- An Ghaeilge agus an Pobal
- Seirbhísí Poiblí
- Meáin agus Teicneolaíocht
- Reachtaíocht agus Stádas na Gaeilge
- An Saol Eacnamaíochta

4.2 Pléitear na réimsí gnímh go mion sna leathanaigh a leanann. Cuirfidh an méid a sholáthrófar i ngach réimse le gnóthú ceann amháin nó níos mó de chuspóirí na Straitéise agus tá na cuspóirí aibhsithe ag tús gach réimse aonair gnímh. Tá ailíniú na n-aidhmeanna, na gcuspóirí agus na réimsí gnímh léirithe i bhFíor 2.

Part 4: Areas for Action

4.1 This Strategy sets out areas for action under seven key themes:

- Education
- Family Transmission of the Irish Language – Early Intervention
- The Irish Language and the Community
- Public Services
- Media and Technology
- Legislation and the Status of the Irish Language
- Economic Life

4.2 The areas for action are discussed in detail in the following pages. Delivery in each area will contribute towards the achievement of one or more of this Strategy's objectives and the objectives are highlighted at the beginning of each individual area for action. The alignment of the aims, objectives and areas for action is shown in Figure 2.

AIDHMEANNA	CUPSÓIRÍ	RÉIMSÍ GNÍMH
Tacú le sealbhú agus le foghlaim ardcháilíochta agus inbhuanaithe Ghaeilge.	Líon na ndaoine atá ag sealbhú na Gaeilge tríd an Ghaelscolaíocht a mhéadú.	Oideachas
	Líon na ndaoine atá ag foghlaim na Gaeilge i gcóras oideachais an Bhéarla a mhéadú.	Oideachas
	Líon na ndaoine atá ag foghlaim na Gaeilge taobh amuigh den chóras fhoirmiúil oideachais a mhéadú.	Oideachas; An Ghaeilge agus an Pobal
	Tacú le méadú i líon na bpáistí atá á dtógáil trí Ghaeilge.	Seachadadh na Gaeilge sa Teaghlach; An Ghaeilge agus an Pobal
Stádas agus infheictheacht na Gaeilge a fheabhsú agus a chosaint.	Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.	Oideachas; An Ghaeilge agus an Pobal; Seirbhísí Poiblí; Meáin agus Teicneolaíocht; Reachtaíocht agus Stádas na Gaeilge; An Saol Eacnamaíochta
	Rochtain ar mheáin ardcháilíochta Ghaeilge a mhéadú.	Meáin agus Teicneolaíocht; Oideachas
	Feasacht ar luach eacnamaíochta agus sóisialta na Gaeilge a mhéadú.	An Saol Eacnamaíochta; Oideachas; Seachadadh na Gaeilge sa Teaghlach; An Ghaeilge agus an Pobal
	Cosaint reachtaíochta a ghnóthú don Ghaeilge.	Reachtaíocht agus Stádas na Gaeilge; Seirbhísí Poiblí
Gréasáin agus pobail ardcháilíochta agus inbhuanaithe Gaeilge a sholáthar.	Pleananna agus tionscnaimh phobalbhunaithe, áitiúla, inbhuanaithe agus ardcháilíochta don Ghaeilge a fhorbairt.	An Ghaeilge agus an Pobal; An Saol Eacnamaíochta
	Deiseanna a chur ar fáil an Ghaeilge a úsáid don réimse is leithne daoine agus is féidir trí ghréasáin theaghlaigh, shóisialta agus phobail a spreagadh.	An Ghaeilge agus an Pobal; Seachadadh na Gaeilge sa Teaghlach; Seirbhísí Poiblí
	Tacú le méadú an líon daoine a labhraíonn Gaeilge ar bhonn laethúil.	Seachadadh na Gaeilge sa Teaghlach; An Ghaeilge agus an Pobal; Seirbhísí Poiblí
An Ghaeilge a chur chun cinn ar dhóigh a chuirfidh le cothú pobal láidir, comhroinnte.	Dearcthaí dearfacha ar an Ghaeilge a mhéadú i ngach cuid den phobal.	An Ghaeilge agus an Pobal; Oideachas; Seirbhísí Poiblí
	Dearcthaí dearfacha ar an Ghaeilge a mhéadú sa phobal Phrotastúnach, Aontachtach, Dhílseach.	An Ghaeilge agus an Pobal; Oideachas

Fíor 2: Ailíniú Aidhmeanna, Cuspóirí agus Réimsí Gnímh

AIMS	OBJECTIVES	AREAS FOR ACTION
Support quality and sustainable acquisition and learning of the Irish language.	To increase the numbers of those acquiring the Irish language through Irish-medium education.	Education
	To increase the numbers of those learning the Irish language in the English-medium education system.	Education
	To increase the numbers of those learning the Irish language outside of formal education.	Education; The Irish Language and the Community
	To support an increase in the numbers of children being reared through Irish.	Family Transmission of the Irish Language; The Irish Language and the Community
Enhance and protect the status and visibility of the Irish language.	To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.	Education; The Irish Language and the Community; Public Services; Media & Technology; Legislation & Status of the Irish Language; Economic Life
	To increase access to quality Irish language media.	Media & Technology; Education
	To increase awareness of the economic and social value of the Irish language.	Economic Life; Education; Family Transmission of the Irish Language; The Irish Language and the Community
	To secure legislative protection for the Irish language.	Legislation & Status of the Irish Language; Public Services
Deliver quality and sustainable Irish language use networks and communities.	To develop sustainable and quality local community-based Irish language plans and initiatives.	The Irish Language and the Community; Economic Life
	To provide opportunities to use Irish to as wide a range of people as possible by encouraging family, social and community-based language networks.	The Irish Language and the Community; Family Transmission of the Irish Language; Public Services
	To support an increase in the number of daily speakers of the Irish language.	Family Transmission of the Irish Language; The Irish Language and the Community; Public Services
Promote the Irish language in a way that will contribute towards building a strong and shared community.	To increase positive attitudes to the Irish language throughout the community.	The Irish Language and the Community; Education; Public Services
	To increase positive attitudes towards the Irish language in the Protestant Unionist Loyalist community.	The Irish Language and the Community; Education

Figure 2: Alignment of Aims, Objectives and Areas for Action

Oideachas

CUSPÓIR 1:	*Líon na ndaoine atá ag sealbhú na Gaeilge tríd an Ghaelscolaíocht a mhéadú.*
CUSPÓIR 2:	*Líon na ndaoine atá ag foghlaim na Gaeilge i gcóras oideachais an Bhéarla a mhéadú.*
CUSPÓIR 3:	*Líon na ndaoine atá ag foghlaim na Gaeilge taobh amuigh den chóras fhoirmiúil oideachais a mhéadú.*
CUSPÓIR 5:	*Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.*
CUSPÓIR 6:	*Rochtain ar mheáin ardcháilíochta Ghaeilge a mhéadú.*
CUSPÓIR 7:	*Feasacht ar luach eacnamaíochta agus sóisialta na Gaeilge a mhéadú.*
CUSPÓIR 12:	*Dearcthaí dearfacha ar an Ghaeilge a mhéadú i ngach cuid den phobal.*
CUSPÓIR 13:	*Dearcthaí dearfacha ar an Ghaeilge a mhéadú sa phobal Phrotastúnach, Aontachtach, Dhílseach.*

An Ghaelscolaíocht (GS)

4.3 Aithnítear sa Straitéis seo ról uathúil na Gaelscolaíochta i gcur chun cinn na Gaeilge. Is gluaiseacht de chuid an phobail í earnáil na Gaelscolaíochta, .i. is ón phobal a tháinig an t-éileamh agus is í an earnáil oideachais is gasta fás againn í. Sainaithnítear i ndaonáireamh scoileanna 2013/14 líon na ndaltaí atá cláraithe in earnáil na Gaelscolaíochta mar 4,425 (3,594 páiste bunscoile, lena n-áirítear iad siúd in aonaid naíscolaíochta agus 831 dalta iar-bhunscoile). Le deich mbliana anuas, tá méadú tagtha ar líon na bpáistí in ionaid mhaoinithe ag leibhéal bunscolaíochta agus iar-bhunscolaíochta ó

Education

OBJECTIVE 1:	*To increase the numbers of those acquiring the Irish language through Irish-medium education.*
OBJECTIVE 2:	*To increase the numbers of those learning the Irish language in the English-medium education system.*
OBJECTIVE 3:	*To increase the numbers of those learning the Irish language outside of formal education.*
OBJECTIVE 5:	*To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.*
OBJECTIVE 6:	*To increase access to quality Irish language media.*
OBJECTIVE 7:	*To increase awareness of the economic and social value of the Irish language.*
OBJECTIVE 12:	*To increase positive attitudes to the Irish language throughout the community.*
OBJECTIVE 13:	*To increase positive attitudes towards the Irish language in the Protestant Unionist Loyalist community.*

Irish-Medium Education (IME)

4.3 This Strategy recognises the unique role of Irish-medium education in the promotion of the Irish language. The Irish-medium sector is a grassroots movement, i.e. demand has come from the public, and is our fastest growing education sector. The 2013/14 school census identifies the number of pupils enrolled in the Irish-medium sector as 4,425 (3,594 primary school children, including those in nursery units, and 831 pupils in post-primary). Over the last 10 years, the number of children in funded Irish-medium education settings at primary and at post-primary level has risen from 2,856 (2004/05) to

2,856 (2004/05) go dtí 4,425 (2013/14). Tá anois 29 Gaelscoil neamhspleách ann (28 bunscoil agus 1 iar-bhunscoil) agus 9 n-aonad Gaelscolaíochta atá faoi choimirce scoileanna Caitliceacha faoi Chothabháil (7 mbunscoil agus 2 iar-bhunscoil). Is é £13.3m an tsuim iomlán maoiniúcháin a dáileadh ar Ghaelscoileanna faoi na socruithe foirmle maoiniúcháin i mbliain airgeadais 2014/15 (níl maoiniú do dhaltaí in aonaid Ghaelscolaíochta san áireamh san fhigiúr seo óir ní féidir maoiniú do na daltaí seo a dhí-chomhbhailiú ó mhaoiniú na scoile óstála). Leanfaidh an Roinn Oideachais (RO) de fhreagairt go dearfach don éileamh ar GS.

4.4 In 2009, d'fhoilsigh RO a *Review of Irish-Medium Education Report*, arb aidhm dó a chinntiú go bhfuil tacaíocht iomlán, chuí ag an Ghaelscolaíocht mar bhunchuid den chóras oideachais agus go gcuireann sí le cothú todhchaí chomhroinnte do gach duine bunaithe ar an chomhionannas. Tá RO ag leanúint de na moltaí a bhaineann le hearnáil na Gaelscolaíochta a chur i bhfeidhm ag céimeanna réamhscolaíochta, bunscolaíochta agus iar-bhunscolaíochta. Mar shampla, i dtaca leis an soláthar réamhscolaíochta de, tig le soláthraithe Gaelscolaíochta a bhfuil go leor páistí acu an clár maoinithe a iontráil fiú má tá soláthar Béarla ar fáil sa cheantar chéanna ach nár líonadh é. Mar sin de, tá tacaíocht ag an soláthar réamhscolaíochta Gaelscolaíochta ar dhóigh is comhionann le soláthar Béarla. Lena chois sin, maoiníonn RO obair shainiúil tionscadail i soláthar réamhscolaíochta Gaeilge.

4.5 Is é is toradh don athbhreithniú seo tacaíocht d'oideachasóirí agus d'acmhainní oideachais le GS a dhaingniú sa chóras oideachais. Leithroinneadh tuilleadh maoinithe le réimse tacaíochta a sholáthar do GS (curaclam, measúnacht agus cáilíochtaí) le go gcinnteofar comhionannas soláthair le hoideachas trí mheán an Bhéarla. Tá socruithe feabhsaithe agus níos cuimsithí ar siúl

4,425 (2013/14). There are now 29 stand alone Irish-medium schools (28 primary and 1 post-primary) and 9 Irish-medium units attached to Catholic Maintained schools (7 primary and 2 post-primary). The amount of funding distributed to Irish-medium schools under the formula funding arrangements in the 2014/15 financial year is £13.3m (funding for pupils in Irish-medium units is not included, as the overall level of funding for these pupils cannot be disaggregated from that of the host school). The Department of Education (DE) will continue to respond positively to the demand for IME.

4.4 In 2009, DE published its *Review of Irish-Medium Education Report*, which aims to ensure that Irish-medium education is fully and appropriately supported as an integral part of the educational system and contributes to the building of a shared future for all based on equality. DE continues to implement the recommendations relating to the Irish Medium Sector at pre-school, primary and post primary stages. For example in regard to pre-school provision, Irish-medium providers with sufficient children can now enter the funding programme even where unfilled English-medium provision is available in the same area. Irish Medium pre-school provision is thus supported now in a manner equitable with English-medium provision. In addition to this, DE funds specific project work in Irish Medium pre-school provision.

4.5 The Review has resulted in support for educators and educational resources and in embedding IME in the education system. Additional funding has been allocated to provide a range of support for IM education (curriculum, assessment and qualifications) in order to help ensure equality of provision with English medium education. Improved and more comprehensive arrangements are now in

anois maidir le haistriúcháin agus scrúduithe a dhéantar i nGaeilge. I dtaca le tacaíocht d'oideoirí Gaelscolaíochta de, i ndiaidh an athbhreithnithe, cuirtear maoiniú ar fáil go fóill faoi choinne oiliúint tosaigh múinteoirí d'ionaid GS, forbairt ghairmiúil leanúnach múinteoirí agus cúntóirí ranga agus oideoirí réamhscoile a fhorbairt agus faoi choinne oiliúint Bord Gobharnóirí agus ceannasaíochta. Leanann RO de Comhairle na Gaelscolaíochta (CnaG) a mhaoiniú leis an Ghaelscolaíocht a chur chun cinn. Baineann príomhfheidhmeanna agus príomhghníomhaíochtaí CnaG, agus í i mbun a róil, le hionadaíocht agus abhcóideacht, éiteas, caighdeáin a ardú, pleanáil cheantarbhunaithe, comhoibriú a chothú agus teagmháil le hearnálacha eile.

4.6 Soláthraíonn an Chomhairle Curaclaim, Scrúdúcháin agus Measúnachta (CCEA) agus an tÁisaonad, atá maoinithe ag Foras na Gaeilge agus atá lonnaithe i gColáiste Ollscoile Naomh Muire, réimse d'acmhainní seomra ranga don Ghaelscolaíocht.

4.7 Má tá an Ghaeilge le feabhsú, le cosaint agus le forbairt a thuilleadh, is tábhachtach go leanfaidh RO d'fheidhmiú na moltaí atá in *Review of Irish-Medium Education Report*. Tá beartaithe ag RO fosta aird chuí a thabhairt ar na torthaí agus moltaí a eascróidh as an Ghrúpa Chomhairleach Aireachta ar an Iar-bhunscolaíocht Lán-Ghaeilge 2014 ar an dóigh le hiar-bhunscolaíocht Lán-Ghaeilge inmharthana, inbhuanaithe a sholáthar ina bhfuil ardcháilíocht, a fhreastalaíonn ar riachtanais na ndaltaí agus a spreagann muinín tuismitheoirí.

Deiseanna Uile-Éireann do GS

4.8 Mar chuid den Comhairle Aireachta Thuaidh Theas, leanann Airí den chomhoibriú ar chúrsaí oideachais a leathnú.

place in regard to translations and examinations taken in Irish. In regard to support for Irish Medium educators, following the Review, funding continues to be available for initial teacher education for IM settings, teachers' continuing professional development and developing classroom assistants and pre-school educators and Boards of Governors and leadership training. DE continues to fund Comhairle na Gaelscolaíochta (CnaG) to encourage and promote Irish-medium Education. The main functions and activities of CnaG in carrying out its role relate to representation and advocacy, ethos, raising standards, area based planning, building co-operation and engaging with other sectors.

4.6 The Council for the Curriculum, Examinations and Assessment (CCEA) and An tÁisaonad Lán-Ghaeilge, which is funded by Foras na Gaeilge and based in St Mary's University College, provide a range of classroom resources for IM education.

4.7 If the Irish language is to be further enhanced, protected and developed, it is important that DE continues to implement the recommendations of the *Review of Irish-Medium Education Report*. DE also intends to take due account of the emerging findings and recommendations in the 2014 Ministerial Advisory Group on Irish-medium Post-Primary Education on how to deliver viable and sustainable Irish-medium post-primary education, which is of high quality, meets the needs of the pupils and commands the confidence of parents.

All Ireland Opportunities for IME

4.8 As part of the North South Ministerial Council, Ministers continue to work to broaden co-operation on education related matters.

RÉAMHSCOLAÍOCHT GS

4.9 Ba é an chonclúid a bhí in *The Review of Irish-Medium Education* nár chóir gur ceanglas éigeantach é taithí i réamhscoil Ghaeilge le haghaidh iontráil i mbunscoil Ghaeilge agus maítear i dtreoir RO nár chóir go gcuimseofaí i gcritéir iontrála Bunscoile freastal a bheith déanta ar réamhscoil ar leith nó ar chineál ar leith naíscoile. Bhreithnigh an tAthbhreithniú taighde idirnáisiúnta maidir le bun-nádúr an tumoideachais. De réir na fianaise a cuireadh i láthair lucht an Atbhreithnithe, is dócha go bhfuil buntáistí teanga ag baint leis an réamhscolaíocht ach nach bhfuil sí de dhíth maidir le sealbhú an dara teanga. Mar sin féin, ar aon dul le dualgas reachtúil na Roinne, tugadh iarraidh, trí fhorbairtí a tharla le déanaí, sa Chlár Oideachas Réamhscolaíochta freastal ar an éileamh méadaitheach ar an Ghaelscolaíocht ó na blianta is luaithe. Cinnteoidh RO go dtabharfar forbairtí a bhaineann leis an Chlár Oideachas Réamhscolaíochta chun tosaigh i gcomhthéacs a dualgais reachtúil.

4.10 Leanfaidh RO de thacú le forbairt GS ag an leibhéal réamhscolaíochta trí áiteanna a chur ar fáil i réimse d'ionaid réamhscolaíochta, tríd an mheicníocht is cuí i ndiaidh athstruchtúrú riarachán an oideachais.

4.11 Mar atá leagtha amach in *Learning to Learn – A Framework for Early Years Education and Learning,* cruthóidh RO Cnuasaigh Tacaíochta Oideachais agus d'fhéadfaí gur sainchnuasach Gaelscolaíochta ceann amháin acu. Bainfidh na cnuasaigh úsáid as saineolas atá ar fail cheana agus cuirfidh siad comhoibriú agus scaipeadh an dea-chleachtais i bhfeidhm.

4.12 Mar chuidiú le dul i ngleic le constaicí ar an fhoghlaim, áirítear leis an Chreat Foghlaim chun Foghlama bearta arb aidhm dóibh athfhócasú ar úsáid maoiniú scoileanna sínte le scileanna gannfhorbartha sóisialta, mothúchánacha

IME PRE-SCHOOL

4.9 The Review of Irish-Medium Education concluded that an Irish-medium pre-school experience should not be a compulsory requirement for entry into an Irish-medium primary school and DE guidance states that admissions criteria for Primary schools should not include attendance at a particular pre-school or type of pre-school. The Review considered international research with regard to the essential nature of early immersion. The evidence presented to the Review indicated that pre-school is likely to be beneficial for linguistic outcomes, but that it is not required for second language acquisition. Nevertheless, in line with the DE's statutory duty, recent developments in the Pre-School Education Programme have sought to meet the growing demand for Irish-medium education from the earliest years. DE will ensure that developments in relation to the Pre-School Education Programme are taken forward in the context of its statutory duty.

4.10 DE will continue to support the development of IME at pre-school level by providing places in a range of pre-school settings, through the most appropriate mechanism following the restructuring of education administration.

4.11 As set out in *Learning to Learn – A Framework for Early Years Education and Learning*, DE will create Education Support Clusters, one of which may be Irish-medium specific. The clusters will utilise existing expertise and enable collaboration and dissemination of best practice.

4.12 To help address barriers to learning, the Learning to Learn Framework includes actions aimed at refocusing the use of extended schools funding to help identify and address underdeveloped social, emotional and communication skills, and

agus cumarsáide a shainaithint agus tabhairt fúthu agus critéir a shocrú sa Chlár Réamhscolaíochta atá cosúil leo siúd a úsáidtear i scoileanna sínte in ionaid dheonacha agus phríobháideacha. Beidh ionaid réamhscolaíochta Ghaeilge a chomhlíonann na critéir san áireamh.

4.13 Áirítear le Foghlaim chun Foghlama fosta beart chun taighde a choimisiúnú ar thorthaí réamhscolaíocht Ghaeilge faoi mar atá leagtha amach san athbhreithniú ar an Ghaelscolaíocht.

4.14 Ní chuirfidh méid an tsoláthair sa réamhscolaíocht Bhéarla aon bhac ar oscailt/forbairt/maoiniú réamhscoileanna GS. Tá sé seo ar aon dul le moladh 2 sa *Review of Irish-Medium Education*, ina maítear:

> *Ba chóir an polasaí ar sholáthar maoinithe réamhscolaíochta a athbhreithniú as siocair na teaglama uathúla atá ag éirí as an Chairt Eorpach do Theanga Réigiúnacha nó Mionlaigh, buntáistí aitheanta an oideachais réamhscoile agus an dualgas reachtúil leis an Ghaelscolaíocht a spreagadh agus a éascú, le ligean do sholáthraithe cláraithe Gaelscolaíochta a bhfuil go leor páistí acu, maoiniú a fháil, fiú in áiteanna a bhfuil soláthar Béarla sa cheantar chéanna.*

Bunscoileanna GS

4.15 Leanfaidh RO de thacú le forbairt soláthar bunscolaíocht Ghaeilge inbhuanaithe, bhríomhar agus ardcháilíochta mar fhreagairt d'éileamh tuismitheoirí agus mar bhunchuid de Phleananna Ceantarbhunaithe. Is é tuairim RO gurb é an phríomhthosaíocht ag earnáil na Gaelscolaíochta fís shoiléir, chomhaontaithe a bheith acu dá gcuid oibre, bunaithe ar réasúnaíocht atá mar bhonn agus taca faoi na réimsí éagsúla soláthair. Is iad croídhúshláin na hearnála:

(i) caighdeáin a ardú a thuilleadh, tacú leis na próisis feabhsúcháin atá ar siúl ag

establishing criteria similar to those used for extended schools for voluntary and private settings in the Pre-School Education Programme. This will include Irish-medium pre-school settings which meet the criteria.

4.13 Learning to Learn also includes an action to commission research on the outcomes of pre-school Irish-medium education, as outlined in the review of Irish-medium education.

4.14 The capacity in English-medium pre-schooling in a particular area will not deter the opening/development/financing of IME pre-schools. This is in line with recommendation 2 in the *Review of Irish-Medium Education*, which states:

> *The existing policy on funded pre-school provision should be revised in light of the unique combination of the obligations arising from the European Charter for Regional or Minority Languages, the recognised benefits of pre-school education and the statutory duty to encourage and facilitate Irish-medium Education, to allow registered, Irish-medium providers with sufficient children to receive funding even where English-medium provision is available in the area.*

IME Primary Schools

4.15 DE will continue to support the development of sustainable, vibrant and high quality Irish-Medium primary school provision in response to parental demand and as an integral part of Area Based Plans. DE considers that the main priority for the Irish-Medium sector is to have a clear, agreed vision for its work, based on a rationale which underpins the various strands of provision. The key challenges for the sector are:

(i) to raise standards further and support and maintain the improvement

eagrais aonair agus iad a chothabháil; agus

(ii) dea-chleachtas a scaipeadh ar fud na hearnála, le buanseasmhacht ardchaighdeán oibre a dhaingniú agus a fheabhsú a thuilleadh.

4.16 Tá tairseacha teidlíochta i leith maoiniú caipitil, a socraíodh i ndiaidh Athbhreithniú Bain, á gcur i bhfeidhm go leanúnach i gcomhthéacs Pholasaí Scoileanna Inbhuanaithe RO.[16]

4.17 Ba chóir réimse níos leithne de speisialtachtaí a chur chun cinn ina measc siúd atá á n-oiliúint le bheith ag teagasc in earnáil na bunscolaíochta Lán-Ghaeilge agus tá tuilleadh iarrachtaí de dhíth le tabhairt faoin ghanntanas ábhair teagaisc. Leanfaidh RO de dhul i ngleic leis an dá cheist seo a bhí san áireamh i moltaí Athbhreithniú GS. Caithfear breithniú ar thacaíocht teanga a thabhairt do mhúinteoirí mar chuid dá bhforbairt rialta ghairme.

CÓRAS IAR-BHUNSCOLAÍOCHTA GS

4.18 Ba chóir machnamh ar shruthanna nó aonaid Ghaelscolaíochta mar chéim idirmheánach trínar féidir oideachas ardcháilíochta a sholáthar trí mheán na Gaeilge.

4.19 Ar aon dul le bunscoileanna GS, breithneoidh RO torthaí an chomhairliúcháin phoiblí ar an Scéim Choiteann Mhaoinithe lena chinntiú go bhfuil go leor de chiste sa Scéim le freastal ar riachtanais iar-bhunscolaíocht GS.

4.20 Ar aon dul le bunscoileanna GS fosta, is gá dul i ngleic leis an ghanntanas múinteoirí cáilithe ag leibhéal na hiar-bhunscolaíochta i roinnt ábhar chomh maith leis an easnamh in ábhair theagaisc. Leanfaidh RO de dhul i ngleic leis an dá cheist seo, ar mó an t-údar imní iad san iar-bhunscolaíocht seachas an bhunscolaíocht, trí fheidhmiú mholtaí Athbhreithniú GS.

journeys of individual organisations; and

(ii) to disseminate good practice across the sector, in order to consolidate and improve further the consistency of high quality work.

4.16 Thresholds for entitlement to capital funding continue to be implemented in the context of DE's Sustainable Schools Policy, which were set following the Bain Review.[16]

4.17 A wider range of specialisms should be promoted amongst those training to teach in the Irish-medium primary sector and further efforts are required to address the shortage of teaching materials. DE will continue to address both these issues, which were included in the recommendations of the IME Review. Consideration needs to be given to providing language-based support for teachers as part of their regular in-career development.

IME POST-PRIMARY SYSTEM

4.18 Irish-medium streams or units should be considered as an intermediate step capable of providing a high quality education through the medium of Irish.

4.19 As with the IME primary schools, the findings of the public consultation on the Common Funding Scheme will be considered by DE in order to ensure that there is adequate funding within the Scheme to meet IME post-primary needs.

4.20 Also, as at primary level, the shortage of qualified teachers for some subjects at post-primary level needs to be addressed, along with the inadequacy of teaching materials. DE will continue to address these issues, which are of greater concern at post-primary than at primary level, through its implementation of the recommendations in the IME Review.

[16] *Schools for the Future: Funding, Strategy, Sharing – Report of the Independent Strategic Review of Education* (December 2006)

4.21 Faoi láthair, tá ganntanas d'iarrthóirí fóirsteanacha ann le riar ar an ghanntanas múinteoirí cáilithe .i. daoine a bhfuil céim acu in ábhar curaclaim agus leibhéal ard Gaeilge acu. Go dtí seo, leithdháileadh ocht n-áit gach bliain ar an Teastas Iarchéime Oideachais (PGCE) Gaelscolaíochta agus ba é an dúshlán go dtí seo na háiteanna sin a líonadh le hiarrthóirí fóirsteanacha, go háirithe in ábhar STEM (eolaíocht, teicneolaíocht, innealtóireacht agus matamaitic). Ba chóir do lucht gairmthreorach i scoileanna aird daltaí a dhíriú ar na buntáistí a bhaineann lena gcumas Gaeilge a chothú má théann siad i dtreo ábhair STEM. Mar réiteach eatramhach, d'fhéadfaí múinteoirí a bhfuil caighdeán cuí Gaeilge acu a earcú ó earnáil an Bhéarla agus iad a athoiliúint lena n-ábhar a theagasc trí mheán na Gaeilge.

Breisoideachas agus Gairmoiliúint

4.22 Ba chóir creat polasaí a fhorbairt le tacú le breisoideachas (BO) trí mheán na Gaeilge d'fhonn taithí oiliúna ardcháilíochta a sholáthar do dhaoine óga agus lena chinntiú go mbíonn conairí dóthanacha ar fáil le dul ar aghaidh chuig tuilleadh staidéir agus chuig fostaíocht.

4.23 Ba chóir go n-éascódh an creat:

- comhroinnt eolais agus saineolais idir soláthraithe reatha agus iad sin a bhféadfadh sé gur mhian leo BO trí mheán na Gaeilge a fhorbairt amach anseo;
- forbairt conairí oideachais agus fostaíochta do dhaoine óga a fuair oideachas trí mheán na Gaeilge; agus
- forbairt leanúnach agus tacaíocht do mhúinteoirí, ceannasaithe agus foireann tacaíochta Gaelscolaíochta.

4.24 Ba chóir riar ar an fhoghlaim ghairme trí mheán na Gaeilge, bunaithe ar éileamh áitiúil. Ba chóir measúnú do ghairmcháilíochtaí trí mheán na Gaeilge a éascú fosta.

4.21 Currently there is a lack of availability of suitable candidates to meet the shortage of qualified teachers, i.e. those with a degree in a curricular subject and a high level of Irish. To date, eight places have been allocated each year for the post primary Irish-medium Postgraduate Certificate in Education (PGCE) and the challenge has been to fill these places with suitable candidates, especially in STEM (science, technology, engineering and mathematics) subjects. Careers guidance in schools should draw pupils' attention to the benefit of maintaining their competency in Irish should they follow the STEM route. As an interim solution, teachers with a suitable standard of Irish could be recruited from the EM sector and upskilled to deliver their subject through the medium of Irish.

Further Education and Vocational Training

4.22 A policy framework should be developed to support Irish-medium further education (FE) in order to provide a high-quality training experience for young people and to ensure that adequate pathways are available to progress to further study and employment.

4.23 The framework should facilitate:

- the sharing of knowledge and expertise between current providers and those who may wish to develop Irish-medium FE in the future;
- development of education and employment pathways for young people educated through Irish; and
- ongoing development and support of Irish-medium teachers, leaders and support staff.

4.24 Provision should be made for vocational learning through the medium of Irish, based on local demand. Assessment for vocational qualifications through the medium of Irish should also be facilitated.

Sainriachtanais Oideachais (SRO)

4.25 Tá gá le leanúint de bhearta le tabhairt faoin ghá atá le forbairt soláthar sainriachtanais oideachais sa Ghaelscolaíocht mar atá sonraithe i Moladh 17 de Thuarascáil Athbhreithniú ar GS. Maidir leis an cheist seo, ag éirí as an Athbhreithniú, tá roinnt beart maoinithe ag RO le sainaithint, measúnú agus soláthar SRO a neartú i scoileanna GS.

4.26 Tá bearta ar siúl cheana féin sa réimse seo trí thionscadail éagsúla forbairt acmhainne, lena n-áirítear:

- pacáiste nasctha oiliúna do Chomhordaitheoirí Sainriachtanais Oideachais (SENCOnna), príomhoidí agus lucht bainistíocht shinsearach gach scoil GS;
- forbairt áiseanna litearthachta agus uimhearthachta, a bhaineann go sainiúil leis an earnáil, le tacú le luath-shainaithint agus luath-idirghabháil do pháistí a bhfuil SRO acu agus an oiliúint múinteoirí a ghabhann lena leithéid;
- soláthar oiliúint Makaton[17] in earnáil na bunscolaíochta agus foilsiú leagan Ghaeilge Uladh de *Project in Maths* do gach scoil GS agus an oiliúint múinteoirí a ghabhann lena leithéid;
- forbairt Comhad Acmhainní do SRO ina mbeidh straitéisí éifeachtacha maille le samplaí ón earnáil GS.

An Ghaeilge in Earnáil an Bhéarla

Intreoir

4.27 San am atá caite, d'éirigh go breá le roinnt tionscnamh leis an Ghaeilge a chur chun cinn i scoileanna Béarla. Ina measc seo bhí teagasc na Gaeilge mar nuatheanga i mbunscoileanna agus in iar-bhunscoileanna agus, rud ar díol suntais é, teagasc na Gaeilge i meánscoileanna (scoileanna gramadaí go príomha) Protastúnacha, go

Special Educational Needs (SEN)

4.25 Action needs to continue to be taken to address the need for the development of special educational needs provision for Irish-medium education as outlined in Recommendation 17 of the Review of IME Report. In this regard, on foot of the Review, DE has funded a number of measures to strengthen SEN identification, assessment and provision in IME schools.

4.26 Action is already ongoing in this area through various capacity building projects including:

- a linked package of training for Special Educational Needs Co-ordinators (SENCOs), principals and senior management of all IME schools;
- development of sector specific curricular and assessment classroom aids relating to literacy and numeracy to support early identification and intervention for children with SEN and associated teacher training;
- the provision of Makaton[17] training in the primary sector and publication of an Ulster-Irish version of Project in Maths for all IME schools and associated teacher training;
- development of a Resource File for SEN giving effective strategies with examples from the IME sector.

Irish in the English-Medium Sector

Introduction

4.27 In the past, there have been some very successful initiatives to promote Irish in English-medium schools. These have included teaching Irish as a modern language in primary and post-primary schools and notably the teaching of Irish in Protestant secondary (mainly grammar) schools, often as enrichment courses in

[17] The Makaton Charity: www.makaton.org

minic mar chúrsaí saibhriúcháin i mbliain 13. B'úsáideach dá rachadh réimse níos leithne de scoileanna ina bhun seo agus é dírithe ar eochairchéimeanna éagsúla, faoi choimirce, b'fhéidir, obair thrasphobail.

Bunscoileanna

4.28 Riarann an Clár Teangacha Bunscoile ar dhaltaí sa Bhonnchéim agus in Eochairchéim 1. Faoi Mheán Fómhair 2013, bhí 91scoil ag foghlaim Gaeilge tríd an Chlár seo. Táthar ag freastal ar dhaltaí Eochairchéim 2 trí chlár píolótach 4 bliana ina bhfuil 10 mbunscoil i gceantar Dhoire/an Iar-Thuaiscirt páirteach. Má éiríonn leis an chlár phíolótach, ba chóir é a chur i bhfeidhm ar bhonn céimneach do gach scoil atá ag glacadh páirte sa Chlár Teangacha Bunscoile.

4.29 Tá CCEA coimisiúnaithe ag RO le creat teagaisc a fhorbairt don Ghaeilge i scoileanna Béarla agus forbrófar oiliúint agus acmhainní le tacú le scoileanna ar mian leo cur chuige comhordaithe a bheith acu i leith theagasc na Gaeilge i scoileanna Béarla.

4.30 In 2012/13 rinne daltaí de chuid 6 de na 772 scoil Bhéarla measúnuithe Eochairchéim 2 i nGaeilge Chumarsáideach. Ghnóthaigh 86.8% de na daltaí seo leibhéal 4 nó os a chionn.

4.31 Leanfaidh RO de thacú le húsáid múinteoirí peiripitéiteacha le foghlaim na Gaeilge i mbunscoileanna Béarla a éascú.

4.32 Is tábhachtach go bhfásann agus go bhforbraíonn teagasc na Gaeilge in earnáil bhunscolaíochta an Bhéarla. Ba chóir an gá atá le clár forbartha comhtháthaithe Gaeilge i mbunscolaíocht an Bhéarla a bhreithniú. Thar ceann RO, rinne CCEA staidéar féidearthachta lena fháil amach cén tsuim a bhí in ábhair agus tacaíocht teagaisc agus foghlama a sholáthar i gcomhthéacs clár den sórt seo agus tá a gcuid torthaí tuairiscithe acu leis an Roinn.

year 13. This might usefully be taken up by a wider range of schools and pitched at different key stages, perhaps under the auspices of cross-community work.

Primary Schools

4.28 The Primary Languages Programme delivers for pupils at Foundation and Key Stage 1. As at September 2013, 91 schools are learning Irish through this Programme. A 4-year pilot programme involving 10 primary schools in the Derry/North West area is facilitating pupils in Key Stage 2. If the pilot programme is successful, it should be rolled out to all schools that are participating in the Primary Languages Programme.

4.29 DE has commissioned CCEA to develop a teaching framework for Irish in EM schools, and will develop training and resources to support schools wishing to take a co-ordinated approach to the teaching of Irish in EM schools.

4.30 In 2012/13, 6 of the 772 English-medium schools made returns in respect of Key Stage 2 assessments in Communication Irish. 86.8% of these pupils achieved level 4 or above.

4.31 DE will continue to support the use of peripatetic teachers to facilitate the learning of Irish in English-medium primary schools.

4.32 It is important that the teaching of Irish in the English-medium primary sector grows and develops. The need for an integrated Irish language development programme for English-medium primary school education should be considered. On behalf of DE, CCEA has carried out a feasibility study to determine the interest in providing teaching and learning materials and support in the context of such a programme and has reported findings to the Department.

Iar-bhunscoileanna

4.33 Is tábhachtach go bhfásann agus go bhforbraíonn teagasc na Gaeilge in earnáil iar-bhunscolaíochta an Bhéarla.

4.34 In 2012/13 bhí 1,786 iontráil ar TGMO Gaeilge (Irish) ó 82 scoil Bhéarla.

4.35 In 2012/13 bhí 259 iontráil ar A-Leibhéal Gaeilge ó 50 scoil Bhéarla.

Acmhainní Gaelscolaíochta

4.36 Tarraingíodh aird in *IME Review Report* ar an ghá atá le réimse na n-acmhainní curaclaim Gaelscolaíochta atá ar fáil a mhéadú. Tá RO ag fiosrú, i gcomhar le Roinn Oideachais agus Scileanna na hÉireann agus earnáil na Gaelscolaíochta, deiseanna comhoibrithe le réimse agus infhaighteacht áiseanna curaclaim Gaelscolaíochta a mhéadú.

4.37 Tá mórchlár tacaíochta ar siúl ag CCEA thar ceann RO ó bhí Márta 2009 ann arb aidhm dó comhionannas a bhaint amach idir an earnáil Ghaeilge agus an earnáil Bhéarla i dtéarmaí infhaighteacht ábhair thacaíochta churaclaim.

4.38 Tacaíonn an clár seo de chuid CCEA le gach scoil/aonad bunscolaíochta agus iar-bhunscolaíochta lán-Ghaeilge. Ó bhí 2009 ann, forbraíodh réimse leathan agus líon suntasach acmhainní, lena n-áirítear roinnt ar bhonn chomhoibriú Thuaidh/Theas agus Thoir/Thiar. Bíonn CCEA i dteagmháil rialta le grúpaí ionadaíocha agus le cleachtóirí le tosaíochtaí agus cláir oibre a shainaithint agus léirítear an teagmháil seo i dtorthaí na hoibre. Go dtí seo, táirgeadh réimse leathan téacsleabhar agus ábhar tacaíochta eile ag leibhéal na hiar-bhunscolaíochta. Ag leibhéal na bunscolaíochta, táthar ag bogadh dé réir a chéile ó acmhainní aistrithe agus oiriúnaithe go dtí acmhainní saincheaptha a fhorbraítear go sonrach don earnáil agus imeachtaí oiliúna ag gabháil le cuid acu.

Post Primary Schools

4.33 It is important that the teaching of Irish in the English-medium post primary sector grows and develops.

4.34 In 2012/13 there were 1,786 entries for GCSE Irish from 76 English-medium schools.

4.35 In 2012/13, there were 259 entries for A level Irish from 50 English-medium schools.

Irish-Medium Resources

4.36 The IME Review Report highlighted the need to increase the range of available Irish-medium curricular resources. DE has been exploring with the Irish Department of Education and Skills and the Irish-medium sector, opportunities for co-operation in order to increase the range and availability of Irish-medium curricular resources.

4.37 CCEA has been engaged in a major support programme on behalf of DE since March 2009 aimed at bringing greater equity between Irish-medium and English-medium sectors in terms of the availability of curriculum support materials.

4.38 This CCEA programme supports all Irish-medium primary and post primary schools/units. Since 2009 a wide range and substantial volume of resources have been developed, including some involving North/South and East/West collaboration. CCEA regularly engages with representative groups and practitioners to identify priorities and work programmes and outcomes have reflected this engagement. To date, a wide range of textbooks and other curricular support material has been produced at post-primary level. At primary level, there has been a gradual move away from translated and adapted resources to more bespoke resources developed specifically for the sector, some of which are accompanied by training events. A number of on-line

Forbraíodh roinnt acmhainní idirghníomhacha ar líne le dhá bhliain anuas. Thug CCEA tacaíocht fosta d'fhorbairt Chlár Luathléitheoireachta na hEarnála i gcomhpháirt leis an Áisaonad i gColáiste Ollscoile Naomh Muire, Béal Feirste. Forbraíodh fosta acmhainní le tacú le SRO, ag leibhéal na hiar-bhunscolaíochta go háirithe.

Oideachas Tríú Leibhéal

4.39 Ba chóir machnamh ar thacaíocht mhéadaithe lena chinntiú go mbaineann líon cuí múinteoirí cáilíochtaí amach le riar ar éilimh earnáil GS agus teagasc na Gaeilge i scoileanna Béarla. D'fhéadfaí go n-áireofaí leis seo:

- dreasachtaí a thabhairt do mhic léinn lena spreagadh chun céimeanna/cúrsaí a roghnú a bheadh le leas earnáil GS agus teagasc na Gaeilge mar ábhar.
- go leor ama agus acmhainní a chur ar fáil do mhic léinn oideachais lena líofacht agus cruinneas Gaeilge a fhorbairt agus a choinneáil agus le haird a dhíriú ar an riachtanas leanúnach atá leis seo i bhForbairt Ghairmiúil Leanúnach (CPD) do mhúinteoirí Gaelscoileanna.

4.40 Caithfear freagairt chuí don éileamh ar oideachas tríú leibhéal trí mheán na Gaeilge a chinntiú. Is den ríthábhacht cláir Ghaeilge d'aosaigh, cúrsaí Gaeilge idir lánaimseartha agus pháirtaimseartha a chuireann leis na riachtanais a bhaineann le forbairt teanga agus riachtanais an mhargaidh shaothair agus ba chóir leanúint dá gcur ar fáil tríd an oideachas tríú leibhéal (m.sh. Roinn na Gaeilge agus Roinn an Léinn Cheiltigh in Ollscoil Uladh agus Ollscoil na Banríona). Ba chóir cláir agus cúrsaí den chineál seo a dhreasú le mic léinn a bhfuil cumais acu a bheadh le leas phobal na Gaeilge, atá ag méadú leis, a mhealladh.

interactive resources have been developed over the last two years. CCEA has also supported the development of the sector's Early Reading Programme in collaboration with An tÁisaonad at St. Mary's University College, Belfast. Resources have also been developed in support of SEN, particularly at post-primary level.

Third-Level Education

4.39 Expanded support should be considered to ensure that an appropriate number of teachers qualify to meet the demands of the IME sector and the teaching of Irish in English-medium schools. This could include:

- providing students with incentives to encourage selection of degrees / courses that would benefit the IME sector and teaching of Irish as a subject.
- making adequate time and resources available for student teachers to develop and maintain their fluency and accuracy in the Irish language and also to highlight the on-going need for this in Continuing Professional Development (CPD) for teachers in Irish-medium schools.

4.40 An appropriate response to demand for third level education through the medium of Irish needs to be ensured. Irish language adult programmes, Irish full time and part time courses in keeping with requirements for language development and the requirements of the job market are crucial and should continue to be provided via third-level education (e.g. the Irish Language Department and the Celtic Studies Department in the University of Ulster and Queens University). Such programmes and courses should be incentivised to attract students with competences that would be of benefit to a growing Irish language community.

Úsáid Taobh Amuigh den Scoil

4.41 D'ainneoin an-tábhacht a bheith leis an chóras fhoirmiúil oideachais le forbairt na Gaeilge a fheabhsú agus a chosaint, is den riachtanas soláthar óige taobh amuigh den seomra ranga má táthar leis an Ghaeilge a athbheochan. Moltar i Straitéis 20 Bliain don Ghaeilge 2010-2030 de chuid Rialtas na hÉireann, *"[gurb] é an tátal a bhaintear as iarrachtaí athneartaithe teangacha ar fud an domhain go bhfuil sé thar a bheith riachtanach beocht a chur sa Ghaeilge lasmuigh den seomra ranga i gcás na ndaoine óga atá á foghlaim sa chóras oideachais foirmiúil"*.

4.42 Cuireann tionscnaimh feasachta Ghaeilge agus cúrsaí dírithe ar dhaoine nach bhfuil aon Ghaeilge acu nó daoine atá ar bheagán Gaeilge, cuireann siad le feabhsú, cosaint agus forbairt na teanga. Sampla de seo é feachtas RCEF *Líofa*, a seoladh i Meán Fómhair 2011, arb aidhm dó daoine gealltanas a thabhairt go mbeidh Gaeilge líofa acu.

4.43 De réir an Athbhreithnithe ar an Ghaelscolaíocht, spreagann RO agus cuireann sí chun cinn deiseanna neamhfhoirmiúla foghlaim trí mheán an Gaeilge san earnáil óige. Faoi láthair, maidir le Seirbhísí Óige na mBord Oideachais agus Leabharlann agus Comhairle Óige Thuaisceart Éireann, cuireann siad chun cinn obair don óige trí mheán na Gaeilge trí rochtain ar shruthanna ginearálta maoiniúcháin agus tacaíocht dhírithe.

4.44 Ba chóir d'earnáil an oideachais leanúint dá cuid oibre i gcomhpháirt le gníomhaireachtaí ábhartha amhail Foras na Gaeilge agus le cumainn áitiúla óige le forbairt seirbhísí óige Gaeilge do dhaltaí GS a chothú. Tá ról ríthábhachtach ag Comhairle na Gaelscolaíochta agus d'fhéadfaí droichead tairbheach a dhéanamh di idir earnáil an oideachais agus earnáil óige na Gaeilge. Leagtar amach i mbeartas RO i leith obair óige san

Out of School Usage

4.41 While the formal education system is critical to enhance and protect the development of the Irish language, youth provision outside of the classroom is essential to the revitalisation of the Irish language. The Irish Government's 20-Year Strategy for the Irish Language 2010-2030 suggests that, *"the critical need to give life to the Irish language outside the classroom for the young people who study it in the formal education system is a widespread conclusion of language revitalisation efforts throughout the world"*.

4.42 Irish language awareness initiatives and courses directed at non-Irish speakers or those with a little Irish will also contribute to realising the enhancement, protection and development of the language. An example is DCAL's Líofa campaign, launched in September 2011, which aims to get people to pledge to become fluent in the Irish Language.

4.43 Under the IME Review, DE encourages and supports informal opportunities for learning through the medium of Irish in the youth sector. Education and Library Boards' Youth Services and the Youth Council for Northern Ireland currently promote and encourage Irish medium youth work through access to general funding streams and targeted support.

4.44 The education sector should continue to work in partnership with relevant agencies such as Foras na Gaeilge and local youth clubs to foster the development of Irish language youth services for IME pupils. Comhairle na Gaelscolaíochta has a crucial role to play and could prove to be a beneficial bridge between the education sector and the Irish language youth sector. DE's policy for youth work in education, Priorities for Youth 16 sets out

oideachas, *Priorities for Youth 16,* socruithe le seirbhísí óige a phleanáil agus a sheachadadh, arna maoiniú ag RO, lena n-áirítear aitheantas don ghá atá le deiseanna foghlama neamhfhoirmiúla trí mheán na Gaeilge a chur chun cinn agus tacú leo. Bunaíodh Grúpa Comhairleach Réigiúnach le comhairle a thabhairt do Bhoird Oideachais agus Leabharlann agus do Chomhairle Óige Thuaisceart Éireann le bonn eolais a chur faoi fhorbairt creat soláthar seirbhísí óige réigiúnacha. Tá ionadaíocht ag tuairimí na hearnála óige lán-Ghaeilge ar an Ghrúpa. Tugann na forbairtí seo deis níos fearr tábhacht ghréasáin úsáid na Gaeilge don aos óg a bhreithniú, go háirithe mar thaca faoin tumoideachas.

4.45 Buntosaíocht ag ceann amháin de 6 cheanneagraíocht Fhoras na Gaeilge an tábhacht atá le páistí agus daoine óga bheith ag sealbhú agus ag úsáid na Gaeilge. Díríonn an eagraíocht seo ar dheiseanna agus ar fheasacht le húsáid na Gaeilge i measc daoine óga a fheabhsú, a chur chun cinn agus a fhorbairt. Spreagann sé fosta páistí agus daoine óga lena gcuid Gaeilge a fheabhsú trí pháirt a ghlacadh i ngréasáin ábhartha óige.

4.46 Leanfar d'úsáid coláistí samhraidh Gaeltachta mar dhóigh éifeachtach leis an Ghaeilge a fhoghlaim agus a úsáid agus spreagfar daoine óga le cuairt a thabhairt ar an Ghaeltacht, áit a dtig leo an Ghaeilge atá acu a úsáid agus a fhorbairt.

Scoláireachtaí

4.47 Ionas go dtacófar le haidhm oideachais na Straitéise seo, ba chóir go méadófaí líon na ndámhachtainí faoi Scéim Sparánachtaí Gaeltachta na Roinne Cultúir, Ealaíon agus Fóillíochta, ar scéim scoláireachtaí é dóibh siúd as ceantair faoi mhíbhuntáiste le freastal ar chúrsaí Gaeltachta.

arrangements for the planning and delivery of youth services funded by DE including recognition of the need to encourage and support informal opportunities for learning through the medium of Irish. A Regional Advisory Group has been established to provide advice to Education and Library Boards and the Youth Council for Northern Ireland to inform the development of a framework for delivery of regional youth services. The views of the Irish medium youth sector are represented on the Group. These developments offer an enhanced opportunity to consider the importance of Irish language use networks for youth especially as a support for immersion education.

4.45 The importance of children and young people acquiring and using the Irish language is a key strategic priority of one of Foras na Gaeilge's 6 lead organisations. This organisation has a focus on enhancing, promoting and developing Irish language use opportunities and awareness among the young. It also encourages children and young people to improve their Irish by participating in relevant youth networks.

4.46 The Gaeltacht-based summer colleges will continue to be used as an effective way to learn and use the Irish language and young people will be encouraged to visit the Gaeltacht where they can use and develop their existing Irish language.

Scholarships

4.47 In support of the educational aim of this Strategy there should be an increase in the number of awards under the Department of Culture, Arts and Leisure's Gaeltacht Bursary Scheme, which is a scholarship scheme for those from disadvantaged areas to attend courses in the Gaeltacht.

Foghlaim Aosach trí Ghaeilge

4.48 Tabharfar tacaíocht bunaithe ar an éileamh do theagasc daoine fásta ar chúrsaí páirtaimseartha trí mheán na Gaeilge. Beidh gá le struchtúr tacaíochta dóibh siúd a chuireann ranganna ar fáil trí mheán na Gaeilge d'aosaigh le cáilíocht an tsoláthair a dhearbhú agus le tacú le gnóthachtáil foghlaimeoirí.

Foclóirí

4.49 Ba chóir d'Fhoras na Gaeilge a chinntiú go bhforbrófar agus go bhfoilseofar foclóirí atá cothrom le dáta, idir Béarla-Gaeilge agus Gaeilge-Béarla, agus athbhreithniú rialta san áireamh. Ba chóir fosta foclóirí achoimre, gearra a fhorbairt. Ba chóir na foclóirí a fhoilsiú i bhformáid leictreonach, trí úsáid na méan úr sóisialta nuair is gá chomh maith lena gcur i gcló.

Straitéis Foghlama RCEF

4.50 Is é bunaidhm Straitéis Foghlama na Roinne Cultúir, Ealaíon agus Fóillíochta, a foilsíodh in 2009, cur leis agus tacaíocht a thabhairt don chlár oibre cruthaitheachta agus foghlaim ar feadh an tsaoil. Buntéama de chuid obair Fhoras na Gaeilge í an fhoghlaim ar feadh an tsaoil agus cuirfidh sí le haidhmeanna agus cuspóirí na Straitéise seo a sholáthar. Tógann an Straitéis Foghlama ar obair ar chuir an Chigireacht Oideachais agus Oiliúna tús léi in 2002 agus a thug RCEF agus a cuid foras agus gníomhaireachtaí ar neamhthuilleamaí, amhail Foras na Gaeilge, chun tosaigh.

4.51 Tríd an Straitéis Foghlama, cuirtear creat ar fáil d'Fhoras na Gaeilge le deiseanna foghlama ardcháilíochta a athbhreithniú agus a fhorbairt a bhaineann lena théarmaí tagartha le soláthar na scoileanna, na gcoláistí agus na n-ollscoileanna a chomhlánú. Aithneoidh Foras na Gaeilge deiseanna le cur le soláthar Straitéis Foghlama RCEF.

Adult Learning through Irish

4.48 Support will be provided based on demand for the teaching of adults at part-time courses through the medium of Irish. A support structure will be necessary for those who provide classes through the medium of Irish for adults to ensure quality of provision and to support the achievement of learners.

Dictionaries

4.49 Foras na Gaeilge should ensure that up-to-date dictionaries, both English-Irish and Irish-English are developed and published with provision for regular review. Concise, shorter dictionaries should also be developed. The dictionaries should be published in electronic format, using the new social media where appropriate, and in print.

DCAL Learning Strategy

4.50 The key aim of the Department of Culture, Arts and Leisure's Learning Strategy, published in 2009, is to contribute to and support the creativity and lifelong learning agenda. Lifelong learning is a key theme of the work of Foras na Gaeilge and will contribute to delivering the aims and objectives of this Strategy. The Learning Strategy builds on the work begun by the Education and Training Inspectorate in 2002 and taken forward by DCAL and its arms length bodies and agencies such as Foras na Gaeilge.

4.51 The Learning Strategy provides a framework for Foras na Gaeilge to review and develop quality learning opportunities relating to its remit to complement the provision of schools, colleges, universities and community organisations. Foras na Gaeilge will identify opportunities to contribute to the delivery of DCAL's Learning Strategy.

An tOideachas sa Chairt Eorpach do Theangacha Mionlaigh nó Dúchasacha

4.52 In 2001, dhaingnigh Rialtas RA An Chairt Eorpach do Theangacha Mionlaigh nó Dúchasacha agus, faoi Chuid III, chomhaontaigh siad naoi mbeart a bhaineann le húsáid na Gaeilge i gcúrsaí oideachais. Bhí tionchar ag na naoi mbeart seo, lena n-áirítear soláthar oideachais réamhscoile, bunscoile, iar-bhunscoile, teicniúil, gairm-, breis- agus ardoideachais i nGaeilge. Cumhdaíonn na bearta seo oiliúint múinteoirí fosta.

Education in the European Charter for Minority or Indigenous Languages

4.52 In 2001, the UK Government ratified the European Charter for Minority or Indigenous Languages and, under Part III, agreed nine measures regarding the use of the Irish language in education. The content of this Strategy's education area for action has been influenced by these nine measures which include the provision of pre-school, primary, secondary, technical or vocational, higher, and adult and continuing education in Irish. The measures also cover teacher training.

Seachadadh na Teanga sa Teaghlach – Idirghabháil Luath

CUSPÓIR 4:	*Tacú le méadú i líon na bpáistí atá á dtógáil trí Ghaeilge.*
CUSPÓIR 7:	*Feasacht ar luach eacnamaíochta agus sóisialta na Gaeilge a mhéadú.*
CUSPÓIR 10:	*Deiseanna a chur ar fáil an Ghaeilge a úsáid don réimse is leithne daoine agus is féidir trí ghréasáin theaghlaigh, shóisialta agus phobail a spreagadh.*
CUSPÓIR 11:	*Tacú le méadú an líon daoine a labhraíonn Gaeilge ar bhonn laethúil.*

4.53 Ar fud an domhain, táthar ag aithint, níos mó ná riamh, gur de chroí na ceiste seachadadh teanga agus gur gá é a fhiosrú má tá teangacha neamhfhorleathana ar nós na Gaeilge le teacht slán. Is gné thábhachtach é seachadadh teanga sa bhaile sa phróiseas pleanála teanga agus is bunchloch dhúshraithe é sna hiarrachtaí le líon na gcainteoirí líofa Gaeilge a mhéadú.[18]

4.54 Bíonn comhairle agus treoir de dhíth ar theaghlaigh ina labhraíonn na tuismitheoirí Gaeilge ar an dóigh lena gcuid páistí a thógáil go dátheangach, go háirithe mura bhfuil an teanga ach ag duine amháin. Ba chóir breathnú ar thaithí na hÉireann, na Breataine Bige agus na hAlban le heolas a sholáthar ar úsáid na Gaeilge sa teaghlach.

4.55 Ba chóir go mbeadh cur amach ag tuismitheoirí ar na buntáistí eacnamaíochta, fostaíochta agus oideachais a bhaineann le Gaeilge a labhairt lena gcuid páistí.

4.56 Caithfear bearta a dhéanamh le tuismitheoirí a bhfuil Gaeilge acu a

Family Transmission of the Irish Language – Early Intervention

OBJECTIVE 4:	*To support an increase in the numbers of children being reared through Irish.*
OBJECTIVE 7:	*To increase awareness of the economic and social value of the Irish language.*
OBJECTIVE 10:	*To provide opportunities to use Irish to as wide a range of people as possible by encouraging family, social and community-based language networks.*
OBJECTIVE 11:	*To support an increase in the number of daily speakers of the Irish language.*

4.53 Throughout the world, language transmission within the family is increasingly being recognised as a key issue which needs to be explored if lesser-used languages such as Irish are to survive. Language transmission in the home is a crucial element in the language planning process and a vital building block in the efforts to increase the number of fluent Irish speakers.[18]

4.54 Families where parents speak Irish need advice and guidance on how to raise their children as bilinguals, especially if only one parent speaks the language. The experience of Ireland, Wales and Scotland should be drawn on to inform the use of Irish in the family setting.

4.55 Parents who speak Irish should be made aware of the economic, employment and educational advantages of speaking Irish to their children.

4.56 Steps need to be taken to encourage Irish speaking parents to speak Irish to their

[18] Rialtas na hÉireann, *Straitéis 20 Bliain don Ghaeilge*, Leathanach 21 | Government of Ireland, *20-Year Strategy for the Irish Language 2010-2030*, Page 21

spreagadh chun Gaeilge a labhairt lena gcuid páistí, lena n-áirítear:

- feasacht a ardú i measc lucht déanta polasaithe, fostaithe earnáil phoiblí, tuismitheoirí, daoine atá ag dúil le bheith ina dtuismitheoirí agus an phobail i gcoitinne faoi bhuntáistí an dátheangachais. Mar shampla, cúrsaí a chur ar fáil do thuismitheoirí páistí 'tumoideachais' agus páistí atá ag gabháil do chlár foghlama Gaeilge ar scoil;
- teachtaireacht bhuntáistí an dátheangachais a phríomhshruthú in obair gach seirbhís bhainteach phoiblí, mar shampla, na seirbhísí sláinte agus sóisialta a thugann comhairle do thuismitheoirí úra;
- a chinntiú go bhfuil foireann dea-oilte, dea-cháilithe ar fáil d'ionaid cúram agus 'tumoideachas' luathbhlianta;
- cur chuige ceantarbhunaithe a fhorbairt maidir leis na ceantair sin ina bhfuil pobail Ghaeilge nó ina bhfuil siad á bhforbairt a thacódh le seachadadh na Gaeilge sa teaghlach. Mar shampla, rochtain réamhscoile ar sheirbhísí cúram leanaí trí mheán na Gaeilge sna ceantair sin ina bhfuil pobail a úsáideann Gaeilge bunaithe nó ag fás;
- tacú le hathrú patrúin teanga teaghlaigh ina labhraíonn tuismitheoir amháin Gaeilge, sa dóigh go méadófar líon na bpáistí a labhraíonn idir Ghaeilge agus Bhéarla sa bhaile;
- scéimeanna a bhunú le cuidiú nó le tacú le teaghlaigh a labhraíonn Gaeilge sa bhaile nó ar mian leo Gaeilge a labhairt ann, lena n-áirítear scéimeanna nuair nach bhfuil Gaeilge ach ag tuismitheoir amháin sa bhaile nó nach bhfuil Gaeilge ag tuismitheoir ar bith;
- níos mó úsáide a bhaint as meáin nua shóisialta le feasacht a ardú agus le rochtain a éascú ar na hábhair agus na hacmhainní uilig a bhaineann leis an Ghaeilge;

children including:

- raising awareness amongst policy makers, public sector employees, parents, prospective parents, and the public at large of the advantages of bilingualism. For example providing courses for parents of 'immersion' children and of those children who are in an Irish language learning programme at school;
- mainstreaming the message of the advantages of bilingualism into the work of all relevant public services for example the health and social services that provide advice to new parents;
- ensuring the availability of well trained and qualified staff for the Irish 'immersion' early years' care and education settings;
- developing an area-based approach focussing on those areas in which Irish language communities exist or are being developed that would support the family transmission of the Irish language. For example, pre-school access to childcare services through the medium of Irish in those areas where the communities who use Irish exist or are growing;
- supporting the changing of language patterns of families where one parent speaks Irish, in order to increase the number of children who speak both Irish and English in the home;
- establishing schemes to help or support families who speak or wish to speak Irish at home including schemes where either only one parent or no parents speak Irish at home;
- making more use of new social media to increase awareness and ease of access to all the material and resources associated with the Irish language;

- leanúint de sholáthar, trí Fhoras na Gaeilge, Scéim na nOifigeach Gaeilge;

- tuilleadh taighde a dhéanamh ar cheisteanna faoi sheachadadh na teanga sa bhaile; m.sh. na fáthanna a dtógann roinnt cainteoirí Gaeilge a gcuid páistí leis an teanga ach go bhfuil go leor eile nach dtógann.

4.57 Ba chóir cúrsaí foghlamtha teanga a fhorbairt le riar ar thuismitheoirí atá ag tacú le foghlaim a gcuid páistí sa GS. Tugann Clár na Scoileanna Sínte tacaíocht do na scoileanna siúd, trí chnuasghrúpaí áitiúla na Scoileanna Sínte ina mbíonn siad ag feidhmiú, le cláir a sholáthar a dhíríonn ar mhealltacht na Gaeilge i scoileanna agus i bpobail a leathnú. Is ar chaighdeáin a ardú agus ar fhorbairt scileanna Gaeilge tuismitheoirí le gur fearr a thig leo tacú le foghlaim a gcuid páistí atá príomhfhócas an Chláir.

4.58 I mí Iúil 2013, d'fhaomh Airí an Fhorais Teanga den Chomhairle Aireachta Thuaidh Theas na socruithe nua maoinithe le teacht in ionad samhail bhunmhaoinithe Fhoras na Gaeilge a bhí ann cheana. Dá bharr sin, beidh 6 cheanneagraíocht ag feidhmiú ar bhonn uile-oileáin chun roinnt tosaíochtaí straitéiseacha a sholáthar. Ba chóir do na ceanneagraíochtaí a bhfuil an tosaíocht straitéiseach acu le díriú ar fhorbairt phobail theangabhunaithe agus úsáid teanga, a machnamh a dhéanamh ar an dóigh a gcuirfidh siad go dearfach le cur chun cinn sheachadadh na Gaeilge sa teaghlach sa chuid seo den oileán.

- continuing to provide, through Foras na Gaeilge, the Irish Language Officers Scheme;
- carrying out further research into issues around the transmission of language in the home; e.g. why some Irish speakers bring up their children with the language but many do not.

4.57 Language learning courses should be developed to facilitate parents in supporting their child's learning in IME. The Extended Schools Programme provides support for those schools, through the local Extended School clusters in which they operate, to deliver programmes aimed at broadening the appeal of the Irish language in schools and communities. The Programme is primarily focused on raising standards and to develop parents Irish language skills to enable them to better support their children's learning.

4.58 In July 2013, the North South Ministerial Council Language Body Ministers approved new funding arrangements to replace Foras na Gaeilge's existing core funding model with 6 lead organisations, operating on an all-island basis to deliver a number of strategic priorities. The lead organisations with the strategic priority of focussing on language centred community development and language use should consider how they might contribute positively to promoting the family transmission of the Irish language in this part of the island.

An Ghaeilge agus an Pobal

CUSPÓIR 3:	*Líon na ndaoine atá ag foghlaim na Gaeilge taobh amuigh den chóras fhoirmiúil oideachais a mhéadú.*
CUSPÓIR 4:	*Tacú le méadú i líon na bpáistí atá á dtógáil trí Ghaeilge.*
CUSPÓIR 5:	*Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.*
CUSPÓIR 7:	*Feasacht ar luach eacnamaíochta agus sóisialta na Gaeilge a mhéadú.*
CUSPÓIR 9:	*Pleananna agus tionscnaimh phobalbhunaithe, áitiúla, inbhuanaithe agus ardcháilíochta don Ghaeilge a fhorbairt.*
CUSPÓIR 10:	*Deiseanna a chur ar fáil an Ghaeilge a úsáid don réimse is leithne daoine agus is féidir trí ghréasáin theaghlaigh, shóisialta agus phobail a spreagadh.*
CUSPÓIR 11:	*Tacú le méadú an líon daoine a labhraíonn Gaeilge ar bhonn laethúil.*
CUSPÓIR 12:	*Dearcthaí dearfacha ar an Ghaeilge a mhéadú i ngach cuid den phobal.*
CUSPÓIR 13:	*Dearcthaí dearfacha ar an Ghaeilge a mhéadú sa phobal Phrotastúnach, Aontachtach, Dhílseach.*

Cur chun cinn na Gaeilge i ngach cuid den phobal

4.59 Áirítear le bunphrionsabail agus bunchuspóirí Chuid II den Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh, aitheantas do theangacha réigiúnacha nó mionlaigh mar shlí ina gcuirtear saibhreas cultúrtha in iúl agus an gá atá le beart daingean le teangacha den sórt seo a chur

The Irish Language and the Community

OBJECTIVE 3:	*To increase the numbers of those learning the Irish language outside of formal education.*
OBJECTIVE 4:	*To support an increase in the numbers of children being reared through Irish.*
OBJECTIVE 5:	*To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.*
OBJECTIVE 7:	*To increase awareness of the economic and social value of the Irish language.*
OBJECTIVE 9:	*To develop sustainable and quality local community-based Irish language plans and initiatives.*
OBJECTIVE 10:	*To provide opportunities to use Irish to as wide a range of people as possible by encouraging family, social and community-based language networks.*
OBJECTIVE 11:	*To support an increase in the number of daily speakers of the Irish language.*
OBJECTIVE 12:	*To increase positive attitudes to the Irish language throughout the community.*
OBJECTIVE 13:	*To increase positive attitudes towards the Irish language in the Protestant Unionist Loyalist community.*

Promotion of the Irish Language throughout the Community

4.59 Part II of the European Charter for Regional and Minority Languages includes, among its fundamental principles and objectives, recognition of regional or minority languages as an expression of cultural wealth and the need for resolute action to promote such languages. Part II

chun cinn. Moltar fosta i gCuid II cur chun cinn na comhthuisceana idir gach grúpa teanga sa tír.[19] Is tábhachtach go ndéantar bearta le tacaíocht agus glacadh a ghnóthú don Ghaeilge as gach cuid den phobal.

4.60 Sainaithnítear i dTosaíocht 4 de *Chlár Rialtais 2011-2015* an Fheidhmeannais Straitéis don Ghaeilge mar bhunchloch dhúshraithe le 'pobal láidir, comhroinnte a chothú'. Liostaítear sa Chlár Rialtais caidreamh a chothú idir pobail mar fhócas i dTosaíocht 4 agus aithnítear sa Straitéis seo go bhfuil dúshláin ar leith ag baint le cur chun cinn na Gaeilge leis an phobal Phrotastúnach, Aontachtach, Dhílseach (PUL).

4.61 Cuirfear réimse beart in áit le:

- dearcthaí dearfacha ar an Ghaeilge a chothú i ngach cuid den phobal trí níos mó caoinfhulaingthe, tuisceana agus teagmhála leis an teanga a chothú;
- aitheantas a ghnóthú ó líon suntasach daoine ó gach pobal, idir reiligiúnach agus pholaitiúil, gur gné thábhachtach í an Ghaeilge i gcomhoidhreacht an phobail ar fad;
- réamhthuairimí diúltacha a laghdú agus tuiscint agus caoinfhulaingt faoin Ghaeilge agus lucht a labhartha a chur chun cinn trí fhócas ar leith, ach chan go hiomlán, ar an phobal PUL; agus
- tacú le tionscnaimh chun feasacht, tuiscint, caoinfhulaingt agus foghlaim Ghaeilge a mhéadú i réimsí a bhaineann, den chuid is mó, leis, an pobal PUL.

also advocates the promotion of mutual understanding between all the country's linguistic groups.[19] It is important that steps are taken to gain support and acceptance for the Irish language from all sections of the community.

4.60 Priority 4 of the Executive's *Programme for Government 2011-2015* identifies a Strategy for the Irish language as a key building block for 'building a strong and shared community'. The Programme for Government lists building relationships between the communities as a focus of Priority 4 and this Strategy recognises that there are particular challenges involved in promoting the Irish language to the Protestant, Unionist, Loyalist (PUL) community.

4.61 A range of measures will be put in place to:

- nurture positive attitudes towards the Irish language throughout all the community by encouraging more tolerance, understanding and engagement with the language;
- achieve recognition from a significant body of people from all religious and political communities that the Irish language is an important strand in the common heritage of the entire community;
- reduce negative preconceptions and encourage understanding and tolerance about the Irish language and its speakers, with a particular, although not exclusive, focus on the PUL community; and
- support initiatives to increase awareness, understanding, tolerance and learning of the Irish language in areas associated mainly with the PUL community.

[19] European Charter for Regional or Minority Languages, Article 7 Objectives and Principles

Pleanáil don Ghaeilge

4.62 Is tábhachtach go gcruthaítear dálaí áitiúla inar féidir rath a bheith ar an Ghaeilge mar theanga bheo agus í a fhorbairt mar theanga roghnaithe ag réimse de phobail Ghaeilge bheo, bhríomhara, inbhuanaithe, dátheangacha. Is cuidiú í an Straitéis don Ghaeilge 2010-2030 de chuid Rialtas na hÉireann le heolas a chur ar fáil don straitéis seo chun í a fhorbairt ach is é is aidhm do Réimse Gnímh na Gaeilge agus an phobail díriú ar a gcaithfear a dhéanamh lena chinntiú go léiríonn pleanáil don Ghaeilge riachtanais áitiúla teanga.

4.63 Beidh tionchar dearfach ag feidhmiú céimneach Straitéis 20 Bliain don Ghaeilge 2010-2030 de chuid Rialtas na hÉireann ar thorthaí Gaeilge áitiúla maidir leis an Ghaeilge a fheabhsú agus a fhorbairt. Mar shampla, tá cuid mhór buntáistí ag baint le réimse de tháirgí, seirbhísí agus torthaí Gaeilge a thiocfaidh as an Straitéis 20 Bliain a bheith ar fáil. Ar na buntáistí is mó, maidir le pleanáil teanga ar bhonn áitiúil, gur chóir go mbeadh príomhfhócas ar phobail ghníomhacha áitiúla Ghaeilge a fhás.

Pleananna Áitiúla don Ghaeilge

4.64 Ba chóir gurbh é aidhm plean áitiúil teanga muintir na háite agus grúpaí poiblí/deonacha a tharraingt le chéile le húsáid na Gaeilge a éascú. Is féidir é seo a dhéanamh trí chomhordú agus feasacht phoiblí a mhéadú ar thionscnaimh agus gníomhaíochtaí reatha Gaeilge.

4.65 Is é dhéanfaidh pleananna áitiúla Gaeilge:
- dálaí sóisialta a chruthú trína gcothófar dearcthaí dearfacha ar an Ghaeilge agus a húsáid ghinearálta a mhéadú;
- úsáid na Gaeilge a phríomhshruthú mar mheán cumarsáide sóisialta agus institiúideach; agus
- béim a chur ar an dlúthbhaint idir an Ghaeilge agus dearcthaí a bhaineann le

Irish Language Planning

4.62 It is important that local conditions are created in which the Irish language can prosper as a living language and develop as a language of choice for a range of thriving, vibrant, sustainable, bilingual Irish language communities. The Irish Government's 20-Year Strategy for the Irish Language 2010-2030 has helped inform and develop this Strategy but the intention of the Irish Language and the Community area for action is to focus on what needs to be done in relation to ensuring that Irish language planning reflects local language needs.

4.63 The roll out of the Irish Government's 20-Year Strategy for the Irish Language 2010-2030 will positively impact on local Irish language outcomes in terms of enhancing and developing the Irish language. For example, there are many benefits arising from the existence of a range of Irish language products, services and outcomes which will accrue as a result of the 20-Year Strategy, not least that locally in terms of language planning a major focus should be on growing active local Irish language communities.

Local Irish Language Plans

4.64 The aim of a local language plan should be to draw together local people and public / voluntary groups to facilitate the use of Irish. This can be achieved through increased co-ordination and public awareness of existing Irish language initiatives and activities.

4.65 Local Irish language plans will:
- create social conditions that will nurture positive attitudes towards Irish and an increase in its general use;
- mainstream the use of Irish as a medium of social and institutional communication; and
- emphasise the close relationship between the Irish language and

ceisteanna cháilíocht na beatha, na timpeallachta agus an gheilleagair áitiúil.

4.66 Ba chóir go dtiocfadh torthaí amhail fás ar fhoghlaim scoile agus ar thionscnaimh agus deiseanna úsáidte teanga de bharr feidhmiú pleananna áitiúla Gaeilge. Ba chóir go léireodh torthaí eile an Ghaeilge a bheith á húsáid níos mó taobh amuigh den scoil – i gcúrsaí spóirt agus fóillíochta, san ionad oibre, i leabharlanna, tríd an fhoghlaim i measc daoine fásta agus trí ghníomhaíochtaí pobail eile.

4.67 Díríonn dhá eagraíocht de chuid cheanneagraíochtaí Fhoras na Gaeilge ar (i) forbairt deiseanna agus gréasáin úsáidte teanga, agus (ii) ardú feasachta teanga, ina mbeidh ról ar leith aici trí pháistí agus daoine óga a spreagadh chun a gcuid Gaeilge a fheabhsú trí rannpháirtíocht i ngníomhaíochtaí ábhartha taobh amuigh den seomra ranga.

Tionscnaimh Áitiúla Gaeilge

4.68 Déanfar pleananna teanga a pháirtsholáthar trí thionscnaimh theanga a fhorbrófar le pobail agus gréasáin inbhuanaithe úsáidte Gaeilge a chothú agus a chruthú. Is i bpobail a bhfuil bunmhais chriticiúil bainte amach acu (.i. áit a bhfuil go leor cainteoirí Gaeilge ina gcónaí, ag obair agus ag úsáid seirbhísí) a bheas na tionscnaimh seo le hinbhuanaitheacht tionscadail phobail agus tacaíocht stáit a chinntiú don Ghaeilge. D'fhéadfaí go n-áireofaí leis na tionscadail seo saoráidí cúram leanaí trí mheán na Gaeilge, aonaid agus scoileanna GS, cumainn óige Ghaeilge agus seirbhísí Gaeilge ábhartha eile m.sh. grúpaí máithreacha agus páistí.

4.69 Tabharfaidh Foras na Gaeilge tacaíocht do thionscnaimh pleanáil teanga den sórt seo. Leanfaidh Foras na Gaeilge fosta de thacú le hoifigigh Ghaeilge taobh istigh de chomhairlí áitiúla agus is tábhachtach go bhforbrófar agus go gcuirfear le ról na n-

attitudes which relate to quality of life issues, the environment and the local economy.

4.66 The implementation of local Irish language plans should result in outcomes such as growth in school learning and language usage initiatives and opportunities. Other outcomes should reflect greater use of Irish outside of school – in sport and recreation, at work, in libraries, through adult learning and other community activities.

4.67 Two of Foras na Gaeilge's lead organisations, which have a focus on (i) the development of language-use opportunities and networks, and (ii) language awareness raising, will have a particular role by encouraging children and young people to improve their Irish through participation in relevant activities outside the classroom.

Local Irish Language Initiatives

4.68 Language plans will be delivered in part through language initiatives which will be developed to help foster and create sustainable Irish language communities and networks. These initiatives will be in communities that have achieved a basic critical mass (i.e. where sufficient Irish speakers live, work and use services) to ensure the sustainability of projects of community and state support for the Irish language. These projects might include childcare facilities through Irish, IME schools and units, Irish language youth clubs and other relevant Irish language services e.g. mother and toddler groups.

4.69 Foras na Gaeilge will provide support for such language planning initiatives. Foras na Gaeilge will also continue to support Irish language officers within local councils and it is important that the role of these officers is developed and built upon;

oifigeach seo; go deimhin, maidir leis na ceantair chomhairle sin nach bhfuil oifigigh Ghaeilge ceaptha go fóill acu is tábhachtach go rachfar ina cheann seo, go háirithe i gcomhthéacs soláthar seirbhísí Gaeilge i ndiaidh leasú rialtais áitiúil.

4.70 Tabharfaidh Foras na Gaeilge tacaíocht fosta do thionscnaimh pleanála áitiúla tríd an cheanneagraíocht a bhfuil fócas straitéiseach aici ar fhorbairt phobail agus eacnamaíochta, i dtaca le pleanáil teanga agus forbairt acmhainne go háirithe.

4.71 Ba chóir thionscnaimh teanga a bhreithniú fosta le go mbunófar 'siopaí pobail ilearraí' le:

- comhairle a thabhairt do thuismitheoirí nua ar mian leo a bpáistí a thógáil go dátheangach;
- comhairle a thairiscint ar an réimse deiseanna oideachas Gaelscolaíochta atá ar fáil;
- cuidiú le forais phoiblí agus dheonacha ar mian leo cur leis an mhéid Gaeilge a úsáideann siad; agus
- gnólachtaí ar mian leo seirbhís dhátheangach a thairiscint dá gcustaiméirí, ag úsáid Gaeilge agus Béarla araon, a spreagadh.

4.72 Ba chóir go ndíreodh tionscnaimh áitiúla teanga ar phaistí agus daoine óga go háirithe trí dheiseanna foghlama agus sóisialta a sholáthar nó a fheabhsú lena gcuid Gaeilge a úsáid taobh amuigh den seomra ranga i réimse de ghníomhaíochtaí cultúrtha, sóisialta, fóillíochta agus spóirt.

Foghlaim Teanga d'Aosaigh

4.73 Is gá cur chuige comhordaithe a bheith ann i leith soláthar cúrsaí Gaeilge san earnáil foghlaim teangacha d'aosaigh. Sainathníodh go dtiocfadh le hAcadamh Gaeilge cur leis an phróiseas seo.

indeed, in those council areas that have yet to appoint Irish language officers it is important that this is addressed particularly in the context of the delivery of Irish language services following the reform of local government.

4.70 Foras na Gaeilge will also provide support for local planning initiatives through the lead organisation that has a strategic focus on community and economic development, particularly with regard to language planning and capacity building.

4.71 Language initiatives should also be considered in order to provide for the establishment of 'one-stop community shops' to:

- provide advice to new parents who wish to raise their children bilingually;
- offer guidance on the range of Irish-medium educational opportunities which are available;
- assist public and voluntary organisations who wish to increase their use of Irish; and
- encourage businesses who wish to offer a bilingual service using Irish and English to their customers.

4.72 In particular local language initiatives should focus on Irish language services for children and young people by providing or enhancing social and learning opportunities for children and young people to use their Irish outside the classroom in a range of cultural, social, leisure and sporting activities.

Adult Language Learning

4.73 A co-ordinated approach to the provision of Irish language courses in the adult language learning sector needs to be adopted. It has been identified that an Irish Language Academy could contribute to this process.

Acadamh Gaeilge

4.74 Ag deireadh 2013, choimisiúnaigh RCEF staidéar féidearthachta ar an ghá atá le hAcadamh Gaeilge agus an ról a d'fhéadfadh a bheith aige. Deimhníodh sa staidéar go mbeadh Acadamh le leas na Gaeilge, mar shampla trí thabhairt faoi cheisteanna a bhaineann le:

- mar a fhoghlaimíonn agus a úsáideann daoine fásta an Ghaeilge;
- pleanáil teanga áitiúil don Ghaeilge agus úsáid Ghaeilge Uladh;
- infhaighteacht agus costas cúrsaí agus acmhainní;
- ceannasaíocht don Ghaeilge;
- forbairt eacnamaíochta agus fostaíocht.

4.75 Tabharfaidh RCEF faoi obair le hAcadamh Gaeilge a bhunú.

An Earnáil Dheonach

4.76 Ba chóir ról a bheith ag an earnáil áitiúil dheonach i bhforbairt pleananna agus tionscnaimh áitiúla inbhuanaithe ardcháilíochta. Ba chóir do ghrúpaí pobail agus d'eagraíochtaí áitiúla cultúrtha agus spóirt bheith páirteach fosta. Is gá deis a thabhairt don earnáil dheonach ionchur a bheith acu ar pholasaí ag an leibhéal ábhartha agus ba chóir tacaíocht a thabhairt do ghrúpaí agus do pháirtithe leasmhara ar mian leo cuidiú a thabhairt i leith fheabhsú, chosaint agus fhorbairt na Gaeilge ar bhonn áitiúil.

Ionaid Acmhainní

4.77 Ba chóir tacaíocht a thabhairt do cheantair áitiúla ina bhfuil mais chriticiúil de chainteoirí Gaeilge agus iad a spreagadh trí fhorbairt sainionaid acmhainní Gaeilge. D'fheadfaí go gcuimseofaí in ionaid den sórt seo spás amharclainne, siopaí caife agus bialanna, siopaí leabhar, oifigí d'eagraíochtaí Gaeilge, ionaid idirlín, ábhair stairiúla, seomraí cruinnithe agus comhdhála, ionaid taispeántais agus aonaid tionscnamh taighde agus forbartha.

Irish Language Academy

4.74 At the end of 2013, DCAL commissioned a feasibility study on the need for an Irish Language Academy and the role it might play. The study confirmed that an Academy would be beneficial for the Irish language, for example by addressing issues associated with:

- how adults learn and use the Irish language;
- local Irish language planning and the use of Ulster Irish;
- availability and cost of courses and resources
- leadership for the Irish language;
- economic development and employment.

4.75 DCAL will take forward work to establish an Irish Language Academy.

The Voluntary Sector

4.76 The local voluntary sector should have a role to play in the development of sustainable and quality local Irish language plans and initiatives. Community groups, cultural and local sports organisations should also be involved. The voluntary sector needs to be given an opportunity to contribute to policy at the relevant level, and support should be given to groups and stakeholders that want to help the local enhancement, protection and development of the Irish language.

Resource Centres

4.77 Local areas where a critical mass of Irish speakers exists should be supported and encouraged by the development of dedicated Irish language resource centres. Such centres might include theatre space, coffee shops and restaurants, bookshops, offices for Irish language organisations, internet centres, historical materials, meeting and conference rooms, display areas, and research and development start-up units.

An Ghaeilge agus na hEalaíona

4.78 Aithníonn Comhairle Ealaíon Thuaisceart Éireann (ACNI) le tamall anuas agus tugann siad tacaíocht d'ealaíona Gaeilge mar ghnéithe beo dár n-oidhreacht chultúrtha áitiúil. Tacaítear le gníomhaíochtaí ACNI trí Pholasaí Ealaíon Teanga, a bhfuil Iniúchadh agus Anailís Riachtanais Ealaíona Gaeilge agus Ultaise (2003) mar bhonn agus taca faoi agus trí thuarascáil chomhairliúcháin earnála, *The Arts of Irish* (2005). Leanfaidh ACNI d'aithint agus de thacaíocht a thabhairt do thábhacht na n-ealaíon, na litríochta agus na cruthaitheachta maidir le tábhacht fhoriomlán na Gaeilge.

4.79 Tá stair shuntasach filíochta agus próis sa Ghaeilge agus is comhartha é táirgeadh litríochta den sórt seo gur teanga bheoga í a chuireann le léann, cruthaitheacht agus le buanú na Gaeilge sa saol domhandaithe. Caithfear tacú le ról na n-ealaíon agus na cruthaitheachta i gcomhthéacs na filíochta, an phróis, na scéalaíochta, an cheoil, na hamhránaíochta agus an damhsa i bhfriotal na Gaeilge agus iad a fhorbairt. Nuair a chuirtear san áireamh an ríthábhacht atá le páistí agus daoine óga má tá an Ghaeilge le maireachtáil, ba chóir béim a chur ar imeachtaí agus gníomhaíochtaí ealaíne Gaelscolaíochta ina mbíonn páistí agus daoine óga i láthair agus páirteach.

4.80 Bearna aitheanta in earnáil na Gaeilge is ea an gá atá le tacú le healaíontóirí aonair atá ag obair trí mheán na Gaeilge, m.sh. scríbhneoirí, ceoltóirí agus scéalaithe. Ba chóir d'Fhoras na Gaeilge leanúint d'úsáid na Gaeilge a chur chun cinn sna healaíona agus bheith ag obair i gcomhpháirt le forais ar nós ACNI lena fháil amach cad é a d'fhéadfaí a dhéanamh le tacú le hobair ealaíontóirí Gaeilge agus í a chur chun cinn.

The Irish Language and the Arts

4.78 The Arts Council Northern Ireland (ACNI) has for some time recognised and supported Irish language arts as living elements of our local cultural heritage. ACNI's activities are supported by a Language Arts Policy, underpinned by an Audit and Needs Analysis of the Arts of Irish and Ulster-Scots (2003) and by a sectoral consultation report, The Arts of Irish (2005). ACNI will continue to recognise and support the importance of the arts, literature and creativity in relation to the overarching importance of the Irish language.

4.79 There is a noted history of poetry and prose in the Irish language and production of such literature is a sign of a vibrant language and fuels learning, creativity and the survival of the Irish language in a globalised world. The role of the arts and creativity in the context of poetry, prose, storytelling, music, song and dance in the articulation of the Irish language needs to be supported and developed. Given the critical importance of children and young people, if the Irish language is to prosper an emphasis should be placed on Irish-medium education arts events and activities involving the participation and attendance of children and young people.

4.80 An identified gap within the Irish language sector is the need to support individual artists working in the medium of Irish, e.g. writers, musicians and storytellers. Foras na Gaeilge should continue to promote the use of Irish in the arts and should work with bodies such as the ACNI to establish what might be done to promote and support the work of Irish language artists.

Seirbhísí Poiblí

CUSPÓIR 5:	*Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.*
CUSPÓIR 8:	*Cosaint reachtaíochta a ghnóthú don Ghaeilge.*
CUSPÓIR 10:	*Deiseanna a chur ar fáil an Ghaeilge a úsáid don réimse is leithne daoine agus is féidir trí ghréasáin theaghlaigh, shóisialta agus phobail a spreagadh.*
CUSPÓIR 11:	*Tacú le méadú an líon daoine a labhraíonn Gaeilge ar bhonn laethúil.*
CUSPÓIR 12:	*Dearcthaí dearfacha ar an Ghaeilge a mhéadú i ngach cuid den phobal.*

4.81 Maítear sa Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh (an Chairt) go bhfuil buntábhacht, i dtaca le stádas agus forbairt na dteangacha réigiúnacha nó mionlaigh de, go gceadaítear iad a úsáid nuair a bhítear ag plé le húdaráis phoiblí. Is meán cumarsáide í teanga agus ní féidir í a theorannú go dtí an réimse príobháideach amháin. Lena chois sin, maítear sa Chairt mura n-úsáidtear nó mura bhfuil teanga feiceálach i réimse na polaitíochta, an dlí ná an riaracháin, *"go gcaillfidh sí a cumas téarmaíochta ar fad sa réimse sin agus teanga 'faoi bhac' a bheas inti nach féidir gach gné de shaol an phobail a chur in iúl inti".*[20]

4.82 Is gléas tábhachtach í an Chairt le seirbhísí poiblí i nGaeilge a chur ar fáil agus is tábhachtach, mar sin de, go bhfeidhmítear go hiomlán na hairteagail uilig, atá comhaontaithe ag Rialtas na Breataine, i gCuid III.

Public Services

OBJECTIVE 5:	*To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.*
OBJECTIVE 8:	*To secure legislative protection for the Irish language.*
OBJECTIVE 10:	*To provide opportunities to use Irish to as wide a range of people as possible by encouraging family, social and community-based language networks.*
OBJECTIVE 11:	*To support an increase in the number of daily speakers of the Irish language.*
OBJECTIVE 12:	*To increase positive attitudes to the Irish language throughout the community.*

4.81 The European Charter for Regional or Minority Languages (the Charter) states that it is fundamental to the status of regional or minority languages and their development to allow their use in dealings with public authorities. Language is a means of public communication and cannot be reduced to the sphere of private relations alone. Furthermore, the Charter states that if a language is not used or visible in the political, legal or administrative sphere, *"it will gradually lose all its terminological potential in that field and become a 'handicapped' language, incapable of expressing every aspect of community life".*[20]

4.82 The Charter is an important vehicle for the provision of public services in Irish and so it is important that all the articles in Part III, which have been agreed by the UK Government, are implemented fully.

[20] European Charter for Regional or Minority Languages – Explanatory Note, Paragraph 101

4.83 Caithfidh cainteoirí Gaeilge bheith in ann a ngnóthaí a dhéanamh tríd an Ghaeilge le Ranna rialtais, idir lárnach agus áitiúil, le forais eile earnáil phoiblí agus leis an chóras dlí. Ba chóir do na Ranna agus na forais seo uilig úsáid na Gaeilge a éascú i bhfoirm bhéil agus scríofa araon. Bheadh gach Roinn a chuireann amach agus a chloíonn le Cód Cúirtéise a shásaíonn riachtanais na ndaoine sin ar mian leo a ngnó leis an Roinn a dhéanamh trí Ghaeilge.

4.84 Is dóigh éifeachtach agus inbhuanaithe le freastal ar éileamh é cur chuige a dhíríonn ar na ceantair sin ina bhfuil pobail agus gréasáin inbhuanaithe, ardcháilíochta ag úsáid na Gaeilge nó ina bhfuil siad á bhforbairt.

4.85 Caithfear cláir feasacht agus oiliúint teanga a chur ar fáil sa dóigh go dtig le céatadán ard d'fhoireann na seirbhísí poiblí seirbhísí a thabhairt go héifeachtach i nGaeilge do chustaiméirí a iarrann iad. Ba chóir na cláir seo a chur in oiriúint do riachtanais úsáideoirí na Gaeilge i gcodanna éagsúla den earnáil phoiblí.

4.86 Ba chóir bearta a dhéanamh sna háiteanna ina bhfuil ionadaíocht bhuan ag an Fheidhmeannas leis an Ghaeilge a chur chun cinn, mar shampla in Washington agus sa Bhruiséil.

4.87 Caithfidh comhairlí áitiúla:

- a chinntiú, i ndiaidh fheidhmiú an Athbhreithnithe ar Riarachán Poiblí agus ar aon dul le ceanglais na Cairte Eorpaí do Theangacha Réigiúnacha nó Mionlaigh, go soláthraíonn siad seirbhísí éifeachtacha Gaeilge;
- soláthar seirbhísí i nGaeilge a uasmhéadú lena n-áirítear úsáid acmhainní Gaeilge atá forbartha ag Foras na Gaeilge amhail an Líne Chabhrach, Freagra, Aistear agus Painéal na nAistritheoirí agus na nEagarthóirí creidiúnaithe;
- polasaithe agus pleananna Gaeilge a ghlacadh chucu féin agus oifigigh

4.83 Irish speakers need to be able to conduct their business through Irish with central and local government Departments, other public sector bodies and the legal system. All these Departments and bodies should facilitate the use of Irish both orally and in writing. This would include all Departments producing and adhering to a Code of Courtesy that meets the needs of those who wish to conduct their business with the Department through Irish.

4.84 An approach focussing on those areas in which sustainable and quality Irish language communities and networks exist and are being developed is an effective and sustainable way to meet demand.

4.85 Language awareness and language training programmes need to be provided so that a higher proportion of public service staff can effectively deliver services in Irish to customers who seek them. These programmes should be tailored to meet the needs of Irish users in different parts of the public sector.

4.86 Where the Executive has permanent international representation, measures should be taken to ensure the promotion of Irish, for example in Washington and Brussels.

4.87 Local councils need to:

- ensure that following the implementation of the Review of Public Administration and in line with the requirements of the European Charter for Regional or Minority Languages they provide effective Irish language services;
- maximise the provision of services through Irish including the use of Irish language resources developed by Foras na Gaeilge such as the Helpline, Freagra, Aistear, and the Panel of accredited Translators and Editors;
- adopt Irish language policies and plans and appoint Irish language officers;

Ghaeilge a cheapadh;

- áiseanna a thionscnamh nó a mhéadú le haghaidh úsáid na Gaeilge ina gcruinnithe comhairle nó coiste;
- infheictheacht na Gaeilge a mhéadú trí phoiblíocht a dhéanamh go bhfuil seirbhísí Gaeilge ar fáil uathu;
- leagan Gaeilge nó dátheangach a chur ar fáil dá bhfoilseacháin, doiciméid oifigiúla agus foirmeacha ar aon dul le cur chuige na Straitéise seo agus na Cairte Eorpaí do Theangacha Réigiúnacha;
- caomhnú agus comharthaíocht chuí logainmneacha Gaeilge agus ainmniú Gaeilge forbairtí úra tithíochta a éascú; agus
- tionscnaimh thurasóireachta agus chultúrtha trí mheán na Gaeilge a chur chun cinn.

- initiate or expand facilities for the use of Irish in their council and committee meetings;
- increase the visibility of the Irish language by publicising the availability of their Irish language services;
- provide an Irish or bilingual version of publications, official documents and forms in line with the approach of this Strategy and the European Charter for Regional or Minority Languages;
- facilitate the proper preservation and signposting of Irish place-names and the naming of new housing developments; and
- encourage tourism and cultural initiatives through Irish.

Na Meáin agus Teicneolaíocht

CUSPÓIR 5:	*Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.*
CUSPÓIR 6:	*Rochtain ar mheáin ardcháilíochta Ghaeilge a mhéadú.*

Craoltóireacht

4.88 Maíonn Comhairle na hEorpa gur den ríthábhacht an t-am agus an spás a thig le teangacha réigiúnacha nó mionlaigh a fháil sna meáin maidir lena gcosaint agus nach dtig le haon teanga a tionchar a choinneáil mura bhfuil fáil aici ar na cineálacha nua meáin chumarsáide.[21]

4.89 Faoin Dearbhú Comhpháirteach, tá Rialtas RA tiomanta na bearta cuí a dhéanamh le ciste a bhunú faoi choinne tacaíocht airgeadais do léiriúchán scannánaíocht agus teilifís Ghaeilge.[22] Bunaíodh Ciste Craoltóireachta na Gaeilge (CCG) agus dhá aidhm aige: ábhar ardchaighdeáin Gaeilge a mhaoiniú agus an earnáil neamhspleách léiriúcháin Ghaeilge a chothú. Cistíonn CCG íosmhéid 70 uair an chloig d'ábhar Gaeilge sa bhliain a chraoltar ar BBC NI, TG4 agus RTÉ. Tá maoiniú forbartha agus léiriúcháin ar fáil faoi choinne réimse leathan de sheánraí teilifíse. Cuireann CCG maoiniú ar fáil fosta faoi choinne réimse de thionscnaimh oiliúna do chainteoirí Gaeilge ar mian leo bheith ag obair nó atá ag obair cheana féin san earnáil áitiúil léiriúcháin.

4.90 Sa 3ú tuarascáil mhonatóireachta aici, thug Coiste Saineolaithe Chomhairle na hEorpa faoi deara "*go bhfuil todhchaí éiginnte roimh CCG as siocair nach bhfuil socruithe*

Media and Technology

OBJECTIVE 5:	*To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.*
OBJECTIVE 6:	*To increase access to quality Irish language media.*

Broadcasting

4.88 The Council of Europe asserts that the time and space which regional or minority languages can secure in the media are vital for their protection and that no language can maintain its influence unless it has access to the new forms of mass communications.[21]

4.89 The Joint Declaration 2003 committed the UK Government to take the necessary steps to secure the establishment of a fund for financial support for Irish language film and television production.[22] The Irish Language Broadcast Fund (ILBF) was set up with the dual aim of funding Irish language content of high quality and of fostering the Irish speaking independent production sector. The ILBF finances a minimum of 70 hours of Irish language content per year, which is broadcast on BBC NI, TG4 & RTÉ. Development and production funding is available for a wide variety of TV genres. The ILBF also provides funding for a range of training initiatives for Irish speakers wishing to work or are already working in the local production sector.

4.90 In its 3rd monitoring report, the Council of Europe's Committee of Experts observed that the ILBF "*faces an uncertain future because it has no settled funding*

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[21] European Charter for Regional or Minority Languages – Explanatory Note, Paragraph 107
[22] Joint Declaration by the British and Irish Governments, April 2003; Rights, Equality, Identity and Community, Paragraph 30

maoinithe buana aige. D'fhéadfadh tosca tromchúiseacha don chraoltóireacht Ghaeilge a bheith mar thoradh air seo feasta". [23] Ós rud é go bhfuil ag éirí chomh maith sin le CCG, agus le hinbhuanaitheacht a ghnóthú, ba chóir tacaíocht fhadtéarmach a thabhairt do CCG agus béim ar fhorbairt comhlachtaí Gaeilge.

4.91 Tá lucht féachana/margadh nua do chláir theilifíse agus raidió agus ábhair ar líne cruthaithe mar gheall ar fhorbairtí a tharla ar na mallaibh i bhfás na Gaelscolaíochta (GS). Is tábhachtach go mbíonn cumarsáid ghníomhach idir ionadaithe GS agus eagrais amhail CCG agus Aonad Gaeilge BBC le heolas a bhailiú ar na réimsí a mbeifear ag tabhairt fúthu i léiriúchán cláir nua theilifíse agus raidió agus sna meáin nua ar líne sa dóigh go meaitseálann siad, nó cuid acu ar a laghad, riachtanais, réimsí suime agus cumais daoine óga i nGaelscoileanna.

4.92 Ós rud é gur faoi Rialtas RA atá freagracht na craoltóireachta fós, is den ríthábhacht teagmháil leis na hAirí freagracha le comhoibriú a iarraidh óna Ranna ar aidhmeanna agus cuspóirí na Straitéise seo.

4.93 Ba chóir do Rialtas RA Acht Craoltóireachta 1990 agus Cairt Ríoga BBC (2005) a leasú le hoibleagáidí dlí a chur ar chraoltóirí seirbhís ardcháilíochta áitiúil Ghaeilge a chur ar fáil.

4.94 Ba chóir don BBC a gcur chuige sa Bhreatain Bheag agus in Albain a bhreithniú agus leibhéal comhréireach maoinithe a chur ar fáil don Ghaeilge faoi mar a dhéanann siad don Ghàidhlig in Albain agus don Bhreatnais sa Bhreatain Bheag.

4.95 Is gá an fhéidearthacht a bhaineann le cainéal áitiúil réigiúnach Gaeilge, mar atá cainéal sonrach dá riachtanais teanga in Albain agus sa Bhreatain Bheag, a fhiosrú.

arrangements. This could have serious knock-on consequences for broadcasting in Irish".[23] Considering the success of the ILBF and, in order to provide sustainability, long-term support for the ILBF should be put in place with an emphasis on the development of Irish language companies.

4.91 Recent developments in the growth of Irish-medium education (IME) have created a new audience / market for TV and radio programmes and for online materials. It is important that there is active communication between representatives of IME and bodies such as the ILBF and the BBC's Irish Language Unit to inform the areas that are to be addressed in the production of new TV and radio programmes and new online media so that they, at least in part, match the needs, interests and abilities of young people in Irish-medium schools.

4.92 As responsibility for broadcasting remains with the UK Government, engagement with the responsible Ministers to seek cooperation from their Departments on the aims and objectives of this Strategy is critical.

4.93 The UK Government should amend the Broadcasting Act 1990 and the BBC's Royal Charter (2005) to place legal obligations on broadcasters to provide a quality local Irish language service.

4.94 The BBC should reflect on their approach in Wales and Scotland and provide a proportionate level of funding for Irish as for Scottish Gaelic in Scotland and for Welsh in Wales.

4.95 The feasibility of a dedicated local regional Irish language channel in the same way that Scotland and Wales have channels dedicated to their language needs to be established.

[23] Council of Europe: Committee of Ministers, *Application of the Charter in the United Kingdom, 3rd Monitoring Cycle, ECRML* (2010) 4, Paragraph 424G

4.96 Ba chóir do ACNI leanúint d'acmhainní a dhíriú i dtreo NI Screen le dóthain maoinithe faoi choinne scannánaíocht agus craoltóireacht Ghaeilge a éascú.

4.97 Ba chóir craoltóireacht Ghaeilge saor in aisce ó TG4 agus Raidió na Gaeltachta a bheith ar fáil ag an daonra ar fad.

4.98 Ba chóir níos mó tacaíochta a thabhairt do stáisiúin raidió Ghaeilge i gcomhthéacs straitéis ardcháilíochta, inbhuanaithe chraoltóireachta a fhorbairt le, mar shampla, nuacht agus cúrsaí reatha áitiúla ardcháilíochta a chur ar fáil trí mheán na Gaeilge.

4.99 Ba chóir Raidió Fáilte atá pobalbhunaithe agus ag craoladh as Béal Feirste a chur chun cinn agus fás an stáisiúin a éascú.

4.100 Is gá tacaíocht a thabhairt do chruthú ghréasáin raidió pobail ardcháilíochta, inbhuanaithe Gaeilge dóibh siúd taobh amuigh de Bhéal Feirste i gceantair inar mian leis an phobal éisteacht le Gaeilge agus í a úsáid.

An Focal Scríofa

4.101 Trí Fhoras na Gaeilge agus eile, ba chóir leanúint de tháirgeadh agus de thacaíocht do nuachtáin, irisleabhair agus leabhair ardcháilíochta, inbhuanaithe áit ar féidir cainéil éifeachtacha dáileacháin agus díolacháin réasúnta a chur ar bun. Ba chóir pobail léitheoireachta a fhorbairt d'úsáideoirí na Gaeilge le tacú lena léitheoireacht agus a n-úsáid Gaeilge.

4.102 De réir mar a thagann éabhlóid ar bhonn leanúnach ar theicneolaíochtaí úra ar líne, na meáin agus teicnící margaíochta, is dócha go dtiocfaidh athrach suntasach sna blianta atá romhainn ar na straitéisí is éifeachtaí le léitheoireacht agus scríbhneoireacht a fhorbairt agus ba chóir iad a athbhreithniú go rialta. Beidh gá le pleanáil éifeachtach ó na húdaráis bhainteacha. Ba chóir tacú le

4.96 ACNI should continue to direct resources to NI Screen in order to facilitate adequate funding of Irish language film and broadcasting.

4.97 Free-to-air access to Irish-medium broadcasting from TG4 and Raidió na Gaeltachta should be available to the whole population.

4.98 Increased support should be provided to Irish language radio stations in the context of developing a quality and sustainable broadcasting development strategy in order for example to provide high quality local news and current affairs in the medium of Irish.

4.99 The community-based Raidió Fáilte, broadcasting from Belfast should be encouraged and the growth of the station facilitated.

4.100 Support needs to be provided for the creation of quality and sustainable Irish language community radio networks for those outside of Belfast in areas that wish to listen to, and use, Irish.

The Written Word

4.101 Through Foras na Gaeilge and others, quality and sustainable printed newspapers, magazines and books should continue to be produced and supported where effective distribution channels and reasonable sales can be established. Reading communities should be developed for Irish language users to support their reading and use of Irish.

4.102 As online and new media technologies and marketing techniques are continually evolving, the most effective strategies for developing reading and writing in Irish are likely to change significantly in the coming years and should regularly be reviewed. Effective planning by the relevant authorities will be essential. The reading and writing of Irish should be supported through CDs, DVDs, audio books print

léitheoireacht agus scríbhneoireacht na Gaeilge trí CDanna, DVDanna, closleabhair, meáin chlóite agus teicneolaíocht eile trí:

- forbairt imeachtaí agus gníomhaíochtaí liteartha i leabharlanna poiblí ó cheann ceann na bliana – le scríbhneoireacht chruthaitheach, léamh ó údar, seoltaí, clubanna léitheoireachta agus éisteachta agus cláir liteartha do scoileanna a chur chun cinn;
- na forais atá freagrach as imeachtaí cultúrtha Gaeilge a chinntiú go bhfuil fáil acu ar chainteoirí inniúla Gaeilge lena gcuid clár a eagrú agus a sholáthar;
- cláir léitheoireachta threoraithe a sholáthar i scoileanna; agus
- taispeántas soiléir d'ábhair úra Ghaeilge i siopaí móra leabhar ainmnithe chomh maith le hábhar cuí poiblíochta, seastáin, leabharmharcanna, imeachtaí poiblíochta, taispeántais fuinneoige agus na húdair a bheith i láthair (le comhoibriú agus tacaíocht gníomhaireachtaí bainteacha poiblí más gá).

Ar Líne Agus Meáin Nua

4.103 Éascaíonn forbairt bhreise teicneolaíochtaí ar líne agus meáin nua, rochtain níos leithne ar an Ghaeilge, lena n-áirítear:

- forbairt siopa tarraingteach ar líne d'ábhair Ghaeilge, ina bhfuil sárthaispeántas de theidil, údair, léirmheasanna, blaganna agus acmhainní úra eile a d'fhéadfaí a úsáid chomh maith i scoileanna agus i ranganna daoine fásta;
- forbairt aipeanna le forbairt agus úsáid na Gaeilge a chur chun cinn agus a éascú;
- forbairt mheáin shóisialta mar mhodh teagmhála le pobal na Gaeilge, an t-aos óg go háirithe;

media and other technologies and new media by:

- the development of literary events and activities in public libraries throughout the year – encouraging creative writing, author-readings, launches, reading and listening clubs, and literary programmes for schools;
- the bodies responsible for Irish language cultural events ensuring they have access to competent Irish speakers to organise and deliver their programmes;
- providing guided reading programmes in schools; and
- the prominent display of new materials in Irish in selected designated leading bookstores, with suitable promotional materials, stands, bookmarks, promotional events, window-displays and author presence (with collaboration and support of relevant public agencies if necessary).

Online and New Media

4.103 The further development of online and new media technologies provides the basis for wider access to the Irish language including the:

- development of an attractive on-line store for Irish materials, showcasing new titles, authors, reviews, blogs and other resources, which could also be used in schools and classes for adult learners;
- development of apps to promote and assist Irish language development and use;
- development of social media as a method of engaging with the Irish language community, particularly the young;

- clubanna leabhar Gaeilge a chur chun cinn agus a fhorbairt mar thosaíocht i dtionscnaimh phobail teanga agus soláthar tacaíocht chuí ar líne do chlubanna leabhar;
- forbairt tionscnaimh agus cúrsaí oiliúna cuí le scríbhneoireacht Ghaeilge a spreagadh i measc daoine óga i réimse de mheáin – iriseoireacht, blagáil, scríbhneoireacht chruthaitheach, drámaíocht agus scripteanna scannán; agus
- cur chun cinn na Gaeilge go hidirnáisiúnta, go háirithe i measc an diaspóra.

- promotion and development of book clubs in Irish as a priority in local community language initiatives, and provision of appropriate on-line support for book clubs;
- development of initiatives and appropriate training courses to encourage writing in Irish by young people in a range of media – journalism, blogging, creative writing, drama and film scripts; and
- promotion of the Irish language internationally, particularly to the Irish diaspora.

Reachtaíocht agus Stádas na Gaeilge

CUSPÓIR 5:	*Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.*
CUSPÓIR 8:	*Cosaint reachtaíochta a ghnóthú don Ghaeilge.*

Acht na Gaeilge

4.104 Maítear i gComhaontú Chill Rìmhinn:

> *Tabharfaidh an Rialtas [RA] isteach Acht na Gaeilge ina léireofar taithí na Breataine Bige agus na hÉireann agus oibreoidh siad i bpáirt leis an Fheidhmeannas atá le toghadh le forbairt na Gaeilge a fheabhsú agus a chosaint.*[24]

4.105 Tá sé seo ag cur le moladh COMEX gur chóir d'údaráis RA, ar bhonn tosaíochta *"polasaí cuimsitheach Gaeilge a ghlacadh chucu féin agus a fheidhmiú, agus is trí reachtaíocht a rith an dóigh is fearr".* [25]

4.106 Dúirt an tOllamh Robert Dunbar ó Ollscoil Obar Dheathain, ag labhairt dó ar fhóram Páirtíocht um Ilchineálacht[26] i Sabhal Mòr Ostaig, an Coláiste Gàidhlig ar an Oileán Sgítheanach, i Meitheamh 2006, ar seisean:

> *Tá reachtaíocht riachtanach do theangacha mionlaigh go díreach ar an ábhar nach mbíonn an timpeallacht ina maireann cainteoirí teangacha mionlaigh, den chuid is mó, tacúil. Is iondúil nach bhfreastalaíonn institiúidí a bhfuil ról tábhachtach acu sa saol laethúil ar riachtanais cainteoirí*

Legislation and Status of the Irish Language

OBJECTIVE 5:	*To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.*
OBJECTIVE 8:	*To secure legislative protection for the Irish language.*

Irish Language Act

4.104 The St Andrews Agreement 2006 states that:

> *The [British] Government will introduce an Irish Language Act reflecting on the experience of Wales and Ireland and work with the incoming Executive to enhance and protect the development of the Irish language.*[24]

4.105 This is consistent with the COMEX recommendation that the UK authorities as a matter of priority *"adopt and implement a comprehensive Irish language policy, preferably through the adoption of legislation".*[25]

4.106 Professor Robert Dunbar from the University of Aberdeen, speaking at a Partnership for Diversity forum[26] in Sabhal Mòr Ostaig, the Gaelic-medium college on the Isle of Skye, in June 2006, stated:

> *Legislation is necessary for minority languages precisely because the environment in which speakers of minority languages exist generally does not tend to be supportive. Institutions which play an important part in daily life of speakers of minority languages tend not to respond to their needs.*

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[24] St Andrews Agreement, 2006; Annex B, Human Rights, Equality, Victims and Other Issues

[25] Council of Europe: Committee of Ministers, *Recommendation CM/RecChL(2010)4 of the Committee of Ministers on the application of the European Charter for Regional or Minority Languages by the United Kingdom*, 21 April 2010

[26] The Partnership for Diversity forum is a project of the European Bureau for Lesser-Used Languages

teangacha mionlaigh. Fiú nuair a bhíonn leibhéal caoinfhulaingthe agus fiú dea-thoil ann don mhionlach teanga, cuireann tosaíochtaí eile isteach ar chláir oibre na n-institiúidí seo agus is é is toradh dó seo gur iondúil go gcuirtear riachtanais na gcainteoirí teangacha mionlaigh i leataobh.[27]

4.107 Tá a n-údar imní curtha in iúl ag Coiste na Náisiún Aontaithe ar Chearta Eacnamaíochta, Sóisialta agus Cultúrtha *"nach bhfuil aon chosaint ar an Ghaeilge i dTuaisceart Éireann, ach go bhfuil cosaint ar an Bhreatnais agus ar an Ghàidhlig trí Acht na Breatnaise 1993 agus Acht na Gàidhilge (Albain) 2005, faoi seach"*. Is é moladh an Choiste *"go ritheann páirtí an Stáit nó an riarachán cineachta i dTuaisceart Éireann, Acht na Gaeilge agus d'aidhm acu teangacha mionlaigh agus oidhreacht chultúrtha a chaomhnú"*.[28]

4.108 Ba chóir Bille Gaeilge a chur i láthair an Fheidhmeannais agus an Tionóil a luaithe agus is féidir.

An tAcht um Riar an Chirt (Teanga) (Éire) 1737

4.109 Tá an tAcht um Riar an Chirt (Teanga) (Éire) 1737, a thoirmisceann úsáid teanga ar bith eile seachas an Béarla in imeachtaí cúirte, i bhfeidhm abhus go fóill. Faoi dheireadh an 19ú haois, aisghaireadh na hAchtanna ábhartha in Albain, sa Bhreatain Bheag agus ina dhiaidh sin in Éirinn i ndiaidh bhunú an Stáit. Tuaisceart Éireann amháin a choinníonn an reachtaíocht. Tá forálacha dlí ann anois maidir le húsáid na Breatnaise, na Gàidhlige agus na Gaeilge i gcúirteanna sa Bhreatain Bheag, in Albain agus in Éirinn faoi seach.[29]

Even where there is a measure of tolerance and even goodwill towards the linguistic minority, other priorities intrude on the agenda of such institutions, with the result that the needs of users of minority languages tend to be forgotten.[27]

4.107 The United Nations Committee on Economic, Social and Cultural Rights has expressed concern that *"there is still no protection in respect of the Irish language in Northern Ireland, whereas the Welsh and the Gaelic languages are protected by the Welsh Language Act 1993 and the Gaelic Language (Scotland) Act 2005, respectively"*. The Committee recommends that *"the State party, or the devolved administration in Northern Ireland, adopt an Irish Language Act, with a view to preserving and promoting minority languages and cultural heritage"*.[28]

4.108 An Irish Language Bill should be presented to the Executive and the Assembly at the earliest possible time.

Administration of Justice (Language) Act (Ireland) 1737

4.109 The Administration of Justice (Language) Act (Ireland) 1737, which forbids the use of any language but English in court proceedings is still in force locally. By the end of the 19th century the relevant Acts were repealed in Scotland and Wales, and subsequently in Ireland following the foundation of the State. Northern Ireland is now alone in retaining the legislation. Legal provisions are now in place regarding the use of Welsh, Gaelic and Irish in the courts in Wales, Scotland and Ireland respectively.[29]

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[27] Dunbar, R. (2006) *Implementing Language Legislation: A Comparison*, Page 3
[28] UN Committee for Economic, Social and Cultural Rights, Concluding Observations for Great Britain and Northern Ireland (2009) E/C.12/GBR/CO/5, Paragraph 37
[29] Judicial Review on the Administration of Justice (Language) Act (Ireland) 1737 – 8 July 2009

4.110 Déanfar Bille leis an Acht um Riar an Chirt (Teanga) (Éire) 1737 a aisghairm a chur faoi bhráid an Fheidhmeannais agus an Tionóil a luaithe agus is féidir.

Téacsanna Dlí

4.111 Trí ghlacadh le hAirteagal 9(3) den Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh, tá d'iallach ar Rialtas RA na téacsanna reachtúla is tábhachtaí a chur ar fáil i nGaeilge chomh maith leo sin a bhaineann le húsáideoirí Gaeilge go háirithe. I ndiaidh an tríú timthriall acu le feidhmiú na Cairte a mhonatóiriú, nótáil Coiste na Saineolaithe nár cuireadh tuilleadh téacsanna reachtúla ar fáil i nGaeilge seachas na trí théacs reachtúil a luadh le linn na chéad bhabhta monatóireachta.[30] Ba chóir líon na dtéacsanna dlí a chuirtear ar fáil i nGaeilge a mhéadú ionas go gcuirtear gach téacs suntasach dlí ar fáil i nGaeilge.

4.110 A Bill to repeal the Administration of Justice (Language) Act (Ireland) 1737 will be presented to the Executive and the Assembly at the earliest possible time.

Legal Texts

4.111 By accepting Article 9(3) of the European Charter for Regional or Minority Languages, the UK Government undertakes to make available in Irish the most important national statutory texts and those relating particularly to users of Irish. Following its third cycle to monitor the application of the Charter, the Committee of Experts noted that, other than the three statutory texts mentioned during the first monitoring round, no further statutory texts have been made available in Irish.[30] The body of legal texts provided in Irish should be expanded with the aim of providing all significant legal texts in the Irish language.

[30] Committee of Ministers, Application of the Charter in the United Kingdom, 3rd Monitoring Cycle, ECRML (2010) 4, Paragraph 349

An Saol Eacnamaíochta

CUSPÓIR 5:	*Na hoibleagáidí uilig a bhaineann leis an Ghaeilge faoin Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh a chomhlíonadh.*
CUSPÓIR 7:	*Feasacht ar luach eacnamaíochta agus sóisialta na Gaeilge a mhéadú.*
CUSPÓIR 9:	*Pleananna agus tionscnaimh phobalbhunaithe, áitiúla, inbhuanaithe agus ardcháilíochta don Ghaeilge a fhorbairt.*

4.112 In *Languages for the Future – Northern Ireland Languages Strategy* a foilsíodh in 2012, tarraingítear aird ar *"Go nglactar leis go forleathan go bhfuil luach le teangacha maidir le fás gnó agus eacnamaíochta. Go bhfuil buntáistí sa mhargadh saothair acu siúd a bhfuil scileanna maithe teanga acu – an teanga cheart á comhlánú ag réimse cuí saineolais agus leibhéal maith feasacht idirchultúrtha."* Aithnítear sa Straitéis 20 Bliain don Ghaeilge 2010-2030 de chuid Rialtas na hÉireann an nasc idir an Ghaeilge agus an geilleagar agus cuirtear béim ar an tábhacht atá le tionscnaimh agus tacaíocht le húsáid na Gaeilge a chur chun cinn sa tsaol eacnamaíochta.

4.113 In Airteagal 13 den Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh, ina dtagraítear do shaol an eacnamaíochta, cuirtear d'iallach ar na stáit sin a dhaingnigh an Chairt úsáid teangacha réigiúnacha nó mionlaigh faoi mar a bhaineann siad le gníomhaíochtaí eacnamaíochta a éascú agus/nó a chur chun cinn. Ba chóir saol agus gníomhaíocht eacnamaíochta a bhreithniú i gcomhthéacs Airteagal 13 lena fháil amach cad é an dóigh ar chuidiú í an Chairt i dtaca le feabhsú, cosaint agus forbairt acmhainn eacnamaíochta na Gaeilge.

Economic Life

OBJECTIVE 5:	*To meet all obligations towards the Irish language under the European Charter for Regional or Minority Languages.*
OBJECTIVE 7:	*To increase awareness of the economic and social value of the Irish language.*
OBJECTIVE 9:	*To develop sustainable and quality local community-based Irish language plans and initiatives.*

4.112 The 2012 Languages for the Future – Northern Ireland Languages Strategy points out that *"The value of languages for business and economic growth has long been established. Those with good language skills – the right language complemented by an appropriate area of expertise and a good level of intercultural awareness – are well placed in the job market."* The Irish Government's 20-Year Strategy for the Irish Language 2010-2030 acknowledges the link between the Irish language and the economy and emphasises the importance of initiatives and support to encourage the use of Irish in economic life.

4.113 Article 13 of the European Charter for Regional or Minority Languages, which refers to economic life, places a duty on those states who have ratified the Charter to facilitate and/or encourage the use of regional or minority languages in relation to economic activities. Economic life and activity should be considered in the context of Article 13 with a view as to how the Charter might assist in terms of enhancing, protecting and developing the economic potential of the Irish language.

4.114 Caithfear gach iarracht a dhéanamh a chinntiú go bhfuil gach duine, an earnáil phríobháideach san áireamh, eolach ar thábhacht na Gaeilge agus ar na buntáistí eacnamaíochta agus pobail a bhaineann léi. Cuirfidh Foras na Gaeilge béim ar thábhacht na mbuntáistí seo trína cheanneagraíocht, a bhfuil fócas straitéiseach aici ar fhorbairt phobail agus eacnamaíochta, go háirithe faoi mar a bhaineann sí le pleanáil teanga agus forbairt acmhainne.

4.115 Táthar ag dúil, maidir le hAcadamh Gaeilge faoi mar a thagraítear dó sa rannán An Ghaeilge agus an Pobal, go dtabharfaidh sé chun cinn obair arb aidhm di:

- an Ghaeilge a chur chun cinn mar shócmhainn eacnamaíochta agus deiseanna eacnamaíocha a chruthú; agus
- Conairí chun na fostaíochta a fhorbairt do chainteoirí Gaeilge.

Seirbhísí agus Comharthaíocht

4.116 Caithfear gnólachtaí agus comhlachtaí a chur ar an eolas faoi luach eacnamaíochta na Gaeilge mar uirlis mhargaíochta, go háirithe i bhforbairt agus seachadadh seirbhísí trí mheán na Gaeilge agus úsáid comharthaíocht Ghaeilge nó dhátheangach. Breithneoidh Foras na Gaeilge dóigheanna a bhféadfaí a thionscnamh 'Gnó means Business' a fheabhsú agus a fhorbairt ionas go n-éascófar, go maoineofar agus go spreagfar gnólachtaí agus comhlachtaí le seirbhísí a fhorbairt trí mheán na Gaeilge agus úsáid comharthaíocht Ghaeilge nó dhátheangach a chur chun cinn. Leanfaidh Foras na Gaeilge de bheith ag tacú le tioscadail a spreagann fiontair bheaga agus mheánmhéide le Gaeilge a úsáid ar chomharthaíocht agus ar ábhar margaíochta.

4.114 Every effort needs to be made to ensure that everyone, including the private sector, is aware of the importance of the Irish language and the economic and community advantages associated with it. Foras na Gaeilge will stress the importance of these advantages through its lead organisation, which has a strategic focus on community and economic development, particularly with regard to language planning and capacity building.

4.115 It is expected that an Irish Language Academy, referred to in The Irish Language and the Community section, will take forward work aimed at:

- promoting the Irish language as an economic asset and creating economic opportunities; and
- developing pathways to employment for Irish speakers.

Services and Signage

4.116 Businesses and companies need to be made aware of the economic value of the Irish language as a marketing tool, particularly in developing and delivering services through the medium of Irish and the use of Irish language signage or bilingual signage. Foras na Gaeilge will consider how its initiative 'Gnó means Business' might be enhanced and developed in order to facilitate, fund and encourage businesses and companies to develop services through the medium of Irish and the promote the use of Irish language or bilingual signage. Foras na Gaeilge will continue to support initiatives that encourage small and medium enterprises in using Irish on signage and marketing material.

4.117 Leanfaidh Foras na Gaeilge de thionscnaimh a fhorbairt le tacú le gnólachtaí a úsáideann an dátheangachas go gníomhach.

4.118 D'fhéadfadh sé gur bonn eolais úsáideach í taithí réigiúin eile mar a labhraítear teangacha mionlaigh, go háirithe Albain agus Poblacht na hÉireann, leis an Ghaeilge a chur chun cinn inár sochaí, m.sh. i dtaca le luach agus tábhacht eacnamaíoch na Gaeilge nó comharthaíocht dhátheangach.

Sain-Cheantair Forbartha

4.119 Níor baineadh a oiread leasa agus is féidir riamh as an fhéidearthacht a bhaineann le geilleagar Gaeilge, mar a gcúiteodh an teacht isteach a chruthófaí trí thionscnaimh teanga na costais a bhaineann le tacú le forbairt na Gaeilge. Tá níos mó le déanamh le forbairt tuilleadh 'cultúrlanna' (lárionaid Gaeilge) a éascú. Tá taighde de dhíth lena fháil amach cé na buntáistí atá le Cultúrlann Mhic Adaim Ó Fiaich in Iarthar Bhéal Feirste agus Cultúrlann Uí Chanáin i nDoire maidir leis an dá cheantar sin. Is léiriú é athnuachan Charn Tóchair i nDeisceart Dhoire ar an mallaibh de na buntáistí eacnamaíochta is féidir a thabhairt chuig ceantar de thoradh forbairt agus infheistíocht Ghaeilge.

4.120 Iarrfar ar earnáil Theangacha Dúchasacha, Mionlaigh agus Neamh-fhorleathana Chomhairle na Breataine-na hÉireann a taithí a roinnt ar an dóigh is fearr le tacú le geilleagair teangacha dúchasacha, agus mionlaigh agus an aidhm atá leis sin, bonn eolais a chur faoi fhorbairt geilleagar áitiúil Gaeilge i gceantair Ghaeltachta.

4.121 Tá ríthábhacht le cur chun cinn agus forbairt eacnamaíochta na Gaeilge ar bhonn áitiúil. Breithneofar ar fhorbairt cheantair Ghaeltachta, i suíomhanna uirbeacha agus tuaithe araon le haghaidh tacaíochta mar ghineadóirí forbairt áitiúil eacnamaíochta. Is samplaí de seo iad

4.117 Foras na Gaeilge will continue to develop initiatives to support businesses that actively use bilingualism.

4.118 The experience of other regions where minority languages are used, particularly Scotland and Ireland, might usefully inform the promotion of Irish in our society, e.g. in relation to the economic value and importance of Irish language or bilingual signage.

Special Development Areas

4.119 The potential for an Irish-language economy has yet to be fully exploited, where the costs associated with supporting the development of Irish might be offset by income generated through language initiatives. More needs done to facilitate the development of 'cultúrlanna' (Irish language centres). Research is required to ascertain the economic benefits that Cultúrlann McAdam Ó Fiaich in West Belfast and Cultúrlann Uí Chanáin in Derry have brought to their areas. The recent regeneration of Carn Tóchair in South Derry is an indication of the economic benefits that can be brought to an area as a result of Irish language development and investment.

4.120 The British-Irish Council, Indigenous, Minority and Lesser-Used Languages work sector will be asked to share its experiences of how indigenous, minority language economies can best be supported, with a view to informing the development of a local Irish-language economy in Gaeltacht areas.

4.121 Local Irish language economic promotion and development is vitally important. The development of Gaeltacht areas in both urban and rural settings will be considered for support as a generator of local economic development. For example, the Gaeltacht Quarter programme for West

tionscadal na Ceathrún Gaeltachta in Iarthar Bhéal Feirste agus Gaeltacht tuaithe Dhoire Theas i gCarn Tóchair. Caithfear stádas oifigiúil a bhronnadh ar cheantair inbhuanaithe Ghaeltachta agus dreasachtaí a cheangal d'aitheantas den sórt.

4.122 Is é fís Cheathrú Gaeltachta Iarthar Bhéal Feirste forbairt ceathrú bheoga, mheallacach, inbhuanaithe mar a bhfuil a oiread tairbhe á baint as gné uathúil dhíolacháin agus acmhainn eacnamaíochta na Gaeilge agus an chultúir le buntáistí sóisialta agus eacnamaíochta a bhaint amach don cheantar, don chathair agus don réigiún.

4.123 Tá gá le tuilleadh taighde ar choincheap agus sainmhíniú ar cad is Gaeltacht ann le freastal ar riachtanais áitiúla sa 21ú haois i dtéarmaí rannphháirtíochta sa tsaol eacnamaíochta. Caithfear coincheapa ar nós Gaeltachtaí oifige, scoile, eaglaise, sráide, tí, ar líne agus ollscoile a fhiosrú maidir leis na buntáistí eacnamaíochta atá le baint astu.

Turasóireacht Chultúrtha

4.124 Caithfear na buntáistí agus deiseanna a éiríonn as an turasóireacht chultúrtha i gcomhthéacs gheilleagar cultúrtha na Gaeilge a chur chun cinn níos éifeachtaí. Caithfear gnólachtaí a spreagadh agus a éascú le straitéisí turasóireacht chultúrtha a fhorbairt agus an Ghaeilge ag croí an scéil go háirithe i dtéarmaí turasóireachta bunaithe ar oidhreacht teanga a fhorbairt agus a chur chun cinn.

4.125 Bíonn Bord Turasóireachta Thuaisceart Éireann (NITB) tacúil le tionscnaimh thurasóireachta a thugann faill do thurasóirí blas a fháil ar eispéiris atá uathúil, fíréanta agus fíorspéisiúil. D'fhéadfadh deiseanna a bheith ann d'eispéiris den sórt seo a fhorbairt laistigh de chomhthéacs d'eispéireas Gaeilge dá

Belfast and the rural South Derry Gaeltacht in Carntogher. Sustainable Gaeltacht areas need to gain official status and have incentives attached to such recognition.

4.122 The vision for the Gaeltacht Quarter in West Belfast is the development of a vibrant, compelling and sustainable quarter where the unique selling point and economic potential of the Irish language and culture are exploited and maximised to realise social and economic benefits for the area, the city and the region.

4.123 Further research is needed regarding the concept and definition of what a Gaeltacht is in order to meet local needs in the 21st century in terms of contributing to economic life. Concepts such as office, school, church, street, house, online and university Gaeltachts all need to investigated in terms of the economic benefits they might bring and how best they can contribute to language development.

Cultural Tourism

4.124 The benefits and opportunities arising from cultural tourism in the context of the Irish language cultural economy need to be more effectively promoted. Businesses need to be encouraged and facilitated to develop cultural tourism strategies with the Irish language as a key feature particularly in terms of developing and promoting linguistic heritage based tourism.

4.125 The Northern Ireland Tourist Board (NITB) is supportive of tourism initiatives that provide visitors with an opportunity to experience truly unique, authentic and engaging experiences. Opportunities may exist for such experiences to be developed within the context of an Irish language experience if tailored to varying

gcuirfí a leithéid in oiriúint do réimsí éagsúla suime, spreagthaigh agus ionchais cuairteoirí.

4.126 Fáiltíonn NITB roimh dheiseanna le bheith ag comhoibriú le páirtithe in earnáil na Gaeilge i dtéarmaí an t-eispéireas cuairteora a fhorbairt agus breithneoidh siad aon tionscnamh a chomhlíonfaidh na critéir chuí trína scéimeanna maoiniúcháin glao oscailte.

4.127 Sainaithnítear an Cheathrú Ghaeltachta i gCreat Comhtháite Straitéiseach Thurasóireacht Bhéal Feirste 2010-2014 de chuid Chomhairle Cathrach Bhéal Feirste, a forbraíodh i gcomhar le NITB, ar chinn scríbe áitiúla na cathrach. Tacaíonn NITB leis na tionscnaimh thurasóireachta atá ar siúl sa Cheathrú Ghaeltachta agus aithníonn í mar chuid thábhachtach d'Eispéireas Chuairteoirí Bhéal Feirste.[31]

4.128 Tá *Tourism Ireland* freagrach as cur chun cinn oileán an hÉireann i margaí sa Bhreatain Mhór agus thar lear. Bíonn siad i dteagmháil le NITB agus le réimse leathan d'eagrais agus de ghníomhaireachtaí eile lena chinntiú go léirítear go tréan gach gné dár gcultúr agus oidhreacht éagsúil ina gcuid ábhair phoiblíochta, ina ngníomhaíochtaí agus ina bhfeachtais mhargaíochta do mhargaí thar lear.

Fiontraíocht

4.129 Caithfear fiontraíocht atá bunaithe ar an Ghaeilge a chur chun cinn, a éascú agus a spreagadh. Tá gá le tuilleadh taighde faoi mhionsonraí dóigheanna leis an fhiontraíocht a chur chun cinn go héifeachtach trí, mar shampla, tionscnaimh ar nós cláir oiliúna, gorlann ghnó agus cruthú gréasáin ghnó.

visitor interest, motivations and expectations.

4.126 NITB welcomes opportunities to work with partners in the Irish language sector in terms of developing the visitor experience and will consider any initiatives which meet the required criteria through its open-call funding schemes.

4.127 Belfast City Council's Integrated Strategic Framework for Belfast Tourism 2010-2014, which was developed in partnership with NITB, identifies the Gaeltacht Quarter as one of the local destinations within the city. NITB is supportive of the tourism initiatives happening in the Gaeltacht Quarter and recognises it as an important part of the Belfast Visitor Experience.[31]

4.128 Tourism Ireland is responsible for the promotion of the island of Ireland in Great Britain and overseas markets. It engages with the NITB and a wide range of other organisations and agencies with a view to ensuring that all aspects of our diverse culture and heritage are reflected strongly in its overseas promotional materials, activities and marketing campaigns.

Entrepreneurship

4.129 Irish language based entrepreneurship needs to be promoted, facilitated and encouraged. Further research is needed on the detail of how the encouragement of entrepreneurship might be effectively achieved by initiatives such as training programmes, business incubation, and the creation of business networks for example.

[31] Belfast Tourism: Gateway to the Future – An Integrated Strategic Framework for Belfast Tourism 2010 - 2014

4.130 Is tábhachtach fosta tacaíocht a thabhairt do gheilleagar na Gaeilge chun seirbhísí a sholáthar, lena n-áirítear: cúrsaí; aistriúchán; ateangaireacht agus teagasc teangacha. Is coincheap é 'an goradán' atá lonnaithe i gCultúrlann Uí Chanáin Dhoire a d'fhéadfaí a chur i bhfeidhm i gceantair eile i dtéarmaí léiriúchán scannánaíochta agus raidió i nGaeilge nó aonad deartha agus táirgthe le comharthaíocht Ghaeilge agus dhátheangach a luadh cheana a sholáthar.

4.131 Leanfaidh Foras na Gaeilge de thacú le nuáil Ghaeilge in earnáil an ghnó lena n-áirítear tacaíocht a thabhairt do chomhlachtaí foilsitheoireachta le litríocht Ghaeilge de gach seánra a fhoilsiú chomh maith le scéimeanna a thacaíonn le scríbhneoirí agus imeachtaí a chuireann léitheoireacht Ghaeilge chun cinn.

4.130 It is also important that support is made available to the Irish language economy to provide services including: courses; translation; interpreting and language teaching. The goradán (incubator centre) located in Derry's Cultúrlann Uí Chanáin is a concept which might be usefully applied in others areas in terms of Irish medium film and radio production or a design and production unit to provide Irish and bilingual signage mentioned.

4.131 Foras na Gaeilge will continue to support Irish language innovation in the business sector including provide support to publishing companies to publish Irish language literature across the genres as well as supporting schemes to support writers and events that promote reading in Irish.

Cuid 5: Cur i bhFeidhm

5.1 Tabharfaidh Ranna cur i bhfeidhm agus monatóiriú na Straitéise seo chun cinn le cuidiú Fhoras na Gaeilge agus páirtithe leasmhara i bpobal na Gaeilge. Ní éireoidh leis an Straitéis ach amháin go mbunófar comhpháirtíocht idir na páirtithe leasmhara uilig lena n-áirítear Rialtas agus pobal na Gaeilge.

Grúpa Soláthar Straitéise

5.2 Is ar Ghrúpa Seachadta Straitéise a bheas freagracht fhoriomlán as a chinntiú go gcomhlíonfar aidhmeanna na Straitéise seo. Is í an tAire Cultúir, Ealaíon agus Fóillíochta a bheas ina cathaoirleach ar an Ghrúpa agus áireofar leis oifigigh shinsearacha de chuid na Rann, Foras na Gaeilge agus ionadaí de chuid an Fhóraim Forbartha Teanga.[32]

5.3 Tabharfaidh Foras na Gaeilge, an foras a bunaíodh faoi Chomhaontú Bhéal Feirste leis an Ghaeilge a chur chun cinn ar fud oileán na hÉireann, comhairle don Ghrúpa Soláthar Straitéise lena chinntiú gur prionsabail na pleanála teanga atá mar bhonn eolais ag an phróiseas feidhmiúchán Straitéise. Cinnteoidh sé fosta go gcuirfear leas phobal na Gaeilge in iúl. Is é an Fóram Forbartha Teanga a thacóidh le Foras na Gaeilge. Is é aidhm an Fhóraim Forbartha Teanga acmhainn earnáil an phobail a neartú, ag leibhéal áitiúil, le hionchur suntasach dearfach a bheith acu i gcur chun cinn na Gaeilge. Cinnteoidh an Fóram Forbartha Teanga go gcuirfear riachtanais shainiúla pobail teanga san áireamh agus gur fearr an deis a bheas acu tionchar a bheith acu ar

Part 5: Implementation

5.1 The implementation and monitoring of this Strategy will be taken forward by Departments with assistance from Foras na Gaeilge and stakeholders in the Irish language community. The Strategy will only be successful if a partnership is established between all stakeholders, including Government and the Irish language community.

Strategy Delivery Group

5.2 A Strategy Delivery Group will have overall responsibility for ensuring that the aims of this Strategy are met. The Group will be chaired by the Minister for Culture, Arts and Leisure and will include senior officials from Departments, Foras na Gaeilge and a representative of the Language-Development Forum.[32]

5.3 Foras na Gaeilge, the body set up under the Belfast Agreement to be responsible for promoting Irish throughout the island of Ireland, will advise the Strategy Delivery Group to ensure that language planning principles inform the Strategy implementation process. It will also ensure that the interests of the Irish language community are represented. Foras na Gaeilge will be supported by the Language-Development Forum. The aim of the Language-Development Forum is to strengthen the capacity of the community sector, at local level, to make a tangible and positive contribution to the promotion of the Irish language. The Language-Development Forum will ensure that language communities will have their

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[32] Bhunaigh Foras na Gaeilge an Fóram Forbartha Teanga mar chuid den athbhreithniú ar na hEagrais Bhunmhaoinithe Ghaeilge | Foras na Gaeilge established the Language-Development Forum as part of the review of Irish language core-funded bodies.

straitéis, polasaí agus soláthar seirbhíse.

5.4 Is é a dhéanfaidh an Grúpa Soláthar Straitéise:

- bheith ina cheannaire agus ina chrann taca ag an Straitéis seo;
- comhaontú pleananna feidhmiúcháin Roinne leis an Straitéis seo a sholáthar;
- cruinnithe rialta le feidhmiú na Straitéise seo a mhonatóiriú; agus
- tuairisciú ar dhul chun cinn na Straitéise.

Aonad Straitéise

5.5 Búnófar Aonad Straitéise sa Roinn Cultúir, Ealaíon agus Fóillíochta lena chinntiú go dtabharfar obair ar sholáthar na Straitéise seo chun cinn go héifeachtach.

5.6 Is é a dhéanfaidh an tAonad Straitéise:

- tacaíocht agus comhairle a thabhairt ar obair an Ghrúpa Soláthar Straitéise;
- ionchur Roinne ar phleananna feidhmiúcháin (gníomhaireachtaí agus Forais ar Neamhthuilleamaí san áireamh) a choimisiúnú agus a chomhordú, ag sonrú mar a chuirfidh siad le soláthar in aghaidh na mbunréimsí gnímh;
- dul i gcomhairle go rialta le Foras na Gaeilge agus leis na sé cheanneagraíocht bhunmhaoinithe, de réir mar is cuí;
- comhairle a thabhairt do Ranna ar fheidhmiúchán, ag tarraingt ar chomhairle Fhoras na Gaeilge agus an Fhóraim Chomhairligh;
- bheith ag obair go dlúth le Ranna agus le páirtithe leasmhara eile le feidhmiúchán a thabhairt chun cinn;
- nuashonruithe rialta ar fheidhmiúchán na Straitéise seo a mhonatóiriú agus a fhoilsiú;

specific requirements taken into account and that they will have an enhanced opportunity to influence strategy, policy and service delivery.

5.4 The Strategy Delivery Group will:

- lead and champion the delivery of this Strategy;
- agree Departmental implementation plans to deliver this Strategy;
- meet regularly to monitor the implementation of this Strategy; and
- report on the progress of this Strategy.

Strategy Unit

5.5 A Strategy Unit within the Department of Culture Arts and Leisure will be established to ensure that work on delivering this Strategy is progressed effectively.

5.6 The Strategy Unit will:

- support and advise the work of the Strategy Delivery Group;
- commission and coordinate Departmental input to implementation plans (including agencies and Arms Length Bodies) detailing how they will contribute to delivering against the key areas for action;
- consult regularly with Foras na Gaeilge and with the six specific core-funded lead organisations, as appropriate;
- provide advice to Departments on implementation drawing on the advice of Foras na Gaeilge and the Advisory Forum;
- work closely with Departments and other stakeholders to take forward implementation;
- monitor and publish regular updates on this Strategy's implementation;

- tuairisciú ar dhul chun cinn in aghaidh na bpleananna feidhmiúcháin leis an Ghrúpa Soláthar Straitéise; agus
- bheith freagrach as maoirseacht fheidhmiúchán na Cairte Eorpaí do Theangacha Réigiúnacha nó Mionlaigh, an fheidhm rúnaireachta san áireamh.

Fóram Comhairleach

5.7 Bunófar Fóram Comhairleach, ar a mbeidh an tAonad Straitéise, Foras na Gaeilge, ionadaí ón Fhóram Forbartha Teanga agus páirtithe leasmhara Gaeilge áitiúla eile.

5.8 Is é an ról a bheas ag an Fhóram Chomhairleach comhairle a chur ar an Aonad. Lena chois sin, cinnteoidh sé go gcuirfear tuairimí an phobail in iúl.

5.9 Léirítear i bhFíor 3 an gaol idir an Grúpa Soláthar Straitéise agus an Grúpa Comhairleach.

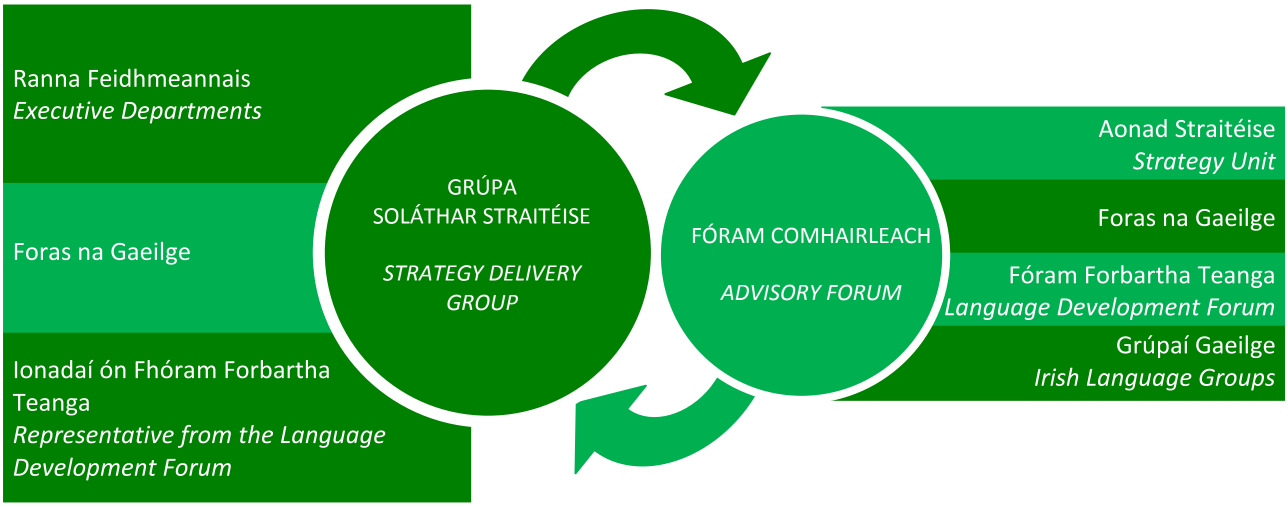
- report progress against the implementation plans to the Strategy Delivery Group; and
- have responsibility for overseeing the implementation of the European Charter for Regional or Minority Languages, including the secretariat function.

Advisory Forum

5.7 An Advisory Forum, comprising the Strategy Unit, Foras na Gaeilge, a representative of the Language-Development Forum and other local Irish language stakeholders will be established.

5.8 The role of the Advisory Forum will be to provide advice to the Strategy-Unit and to ensure that the views of the community are represented.

5.9 Figure 3 illustrates the relationship between the Strategy Delivery Group and the Advisory Group.



Fíor 3: Struchtúr Feidhmiúchán Straitéise

Figure 3: Strategy Implementation Structure

Pleananna Feidhmiúcháin

5.10 Foilseoidh Ranna pleananna feidhmiúcháin agus tuairiscí monatóireachta ina leagfar amach mar atá siad ag soláthar in aghaidh aidhmeanna, chuspóirí agus réimsí gnímh na Straitéise.

5.11 Beidh Ranna freagrach as aidhmeanna agus cuspóirí na Straitéise seo a chur in iúl dá bhforais ar neamhthuilleamaí agus le forais phoiblí eile a dtacaíonn siad leo. Nuair is infheidhme, déanfaidh Ranna idirchaidreamh le forais eile ionas go dtig leo a gcion féin a bheith acu i dtreo aidhmeanna agus cuspóirí na Straitéise seo a sheachadadh.

5.12 Comhlánóidh Plean Corparáideach Fhoras na Gaeilge feidhmiú na Straitéise seo.

Súil Siar agus Athbhreithniú

5.13 Coinneofar an Straitéis faoi athbhreithniú agus is féidir go leasofar í nó go gcuirfear Straitéis úr ina háit.[33]

Implementation Plans

5.10 Departments will publish implementation plans and monitoring reports, which set out how they are delivering against the Strategy's aims, objectives and areas for action.

5.11 Departments will be responsible for communicating this Strategy's aims and objectives to their arms length bodies and other public bodies that they support. Where applicable, Departments will liaise with their bodies in order for them to contribute towards delivering the aims and objectives of this Strategy.

5.12 The implementation of this Strategy will be complemented by Foras na Gaeilge's Corporate Plan.

Review and Revision

5.13 The Strategy will be kept under review and may be revised or replaced.[33]

[33] Northern Ireland Act, Section 28D(3)

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