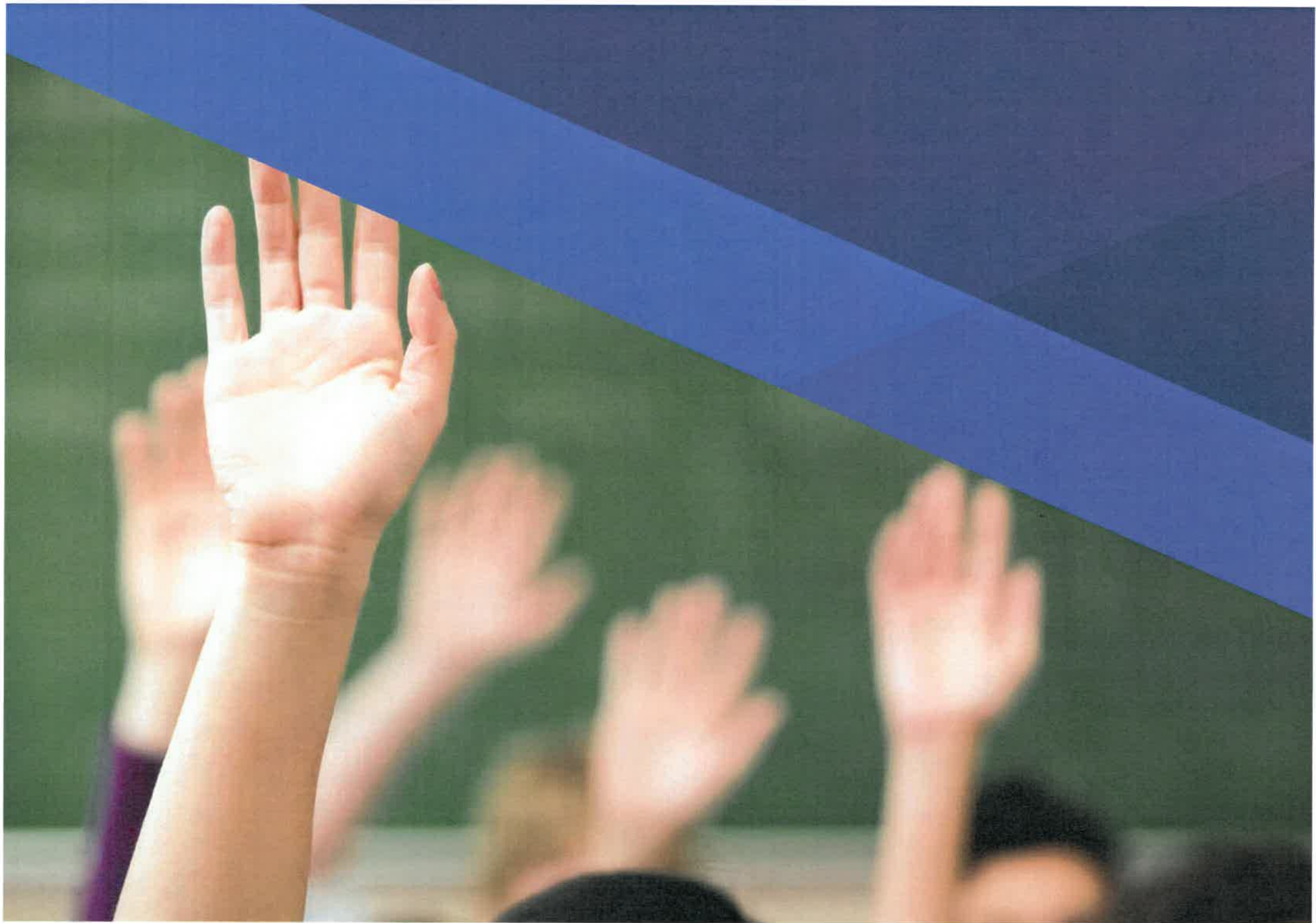


Treo Straitéiseach
d'Fhoras na Gaeilge
2020–2025

A Strategic Direction
for Foras na Gaeilge
2020–2025

Is í ár dteanga féin í.
It's our language.

 Foras na Gaeilge



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Language Ability

2

Úsáid Teanga
Language Use

3

Tacaíocht
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Sligeach
SLIGO

Béal Feirste
BELFAST

Gaillimh
GALWAY

Leitir Ceanainn
LETTERKENNY

Cill Airne
KILLARNEY

Réamhrá

Is linne ar fad an Ghaeilge. Tá sí timpeall orainn an t-am ar fad san iliomad slite – i logainmneacha, i sloinnte, i bhfocail agus i bhfrásaí Béarla fiú.

➤ **Tá dearcadh an-dearfach ag an bpobal faoin teanga.**

Tá dearcadh dearfach ag 67% den phobal ó dheas agus 45% den phobal o thuaidh i leith na Gaeilge agus na daoine a léirigh tuairim ina taobh bhí mórán sa dá dhlíne i bhfabhar an teanga a mhúineadh do pháistí.

➤ **Tá tóir ar an nGaeilge.**

Chuirfeadh duine as gach ceanthrar páiste go bunscoil lán-Ghaeilge dá mbeadh ceann in aice láimhe.

➤ **Tá aitheantas oifigiúil bainte amach ag poball Ghaeilge lasmuigh den Ghaeltacht den chéad uair riamh.**

➤ **Cuireann Foras na Gaeilge tacaíocht lárnach ar fáil don teanga ar bhonn uile-olleáin.**

Mar shampla, roghnaíomar eagraíochtaí le tabhairt faoi ghnéithe áirithe den teanga – déanann Conradh na Gaeilge obair feasachta faoin nGaeilge agus cuireann Gael Linn deiseanna úsáide ar fáil do dhaoine óga, mar shampla.

Introduction

Irish belongs to us all. It is around us all the time in so many ways – in place-names, in surnames, even in English language words and phrases.

➤ **The public have a very positive view of the language.**

67% of the public in the south and 47% of the public in the north have a positive view of the Irish language and there was a majority in both jurisdictions in favour of teaching the language to children among those who expressed an opinion.

➤ **The Irish language is in demand.**

One in four would send a child to an Irish-medium primary school if there was one nearby.

➤ **Irish language communities outside of the Gaeltacht have recently gained official recognition for the first time ever.**

➤ **Foras na Gaeilge provides central support for the language on an all-island basis.**

For example, we chose organisations to undertake certain aspects of the language – for example, Conradh na Gaeilge promotes awareness of Irish and Gael Linn provides opportunities for young people to use the language.

DRÉACHT

Ó bhí 1999 ann tá Foras na Gaeilge ceaptha ar bhonn uile-oileáin mar an eagraíocht lárnach le tacaíocht a thabhairt don teanga agus dóibh siúd atá ag obair ar a son. Táimid faoi scáth na Roinne Cultúir, Oidhreachta agus Gaeltachta ó dheas agus na Roinne Pobal ó thuaidh. Bhí buiséad c.€17m againn in 2018.

Mar a luadh thuas tá dearcadh dearfach ag 67% den phobal ó dheas agus 45% den phobal ó thuaidh i leith na Gaeilge¹ agus as na daoine a léirigh tuairim ina taobh bhí mórán sa dá dhlíse i bhfabhar an teanga a mhúineadh do pháistí.² Thairis sin tá líofacht bhunúsach sa Ghaeilge ag 57% den phobal ó dheas agus 14% ó thuaidh. Ceann de na dúshláin a aithnítear leis an teanga a chur chun cinn nach bhfuil an leibhéal úsáide ag teacht go díreach leis an leibhéal cumais, ach fós féin labhraíonn 13% den phobal í go laethúil nó go seachtainiúil ó dheas agus 2% go laethúil nó go seachtainiúil ó thuaidh ach labhraíonn 32% den phobal ó dheas agus 12% den phobal ó thuaidh Gaeilge am éigin.³

Ceann de na rudaí is mó a léiríonn tiomantas an phobail don teanga ar fud an oileáin ná an fhorbairt ar earnáil na gaelscolaíochta le 35 bliain anuas. In 1972 ní raibh ach 11 bunscoil agus 5 iar-bhunscoil lán-Ghaeilge ann; in 2017 bhí 180 bunscoil agus 50 iar-bhunscoil ann agus bíonn an leibhéal éilimh ar an ngaeiloideachais i gcónaí chun tosaigh go mór ar an soláthar.⁴ Mar shampla, chuir beagnach ceathrú na bhfreagróirí (23%) i bPoblacht na hÉireann in iúl go smaoineoidís ar pháiste a chur go bunscoil lán-Ghaeilge nó go ndéanfaidís amhlaidh dá mbeadh gaelscoil in aice baile.⁵

DRAFT

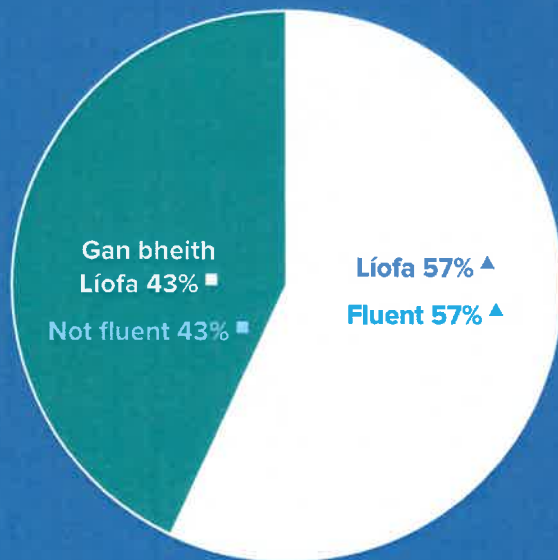
Since 1999 Foras na Gaeilge has been designated on an all-island basis as the central organisation to support the language and those working for it. Our Sponsoring Departments are the Department of Culture, Heritage and Gaeltacht and the Department for Communities in Northern Ireland. Our budget was approximately €17m in 2018.

As previously mentioned, 67% of the public in the south and 45% of the public in the north have a positive attitude to the Irish language¹ and among those who expressed an opinion on the issue there was a majority in both jurisdictions in favour of teaching the language to children.² As well as that, 57% of the public in the south and 14% in the north have a basic fluency in Irish. One of the challenges recognised in promoting the language is that the level of use does not correspond with the level of ability, but still 13% of the public speak it daily or weekly in the south and 2% daily or weekly in the north, but 32% of the public in the south and 12% of the public in the north speak some Irish.³

One of the developments that best demonstrates the commitment of the public to the language throughout the island is the development of Irish-medium education in the last thirty five years. In 1972 there were only eleven Irish-medium primary schools and five Irish-medium secondary schools; in 2017 there were 180 Irish-medium primary schools and fifty Irish-medium post primary schools and the level of demand for Irish-medium education is always well ahead of supply.⁴ For example, nearly a quarter of the respondents (23%) in the republic of Ireland said they would think of sending a child to an Irish-medium primary school or would do so if there was an Irish-medium school nearby.⁵

Poblacht na hÉireann

Republic of Ireland



▲ roinnt abairtí simplí 24%;
codanna de chomhráití 19%;
an chuid is mó de chomhráití 11%;
cumas cainteora dúchais 3%

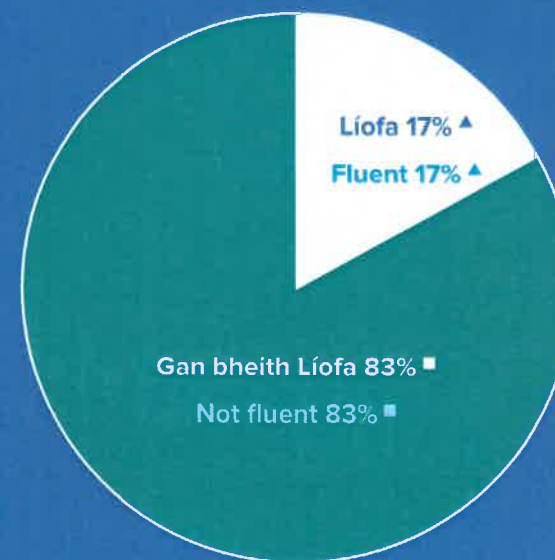
■ gan aon Ghaeilge 19%;
gan ach corrfocal 24%

▲ some simple sentences 24%;
parts of conversations 19%;
most of conversations 11%;
native speaker ability 3%

■ has no Irish 19%;
only the odd word 24%

Tuaisceart Éireann

Northern Ireland



▲ roinnt abairtí simplí 9%;
codanna de chomhráití 5%;
an chuid is mó de chomhráití 3%;
cumas cainteora dúchais 2%

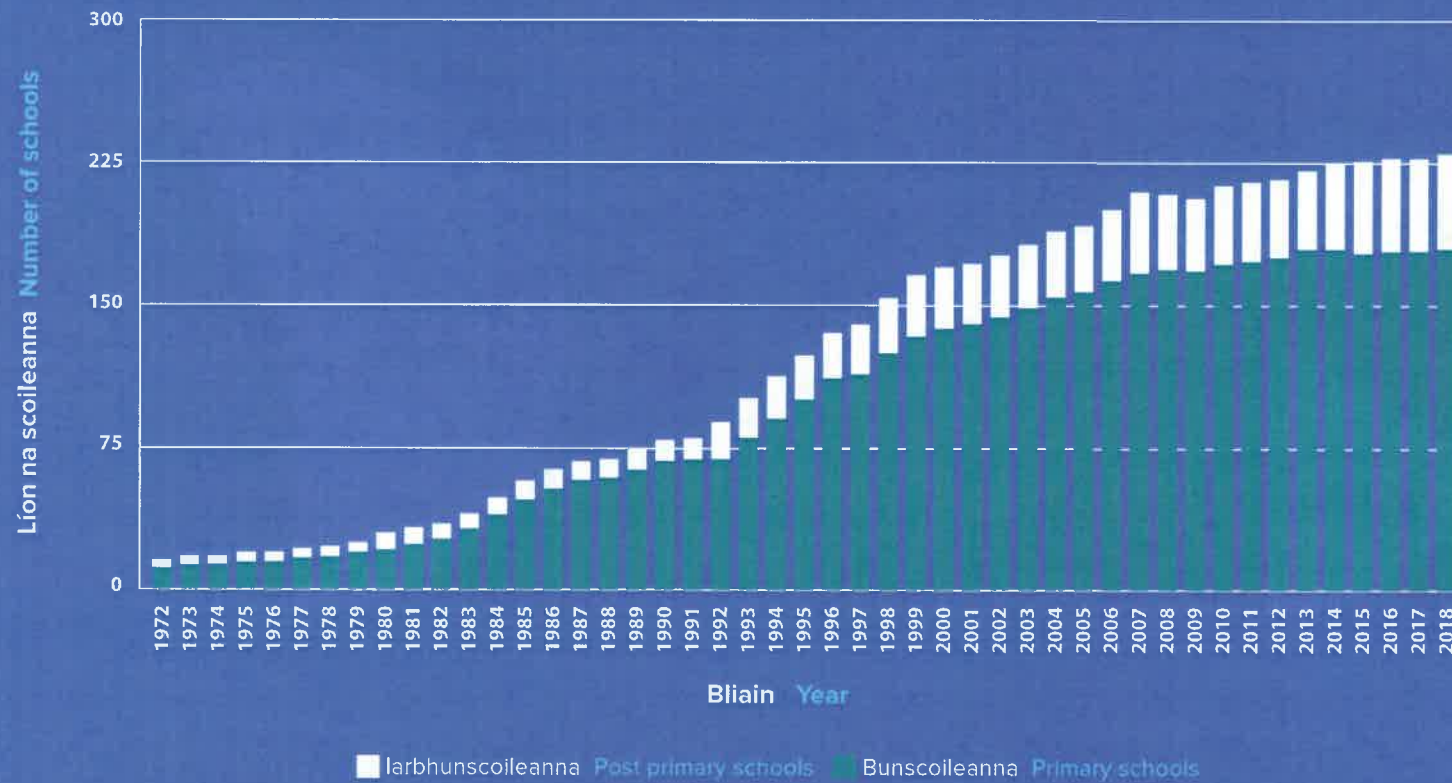
■ gan aon Ghaeilge 69%;
gan ach corrfocal 14%

▲ some simple sentences 9%;
parts of conversations 5%;
most of conversations 3%;
native speaker ability 2%

■ has no Irish 69%;
only the odd word 14%

Fás ar an nGaelscolaíocht lasmuigh den Ghaeltacht ar fud an oileáin 1972–2018

Growth of Irish-medium education outside the Gaeltacht throughout the island 1972–2018



Athbheochan Teanga agus Aisiompú Teanga

Ó thosaigh Athbheochan na Gaeilge sa naoú haois déag tá dul chun cinn á dhéanamh ag an teanga. Tá dhá phróiseas teanga ar siúl ag an am céanna: tá iarracht ar bun an Ghaeilge a chosaint agus a fhorbairt mar theanga phobail sa Gaeltacht, agus tá iarracht ar bun an teanga a athbheochan mar theanga phobail lasmuigh den Gaeltacht.

Athbheochan Teanga ó dheas

Tugadh aitheantas speisialta don Ghaeilge i mBunreacht 1922 agus bhí polasaí teanga á chur i gcrích go príomha trí ról lárnach a bheith ag an nGaeilge sa chóras oideachais.⁶ Beartaíodh ról ar leith a thabhairt don státchóras tríd an státseirbhís i gcur chun cinn na teanga; go dtí 1975 bhí tuiscint ar an nGaeilge riachtanach le haghaidh post sa státseirbhís⁷ agus go dtí 2013 thugtaí marcanna breise d'iarrthóirí a rinne scrúduithe iontrála na Státseirbhíse trí mheán na Gaeilge. Tugadh faoi 'phleanáil stádais' don teanga féin freisin leis an teanga a chur in oiriúint don saol nua-aimseartha tríd na canúintí éagsúla a 'chaighdeánú' aghaidh a thabhairt ar na malartuithe litrithe agus dúshláin chló agus nuathearmaíochta sa teanga.⁸

In 2003 achtaíodh *Acht na dTeangacha Oifigiúla*. Ba iad an dá phríomhghné san Acht: 1) plean teanga nó 'scéim' a léireodh an leibhéal seirbhíse a d'fhéadfadh an pobal a bheith ag súil leis a bheith aontaithe idir an eagrais poiblí agus an Roinn a bhí freagrach as an nGaeltacht agus an nGaeilge; agus 2) oifig an Choimisinéara a bhunú le monatóireacht a dhéanamh ar fheidhmiú an Achta, cur i bhfeidhm an Achta a mhaoirsiú agus plé le gearáin a dhéantar faoin Acht.⁹ Bhí gné na scéimeanna den Acht ina cnámh spairne agus faoin am ar éirigh an chéad Choimisinéir Teanga as an bpost in 2013, deich mbliana ó ceapadh an tAcht, ní raibh an Coimisinéir féin muiníneach as na scéimeanna mar an bealach is fearr le cur le méid agus caighdeán na seirbhíse atá ar fáil trí Ghaeilge.¹⁰ Fógraíodh athbhreithniú ar Acht na dTeangacha Oifigiúla in 2011 ach níor leasaíodh ó shin é.

Language Revival and Language Reversal

Since the revival of the Irish language began in the nineteenth century the language has made progress. Two language processes are taking place at the same time: there is an attempt to protect and develop Irish as a community language in the Gaeltacht, and there is an attempt to revive the language as a community language outside of the Gaeltacht.

Language Revival in the south

The Irish language was given special recognition in the 1922 constitution and a language policy was implemented primarily through Irish having a central role in the education system.⁶ It was intended that a particular role be given to the state system through the civil service in the promotion of the language; until 1975 an understanding of Irish was needed for a job in the civil service⁷ and until 2013 extra marks were given to applicants who did their civil service entrance exams through the medium of Irish. What sociolinguists call 'status planning' was carried out as well for the language itself to adapt the language to the modern world by 'standardising' the dialects, tackling variant spellings and printing challenges and developing modern terminology in the language.⁸

In 2003 the *Official Languages Act* was enacted. The two main aspects of the act were: (1) a language plan or 'scheme' which would demonstrate the level of service the public could expect to be agreed between the public body and the department which was responsible for the Gaeltacht and the Irish Language; and (2) the establishment of the office of the commissioner to carry out monitoring on the operation of the act, to supervise the implementation of the act and to deal with complaints made about the act.⁹ The schemes aspect of the act was a source of contention and by the time the first language commissioner resigned from the post in 2013, ten years after the act was introduced, the commissioner himself was not confident that schemes were the best way to increase the amount and standard of

Aisiompú Teanga – an Ghaeltacht

Maidir leis an bpróiseas leis an teanga a chaomhnú mar theanga phobail sa Ghaeltacht, tugadh aitheantas reachtúil do na Gaeltachtaí mar cheantair ar leith nuair a leag Coimisiún na Gaeltachta teorainneacha na nGaeltachtaí síos in 1926 agus nuair a bunaíodh Údarás na Gaeltachta in 1979 le dualgais eacnamaíocha agus cultúrtha ina leith. Ó bunaíodh Roinn na Gaeltachta sa bhliain 1956 bhí cúram na Gaeltachta – móide cúram na Gaeilge i gcoitinne – luaite le haireacht nó mar chuid d'aireacht ag leibhéal an Rialtais.

Le fiche bliain anuas, ba é bunú Coimisiún na Gaeltachta in 2000 an príomhléiriú ar thiomantas ar leith do chás na Gaeltachta. D'fhoilsigh an Coimisiún tuarascáil dhá bhliain ina dhiaidh sin, agus tá a rian le sonrú ar ar tharla ina dhiaidh sin, go háirithe ar Ráiteas an Rialtais (2006) agus ar Straitéis 20 Bliain na Gaeilge 2010–30.

Thug an *Staidéar Cuimsitheach Teangeolaíoch ar Úsáid na Gaeilge sa Ghaeltacht* (2007) léargas ar ghéarchéim na Gaeilge mar theanga phobail sa Ghaeltacht. In 2015 mhaígh nuashonrú¹¹ ar an staidéar sin a bhí coimisiúnaithe ag Údarás na Gaeltachta go raibh cúrsaí teanga sa Ghaeltacht imithe in olcas tuilleadh.

Cuireadh bonnlíne d'fhianaise shocheacnamaíoch ar fáil do na ceantair Ghaeltachta i 2018¹² agus d'fhoilsigh an Roinn Cultúir, Oidhreacht agus Gaeltachta *Plean Gníomhaíochta 2018–22* bunaithe ar an *Straitéis 20 Bliain* an bhliain chéanna¹³ ina raibh gníomhartha sonracha luaite chun leas na Gaeltachta agus na Gaeilge araon.

services available through Irish.¹⁰ A review of the Official Languages Act was announced in 2011 but it has not been amended to date.

Language reversal – the Gaeltacht

As for the process to safeguard the language as a community language in the Gaeltacht, legislative protection was given to the Gaeltacht areas when the Gaeltacht Commission set out the boundaries of the Gaeltacht in 1926 and when Údarás na Gaeltachta was set up in 1979 with an economic and cultural remit. Since the Department of the Gaeltacht was established in 1956 the responsibility for the Gaeltacht – as well as responsibility for the Irish language in general – has been associated with a ministry or as part of a ministry at government level.

In the past twenty years, the foremost manifestation of a particular commitment to the Gaeltacht was the establishment of the Gaeltacht Commission in 2000. The commission published a report two years later which can be seen to have influenced subsequent developments, particularly the Government Statement on the Irish Language (2006) and the 20 Year Strategy for the Irish Language 2010–30.

The *Comprehensive Linguistic Study on the Use of Irish in the Gaeltacht* (2007) gave an insight into the crisis for the Irish language as a community language in the Gaeltacht. In 2015 an update¹¹ on that study was commissioned by Údarás na Gaeltachta and claimed that language matters in the Gaeltacht had further disimproved.

A baseline of socioeconomic evidence was provided for the Gaeltacht areas in 2018¹² and the Department of Culture, Heritage and the Gaeltacht published an Action Plan 2018–22 the same year based on the *20 Year Strategy* of the same year¹³ in which specific actions were detailed which would benefit both the Gaeltacht and the Irish language generally.



Aisiompú & Athbheochan

Rinneadh nuashonrú ar an dá phróiseas – an tAisompú agus an Athbheochan Teanga in 2006 nuair a seoladh Ráiteas an Rialtais i leith na Gaeilge agus tá sé suntasach gur aidhm ‘dátheangachais’ a bhí á lua seachas an Ghaeilge a athréimniú agus a chur in áit an Bhéarla mar phríomhtheanga go praiticiúil.¹⁴ Déantar dearmad go minic cé chomh neamhghnách is atá sé do shochaí a bheith gan níos má ná teanga amháin in úsáid inti; sin an gnás in an-chuid tíortha eile san Eoraip, mar shampla.

Is é aidhm pholasaí an Rialtais i leith na Gaeilge ná úsáid agus eolas ar an nGaeilge a mhéadú mar theanga phobail ar bhonn céimiúil.

Is aidhm ar leith de chuid an Rialtais í a chinntiú go bhfuil an oiread saoránach agus is féidir dátheangach i nGaeilge agus i mBéarla.

‘Not to learn Irish is to miss the opportunity of understanding what life in this country has meant and could mean in a better future. It is to cut oneself off from ways of being at home. If we regard self-understanding, mutual understanding, imaginative enhancements, cultural diversity and a tolerant political atmosphere as desirable attainment, we should remember that a knowledge of the Irish language is an essential element in their realisation.’

Seamus Heaney

Bhí gnéithe d’Acht na Gaeltachta 2012 a rinne iarracht freastal ar idir aisiompú agus athbheochan teanga ar bhonn córasach; leag sé amach córas le ceantair Ghaeltachta a rangú ar bhonn teangeolaíoch agus chuir sé bonn faoin bpleanáil teanga ar bhonn áitiúil sna Gaeltachtaí. D’aithin sé freisin tionchar na mbailte ‘seirbhíse’ a mbíonn na Gaeltachtaí ag brath orthu maidir le seirbhísí áirithe agus chruthaigh sé féidearthachtaí do cheantair lasmuigh den Ghaeltacht stádas oifigiúil teangeolaíoch a bhaint amach mar ‘líonraí’ Gaeilge. Bhain gnéithe den Acht le forfheidhmiú na

Reversal & revival

An update was provided on the two processes, language reversal and revival, in 2006 when the *Government Statement on the Irish Language* was launched and it is significant that ‘bilingualism’ is the aim cited rather than replacing English with Irish as the most predominantly used language.¹⁴ It is often forgotten how unusual it is for a society to have just one language used in it; multilingualism is the norm in most other European countries.

The objective of Government policy in relation to Irish is to increase on an incremental basis the use and knowledge of Irish as a community language.

Specifically, the Government aim is to ensure that as many citizens as possible are bilingual in both Irish and English.

There were aspects of the Gaeltacht Act 2012 which attempted to cater to both language reversal and revival on a systematic basis; it set out a system for classifying the Gaeltacht regions on a linguistic basis and underpinned language planning on a local basis in the Gaeltacht regions. It also recognised the influence of the ‘service’ towns on which the Gaeltacht areas depend for certain services and it created possibilities for areas outside the Gaeltacht to achieve official linguistic status as Irish language ‘networks’. Aspects of the Act were thus concerned with the

Straitéise 20 Bliain más ea ar bhealach a phós an dá phróiseas – an Athbheochan agus an tAisiompú – ar a chéile den chéad uair riamh.

Le tamall de bhlianta anuas, más ea, anuas ar na réimsí oibre a bhí á gcomhlíonadh ag Foras na Gaeilge ó bunaíodh é in 1999, tá saindualgais nua á dtiomnú de réir a chéile dó atá ceannródaíoch agus samhlaíoch, agus a luíonn go maith lenar gcuid oibre. Sampla maith amháin de sin, ceann de na ceantair a roghnaíodh mar Líonra Gaeilge lasmuigh den Ghaeltacht, Cluain Dolcáin. Bhí Foras na Gaeilge ag tabhairt tacaíochta don phobal sin tríd an Scéim Phobail Gaeilge (SPG) ó 2005.

Ar ndóigh, tá pobail eile fós ann a bhféadfaí níos mó aird a thabhairt orthu amach anseo – iad siúd a bhfuil bá acu leis an teanga ach nár thapaigh deis go fóill plean teanga a fhorbairt dá bpobal: pobail nach bhfuil deiseanna á gcur ar fáil iontu an Ghaeilge a fhoghlaim nó í a chleachtadh agus a fheabhsú. Tá daoine mar seo ann i gcéin agus i gcógar – tá na Gaeil scaipthe go fairsing agus déantar staidéar ar an nGaeilge dá réir go neamhfhoirmeálta agus go foirmeálta.¹⁵

Comhthéacs staire an Tuaiscirt

Nuair a bunaíodh Tuaisceart Éireann mar stát ar leith i 1921 bhí pobail labhartha Gaeilge fós ann agus mhair cainteoirí dúchais sa chiall seo go dtí deireadh na seascaidí. Mar a chonaiceamar cheana, léirigh an suirbhé a d'fhoilsigh an ITES go raibh líofacht sa Ghaeilge de shaghas éigin ag 17% de Thuaisceart Éireann. Sa lá atá inniu ann is iad is cóngaraí do na pobail sin na daoine a tógadh le Gaeilge ag tuismitheoirí/caomhnóirí nár tógadh iadsan le Gaeilge de ghnáth, is é sin gur dhaoine iad na tuismitheoirí/caomhnóirí sin a d'fhoghlaim an teanga mar dhara teanga. Tá na teaghlaigh sin san áireamh i bpobal labhartha na Gaeilge i dTuaisceart Éireann sa lá atá inniu ann chomh maith le daltaí atá ag fáil oideachais trí mheán na Gaeilge ag an mbun agus iar-bhun-leibhéal i scoileanna lán-Ghaeilge.¹⁶ Mar an gcéanna leis an scéal ó dheas, tá an teanga ag brath ar an gcóras

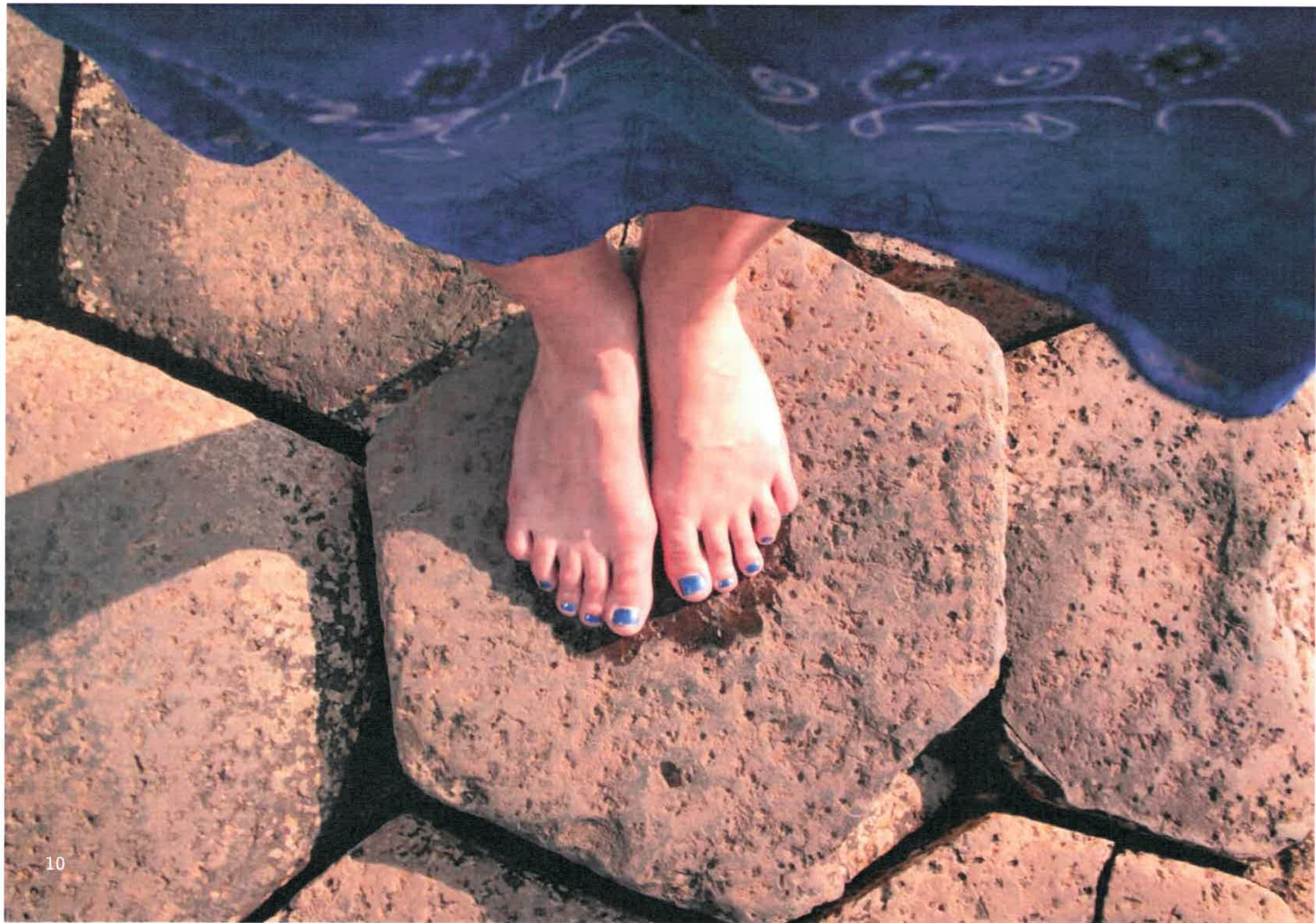
implementation of the *20 Year Strategy* in a way which addressed both processes, the revival and the reversal, jointly for the first time.

In recent years Foras na Gaeilge in addition to the responsibilities envisaged for us at our establishment in 1999 has undertaken further, specialised, pioneering and imaginative responsibilities which complement and develop them. To give one example, one of the areas chosen as an Irish language network outside of the Gaeltacht, is Clondalkin in Co. Dublin. Foras na Gaeilge had been giving support to that community through the Irish Language Communities Scheme since 2005.

Of course, there are still other communities to which more attention could be paid in the future, those who are sympathetic to the language but which have not yet taken the opportunity to develop a language plan, communities in which opportunities are not made available to learn Irish or practice and improve it. There are people like this near and far. Those interested in Irish are spread widely and Irish is studied internationally both formally and informally.¹⁵

Historical Context of Northern Ireland

When Northern Ireland was established in 1921 it still had some Irish-speaking communities and native Irish speakers in this sense survived until the start of the twenty first century. Today the closest thing to those communities are those reared with Irish by parents/guardians who were not themselves reared with Irish usually, that is to say that the parents/guardians are people who learned the language as a second language. These families are included in the Irish speaking community in Northern Ireland today as well as pupils who are receiving their education through the medium of Irish at primary and secondary level in Irish-medium schools.¹⁶ As we have seen already, the survey published by the ESRI shows that 17% of the public in Northern Ireland have some sort of fluency in Irish. Similar to the south, the language is dependent on the education system for the



oideachais sa chuid is mó de le pobal cainteoirí a chruthú agus cé nach raibh cur chun cinn na Gaeilge ina thosaíocht ag an stát ó thuaidh tugadh tacaíocht oifigiúil do mhúineadh na teanga nó lean sí mar bhí bonn faoina leithéid roimh 1921.¹⁷ I réimsí eile, murab ionann agus an stát ó dheas, bhí an stát frith-Ghaeilge. Níor cuireadh tacaíocht stáit ar fáil do na healaíona Gaeilge go dtí na 1900í agus bhí cosc ar chraoltóireacht trí mheán na Gaeilge go dtí 1982. Ach sa bhliain 1989 bunaíodh eagraíocht le maoiniú ón stát – An tIontaobhas Ultach – leis an teanga a chur chun cinn sa phobal uile, is é sin le rá le freagrachtaí freisin maidir le freastal ar phobail nár phobail Chaitliceacha iad. Sa bhliain 2001 ghlac Rialtas na Breataine le forálacha de chuid na Cairte Eorpaí do Theangacha Réigiúnach nó Mionlaigh Neamhfhorleathana agus d'aithin sé sin go raibh dualgais áirithe orthu i leith na teanga. Nuair a rinneadh Comhaontú Aoine an Chéasta / Bhéal Feirste sa bhliain 1998, bhí ceisteanna teanga, cultúir agus comhionannais mar chuid lárnach sa phlé agus cuireadh bonn seasmhach, stát-urraithe faoin ngaeoideachas i dTuaisceart Éireann nuair a bunaíodh Chomhairle na Gaelscolaíochta agus Iontaobhas na Gaelscolaíochta.¹⁸ Arís, ba léiriú é sin ar a lárnaí is atá an córas gaeoideachais d'fhorbairt na Gaeilge i dTuaisceart Éireann. De bharr an Chomhaontaithe freisin, bunaíodh An Foras Teanga ina raibh Foras na Gaeilge mar chuid de leis an nGaeilge a chur chun cinn ar bhonn uile-oileáin. Bhí dhá chuid san áisíneacht sin, Foras na Gaeilge agus Tha Boord o Ulstèr Scotch atá freagrach as cur chun cinn na hUltaise.

Tá an tacaíocht a thug Foras na Gaeilge tar éis bheith an-tábhachtach d'fhorbairt na Gaeilge ó thuaidh. Tá tacaíocht leanúnach tugtha don dá Chultúrlann, mar shampla, i mBéal Feirste agus i nDoire agus éascaíodh gníomhaíocht teanga ag leibhéal an phobail ó thuaidh go mór tríd an Scéim Phobail Gaeilge agus tríd an Scéim Raidió Pobail. An fhorbairt is déanaí ná an t-aitheantas mar 'Líonraí Gaeilge' atá bainte amach ag grúpaí i dTuaisceart Éireann.

most part to create a community of speakers and although the promotion of the Irish language was not a priority of the state in the north official support was provided for the teaching of the language or it was allowed continue as it has been in place before 1921.¹⁷ In other areas, unlike the southern state, the state actively opposed Irish. For example, there was a ban on broadcasting through the medium of Irish until 1982. In 1989 however, an organisation was established with funding from the state, the ULTACH trust, to promote the language across the entire community, that is to say, with responsibilities also for catering to non-Catholic communities. In the year 2001 the United Kingdom government accepted provisions of the European Charter for Regional or Minority Languages and thereby recognised certain duties towards the language. When the Belfast Agreement was made in the year 1998, language, culture and equality questions were central in the discussion and Irish-medium education in Northern Ireland was put on a firm state-sponsored basis when Comhairle na Gaelscolaíochta (the Council for Irish-Medium Education) and Iontaobhas na Gaelscolaíochta (the Irish-Medium Education Trust) were established. Again, this demonstrated how central Irish-medium education is to the development of Irish in Northern Ireland. Also because of the Agreement the Language Body was established. There were two parts to that Body: Foras na Gaeilge – which promotes Irish on an all-island basis, and The Ulster Scots Agency, which is responsible for the promotion of Ulster Scots.

The support which Foras na Gaeilge has provided has been very important for the development of the Irish language in Northern Ireland. Continuous support has been given to the two cultúrlanna, for example, in Belfast and Derry, and language activity was greatly facilitated at community level, specially through the Irish Language Communities scheme and through the Community Radio Scheme. The latest development is the official recognition achieved by groups in Northern Ireland as Irish language networks.

DRÉACHT

Is é an dúshlán sna blianta amach romhainn le linn thréimhse an Phlean seo, tógáil ar na forbairtí seo agus tionscnaimh eile fós a thabhairt chun cinn le coinneáil bord ar bord leis an éileamh ar an nGaeilge agus an spéis inti.

Comhthéacs Pleanála

Is é comhthéacs an Phlean seo na dualgais éagsúla phleanála uile-oileáin atá ar Fhoras na Gaeilge i leith na Comhairle Aireachta Thuaidh Theas (CATT) – is é sin Phlean Corparáideach trí bliana agus Phlean Gnó bliantúil a réiteach le bheith faofa ag an CATT – agus Straitéis 20 Bliain don Ghaeilge ó dheas agus an Dréachtstraitéis le Forbairt na Gaeilge a Fheabhsú agus a Chosaint ó thuaidh.

Cur Chuige Comhpháirtíochta

De thoradh ar chinneadh den Chomhairle Aireachta Thuaidh Theas 10 Iúil 2013, roghnaigh Foras na Gaeilge na sé cheanneagraíocht a ghlacadh freagracht as sé mhór-réimse oibre.

Ceanneagraíocht	Mór-réimse Oibre
Gaeloideachas	Gaeloideachas/tumoideachas agus réamhscolaíocht lán-Ghaeilge
Gael Linn	Oideachas in earnáil an Bhéarla agus d'aoisigh, agus deiseanna úsáide do dhaltai scoile
Glór na nGael	Forbairt pobail agus eacnamaíochta
Oireachtas na Gaeilge	Deiseanna a thacaíonn le húsáid na Gaeilge agus le bunú gréasán do dhaoine fásta
Conradh na Gaeilge	Ardú feasachta, cosaint teanga agus ionadaíocht (thar ceann na teanga le húdaráis stáit)
Cumann na bhFiann	Forbairt delseanna úsáide Gaeilge agus gréasán do dhaoine óga

DRAFT

The challenge in coming years during the period of this document is to build on these developments and to bring additional initiatives to the fore to match the demand for Irish and the interest in it.

Planning Context

The context for this document is the various all-island planning responsibilities of Foras na Gaeilge to the North South Ministerial Council (NSMC) – that is to prepare a three year corporate plan and an annual business plan for approval by NSMC – and the 20 Year Strategy for Irish in the south and the Draft Strategy to Improve the Development and Protection of Irish in the north.

The Partnership Approach

Following a decision by the North South Ministerial Council on 10 July 2013, Foras na Gaeilge selected the six Lead Organisations that would take responsibility for six major areas of work.

Lead Organisation	General Area of Work
Gaeloideachas	Irish medium education/Immersion Education and Irish Medium Preschool Education
Gael Linn	Education in the English language sector and adult education, and opportunities for use for school pupils
Glór na nGael	Community & economic development
Oireachtas na Gaeilge	Opportunities which support the Use of Irish and establishing networks for adults
Conradh na Gaeilge	Raising awareness, language protection and representation (on behalf of the language with state authorities)
Cumann na bhFiann	The development of opportunities for the use of Irish and networks for young people

DRÉACHT

Mar chuid de chinneadh na Comhairle Aireachta Thuaidh Theas, bunaíodh dhá fhóram – Fóram Comhpháirtíochta agus Fóram Forbartha Teanga.

Bíonn ceannasaithe na gCeanneagraíochtaí thuasluaite ar an bhFóram Comhpháirtíochta mar aon le Cathaoirleach an Fhórait Forbartha Teanga agus dhá ionadaí ó Fhoras na Gaeilge.

Tá an Fóram Forbartha Teanga ionadaíoch ar shainghrúpaí áitiúla teanga atá á maoiniú ag Foras na Gaeilge ag leibhéal an phobail. Is dlúthchuid é an Fóram Forbartha Teanga den chur chuige comhpháirtíochta, an struchtúr foirmiúil idir na Ceanneagraíochtaí agus Foras na Gaeilge.

Na Príomh-Chinntidil sa Phlean

Tá na príomh-chinntidil sa Phlean – **Cumas** agus **Úsáid** – bunaithe ar choincheapa pleanála teanga agus faoi réir na ndualgas pleanála uile-oileáin a luadh cheana.

Freastalaítear ar ghnéithe eile faoi **Thacaíocht**, ag aithint na ndúshlán ar leith a bhaineann le cur chun cinn na teanga, ina measc go bhfuil an Ghaeilge á cur chun cinn i gcomhthéacs mórtheanga domhanda.

DRAFT

In accordance with the North South Ministerial Committee decision, two forums have also been established – a Partnership Forum and a Language Development Forum.

The Partnership Forum consists of the heads of the Lead Organisations, the Chairperson of the Language Development Forum and two representatives from Foras na Gaeilge.

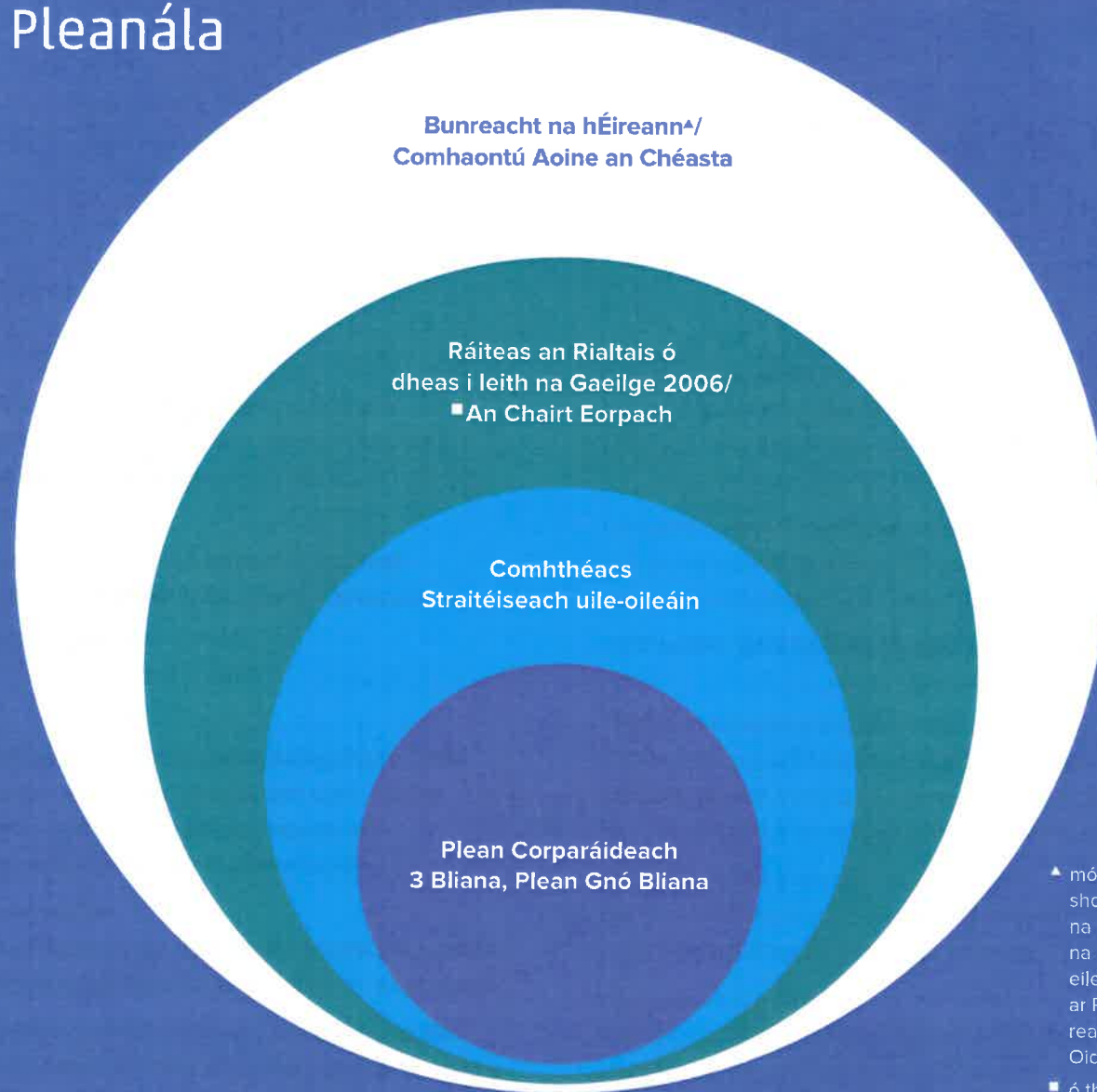
The Language Development Forum is representative of local language interest groups funded by Foras na Gaeilge at community level and is an integral part of the partnership approach, the formal structure between the Lead Organisations and Foras na Gaeilge.

The Main Headlines in the Strategic Direction

The main headlines in the Strategic Direction – **Ability** and **Use** – are based on language planning concepts and subject to the all island planning responsibilities already mentioned.

Other aspects are catered for under **Support**, recognising the particular challenges of promoting the language, including the fact that Irish is being promoted in the context of being ‘in contact’ (linguistically speaking) with a major world language.

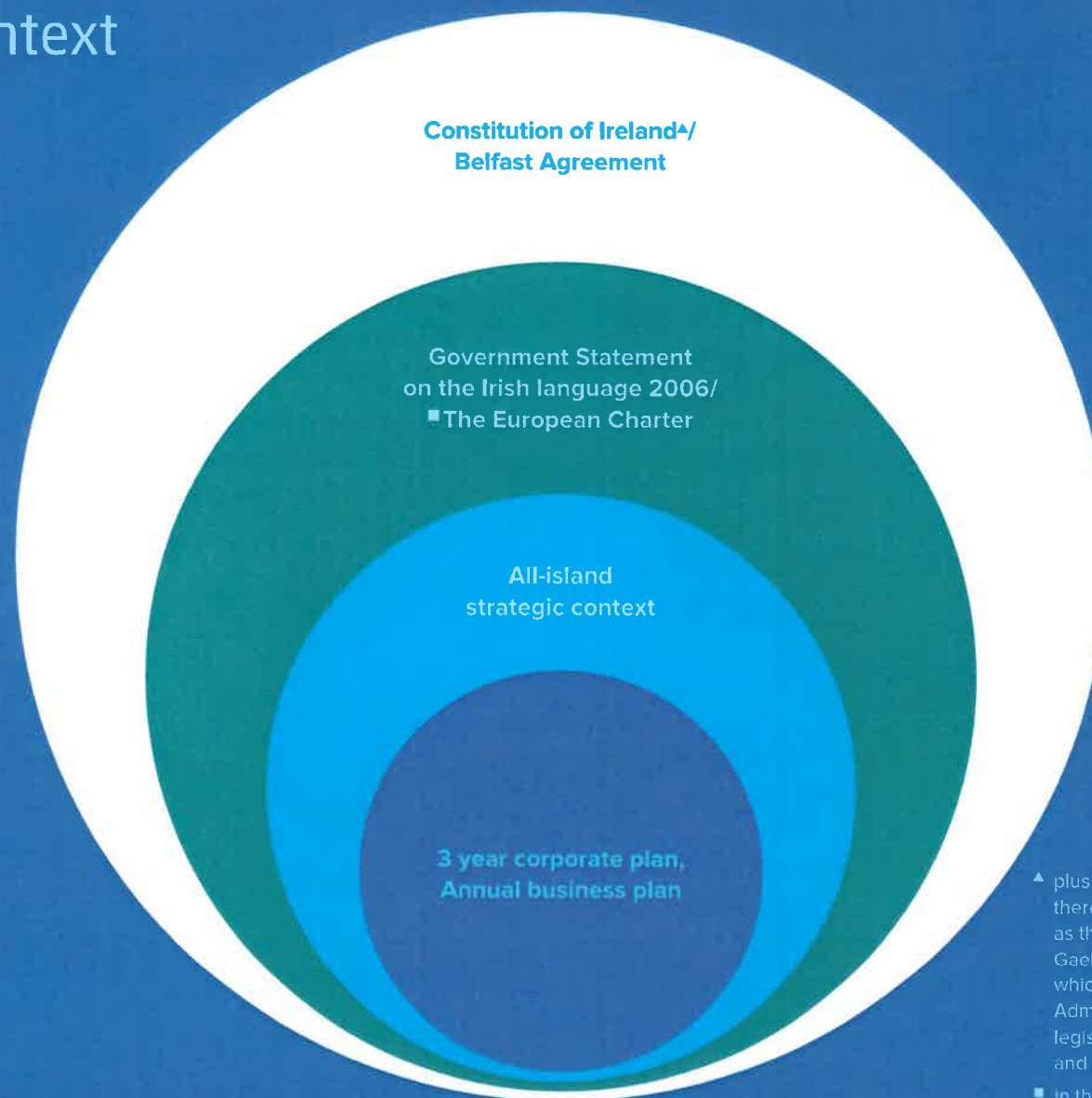
Comhthéacs Pleanála



▲ móide reachtaíocht ó dheas a bhfuil gné shoiléir teanga ag roinnt léi ar nós Acht na dTeangacha Oifigiúla 2003, Acht na Gaeltachta 2012, agus reachtaíocht eile a d'eascair as an Athbhreithniú ar Riarachán Poiblí ó thuaidh agus reachtaíocht freisin ar nós na nAchtanna Oideachais agus Leasuithe orthu.

■ ó thuaidh

Planning Context



▲ plus legislation in the south in which there is a strong language element such as the Official Languages Act 2003, the Gaeltacht Act 2012, and other legislation which arose from the Review of Public Administration in the north and also legislation such as the Education Acts and Amendments to them.

■ In the north

Trí Théama Leanúnacha

Comhairle, Comhoibriú & Comhordú

'Tá ríméad orainn an plean straitéiseach seo a roinnt leis an bpobal agus béim ar leith a chur ar na trí théama seo atá lárnach dá chur i gcrích.'

Seán Ó Coinn, Príomhfheidhmeannach

Comhairle

Tá ról comhairleach ag Foras na Gaeilge maidir le ceist na Gaeilge sa dá dhlíne.*

- Cumarsáid leis and dá lucht riaracháin (sa dá dhlíne) i dtaca le pleanáil teanga;
- Teagmháil leis na Ranna Oideachais go háirithe;
- Teagmháil le heagrais ábhartha eile leis an nGaeilge a chur chun cinn.

- * 'comhairle a thabhairt don dá lucht riaracháin, do chomhlachtaí poiblí agus do ghrúpaí eile san earnáil phríobháideach agus dheonach' Acht um Chomhaontú na Breataine/na hÉireann, 1999 <http://www.achtanna.ie/ga.act.1999.00011.html> agus The North/South Cooperation (Implementation Bodies) (Northern Ireland) Order 1999 <http://www.legislation.gov.uk/ukSI/1999/859/made>

Comhordú

Tá Foras na Gaeilge tiomanta d'athbhreithniú leanúnach a dhéanamh ar an eagraíocht le deimhniú go bhfuilimid éifeachtach

- Athbhreithniú rialta a dhéanamh ar an eagraíocht (ar a laghad athbhreithniú foirmeálta amháin le linn tréimhse an phlean áirithe seo);
- eolas faoi ról agus freagrachtaí Fhoras na Gaeilge a roinnt le páirtithe cuí.

Comhoibriú

Tá Foras na Gaeilge tiomanta don comhoibriú

- Le grúpaí pobail atá gníomhach ar son na teanga;
- Leis na Ranna Coimircíochta agus páirtithe eile ar ardleibhéal;
- Leis na ceanneagraíochtaí agus grúpaí eile a chabhraíonn leis an gCur Chuige Comhpháirtíochta a chur i gcrích;
- Le páirtithe leasmhara eile le taighde agus tionscailm eile a thacóidh leis an nGaeilge.

Three Constant Themes

Consultation, Cooperation & Coordination

'We are delighted to share our Strategic Direction with the community and place a particular emphasis on these three themes which are central to their fulfilment.'

Seán Ó Coinn, chief executive

Consultation

Foras na Gaeilge has an advisory role on the question of the Irish language in both jurisdictions*

- › Communication with both administrations (in both jurisdictions) on language planning;
- › Contact with the education departments in particular;
- › Contact with the other relevant bodies to promote Irish.

- 'advise both administrations, public bodies and other groups in the private and voluntary sectors' The British/Irish Agreement Act, 1999 <http://www.aachtanna.ie/framed/1999.act.001.00.frameset.html> and The North/South Cooperation (Implementation Bodies) (Northern Ireland) Order 1999 <http://www.legislation.gov.uk/ukSI/1999/859/made>

Coordination

Foras na Gaeilge is committed to carry out continuous review of the organisation to ensure that we are effective

- › Carry out regular review of the organisation (at least one formal review during the period of this particular Strategic Direction);
- › Share information on the role and responsibilities of Foras na Gaeilge with appropriate parties.

Cooperation

Foras na Gaeilge is committed to cooperation

- › With community groups active for the language;
- › With the sponsor department and other parties at a high level;
- › With the lead organisations and other who help carry out the partnership approach;
- › With other interested parties with research and other initiatives which will support Irish.

1



Cumas Teanga

Oideachas

Bíonn idir ghnéithe cumais, stádais agus úsáide ag roinnt le cúrsaí oideachais i dtéarmaí na pleanála teanga. Aithníonn Foras na Gaeilge gur le leas na Gaeilge cur chuige comhtháite sa dá dhlínse sna córais oideachais maidir leis an nGaeloideachas. Is mian le Foras na Gaeilge a ról comhairleoireachta a fhorbairt leis an gcomhoibriú a dhaingniú agus an dea-chleachtas a roinnt. Tacóidh sé sin le forbairt an ghaeloideachais ar fud an oileáin, le foghlaim na Gaeilge i scoileanna mheán-Bhéarla, agus le húsáid na Gaeilge labhartha agus léite sa scoil agus lasmuigh den seomra ranga, trí raon de thionscnaimh chuí, agus trí straitéis léitheoireachta.

Language Ability

Education

In language planning terms there are ability, status and use aspects to education. Foras na Gaeilge recognises that an integrated approach in the education systems in both jurisdictions toward Irish-medium education is beneficial to the language. Foras na Gaeilge wishes to develop its advisory role in order to strengthen cooperation and share best practice. We will support the development of Irish-medium education throughout the island, the learning of Irish in English medium schools, and the use of spoken, written and read Irish inside and outside the classroom, through a range of appropriate initiatives, and through a reading strategy.

Pleanáil chomhlánach don Ghaeilge sna córais oideachais

- tógáil ar na scéimeanna atá againn trí chur le líon na bpobal a thacódh leis an oideachas trí Ghaeilge. De réir mar atá méadú ag teacht ar líon na ngaelscoileanna agus líon na ndaltaí sa chóras gaeiloideachais tá méadú ag teacht ar an éileamh le haghaidh seirbhísí réamhscolaíochta, meánscoile agus tríú leibhéal. Aithnítear go forleathan an gá le cur le deiseanna úsáide Gaeilge do dhaltaí gaeilscoile, sa scoil agus taobh amuigh di.
- tógáil ar na scéimeanna atá againn chun tacú le múineadh na Gaeilge i scoileanna nach í an Ghaeilge teanga na scoile. Cabhróidh tionscnaimh ar nós Gaelbhratach, mar shampla, agus pleananna na Roinne Oideachais & Scileanna (ROS) ábhar amháin a mhúineadh trí Ghaeilge sa chóras oideachais ó dheas chun sin a bhaint amach. Sna 5 bliana romhainn cuirfidh Foras na Gaeilge béim ar leith ar Oiliúint Tosaigh Bun-Mhúinteoirí ó dheas agus muid ag cur i gcrích an róil chomhairligh reachtúil atá againn.
- tógáil ar an ról comhairleach atá againn ó thuaidh chun cur chuige comhordaithe a stiúradh le líon na n-iarbhunscoileanna a bhfuil an Ghaeilge ar fáil iontu mar ábhar ardleibhéil a mhéadú, agus líon na scoláirí ardleibhéil a mhéadú. Ó thuaidh tá laghdú suntasach i ndiaidh teacht ar líon na scoileanna ina bhfuil an Ghaeilge á múineadh. Tá gá le straitéis chomhordaithe i gcomhar leis an Roinn Oideachais agus an Roinn Pobal, agus leis na ceanneagraíochtaí cuí (Conradh na Gaeilge agus Gael Linn) chun haghaidh a thabhairt ar an gceist seo.

Complementary planning for Irish in the education systems

- build on the schemes we have by adding to the number of communities which support education through Irish. As the number of Irish-medium schools and the number of pupils in the Irish-medium education system increase the demand for preschool, secondary school and third level services is increasing. The need to increase opportunities to use Irish for Irish-medium schools, within the school and outside, is widely recognised.
- build on the schemes we have to support the teaching of Irish in schools where Irish is not the language of the school. Initiatives such as Gaelbhratach, for example, and the plans of the Department of Education & Skills (DES) to teach one subject through Irish will help achieve this. In the next five years Foras na Gaeilge will utilise our advisory role to emphasise the importance of initial teacher training.
- build on the advisory role we have in Northern Ireland to direct a concerted effort to increase the number of post primary schools in which Irish is available as an A-level subject, and to increase the number of A-level students. In the north there has been a significant decrease in the number of schools in which Irish is taught. A coordinated strategy involving the Department of Education, the Department for Communities and the appropriate lead organisations (Conradh na Gaeilge and Gael Linn) is required to address this issue.



Oideachas trí Ghaeilge

1 Pleanáil agus comhairle le haghaidh tuilleadh soláthair gaeiloideachais

Tá athruithe suntasacha curtha i bhfeidhm sa dá dhlínse le blianta beaga anuas, sa dóigh a bhfreagraítear don éileamh ón phobal ar sholáthar gaeiloideachais. Tá fianaise ann le fada go bhfuil géarghá leis seo. Léiríonn suirbhéanna atá déanta go bhfuil 23% den phobal ó dheas ar lorg gaeiloideachais dá bpáistí, ach faoi láthair níl áiteanna ar fáil ach le haghaidh c.5%. Tá eagrais ar leith aitheanta le dul i ngleic leis na deacrachtaí a bhaineann le bunú soláthar nua gaeiloideachais, thar ceann an phobail:

Ó Dheas: tá an eagraíocht Gaeiloideachas aitheanta mar ceanneagraíocht maoinithe ag Foras na Gaeilge, agus tá an Foras Pátrúnachta maoinithe ag an Roinn Oideachais agus Scileanna mar phátrún le haghaidh gaeiloideachais;

Ó Thuaidh: tá Comhairle na Gaelscolaíochta (ar a bhfuil ionadaíocht ag Foras na Gaeilge ar a bord stiúrtha) mar eagrais reachtúil agus maoinithe ag an Roinn Oideachais.

- comhairle a chur ar na húdaráis chuí chun freastal ar an éileamh ar an ngaeiloideachas, agus a bheith ag obair i gcomhar le páirtithe leasmhara eile i réimse an ghaeiloideachais thuaidh agus theas.

Irish-medium education

1 Planning and advice for further Irish-medium education provision

In recent years significant changes have been implemented in both jurisdictions, in responding to public demand for Irish-medium education. The demand is long-established and well attested to. Surveys carried out show that 23% of the public in the south want Irish-medium education for their children, but at present places are available only for around 5%. A range of bodies has been established to address the challenge of Irish-medium education provision:

In the south: Gaeiloideachas is the organisation recognised as the lead organisation funded by Foras na Gaeilge, and An Foras Pátrúnachta (the Patronage Foundation) is funded by the Department of Education and Skills as a patron for Irish-medium education;

In the north: Comhairle na Gaelscolaíochta (on whose board Foras na Gaeilge has representation) is the statutory body funded by the Department of Education.

- advise the appropriate authorities to deal with the demand for Irish-medium education, and to work in conjunction with other interested parties in the area of Irish-medium education north and south.

2 Tionchar a imirt agus tacú le pleanáil chomhtháite don Ghaeilge sna córais oideachais trasna na 4 leibhéal.

Aithníonn Foras na Gaeilge an éifeachtúlacht a bhaineann le soláthar oideachais a chur ar fáil ar bhonn pleanáilte leanúnach comhtháite.

- an phleanáil chomhtháite (ó réamhscolaíocht go hoideachas tríú leibhéal) a dheimhniú leis na heagraíochtaí agus na húdaráis chúí, ag cur san áireamh go bhfuil leibhéal ard éillmh ar oideachas trí mheán na Gaeilge.

Múineadh na Gaeilge i scoileanna nach í an Ghaeilge an meán teagaisc

Aithníonn ROS i dtuairiscí éagsúla dá gcuid gur féidir cur go mór le caighdeán mhúineadh na Gaeilge sa chóras bunscolaíochta. Aithnítear go forleathan gurb é caighdeán mhúineadh na Gaeilge ag leibhéal na bunscoile an bac is mó ar chumasú daoine óga i mórfhobal na tíre ó dheas sa Ghaeilge.

- tacú le hiarrachtaí ROS, an Chomhairle Mhúinteoireachta agus páirtithe leasmhara eile dul i ngleic leis an cheist seo ar bhealach straitéiseach córasach.



2 Exert an influence on and support cohesive planning for Irish in the education systems in the four levels.

Foras na Gaeilge recognises the efficacy of education provision in a planned, continuous and cohesive basis.

- ensure integrated planning (from preschool to third level education) with the appropriate organisations and authorities, taking into account the high level of demand for education through the medium of Irish.

Teaching of Irish in schools where Irish is not the teaching medium

The Department of Education and Skills recognises in several of their reports that the standard of teaching of Irish could be greatly improved in the primary school system. It is widely recognised that the standard of teaching of Irish at primary school level is the greatest barrier to enabling young people in Irish.

- support efforts of the DES, the Teaching Council and other interested parties in tackling this question in a systematic and strategic way.

Foclóireacht & téarmaíocht

1 Pleanáil leanúnach, fhadtéarmach d'fhoclóireacht na Gaeilge

Tá bonn curtha faoi mhórtionscadal náisiúnta foclóireachta agus faoi obair na foclóireachta i gcoitinne. Ní mór cur chuige straitéiseach fadtéarmacha a leanúint le cúrsaí foclóireachta de réir an dea-chleachtais is fearr. Mar chuspóir straitéiseach beidh Foras na Gaeilge ag iarraidh sainscileanna foclóireachta a fhorbairt agus tógáil ar an gcomhpháirtíocht leis an tríú leibhéal sa réimse oibre seo.

- › bonn seasta a chur faoi obair na foclóireachta san fhadtéarma trí straitéis foclóireachta a aontú leis na húdaráis chuí, agus an straitéis sin a chur i gcrích le go gcuimseofaí idir chothabháil tograí atá bunaithe cheana agus fhorbairt tionscadal nua de réir riachtanais na teanga. Tá foclóir Gaeilge-Gaeilge agus foclóir Gaeilge-Béarla san áireamh anseo.



Foclóireacht & téarmaíocht

1 Continuous, long-term planning for Irish language lexicography

A major national lexicography project has been established and along with it lexicography work in general set on a firm footing. However, a strategic long-term approach must be followed in lexicography in accordance with best practice. As a strategic objective Foras na Gaeilge shall seek to develop lexicographical skills and build on partnerships with the third level in this area of work.

- › put lexicographical work on a permanent basis in the long-term by agreeing a lexicography strategy with the appropriate authorities, and implement that strategy including both the maintenance of existing projects and the development of new projects in accordance with the needs of the language. An Irish-Irish dictionary and an Irish-English dictionary are included in this.

2 Comhtháthú ar obair i Réimse na Pleanála Stádais

Aithníonn Foras na Gaeilge stair agus comhthéacs na dtionscadal éagsúil atá ar bun i réimsí gaolmhara a bhaineann le ‘pleanáil stádais’ – obair théarmaíochta, obair foclóireachta agus obair chaighdeánaithe, tobar sain-acmhainní foirne oile a dheimhniú ina measc.

- leanúint de chur chuige comhtháite, trí straitéis aontaithe foclóireachta a fhorbairt a chuimseoidh riachtanais úsáideoirí agus foghlaimoirí, agus a chuimseoidh forbairt corpais agus forbairt ghairmiúil foirne.

3 Saibhriú na Foclóireachta

Aithníonn Foras na Gaeilge an saibhreas atá i gcaint na ndaoine agus gur cóir cúram ar leith a dhéanamh de tharraingt ar an saibhreas sin in obair na foclóireachta.

- aitheantas ar leith a thabhairt do shaibhreas teanga na Gaeltachta in obair na foclóireachta a aithníonn gur teanga bheo ilghnéitheach í an Ghaeilge.

2 Integration of work in the area of status planning

Foras na Gaeilge recognises the history and context of the different projects underway in areas related to ‘status planning’: terminology work, lexicography work and standardisation work, including the need to ensure a pool of specialist trained staff.

- continue with an integrated approach by developing an agreed lexicography strategy which will encompass user and learner needs, corpus development and professional staff development.

3 Lexicographical enrichment

Foras na Gaeilge recognises the richness of everyday speech and that particular care must be taken to draw on that richness in the work of lexicography.

- give particular recognition to the richness of language in the Gaeltacht in lexicography work, which recognises that Irish is a living multifaceted language.



An Teaghlach

Is é is brí leis an ‘teaghlach’ anseo an comthéacs baile ina bhforbraíonn an leanbh scileanna teanga. Cuimsíonn sé an raon leathan ó thuismitheoirí/cúramóirí leis an nGaeilge mar chéad teanga acu ó dhúchas go thuismitheoirí/caomhnóirí nach bhfuil ach beagán Gaeilge acu, agus gach saghas socruithe idir eatarthu.

1 Soiléire faoi na gnéithe den obair sa réimse seo agus na dreamanna freagracha

Aithníonn Foras na Gaeilge gur obair dhúshlánach, ilghnéitheach í tacú le teaghlaigh a leanaí a thógáil le Gaeilge, agus a dheimhniú go bhfuil na seirbhísí cuí ar fáil dóibh. Aithnímid, mar sin féin, an tábhacht a bhaineann le haistriú teanga ó ghlúin go glúin i gcás na Gaeilge, sa Ghaeltacht agus sa chuid eile den oileán.

- › soiléire bheith ann i measc an phobail, trí fheachtais feasachta aontaithe dírithe ar theaghlaigh, maidir leis na gnéithe iomadúla oibre atá sa réimse seo. I measc na ngnéithe sin tá grúpaí cothaithe linbh; an réamhscoolaíocht; cúram lae trí Ghaeilge; grúpaí le tacú le thuismitheoirí/caomhnóirí ar easpa/bheagán Gaeilge a roghnaíonn leanaí a chur ar ghaelscoileanna; agus ‘clárú’ le haghaidh ócáidí agus gníomhaíochtaí seach-scoile trí Ghaeilge, srl.

The Family

The ‘family’ here refers to the home environment in which the child develops language skills. It includes a wide range of parents/guardians from those who have Irish as a first language to those who only have a little Irish, and everything in between.

1 Clarity about aspects of work in this area and those responsible

Foras na Gaeilge recognises that supporting families raising children through Irish, and ensuring that the appropriate services are available to them, is challenging, multifaceted work. We recognise, however, the importance of language transmission from generation to generation in the case of Irish, in the Gaeltacht and in the rest of the island.

- › clarity among the public, through agreed awareness campaigns aimed at families on the many aspects of work in this area. Among these are child feeding groups; preschool education; day care through Irish; groups to support parents/guardians with no/little Irish who chose to send children to Irish-medium education; and ‘sign up’ for extra curricular events and activities through Irish, etc.

- › béal a chur ar thacú le tuismitheoirí/caomhnóirí an Ghaeilge a úsáid trí thacú le cur chuige straitéiseach ina leith i gcomhar le páirtithe leasmhara. Beidh roinnt príomhthionscadal i gceist sa réimse seo freisin – Scéim Teanga Tí; agus cur chuige straitéiseach córasach i leith bunú ionaid cúraim leanaí.

2 Comhairle maidir le tacaíochtaí eile le húsáid na Gaeilge a chumasú agus a chothú

Tá ról comhairleach reachtúil ag Foras na Gaeilge maidir le cur chun cinn na Gaeilge i gcoitinne agus tá idir chúraimí feasachta agus forbartha ar leith luaite leis na ceanneagraíochtaí, a thacódh le húsáid na Gaeilge a chumasú agus a chothú i gcomhthéacs an teaghlaigh.

- › ról comhairle agus comhordaithe a imirt lena dheimhniú go mbeidh soiléire ann do theaghlaigh faoi na cearta atá acu seirbhísí mar seo a éileamh, agus cá bhfaighidh siad na seirbhísí sin. Tríd an ról comhairleach reachtúil atá ag Foras na Gaeilge, beimid ag iarraidh tógáil ar an gcomhoibriú atá ann idir Ranna Rialtais, Foras na Gaeilge, agus páirtithe leasmhara eile san earnáil.

- › focus on supporting parents/guardians using Irish by working strategically in conjunction with interested parties. There will also be a number of principal projects in this area, the Home Language Scheme, and a systematic, strategic approach to the establishment of a childcare centre.

2 Advice on other supports to enable and foster the use of Irish

Foras na Gaeilge has a legislative advisory role in the promotion of Irish in general and particular responsibilities in the areas of awareness and development are assigned to the lead organisations, which would support enabling the use of Irish and foster it in the context of the family.

- › play an advisory and coordinating role to ensure that there will be clarity for families about their entitlement to seek such services, and where to find these services. Through the statutory advisory role which Foras na Gaeilge has, we will seek to build on the existing cooperation government departments, Foras na Gaeilge and other interested parties in the sector.



2



Úsáid Teanga

Forbairt ag leibhéal an phobail & pleanáil teanga

- 1 Comhairle a chur ar na rialtais, ar pháirtithe leasmhara agus ar an bpobal le go mbunófaí agus go bhforbrófaí lár-ionaid Ghaeilge

Aithníonn Foras na Gaeilge an tábhacht atá le lár-ionaid chun ‘spásanna sábháilte’ a chur ar fáil do dhaoine le húsáid a bhaint as a gcuid Gaeilge, chun deiseanna úsáide a chur ar fáil don phobal, agus mar eiseamláir fheiceálach ar shaibhreas na teanga. Aithnítear fosta an gá le tacú le forbairt na n-ionad (i) i mbailte móra; (ii) i gceantair ina bhfuil Lónra aitheanta go hoifigiúil agus; (iii) i gceantair ina bhfuil Baile Seirbhíse Gaeltachta. Chuige seo beifear ag tógáil ar an infreastruchtúr fisiciúil nó eile atá ann cheana - clubanna agus áiseanna spóirt agus/nó cultúrtha eile a bheadh oiriúnach (faoi réir an Chreata Náisiúnta Pleanála <http://npf.ie/ga/> ó dheas agus a chómhaithe ó thuaidh).

Language Use

Development at Community Level & Language Planning

- 1 Advise the two governments, interested parties and the public in order to establish and develop Irish language centres

Foras na Gaeilge recognises the importance of such centres as ‘safe spaces’ in which people can use whatever Irish they have, to provide opportunities for the public generally to use the language and as a visible exemplar of the richness of the language. The need to support the development of the centres is also recognised (i) in large towns; (ii) in areas in which there is an officially recognised Network and; (iii) in areas in which there is a Gaeltacht Service Town. To this end already existing physical or other infrastructure will be leveraged – clubs and sports and/or cultural facilities which would be suitable (subject to the National Planning Framework <http://npf.ie/ga/> in the south and its equivalent in the north).

- › tacú le forbairt ionad i gceantair a bhfuil an Ghaeilge á forbairt iontu mar theanga phobail, agus an coincheap a chur in oiriúint agus a shíothlú síos go dtí ceantair pobail níos lú. Beidh na hionaid seo inbhuanaithe agus eiseamláireach maidir le forbairt gréasáin úsáide, deiseanna úsáide agus eispéireas ar an nGaeilge. Léireoidh siad an dóigh le cultúr na Gaeilge a bhuanú sa phobal, agus cuirfear tacaíocht ar fáil dóibh mar chuid de phleanáil chomhtháite teanga sa cheantar.

2 Tacaíocht straitéiseach a chur ar fháil don fhorbairt ag leibhéal an phobail

Aithníonn Foras na Gaeilge an comhoibriú atá ann cheana ag leibhéal an phobail idir chomhpháirtithe éagsúla: le hÚdarás na Gaeltachta, le ceanneagraíochtaí agus le heagraíochtaí rialtais. Tá sé tábhachtach go mbeidh pleananna teanga á gcur le chéile don phobal áitiúil, a chuimsíonn gach gné de chur chun cinn na Gaeilge. Tá sé tábhachtach, mar an gcéanna, go mbeidh na pleananna teanga sin ag leibhéal an phobail comhtháite ar bhealach a sheachnaíonn dúbláil, agus a mhéadaíonn na torthaí fadtéarmacha don teanga ag an leibhéal áitiúil.

- › pleananna teanga comhtháite ag leibhéal an phobail áitiúil a bheith ag gach deontáí faoi scéimeanna Fhoras an Gaeilge, leis an ngaol idir na comhpháirtithe ábhartha a láidriú, d'fhonn an cur chuige comhtháite a fheabhsú.

- › support the development of centres in areas in which Irish is developing as a community language, and adapt the concept and filter it down to smaller community areas. These centres will be sustainable and exemplary in terms of developing networks of language users, creating opportunities for using Irish and providing an experience of the language. They will show how to embed the culture of Irish in a community, and will be supported as part of the integrated language planning for the area.

2 Provide strategic support for development at community level

Foras na Gaeilge recognises the existing cooperation at community level between various partners: Údarás na Gaeltachta, lead organisations and government organisations. It is important that language plans are drawn up for local community and that they encompass all aspects of the promotion of Irish. It is important also that these language plans at the community level are integrated in a way which avoids duplication and which adds to the long-term impact for the language at the local level.

- › all grantees under Foras na Gaeilge schemes to have integrated language plans at local community level to strengthen the relationship between the relevant partners and increase cooperation.



Comhtháthú na Gaeilge sa saol laethúil

Deiseanna le Gaeilge a úsáid

1 Tógáil ar ghréasáin shóisialta atá ann cheana chun cur le húsáid na Gaeilge

Is den éifeacht é tógáil ar gréasáin shóisialta atá ann cheana le cur le húsáid na Gaeilge. Aithníonn Foras na Gaeilge go bhfuil sé tábhachtach gréasáin shóisialta úra a thógáil agus a bhuanú.

- leas a bhaint as gréasáin shóisialta sa mhórphobal – laistigh agus lasmuigh de ghrúpaí Gaeilge. Is mian linn tacú le forbairt gréasáin shóisialta i réimsí éagsúla, mar shampla an spórt, ógchlubanna; daltaí reatha agus iardhaltaí scoileanna mheán-Bhéarla agus gaelscoileanna; mic léinn tríú leibhéal, ‘pop-up Gaeltacht’, grúpaí óige agus slamsaíochta agus sóisialta de gach saghas. Beimid ag díriú ar dtacaíochta i dtreo struchtúir bhuna seachas ócáidí aonuaire.



Integration of Irish into daily life

Opportunities to use Irish

1 Build on existing social networks to increase the use of Irish

Building on existing social networks is the most efficient way to increase the use of Irish. Foras na Gaeilge also recognises that it is important to build and sustain new social networks.

- utilise social networks in the general population – both within and outside of Irish language groups. We wish to support the development of social networks in various areas, for example sport, youth clubs, current and past pupils of English medium and Irish-medium schools; third level students, ‘pop-up Gaeltacht’, youth and entertainment and social groups of all kinds. We will be focusing our support on permanent structures rather than one-off events.

2 Obair i gcomhpháirt le páirtithe eile le deiseanna teicneolaíochta a thapú

Tá an-tábhacht leis an teicneolaíocht a thacódh leis an obair sa réimse seo. Leis an leas is fearr a bhaint as ár gcuid acmhainní ní mór comhoibriú agus freagrachtaí soiléire a bheith ann faoi obair sa réimse seo, idir Foras na Gaeilge agus na páirtithe leasmhara éagsúla.

- tacú le forbairt deiseanna ar an infreastruchtúr teicneolaíochta atá ann cheana, i gcomhar le páirtithe leasmhara, le leas a bhaint as na meáin shóisialta le deiseanna gréasánaithe agus sóisialta a chraobhscaoileadh.

3 Tógáil ar ghréasáin sainspéise agus sainghrúpaí ag tráthanna éagsúla saoil

- tógáil ar scéim i leith grúpaí sainspéise le líon na ngrúpaí reatha, siúlóide, rothaíochta srl a mhéadú. Aithníonn Foras na Gaeilge go múnlaíonn cúinsí saoil an duine na deiseanna sóisialaithe a bhíonn acu agus gur minic gur cúinsí eile seachas cúinsí na teanga is cúis le daoine bheith ag casadh ar a chéile go sóisialta. Aithníodh sainróil sa réimse seo nuair a bunaíodh an Cur Chuige Comhpháirtíochta agus nuair a sainíodh feidhmeanna ar leith sa réimse seo do ceanneagraíochtaí áirithe.
- tosaíocht a dhéanamh de thacaí le haghaidh gréasáin shóisialta, gréasáin sainspéise, agus deiseanna úsáide a fhorbairt i réimsí óige (m.sh. óige agus amharclannaíocht), mic léinn, daoine dífhostaithe, daoine fásta, teaghlaigh, daoine atá éirithe as an obair, srl.

2 Work in partnership with other parties to take advantage of opportunities presented by technology

Technology which would support the work in this area is very important. Cooperation in this area of work between Foras na Gaeilge and the various interested parties with clearly defined responsibilities will make the best use of our resources.

- support the development of opportunities using the existing technology infrastructure, in conjunction with interested parties, in order to use social media to publicise networking and socialising opportunities.

3 Build on the special interest networks and the specialist groups at different life stages

- build on a scheme for special interest groups to increase the number of current walking, cycling etc. groups. Foras na Gaeilge recognises that a person's life circumstances shape their socialisation opportunities and that there are often other factors apart from language which cause people to meet each other socially. Particular roles in this area were recognised when the Partnership Approach was established and specific functions in this area were assigned to particular lead organisations.
- prioritise supports for social networks, special interest groups, and for developing opportunities to use the language among younger people (e.g. young people and theatre), students, unemployed people, adults, families, those who have retired, etc.

4 Léiriú gur cuid lárnach de chultúr na hÉireann iad an Ghaeilge féin agus na healaíona trí Ghaeilge

Aithníonn Foras na Gaeilge an tábhacht a bhaineann leis na healaíona, na healaíona dúchasacha san áireamh, agus gur chóir go mbeidís ar chlár gach eagraíochta agus scéim chultúrtha eile. Táimid tiomanta don obair sa réimse seo i gcomhpháirt leis na mórpháirtithe leasmhara eile.

- tacú le straitéis chuimsitheach a fhorbairt agus a fheidhmiú i leith na n-ealaíon Gaeilge teanga-bhunaithe, i gcomhar le páirtithe leasmhara a chinnteoidh go mbeidh teacht ag an bpobal ar na healaíona trí Ghaeilge ar bhonn uile-oileáin, go réigiúnach agus ag leibhéal an phobail áitiúil, agus go n-úsáidfí na deiseanna forleathana ag leibhéal an phobail sna líonraí agus sna BSGanna agus sna LPTanna leis na healaíona trí Ghaeilge a chur chun cinn, beag beann ar éagothroime eacnamaíochta nó míbhuntáistí.

5 An Ghaeilge a bheith in úsáid i gcúrsaí eacnamaíochta

Aithníonn Foras na Gaeilge an gá le caitheamh leis an nGaeilge mar ghnáththeanga chumarsáide i raon leathan comhthéacsanna, an comhthéacs gnó agus eacnamaíochta ina measc. Aithnímid go bhfuil buntáiste le tairiscint ag an teanga sna réimsí seo, gur cuid den gheilleagar sa dá dhlíne iad pobal na Gaeilge, agus go dtiocfaidh buntáiste ar leith ón nasc idir pobal na Gaeilge i gcoitinne agus an nGaeltacht.

- tacú le forbairt ar an Q-Mharc agus le gnólachtaí áitiúla fostaíocht a chur ar fáil do dhaoine óga le Gaeilge sna pobail éagsúla a bhfuil an Ghaeilge á forbairt iontu.

4 Show that the Irish language and the arts through Irish are a central part of Irish culture

Foras na Gaeilge recognises the importance of the arts, particularly the indigenous arts, and that they should be integral to all organisations and other cultural schemes. We are dedicated to working in partnership with the other major interested parties in this arena.

- support the development and implementation of a comprehensive strategy for language-based arts through Irish, in conjunction with interested parties to ensure that the public have access to the arts through Irish on an all-island basis, regionally and at local community level and that the extensive opportunities at community level in the networks, the Gaeltacht service towns and the language planning networks are taken to promote Irish irrespective of economic inequality or disadvantage.

5 Use Irish in economic contexts

Foras na Gaeilge recognises the need to treat Irish as a language for everyday communication in a broad range of contexts, including business and economic contexts. We recognise that the language offers a certain advantage in these areas, that the Irish language community forms part of the economy in both jurisdictions, and that a particular advantage can derive from the relationship between the Irish language community generally and the Gaeltacht.

- support the development of Q-Mharc and local businesses which employ young Irish speakers in the various communities in which Irish is being promoted.

Cur le húsáid na meán trí chéile

Tríd an tacaíocht a chuirtear ar fáil don chraoltóireacht agus do na meáin shóisialta, tá Foras na Gaeilge ag iarraidh a dheimhniú go mbaintear leas as na meáin nua leis an nGaeilge a chur chun cinn i réimsí éagsúla, úsáid ar na meáin shóisialta trí Ghaeilge san áireamh.

- tuilleadh deiseanna a fhiosrú agus a ghlacadh le leas níos fearr a bhaint as na meáin nua, go háirithe na meáin shóisialta, i gcur chun cinn na Gaeilge agus in obair na bpáirtithe leasmhara.

6 An Ghaeilge a bheith in úsáid níos minice i saol na meán Béarla

- tacaí a fhorbairt d'úsáid na Gaeilge sna meáin Bhéarla idir chlóite agus chraolta, go háirithe sna pobail a bhfuil an Ghaeilge á forbairt iontu mar theanga phobail.

Increase the use of media generally

Through supporting broadcasting and social media Foras na Gaeilge seeks to ensure that new media are used to promote Irish in various areas, including use on social media through Irish.

- Explore further and take advantage of additional opportunities to make better use of new media, especially social media, to promote Irish and work with interested parties.

6 To increase the frequency of the use of Irish in English-language media

- develop supports for the use of Irish in English language media, both print and broadcast, especially in communities in which Irish is developing as a community language.



7 Cur le líon na ndaoine a éisteann le stáisiúin raidió pobail Ghaeilge, agus a gcuireann na stáisiúin phobail oiliúint orthu.

Aithníonn Foras na Gaeilge an obair luachmhar atá déanta in earnáil an raidió pobail leis an maoiniú ón **Scéim Raidió Pobal**. Chomh maith leis an tseirbhís chraoltóireachta féin, cuirtear an-bhéim ar ghné na hoiliúna, agus is mór an chabhair iad le dlús a chur le pobal trí sheirbhísí raidió lán-Ghaeilge a chur ar fáil, trí imeachtaí a phoibliú agus tallann agus cultúr áitiúil an phobail a cheiliúradh.

- tógáil ar an obair sin agus forbairt a dhéanamh ar ról na stáisiún i measc an phobail, agus ar líon na ndaoine a éisteann leis na stáisiún phobail Ghaeilge.

8 Na meáin scríofa Ghaeilge a fhorbairt

Aithníonn Foras na Gaeilge an obair luachmhar atá déanta in earnáil na meán scríofa leis an maoiniú ón **Scéim Irisí agus Nuachta**. Chomh maith leis an tseirbhís nuachta agus soláthar ábhar léitheoireachta don phobal, cuireann na meáin scríofa Ghaeilge ardán do scríbhneoirí Gaeilge a gceird a fhorbairt agus taithí a fháil.

- leanúint den fhorbairt atá déanta ar na meáin scríofa Ghaeilge trí thaighde a dhéanamh ar mhianta léitheoirí agus ar mhianta an phobail i gcoitinne agus tacaíochtaí a chur ar fáil dá réir.

7 Increase the number of people who listen to Irish language community radio stations, and the numbers trained by them.

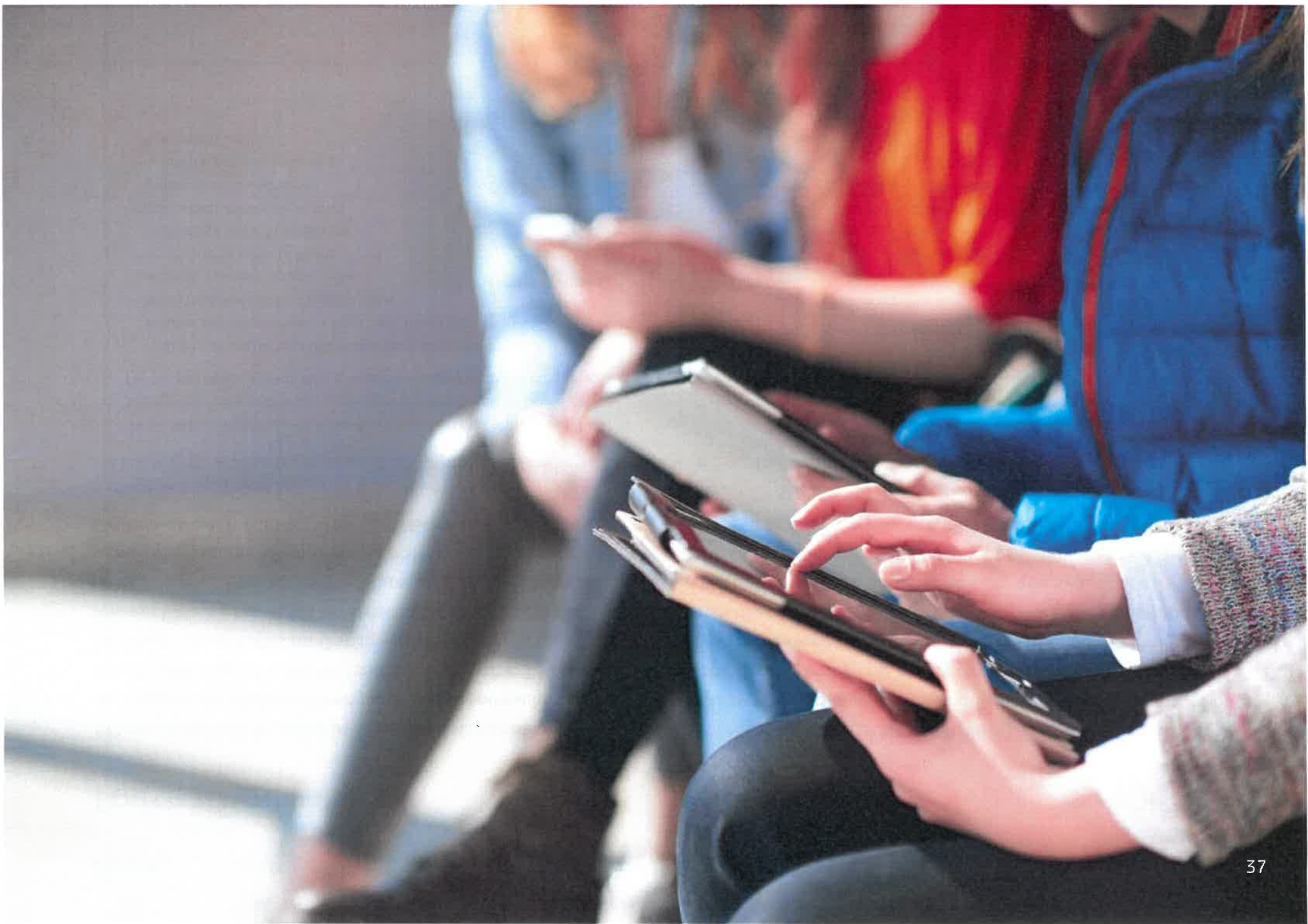
Foras na Gaeilge recognises the valuable work done in the community radio sector with funding from the **Community Radio Scheme**. As well as the broadcast service itself, much emphasis is put on the training aspect, which all goes to increase community cohesion by providing Irish-medium radio services, publicising activities and celebrating local community talent and culture.

- build on existing work and develop the stations' role in their communities, and increase the number of people listening to Irish language community stations.

8 Develop the Irish language written media

Foras na Gaeilge recognises the valuable work done in the written media sector through its funding of the sector. As well as the news service and the provision of reading material to the community, the Irish language written media provide a platform for Irish language writers to develop their craft and gain experience.

- continue developing written media in Irish by carrying out research about readers' wishes and on the wishes of the general public and providing supports accordingly.



Foilseacháin

Aithnítear go bhfuil tábhacht ar leith le foilseacháin i dteanga do shealbhú na teanga, don léitheoireacht, don litearthacht agus d'úsáid na teanga go sóisialta. Tá ról tábhachtach ag Foras na Gaeilge lena dheimhniú go bhfuil foilseacháin á gcur ar fáil do shiollabais na gaelscolaíochta thuaidh agus theas ag leibhéal bunscoile agus meánscoile, agus lena dheimhniú go bhfuil ábhair léitheoireachta a oireann do gach cuid de phobal na Gaeilge á gcur ar fáil.

1 Nósanna léitheoireachta a chothú agus a bhuanú

Tá an tábhacht a bhaineann leis an réimse seo mar ghné d'úsáid na teanga is féidir a bhuanú trí eispéireas dearfach agus saibhir a chur ar fáil ag aois luath, laistigh den chóras oideachais agus lasmuigh de.

- **tacú leis an aidhm seo trí thosaíocht a dhéanamh d'ábhar léitheoireachta le haghaidh páistí óga, páistí iar-bhunscoile, déagóirí agus aosaigh óga inár scéimeanna maoinithe. Is mian le Foras na Gaeilge iad a fhorbairt go leanúnach, trí bhéim ar leith a chur ar ardchaighdeán na bhfoilseachán agus ar a n-ilghnéitheacht.**



Publications

It is recognised that publications in a language are of particular importance for the acquisition of that language, for reading, for literacy and for the use of the language socially. Foras na Gaeilge has an important role in ensuring that publications are made available for Irish-medium education syllabuses north and south at primary and secondary school level, and ensuring the availability of reading material appropriate to all parts of the Irish language community.

1 Encourage and sustain reading habits

Publications are of great importance to language acquisition, to reading, to literacy and to the use of the language socially. They are particularly important as an aspect of language use which can be sustained by providing a positive and rich experience at an early age, both within the education system and outside of it.

- **support this aim by prioritising in our funding schemes reading material for young children, post primary school children, teenagers and young adults. Foras na Gaeilge wishes to continually develop publications by placing a particular emphasis on the high standard and diversity of publications.**

2 Straitéis Chomhtháite a fhorbairt le nósanna léitheoireachta a chothú agus a bhuanú trí eispéireas luath a chur ar fáil

- › straitéis chomhtháite léitheoireachta a fhorbairt le gach gné den léitheoireachta i nGaeilge a chur chun cinn, a chuimseoidh údair, scríobh, foilsiú, tacú le hearnáil na foilsitheoireachta, dáileachán, poiblíú agus margaíocht.
- › cur leis an obair sa réimse seo trí thionscnaimh eile a tharraingeodh rannpháirtíocht an phobail, agus a dheimhneodh seasmhacht na foilsitheoireachta Gaeilge go fadtéarmach.

3 Soláthar cuimsitheach seánraí éagsúla

- › éagsúlacht agus saibhreas a dheimhniú sa réimse seo trí phleanáil chomhtháite i réimse na scríbhneoireachta agus na foilsitheoireachta, le nós na léitheoireachta a bhuanú agus soláthar cuimsitheach ábhair a chinntiú.
- › athbhreithniú a dhéanamh ar an gcur chuige maidir le soláthar ábhair do na siollabais oideachais, i gcomhar le páirtithe eile le cur chuige comhtháite a dheimhniú.

4 Breis Ábhair do Pháistí

Tá tábhacht ar leith le hábhar a chur ar fáil don óige. Tá an-dul chun cinn déanta maidir le hábhar i nGaeilge a chur ar fáil do pháistí: seoidleabhair chlóite, ríomhleabhair, closleabhair agus foilseacháin eile de chuid an Ghúim agus an Áisaonaid.

- › deiseanna eile a fhiosrú agus a ghlacadh le breis ábhair d'ardchaighdeán a chur ar fáil don óige.

2 Develop an integrated strategy to foster and sustain reading habits by providing early experiences

- › develop an integrated strategy to promote all aspects of reading in Irish, including authors, writing, publishing, support for the publishing sector, distribution, publicity and marketing.
- › progress work in this area through other initiatives which would encourage community participation, and ensure the long-term sustainability of Irish language publishing.

3 Comprehensive provision of various genres

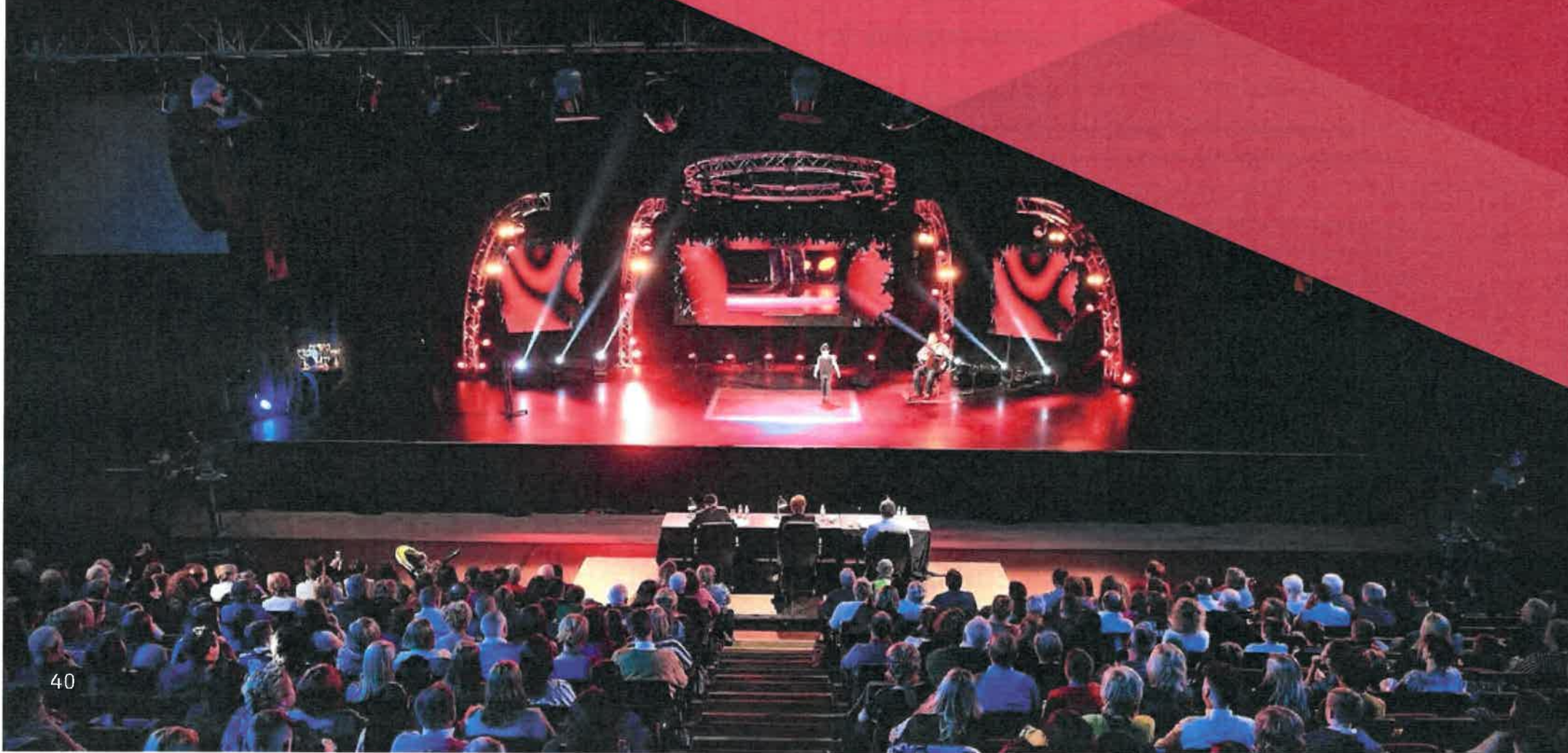
- › ensure a wide variety of categories and high standards in this area through integrated planning in writing and publishing, to sustain the habit of reading and ensure a comprehensive range of reading material.
- › review the provision of material for educational syllabuses in conjunction with other parties in order to ensure an integrated approach.

4 Additional materials for children

It is particularly important to provide materials for young people. Great progress has been made in the provision of material in Irish for children: superb printed books, e-books, audio books and other publications of An Gúm and the Áisaonad.

- › Identify and explore further opportunities to provide extra material of a high standard for young readers.

3



Tacaíocht

Feasacht

1 Feasacht faoin nGaeilge a ardú

Aithnítear an tábhacht le cúrsaí feasachta, i dtaca le buntáistí an dátheangachais, deiseanna úsáide, cearta teanga srl. Thairis sin, tá tábhacht le cúrsaí feasachta i dtaca leis an teanga féin agus ar gach a mbaineann lena saíocht – an stair, an litríocht, an amhránaíocht, an saibhreas cumarsáide agus intleachtúil a léiríonn an teanga féin agus na healaíona Gaeilge éagsúla.

- feasacht agus eolas faoin teanga a chraobhscaoileadh, agus a léiriú gur le gach duine í. Aithníonn Foras na Gaeilge gur tasc ar leith é díriú ar an gcuid sin den phobal nach n-úsáideann an Ghaeilge maidir le feasacht, agus gur gá tógáil ar an obair a rinneadh ar Straitéisí Gaeilge sa dá dhlínse.
- feasacht ar an nGaeilge bheith mar chéad chéim, mar 'chuireadh isteach' sa teanga agus i gcultúr na Gaeilge dóibh siúd nár úsáid an méid Gaeilge atá acu mórán go dtí seo.

Support

Awareness

1 Raise awareness about Irish

Awareness of the Irish language is important, in relation to the advantages of bilingualism, opportunities for use, language rights etc. But an awareness of the language itself as a language – an awareness of its heritage: its history, literature, singing, communicative and intellectual riches as exemplified by the language and the various Irish language arts.

- broadcast awareness and knowledge about the language, and demonstrate that it belongs to everyone. In terms of raising awareness of language Foras na Gaeilge recognises a particular need to focus on that section of the public which does not use Irish and to build on the work carried out on Irish language strategies in both jurisdictions.
- making awareness of Irish a first step, as an 'invitation' to the language and to the culture of Irish for those who have not previously used whatever Irish they may have.

2 Cur le próifil na Gaeilge thar lear

Aithníonn Foras na Gaeilge an dualgas atá orainn feidhmiú mar fhoinsé iontaofa eolais faoin teanga do dhaoine thar lear agus deiseanna a chur ar fáil dóibh dul i ngleic leis an teanga níos doimhne nuair is mian leo.

- › obair i gcomhpháirt leis na rialtais agus i gcomhpháirt le páirtithe leasmhara eile atá gníomhach sa réimse seo le leas a bhaint as gréasáin atá ann cheana féin chun an Ghaeilge a chur chun cinn thar lear dóibh agus le feidhmiú mar mhalartán dea-chleachtais agus eolais. San áireamh anseo tá gréasáin shóisialta, cultúrtha, spóirt, taidhleoireachta agus polaiteolaíoch, teagmhálacha le grúpaí ionadaíoch ar na hÉireannaigh thar lear, grúpaí sainspéise Gaeilge agus neamh-Ghaeilge srl.

2 Increase the profile of Irish abroad

Foras na Gaeilge recognises our responsibility to be a trusted source of information about the language for people abroad and to provide opportunities to them to engage with the language at a deeper level whenever they might wish to do so.

- › work in partnership with the governments and other interested parties active in this area to use existing networks to promote the Irish language abroad and to act as an exchange mechanism for information and best practices. This includes social, cultural, sport, diplomatic and political networks, contacts with groups representing the Irish abroad, Irish language and non-Irish language specific interest groups etc.





Tionscnaimh leathana

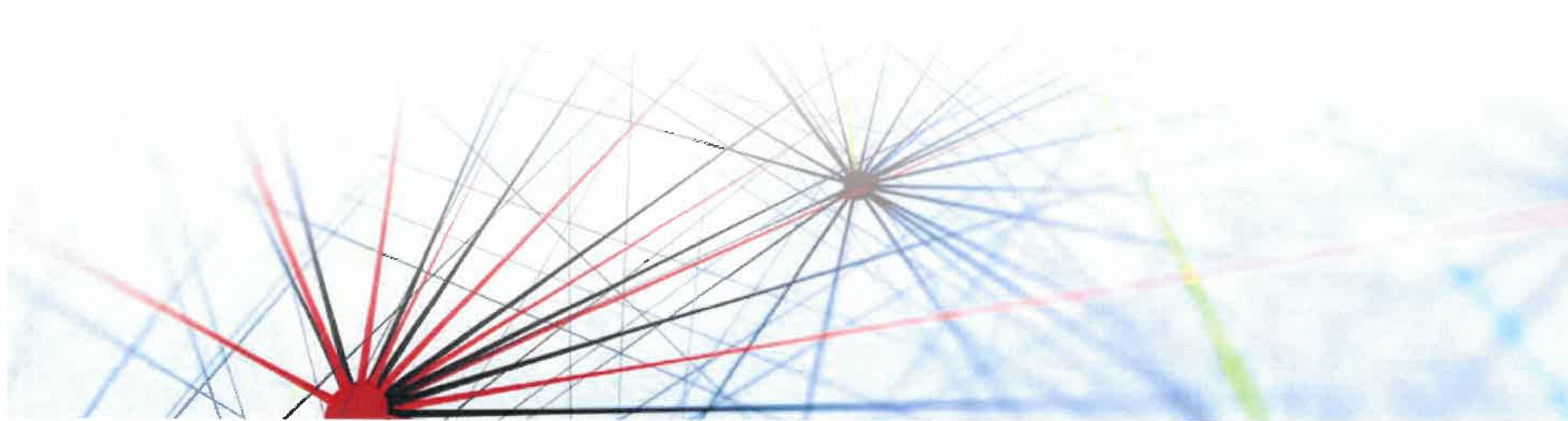
Tionscnaimh leathana a phleanáil ó thaobh amscála de

Tagraíodh cheana do na Trí Théama Leanúnacha inar aithníomar réimsí leathana a bheidh ina dtosaíochtaí ag Foras na Gaeilge sna blianta beaga amach romhainn, mar atá: **Comhairle**, **Comhoibriú** agus **Comhordú**. Chomh maith leosan, aithnímid go mbeidh sé le leas na Gaeilge béim a chur ar théamaí ar leith agus ar shaincheistean eile a ghearrann trasna ar réimsí éagsúla oibre.

Broad initiatives

Planning broad initiatives in terms of timescale

Three constant themes have already been referred to, in which we recognised broad priority areas for Foras na Gaeilge in the immediate years ahead: **Consultation**, **Cooperation** and **Coordination**. As well as these, we recognise that it would be advantageous to the Irish language to place an emphasis on particular themes and other specific questions which cut across different fields of work.



1 Tionscnaimh leathana – cruthaitheacht

Aithníonn Foras na Gaeilge an tábhacht le tionscnaimh nó ‘téamaí’ móra a bheith mar fhócas uaireanta. Le sampla a lua:

Clúdaíonn an coincheap ‘normalú’ ceann de an spriocanna agus na luachanna is tábhachtaí don eagraíocht: gur linne ar fad an teanga agus gur chóir a húsáid a leathnú amach i réimsí agus i gcomhthéacsanna nua an t-am ar fad. Tá machnamh á dhéanamh ar shuaitheantas nó comharthaíocht nó brandáil uillíoch éigin (ar nós An Fáinne nó comhartha eile) le húsáid a spreagadh i gcomhthéacsanna laethúla agus an leibhéal ard cumais atá i measc an phobail a iompú ina úsáid.

- **spás agus acmhainní a chur i leataobh san eagraíocht agus go seachtrach don mhachnamh ar thionscnaimh leathana, le plé a dhéanamh ar an luach atá leo agus ar bhealaí le hiad a aithint agus a dtionchar a thomhas. Tá obair den chineál seo luaite sa Chur Chuige Comhpháirtíochta go háirithe trí ionchur an Fhóraithe Fhorbartha Teanga.**

2 Tionscnaimh leathana – raon ama

Bionn tábhacht le tionscnaimh a d’éileodh amscála níos faide ná an timthriall pleanála & forfheidhmithe atá luaite le Foras na Gaeilge sa Mheamram Airgeadais (3 bliana). Mar shampla, gné na Gaeilge de na comórthaí éagsúla stáit a bheidh ann le linn thréimhse na straitéise seo nó gnéithe d’fhorfheidhmiú straitéisí eile le raon ama níos faide (Éire 2040, forbairt tuaithe, fostaíocht, mar shampla).

- **an deis a thapú chuige seo, pleanáil lasmuigh de na gnáth-timthriallacha pleanála gnó.**

1 Broad initiatives – creativity

Foras na Gaeilge recognises the importance of major initiatives or themes to act as a focus sometimes. For example,

the concept of ‘normalisation’ describes one of the goals and the most important values for the organisation: that the language belongs to all of us and that its use should be widened in new areas and contexts all the time. Consideration has been given to some universal badge or signage or branding, such as the Fáinne or another sign, to increase use in daily contexts and convert the high level of ability among the public to use of the language.

- **put aside space and resources within the organisation and externally for consideration of broad projects, to discuss their value and ways to acknowledge them and measure their influence. Work of this kind is mentioned in the Partnership Approach especially through the input of the Language Development Forum.**

2 Broad initiatives – time range

Initiatives which would require a longer timescale than the planning & implementation cycle which are assigned to Foras na Gaeilge in the financial memorandum (three years) are important. For example, the Irish language aspect of the various state commemorations which will occur during the period of this strategy or aspects of the implementation of other strategies with a longer time range (Éire 2040, rural development, employment, for example).

- **take these opportunities to plan outside the normal cycles of business planning.**

1972

11 bunscoil agus 5 iar-bhunscoil

11 primary schools and 5 all-Irish post-primary schools

2017

180 bunscoil agus 50 iar-bhunscoil

180 primary schools and 50 post-primary schools



Tagairtí

- 1 'go mór i bhfách' nó 'cineál i bhfách' – 'strongly in favour' nó 'somewhat in favour'. (ESRI 2015)
- 2 As na daoine a léirigh tuairim, bhí 87% ina fhabhar ó dheas agus 52% ó thuaidh. 6% agus 8% faoi seach nár léirigh tuairim. (ESRI 2015)
- 3 ESRI: 2015, Tábla 6.3
- 4 Tá planáil fhoirmeáita don éileamh iarrtha ar an Roinn Oideachais agus Scileanna le dul i ngleic leis an éileamh: <https://tuairisc.ie/diultaithe-ag-mchugh-do-phlean-naisiunta-do-mhuineadh-na-gaeilge-agus-do-dheontas-abhar-oidi/>
- 5 ESRI 2015, Tábla 7.1
- 6 'The maintenance of more or less stable rates of bilingualism since 1970 is due more to the capacity of the schools to produce competent bilinguals rather than the capacity of the bilingual community to reproduce itself.' Ó Riagáin (1997, 274)
- 7 Ciorclán 43/75 agus leasaithe/curtha leis an gCiorclán 30/90
- 8 Féach Ó Riagáin (1997, 15). Foilsíodh baillíúchán de na moltaí caighdeánaithe agus litrithe in An Caighdeán Oifigiúil i 1958 agus bunaíodh an Coiste Téarmaíochta i 1968
- 9 Tá cur síos níos iomláine ar fheidhmeanna an Choimisinéara Teanga ar fáil anseo: <https://www.coimisineir.ie/feidhmeanna-an-choimisineara-teanga?lang=GA>
- 10 Tá ráiteas éirí as an Choimisinéara, Seán Ó Cuirreáin, ráiteas a thug sé os comhair an Chomhchoiste um Fhormhaoirsiú ar an tSeirbhís Phoiblí agus Achainíochta de chuid Thithe an Oireachtais, ar fáil anseo: <https://www.coimisineir.ie/userfiles/files/NotaicainteAnCoimisineirTeanga04122013.pdf>

References

- 1 'go mór i bhfách' or 'cineál i bhfách' – 'strongly in favour' or 'somewhat in favour'. (ESRI 2015)
- 2 Out of those who expressed an opinion, 87% where in favour in the south and 52% in the north. 6% and 8% respectively that did not express an opinion. (ESRI 2015)
- 3 ESRI: 2015, Table 6.3
- 4 Formal planning for the demand has been requested of the Department of Education and Skills to tackle the demand: <https://tuairisc.ie/diultaithe-ag-mchugh-do-phlean-naisiunta-do-mhuineadh-na-gaeilge-agus-do-dheontas-abhar-oidi/>
- 5 ESRI 2015, Table 7.1
- 6 'The maintenance of more or less stable rates of bilingualism since 1970 is due more to the capacity of the schools to produce competent bilinguals rather than the capacity of the bilingual community to reproduce itself.' Ó Riagáin (1997, 274)
- 7 Circular 43/75 and amendments/added to the Circular 30/90
- 8 See Ó Riagáin (1997, 15). A collection of the standardisation and spelling recommendations was published in *An Caighdeán Oifigiúil* (The Official Standard) in 1958 and the Terminology Committee was established in 1968
- 9 A fuller description of the functions of the Language Commissioner is available here: <https://www.coimisineir.ie/feidhmeanna-an-choimisineara-teanga?lang=EN>
- 10 The resignation statement of Commissioner Seán Ó Cuirreáin, which he gave before the Joint Committee on Public Service Oversight and Petitions of the Houses of the Oireachtas, available here: <https://www.coimisineir.ie/userfiles/files/NotaicainteAnCoimisineirTeanga04122013.pdf>

- 11 Conchúr Ó Giollagáin & Martin Charlton Nuashonrú ar an Staidéar Cuimsitheach Teangeolaíoch ar úsáid na Gaeilge sa Ghaeltacht 2006-2011 (Údarás na Gaeltachta 2015). http://www.udaras.ie/media/pdf/002910_Udaras_Nuashonr%C3%BA_FULL_report_A4_FA.pdf a bhí ina nuashonraú ar an gcáipéis seo: Conchúr Ó Giollagáin, Seosamh Mac Donnacha et al Staidéar Cuimsitheach Teangeolaíoch ar Úsáid na Gaeilge sa Ghaeltacht (2007) <http://www.udaras.ie/wp-content/uploads/2014/01/Staid%C3%A9ar-Cuimsitheach-Teangeola%C3%ADoch-ar-%C3%9As%C3%A1id-na-Gaeilge-sa-Ghaeltacht.pdf>
- 12 An tIonad Breathnaithe um Thaighde Uille-Éireann in Ollscoil Mhá Nuad Próifil Shochreacnamaíoch de na Seacht gCeantar Gaeltachta in Éirinn (Samhain 2018), staidéar a choimisiúnaigh an Seanadóir Pádraig Ó Céide le cómhaoiniú ón gComhairle um Thaighde in Éirinn. http://senatorpadraigocoidigh.com/wp-content/uploads/2018/11/GaeltachtAreaProfileIrish_Online.pdf [Leagan Béarla anseo: http://senatorpadraigocoidigh.com/wp-content/uploads/2018/11/GaeltachtAreaProfileEnglish_Online.pdf]
- 13 <https://www.chg.gov.ie/ga/gaeltacht/20-year-strategy-for-the-irish-language-2010-2030/action-plan-2018-2022/>
- 14 Deir Ó Riagáin (1997, 269) gurb in an aidhm a bhí riamh le polasaithe an Stáit, dáiríre, ó na 1920í agus 1930í
- 15 Maidir leis an taobh foirmeálta de, sa bhllain acadúil thug an Roinn Cultúir, Oidhreacht agus Gaeltachta tacaíocht do 43 institiúid tríú leibhéal in 12 tír ar leith a raibh clár léinn sa Ghaeilge iontu. <https://www.chg.gov.ie/app/uploads/2016/08/link-list-of-grants-approved-for-foreign-universities-for-period-2016-17-2018-19.pdf>
- 16 Aodán Mac Póilín *The Irish language in education in Northern Ireland* (dara eagrán), Mercator, 2004, lgh 2–3
- 17 Helen Ó Murchú *More facts about Irish* BÁC, 2008, lch 309
- 18 Ó Murchú, lch 313

- 11 Conchúr Ó Giollagáin & Martin Charlton Nuashonrú ar an Staidéar Cuimsitheach Teangeolaíoch ar úsáid na Gaeilge sa Ghaeltacht 2006-2011 (Údarás na Gaeltachta 2015). http://www.udaras.ie/media/pdf/002910_Udaras_Nuashonr%C3%BA_FULL_report_A4_FA.pdf which was an update to this document: Conchúr Ó Giollagáin, Seosamh Mac Donnacha et al Staidéar Cuimsitheach Teangeolaíoch ar Úsáid na Gaeilge sa Ghaeltacht (2007) <http://www.udaras.ie/wp-content/uploads/2014/01/Staid%C3%A9ar-Cuimsitheach-Teangeola%C3%ADoch-ar-%C3%9As%C3%A1id-na-Gaeilge-sa-Ghaeltacht.pdf>
- 12 All-Island Research Observatory in Maynooth University Profile of the Seven Gaeltacht Areas in Ireland (November 2018), a study commissioned by Senator Pádraig Ó Céide with joint funding from the Irish Research Council. http://senatorpadraigocoidigh.com/wp-content/uploads/2018/11/GaeltachtAreaProfileIrish_Online.pdf (English version here: http://senatorpadraigocoidigh.com/wp-content/uploads/2018/11/GaeltachtAreaProfileEnglish_Online.pdf)
- 13 <https://www.chg.gov.ie/ga/gaeltacht/20-year-strategy-for-the-irish-language-2010-2030/action-plan-2018-2022/>
- 14 Ó Riagáin (1997, 269) says that this was really the state's aim from the 1920s and 1930s
- 15 As for the formal side of it, in the academic year the Department of Culture, Heritage and the Gaeltacht gave support to 43 third level institutions in 12 separate countries in which there was an Irish language study programme. <https://www.chg.gov.ie/app/uploads/2016/08/link-list-of-grants-approved-for-foreign-universities-for-period-2016-17-2018-19.pdf>
- 16 Aodán Mac Póilín, *the Irish language in education in Northern Ireland* (second edition), Mercator, 2004, pages 2–3
- 17 Helen Ó Murchú *More facts about Irish* BÁC, 2008, p. 309
- 18 Ó Murchú, p. 313

Admhálacha

Sliocht le Seamus Heaney ar leathanach 8 le caointhead Ghael Linn agus eastát Seamus Heaney.

Grianghraf de Ghaelbhratach ar leathanach 21 le caointhead Ghael Linn.

Grianghraf den Oireachtas ar leathanach 40 le caointhead Oireachtas na Gaeilge.

Is le caointhead ó Fháilte Éireann a úsáidtear na grianghraif ar leathanaigh 7 agus 10.

Acknowledgements

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Foras na Gaeilge



Consultation Document

**A Strategic Direction for Foras na Gaeilge
2020 - 2025**

Foras na Gaeilge
www.forasnagaeilge.ie

CONTENTS

1. Introduction
2. Explaining the policy
3. Examining Details and Research available
4. Impact Assessment
5. Other Options, Mitigation & Policy Decision
6. Seeking Your Views
7. Formal Consultation, Decision and Publishing Results

Part 1 Introduction

Objective of the Consultation

The aim of this consultation document is to seek opinions on the draft of *A Strategic Direction for Foras na Gaeilge 2020 – 2025* which includes the organisations major objectives for that period.

It should be noted that this consultation document is available to read as a draft document on the Foras na Gaeilge website: www.forasnagaeilge.ie.

This consultation document provides a background for people whose opinions are sought on the document and the use to be made of it. +

Foras na Gaeilge would like to receive views from as many people as possible during this consultation. To help with this consultation process, the following gives a short account of material included in the *Strategic Direction*. It also contains questions below which Foras na Gaeilge would like to be answered.

Responding to the consultation

Completed questionnaires can be sent by e-mail or in the post to the Responses Coordinator below. We must receive your response by [~~24 December 2019~~] **31 January 2020**. Your response will be acknowledged within 2 working days (by e-mail or 5 days in the case of hard copy) to certify that your questionnaire was received. If you are answering as an agreed representative of an organisation or group, this can be mentioned.

Please give the following details:

Name: Mid Ulster District Council

Contact details: 03000 132 132

Deaglan.ODoibhlin@midulstercouncil.org
tony.mccance@midulstercouncil.org

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Confidentiality and Freedom of Information

Foras na Gaeilge will publish a summary of the responses after the close of the consultation process and may publish them in their entirety. If you prefer your responses to be treated in confidence, please tell us, detailing your reasons. However, even if you ask that your responses to be treated confidentially, Foras na Gaeilge may decide to publish your response, or the Information Commissioner may request that your response be published in its entirety or a part thereof. It will be assumed that any automatic disclaimer generated by your computing system does not apply to your answer, except for information for which confidentiality was specifically requested.

If we are requested to disclose responses under the Code of Practice for Freedom of Information to the North/South Implementation Bodies and Tourism Ireland, we will consider any requests for confidentiality. We cannot, however, give any guarantees regarding confidentiality under freedom of information.

We will deal appropriately with personal details you provide in accordance with legislation on data protection.

To get more information on the confidentiality of responses, please contact the Information Commissioner's Office or visit the website at: nó www.oic.ie nó ico.org.uk.

Timetable

In December 2019 the deadline was extended to **31 January 2020**.

Equality of Opportunity

This section gives the background to the creation and the objective of this document.

In accordance with Article 75 of the *Northern Ireland Act* 1998, Foras na Gaeilge must, in the discharge of its functions, pay due regard to equality of opportunity:

- between people of different religious belief, political opinion, race, age, marital status or sexual orientation;
- between men and women generally;
- between those who have a disability and those who do not;
- between those who have dependents and those who do not.

In addition, without prejudice to the above obligations, Foras na Gaeilge must give regard to the desirability of promoting good relations between people of differing religious belief, political opinion, or racial group.

Foras na Gaeilge is fully committed to complying with the legislative requirements of article 75 of the *Northern Ireland Act* 1998.

Under article 49A of the *Disability Discrimination Act* 1995 (DDA 1995) (as amended by the *Disability Discrimination (Northern Ireland) Order 2006*), Foras na Gaeilge is required, in carrying out its functions, to pay due regard to the need to:

- promote positive attitudes regarding people with disabilities; and

- encourage people with disabilities to participate in public life ('the disability duties').

Current Situation

Foras na Gaeilge does not currently have any document relating to a period longer than three years. Even with the consultation process in place with input from the public included, an official role is not recognized under the Financial Memorandum, as previously stated.

Pre-consultation with stakeholders

Prior to this consultation process, Foras na Gaeilge consulted with a limited range of stakeholders involved in the partnership approach to obtain their views on some of the key objectives developed in this draft of *A Strategic Direction for Foras na Gaeilge 2020 – 2025*.

Part 2. Policy Explanation

In accordance with the legislation and arrangements under which Foras na Gaeilge was established certain planning requirements have been identified. The Language Body's Financial Memorandum sets out the need for an annual business plan and a corporate plan covering a three year period. In addition to specific objectives and actions, budgets are quoted for the period to which both documents relate and both plans must be approved by the North / South Ministerial Council to be applicable.

More long-term planning was undertaken initially to lead Foras na Gaeilge's strategic development, with particular emphasis on corporate and internal affairs (staffing increase, divisional departments and so on) but the period of that plan came to an end in 2011. Due to uncertainty about various external factors in both jurisdictions, planning for a period of longer than three years has not yet been undertaken.

The Board of Foras na Gaeilge recognized that there would be particular value in developing a Strategic Direction for the organization which would reflect the organisation's ambition and commitment to the language. It was understood that it would not possible to determine a budget for longer than three years but at the same time it was understood that it was not worth choosing a long period for the *Strategic Direction* as it would not reflect the sense of urgency of some of the actions to be undertaken. A five year period was chosen as the term for the plan, **from 2020 to 2025**.

While it is a Strategic Direction for Foras na Gaeilge as an organization, the organization needs to be responsive to the needs of the language itself and therefore internal issues are not primarily discussed in the document. For over a year, an internal consultation process has taken place in Foras na Gaeilge at staff and Board level, under the direction of the Development Committee, a Board committee. It was recognized from the outset that it was

important to obtain views from a wider range of people who would have opinions on the needs of the language in the years ahead. A high level consultation on the major objectives has already been explored with a number of the Foras stakeholders but this is now a public consultation on a broader basis.

The aforementioned planning considerations will not change after this process but feedback will be systematically received from the public on Foras na Gaeilge's priorities and major objectives in a way that will help us to plan in a better and more open way.

Foras na Gaeilge are also hopeful that a cycle of feedback and communication will be created with the public as a result.

3. Examining Details and Research available

The material here in *A Strategic Direction for Foras na Gaeilge 2020 – 2025* is based on an internal consultation process at staff and Board level undertaken within Foras na Gaeilge for over a year.

It should be noted that this consultation document is available to read as a draft document on the Foras na Gaeilge website: www.forasnagaeilge.ie.

3 major areas of work have been identified: **Language Ability; Language Use; and Support.**

Under each of these more specific areas of work are detailed:

Language Ability

- Education
- Lexicography & terminology
- The family

Language Use

- Development at community level & language planning
- Integration of Irish into daily life
- Publications

Support

- Awareness
- Broad initiatives

Of course this is a wide consultation not directed on a particular Foras na Gaeilge funding

scheme and for this reason one should look at the draft copy of *A Strategic Direction for Foras na Gaeilge 2020 – 2025* where the research and planning background is laid out and additional details are displayed regarding the priorities recognised by Foras na Gaeilge for the time ahead. The draft is available on Foras na Gaeilge's website: www.forasnagaeilge.ie.

4. Impact Assessment

Category Section 75: Religious Belief

No known issues included.

Category Section 75: Political Opinion

No known issues included.

Category Section 75: Race Group

No known issues included.

Category Section 75: Age

No known issues included.

Category Section 75: Marital Status

No known issues included.

Category Section 75: Sexual Orientation

No known issues included.

Category Section 75: Men & Women in General

No known issues included.

Category Section 75: Disability

No known issues included.

Category Section 75: Dependents

No known issues included.

Summary

It is not expected that there will be any negative effect included in the draft for *A Strategic Direction for Foras na Gaeilge 2020 – 2025* on any of the groups under Alt 75 which would require mitigating or other policies. Of course if detailed recommendations emerge as a result of this consultation process, they will be dealt with as required.

5. Other Options, Mitigation & Policy Decision

As aforementioned this is a consultation process on *A Strategic Direction for Foras na Gaeilge 2020 – 2025* a conscious decision was made by the organisation to address context and timetable planning which made it difficult for the organisation to attract input from the public into the organisation's planning process in its broadest sense.

The draft of *A Strategic Direction for Foras na Gaeilge 2020 – 2025* and the consultation process itself is an attempt to listen to the public and to take their suggestions on board accordingly and to create an eventful conversation with the public in a way that has not taken place previously.

This will of course be taking place without affecting the organisations requirements in relation to any amendment or significant suggestion in a particular area of work that may arise later and the appropriate process regarding any amendment or suggestion of its sort will always be adhered to.

6. Seeking Your Views

We are seeking your views on the draft *A Strategic Direction for Foras na Gaeilge 2020 – 2025* and on the consultation process surrounding it. It is recommended that the draft document itself be viewed when creating responses (in PDF format on www.forasnagaeilge.ie/nuacht/comhairliuchan)

C 1. Are you in favour of / opposed to such a document? Explain your reason please:

In general Mid Ulster District Council would be supportive of a document that provides strategic direction for Foras na Gaeilge over the next five year period. A five year overview allows for a more strategic approach than a three year plan and a more focused approach than a twenty year plan.

C 2. Do you have suggestions for improvements that you would make to the new approach mentioned or any aspect of it? List below please:

With regard to facilitating increased usage of the language, priority should be given to programmes which support families seeking to use Irish in the context of and with the aim of developing communities of speakers. In this context some prioritisation of objectives would be beneficial to ensure resources are targeted at the most effective language revitalisation methods. For example, *supporting the language overseas* or *measures to raise the profile of the language* would in the view of Mid Ulster District Council be considered a lower priority.

C 3. Regarding the major area **Language Ability** and the titles below – *Education; Lexicography & terminology; and The family* – do you have suggestions regarding the allocation of material or about specific aspects of it? Explain your recommendations please:

While education has a very important role to play in the creation of new generations of Irish speakers, it cannot be solely relied upon to create sustainable communities of native speakers in which intergenerational transmission of the language happens naturally. “Family” should therefore receive priority in resourcing.

Page 9 of the draft strategic document states that “similar to the South, the [Irish] Language is dependent on the education system, for the most part, to create a community of speakers”. However, unlike the South, the evidence would suggest that communities of speakers are developing, for the most part, as a result of the success and further development of Irish Language medium education and the ongoing work of projects and programmes delivered by the support provided by proactive Local Authorities and Irish Language Development Officers on the ground. Statistical analysis of the impact on Irish taught in English medium schools, as a result of the development of Irish Medium schools, would be advantageous. Within the Mid Ulster District Council area it would appear that as the Irish Language Medium School sector develops, there is a marked and noticeable increase in Irish Language speakers, as one would expect, however what is noticeable and concerning from an education point of view is that the opportunities for those to learn Irish through the English medium school system is in decline. Page 20 of the report highlights that there is a significant decrease in the number of schools in which Irish is taught. This issue needs to be addressed otherwise the opportunity for a young person to learn Irish and/or attain fluency in Irish, will eventually be confined to only those that attend an Irish medium School.

In addition, with regard to the promotion of the language in the English medium sector in the North, there is strong and growing demand (evidenced by Mid Ulster District Council’s ‘Irish in the Primary School’ programme) from schools for assistance with the promotion of the Irish language. Indeed the draft strategy identifies that the greatest barrier to enabling young people to learn Irish is the lack of and the standard of Irish taught in our primary school system. It is therefore proposed that the former DENI Primary Languages Programme or similar should be reintroduced to the primary sector to provide children with access to the language, at the appropriate standard and with the appropriate resources allocated. In the long term teacher training for the English medium sector should focus on language skills in order to address the obvious need in this sector. With regard to the secondary education sector support for the language is often weak, and Irish as a subject is no longer available in a number of areas. Intervention is necessary to counteract this worrying downward trend.

C 4. Regarding the major area **Language Use** and the titles below – Development at community level & language planning – do you have other suggestions regarding how the subject matter is allocated or about specific aspects of it? Explain your recommendations please:

Mid Ulster District Council would propose that greater strategic coordination across the growing network of language centres/family support centres would be beneficial, allowing the speedy adoption of best practice across the sector, for example support for Irish language youth programmes and family-based community support projects.

C 5. Regarding the major area **Support** and the titles below – *Awareness*; and *Broad initiatives* – do you have other suggestions regarding how the subject matter is allocated or about specific aspects of it? Explain your recommendations please:

With regard to the substantive and growing section of the community with an interest in learning the language but with low levels of ability, support should be offered to ensure a good geographical spread of classes and courses and to ensure that the teaching of the language is of a high standard regardless of where it is taught and who is directly engaged.

We welcome any additional information and statements that you feel may facilitate us. Please send completed copies of the Consultation Document if possible or other responses before **31 January 2020** to:

Response Co-ordinator

Foras na Gaeilge

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Béal Feirste, BT1 6ED

Teil +44 2890 890970

Email: comhairliuchan@forasnagaeilge.ie

N.B. Please provide contact details.

Response Co-ordinator

Foras na Gaeilge

63-66 Sráid Amiens

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7. Formal Consultation, Decision and Publishing Results

This formal consultation process will begin in **October 2019** and will end on 31 January 2020. A summary of the responses will be published on the Foras na Gaeilge website early in 2020, when the Board of Foras na Gaeilge will assess the feedback and their impact on the draft document.