



**Creat Straitéiseach don Ghaeilge i dTÉ
Críochmholtaí an Ghrúpa Oibre**

Bealtaine 2012

**Strategic Framework for the Irish language
Final Proposals of the Working Group**

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An Grúpa Oibre / The Working Group

f/c POBAL

Aonad 6

Teach Uí Chorráin

Ionad an Dá Spuaic

155 Sráid Northumberland

Béal Feirste BT13 2JF

Teil: 028 90 438132 - colas@pobal.org - www.pobal.org

Intreoir

Janet Muller

Príomhfheidhmeannach POBAL

Ó bunaíodh POBAL, scátheagras abhcóideachta na Gaeilge, tá obair straitéiseach déanta againn ar stádas agus ar fhorbairt na Gaeilge, ag díriú ar choinníollacha saineiúla na teanga i ndlínse an Tuaiscirt i gcomhthéacs uile-oileánda. Mar chuid den obair seo, rinne muid faireachán agus thug tuairiscí ar ais chuig Comhairle na hEorpa ar fheidmiú na Cairte Eorpaí um Theangacha Réigiúnacha nó Mionlaigh (CETRM) ó dhaingnigh rialtas na RA i 2000 í agus ar an Chreatchoinbhinsiún Um Chosaint na Mionlach Náisiúnta agus ar uirlisí idirnáisiúnta eile. Thacaigh muid fosta le reachtaíocht a chosnódh an Ghaeilge agus a chuirfeadh chun cinn í, agus dá thoradh sin thug rialtas na RA gealltanais, nár comhlíonadh go fóill, i gComhaontú Chill Rímhinn 2006 reachtaíocht Ghaeilge a achtú. Ag éirí as an Chomhaontú, leagann Acht Chill Rímhinn 2006 dualgas ar Thionól TÉ straitéis a ghabháil a mhéadódh forbairt na teanga Gaeilge.

Mar chuid dá dtorthaí féin agus i bhfreagairt ar thuarascálacha faireacháin POBAL, i 2007 mhol Coiste na Saineolaithe ar an CETRM (COMEX) gur chóir beartas cuimsitheach a ghabháil don Ghaeilge sa Tuaisceart. I 2008, thionóil POBAL comhdháil a tharraingeodh ar an taithí idirnáisiúnta ar chomhdhéanamh bheartas den chineál sin. Comhordaíodh tuairimí phobal na Gaeilge le linn na comhdhála i gcuideachta thorthaí na gceardlann a bhí i dtuarascáil na comhdhála ar an imeacht sin. Tá lorg ag na torthaí seo ar mholtaí an doiciméid seo, chomh maith le torthaí a bailíodh i rith an ama trí shuirbhéanna, ócáidí agus fócasghrúpaí ó shin i leith. In Aibreán 2010, d'fhoilsigh Saineolaithe na Cairte a dtríú tuarascáil (COMEX, Strasbourg 21 Aibreán 2010), ina moltar do na húdaráis, ar bhonn tosaíochta: 'Beartas cuimsitheach Gaeilge a ghabháil agus a fheidmiú, trí ghabháil reachtaíochta go háirithe.'

Cé go raibh obair mhaith straitéiseach á déanamh, thuaidh agus theas ag an am, ba léir go raibh bearna go fóill ann i dtaca le creat straitéiseach iomlán a bheadh bunaithe ar phrionsabail fhónta shochtheangeolaíoch agus a bheadh fréamhaithe i riachtanais an phobail. Leis an fholús seo a líonadh, bhunaigh POBAL Grúpa Oibre le hionadaithe ó

Foreword

Janet Muller

CEO POBAL

Since POBAL was first established, it has carried out strategic work on the status and development of Irish, focussing on the particular circumstances of the language in the Northern jurisdiction in an all-Ireland context. As part of this work, we have monitored and reported back to the Council of Europe on the application of the European Charter for Regional or Minority Languages (ECRML) since its ratification by the UK government in 2000 and on the Framework Convention for the Protection of National Minorities as well as on other international instruments. We have also advocated legislation to protect and promote the Irish language, resulting in the UK government commitment in the 2006 St Andrews' Agreement to enact Irish language legislation, a commitment so far unfilled. Arising from the Agreement, the 2006 St Andrews' Act places a duty upon the NI Assembly to adopt a strategy to enhance the development of the Irish language.

As part of its own findings and in response to POBAL's monitoring reports, in 2007 the Committee of Experts (COMEX) on the ECRML recommended that a comprehensive policy should be adopted for the Irish language in the North. In 2008, POBAL held a conference to draw on international experience of what such a policy might comprise. The views of the Irish speaking community were collated during the conference with the findings of the workshops contained in the conference report of that event. These findings informed the recommendations in this document, along with findings collected on an ongoing basis through surveys, events and focus groups since then. In April 2010, the COMEX published its third report (COMEX, Strasbourg 21 April 2010) in which the authorities as a matter of urgency are instructed to, 'Adopt and implement a comprehensive Irish language policy, preferably through the adoption of legislation.'

Although at the time there was good strategic work being undertaken, North and South, it was clear that there remained a gap however, in terms of a full strategy framework, based in sound sociolinguistic principles and grounded in the needs of the community in the North. To fill this vacuum, POBAL established a

Ollscoil na Banríona (An tOllamh Dónall Ó Baoill), Ollscoil Uladh (An Dr. Fionntán de Brún) agus ó Choláiste Ollscoile Naomh Muire (An Dr. Gabrielle Nig Uidhir). Thosaigh muid ag tabhairt aitheantais don eolas a bhí ann cheana agus a tharraingt le chéile, bhunaigh muid foghrúpaí ar na Meáin (Cathaoirleach: Póilín Ní Chiaráin) agus ar Oideachas (Cathaoirleach: Eoghan Mac Éinrí) agus thosaigh a fhorbairt Bheartas agus Creat Straitéiseach don teanga Ghaeilge. Reáchtáil POBAL agus an Grúpa Oibre ócáid phoiblí in Óstlann Stórmhonaigh i mí Mheithimh 2010, agus seimineár poiblí i mí Mheán Fómhair 2011. Lena chois sin, áiríodh pointí ginearálta a d'eascair as cruinniú uile-oileánda a reáchtáil POBAL, (1 Nollaig 2011) ar bhealaí le comhoibriú a neartú ar cheist Shainriachtanais Oideachais an pháiste dhátheangaigh, agus as an mhór-ócáid a d'eagraigh sé (16 Samhain 2011) ar fhorbairtí i leith reachtaíochta teanga.

I mí Feabhra 2012, foilsíodh líon teoranta de dhréachtmholtaí, dírithe ar ghnéithe éagsúla d'fhorbairt na teanga, agus ar thionchar dearfach a imirt ar iarachtaí chun straitéis oiriúnach don teanga sa tuaisceart a fhorbairt. Bailíodh le chéile agus cuireadh cáipéisíocht leasmhara ar bhain an Grúpa Oibre úsáid aisti, ar líne. Cuireadh na dréachtmholtaí féin amach ar fud an phobail agus chuig scoileanna, agus chuig Comhairle na Gaelscolaíochta, Iontaobhas na Gaelscolaíochta, An tÁisaonad, CATOC (an Coiste Áiseanna, Tacaíochta, Oiliúna agus Curaclaim) chuig stiúrthóirí sealadacha ÚSÓ, chuig na Ranna Stáit, chuig eagraíochtaí poiblí, an Coimisiún Um Chearta an Duine, an Coimisiún um Chomhionannais agus an Coiste Um Riar na Córa (Committee on the Administration of Justice), An Chomhairle Ealaíon, Foras na Gaeilge, agus chuig comhairlí áitiúla.

Chomh maith, reáchtáil POBAL sraith de chruinnithe comhairliúcháin i gceantair éagsúla agus le grúpaí éagsúla, mar a leanas,

28 Feabhra, i gColáiste na hOllscoile Naomh Muire, Béal Feirste
 29 Feabhra, Fóram na bPríomhoidí i nGael scoileanna, An Chorr Chríochach
 5 Márta, Ard Mhacha (curtha ar ceal mar gheall ar thimpiste bóthair)
 12 Márta, Leabharlann na Coirre Críocháí
 22 Márta, Lárionad Ealaíne Sean Hollywood (Teach na hÉigse), Iúr Cinn Trá
 23 Márta, Óstán an Túir, Doire

Working Group with representatives from Queen's University (Professor Dónall Ó Baoill), from the University of Ulster (Dr. Fionntán de Brún) and from St Mary's University College (Dr Gabrielle Nig Uidhir). We started to identify and draw together existing information, established sub groups on the Media (Chair: Póilín Ní Chiaráin) and Education (Chair: Eoghan Mac Éinrí) and began developing policies and a strategic framework for the language. POBAL and the Working Group organised a public event in the Stormont Hotel in June 2010, and a public seminar in September 2011. As well as this, also included are general points arising from the all-Ireland meeting POBAL organised to look at ways of strengthening cooperation on Special Educational Needs and the bilingual child (1 December 2011) and from the major event it organised (16 November 2011) on developments in relation to language legislation.

In February 2012, a limited number of draft proposals were published, draft proposals directed at various aspects of the development of the language, and at having a positive influence on attempts to shape a strategy appropriate to the language in the North. The associated documentation which the Working Group had used was gathered together and posted online. The draft proposals were widely distributed throughout the community, and to schools, to the Council for Irish Medium Education (Comhairle na Gaelscolaíochta), and the Trust for Irish Medium Education (Iontaobhas na Gaelscolaíochta), An tÁisaonad, CATOC (The Committee on Resources, Training, Education and Curriculum), to the provisional directors of ESAT, to government departments, to public bodies, to the NI Human Rights Commission, the Equality Commission and the Committee on the Administration of Justice, to the Arts Council, Foras na Gaeilge, and to local councils.

In addition, POBAL organised a series of public consultation meetings in various areas and with various groups, as follows,

28 February, in St Mary's University College, Belfast
 29 February, Irish Medium Head Teachers' Forum (Fóram na bPríomhoidí), Cookstown
 5 March, Armagh (cancelled due to road traffic accident)
 12 March, Cookstown Library, Cookstown
 22 March, Sean Hollywood Arts Centre (Teach na hÉigse), Newry
 23 March, The Tower Hotel, Derry

Nuair a bhí taifead scríofa agus fuaimne ar mholtaí na rannpháirtithe déanta le linn na gcuirinnithe, cuireadh na dréachtmholtaí faoi bhreathnú dá réir agus rinneadh leasuithe orthu.

Tá sé i gceist againn anois an cháipéis seo a chur faoi bhráid Charál Ní Chuilín, an tAire Cultúir, Ealaíon agus Fóillíochta le súil go gcuideoidh a bhfuil ráite agus beachtaithe inti leis an Aire úsáid a bhaint as an eolas atá tiomsaithe againn ó na hearnálacha cuí agus ón phobal. Táimid ag súil go mbeidh na moltaí atá anseo againn mar chuid lárnach de na moltaí atá an tAire féin a ullmhú faoi láthair le cur os comhair phobal Thuaisceart Éireann agus gur daingniú ar obair a chéile an iarracht ar fad. Is cuid den chomhairliúchán idir POBAL agus an Roinn Cultúir, Ealaíon agus Fóillíochta an cháipéis ullmhaithe seo a chur os comhair na Roinne mar gur léirigh an tAire go bhfáilteodh sí roimh ionchur uainne ag cruinniú léi ar an 29 Meán Fómhair 2011.

Tá tairbhe agus buntáiste le baint as comhoibriú agus as comhordú a chruthú agus a dhaingniú sa dá dhlíne sa tír seo agus ba cheart a chinntiú go mbeadh cibé ar bith moltaí a dhéanfaí faoin Ghaelscolaíocht, nó faoi ghné ar bith eile na teanga, thuaidh agus theas bunaithe ar fhíor-riachtanais agus ar fhírící taighde agus eolais. Ba cheart nascanna follasacha a aimsiú idir an Straitéis 20 bliain ó dheas agus an straitéis do Thuaisceart Éireann. Is as nascanna agus comhoibriú den sórt atá molta is fearr a imreofar tionchar ar an phobal agus a chuirfear deiseanna breise ar fáil a rachas chun tairbhe an phobail i gcoitinne sna réimsí atá cíortha againn sa cháipéis seo.

Both written and sound recordings were made of the participants' proposals during the meetings, and the draft proposals were then re-examined in the light of them and amendments made accordingly.

We now intend to forward this document to Carál Ní Chuilín, the Minister of Culture, Arts and Leisure in the hope that the ideas and proposals contained within the document will assist the Minister and allow her to use this information, which contains the results of our research initiatives and meetings among interested parties and the general public. We expect that our proposals will become an integral part of the Minister's own initiative in preparing an Irish Language Strategy for Irish in Northern Ireland (NI) and which she intends to publish and present to the people of the north in the very near future. We hope that this will strengthen our mutual endeavours in proposing an Irish Language Strategy for NI. The present document is part of the ongoing consultation between POBAL and DCAL, given the Minister's statement at a meeting with POBAL on 29 September 2011 that she would welcome such input from us.

There are benefits and advantages to developing, promoting and strengthening co-operation and co-ordinating initiatives across the two jurisdictions in this country. Furthermore, we must ensure that whatever proposals are made about Irish Medium Education and the Irish language in general, both North and South, that they are based on actual specific needs and research evidence and information. There is a need to identify clear and evident links between the 20 Year Strategy in the South and the present proposals for a NI Strategy. Identifying such proposed links and subsequent co-operation will have a beneficial impact on public attitudes and will help initiate and enhance extra opportunities that will be of great benefit to the public generally within the fields and domains of Irish language usage examined in detail in this document.

Réamhrá

An tOllamh Dónall Ó Baoill
Cathaoirleach an Ghrúpa Oibre

Is é is aidhm le hullmhú Straitéise don Ghaeilge i dTuaisceart Éireann go ceann 20 bliain creatlach beartais a chur le chéile i gcomhthéacs Chomhaontú Chill Rìmhinn / Cairt na hEorpa do Theangacha Réigiúnacha nó Mionlaigh / Straitéis na dTeangacha (RO) / Straitéis do Theangacha Réigiúnacha nó Mionlaigh (RCEF) / Acht Chill Rìmhinn 2006 agus Straitéis 20 bliain don Ghaeilge de chuid Rialtas na hÉireann. Lena chois sin cuirfear íomhá dhearfach den Ghaeilge chun cinn.

Thug POBAL, scátheagras na Gaeilge i dTuaisceart Éireann, grúpa acadóirí agus speisialtóirí i réimsí éagsúla a phléann leis an Ghaeilge le chéile agus é mar aidhm acu Creat Straitéise don Ghaeilge a ullmhú le cur os comhair an phobail agus na ranna cuí Rialtais. Shocraigh an Grúpa Oibre gur cheart díriú sa Chreat ar an chur chuige seo a leanas:

- i. *Líon beag moltaí* a phiocadh agus cloí leo, seachas liosta fada
- ii. Na hábhair is mó a bhfuil tionchar acu ar fhorbairt na Gaeilge, agus na réimsí is fearr a bhfuil ag éirí leo a roghnú agus iad a láidriú mar shampla: Oideachas agus Na Meáin
- iii. Gluaiseacht chomhordaithe a chothú *dirithe ar spriocanna cinnte agus taighde eol-gaiseach nuálach a dhéanamh* le húsáid mar thacaíocht le hargóintí le ranna stáit, le polaiteoirí agus le daoine eile
- iv. Díriú ar *chur chun cinn ceantair* ina bhfuil abhantracha láidre, infhásta agus infhorbartha. Gaeilgeoirí agus fiontair a bhaineann léi ag stiúradh na forbartha
- v. *Comcheangal a dhéanamh leis na páirtithe leasmhara* sa rialtas, sa tSeirbhís Phoiblí, sa Státseirbhís, sna Meáin srl. le comhordú gníomhaíochta a thabhairt i gcrích
- vi. Feasacht an phobail a mhéadú agus a mhúnlú ar bhealaí éagsúla atá go fóill le hoibriú amach ina n-iomláine
- vii. *Smaointeoireacht úr nuálach a spreagadh*, a mheallfadh an pobal coiteann sa bhaile agus pobal na Gaeilge thar lear - an diaspora

Introduction

Prof Dónall Ó Baoill
Chair of the Working Group

The preparation of a 20 year Irish Language Strategy for Northern Ireland proposes to agree an outline policy for the Irish language in the context of the St. Andrews Agreement / The European Charter for Regional or Minority Languages / the Language Strategy being prepared by the Department of Education / the Strategy for Regional and Minority Languages (DCAL) / the St Andrews Act 2006 and the 20 year Plan for Irish published by the Irish Government. Thus, it is our intention to present, promote and cultivate a positive image of the Irish language in society.

POBAL, the umbrella organisation for the Irish language in Northern Ireland, brought together a group of academics and specialists in various areas related to Irish in order to prepare a Strategic Framework for the Irish language to present to the public and to government departments. The Working Group decided that we should focus on the following approach in the Framework:

- i. To select and adhere to a *finite number* of proposals, rather than a long list
- ii. To select and strengthen those policies which have an influence on the development of Irish, and those which have had a better success rate e.g. Education, The Media
- iii. To cultivate a co-ordinated movement directed at *definite outcomes* and to *instigate innovative and informative research* as a back up for discussion with state bodies, politicians, policy makers, language planners and any other interested parties
- iv. To focus on the promotion of *strong Irish language communities* with promising hinterlands capable of strong growth and development
- v. To create communicative networks with interested parties within Government, the Public Service, the Civil Service, the Media etc. in order to co-ordinate activities and bring them to a satisfactory conclusion
- vi. To increase and modify public awareness and opinion in different ways through

mar a thugtar orthu

viii. Dul i bhfeidhm ar earnáil an 3ú agus an 4ú leibhéal oideachais beartais taighde ar leibhéal idirnáisiúnta ar ghnéithe éagsúla den dátheangachas agus den ilteangachas a chur sa tsiúl go leanúnach

ix. Cuid de na bearnaí móra cultúrtha, oidhreacht agus idé-eolaíochta sa phobal a líonadh

Tá torthaí a gcuid oibre sin ar fáil agus cuntas i bhfad níos iomláine orthu ar líne (www.pobal.org) do dhaoine ar spéis leo iad a léamh agus trasradharc níos leithne a fháil ar a bhfuil i gceist agus beartaithe a dhéanamh. Tá príomhthorthaí an taighde fite isteach sa tuarascáil choimrithe seo faoi na ceanteidil éagsúla lena mbaineann siad. Le cois na hoibre seo go léir reáchtáladh dhá chomhdháil inar ghlac na páirtithe leasmhara páirt agus foilsíodh torthaí na chéad chomhdhála i bhfoilseachán dátheangach (Ag Forbairt Beartas Cuimsitheach agus Creat Straitéiseach don Ghaeilge i dtÉ). Tá cóip den tuairisc sin ar fáil ar www.pobal.org. D'eagraigh POBAL fosta comhairliúchán leathan ar na dréachtmholtaí i rith Feabhra agus Márta 2012.

Is den riachtanas amach agus amach é dar linn tionchar a imirt láithreach agus go fadtéarmach ar Ollscoileanna agus ar Institiúidí 3ú leibhéal ionas go dtabharfaidh siad faoi thaighde ar an iliomad gnéithe den Ghaelscolaíocht atá go fóill gan scrúdú sa tír agus gan muid bheith ag brath de shíor ar thaighde as tíortha eile ar fud an domhain. D'fhéadfaimis anseo in Éirinn, thuaidh agus theas, tionchar mór a imirt ar thaighde an dátheangachais go náisiúnta agus go hidirnáisiúnta. Baineann go leor den obair sin le cúrsaí siollabas, le modheolaíochta teagaisc, le siceolaíocht agus socheolaíocht an dátheangachais, le buntáistí an dátheangachais i mbunú agus i múnlú pobail agus thar gach rud eile ag misniú daoine fostaíocht a chur ar fáil trí Ghaeilge nó go dátheangach le súil feabhas agus forbairt a chur ar a saol féin agus saol an phobail thart orthu. Bhí ócáid ríthábhachtach ar siúl ag POBAL roimh Nollaig 2011 in Iúr Chinn Trá inar pléadh Sainriachtanais i ngaelscoileanna idir oiliúint, taighde agus áiseanna. Ba léir ón ócáid sin go raibh go leor leor tionscadal taighde ar siúl ar dhá thaobh na teorann agus go raibh fonn láidir ar a raibh i láthair an teolas sin a roinnt agus tuilleadh tionscadal a chur sa tsiúl. Is ceart leanúint leis an dea-obair seo agus brú a choinnéail ar earnáil an tríú leibhéal dlús a chur leis an chineál seo taighde agus ba chóir tacaíocht chuí a

methods still to be decided

vii. To inspire new and innovative ways of thinking in order to attract the attention of the general public at home and Irish diaspora abroad

viii. To impact on 3rd and 4th level educational bodies and to impress upon them the urgency and need for research policies and strategies to address linguistic issues at international level with particular relevance to aspects of bilingualism and multilingualism in society

ix. To fill some of the most glaring gaps relating to cultural, heritage and ideological thinking among the public at large

The results of our work are available along with a much lengthier account of them on line (www.pobal.org) for those who wish to read the materials and get a broad cross view of what has been selected. The primary findings of the research are interwoven through this shortened document under various headings relating to them. As well as all this work, two conferences were organised in which key stakeholders participated and the results of the first conference were published bilingually in *Developing a comprehensive policy and strategy framework for Irish in the North of Ireland*. An electronic copy of this document is available on POBAL's website, www.pobal.org. POBAL also organised an extensive consultation on the draft proposals during February and March 2012.

It is absolutely essential in our opinion that influence should be brought to bear immediately and in the long term on Universities and 3rd level Institutions in order to encourage them to undertake essential research on a large range of topics relating to Irish-Medium Education (IME), which, heretofore, have not been researched in this country. This would ensure that our over-reliance and dependence on research from outside Ireland would be drastically reduced. We have the capacity here in Ireland, North and South, to play a major role in promoting bilingual research both nationally and internationally. Much of this work would be concerned with syllabi, teaching methodologies, psychological and sociological features of bilingualism, the advantages of bilingualism in creating, maintaining and moulding communities and above all else to encourage people into providing employment through the medium of Irish or bilingually, with the intention of improving and developing their own lives and the lives of their immediate

thabhairt dóibh chun tabhairt faoina leithéid trína gcuid acmhainní féin agus trí chuidiú Stáit.

Tuigtear dúinn go bhfuil sé socraithe ag an Aire Carál Ní Chuilín straitéis don Ghaeilge a fhoilsiú i mbliana, 2012. Bhí cruinniú ag ionadaithe ó POBAL agus ón Ghrúpa Oibre leis an Aire, Déardaoin 29 Meán Fómhair 2011 agus léirigh sí go bhfáilteodh sí go mór roimh ionchur uainne i réiteach na straitéise aici féin agus ba mhaith linn an cháipéis seo againn féin a thairiscint di anois mar eolas agus mar chuidiú di ar a bhfuil ar siúl ina Roinn.

Is cuid dhílis í an Ghaeilge de choimpléasc cultúrtha, sochtheangeolaíoch stairiúil Thuaisceart Éireann. Baineann sí le gach saoránach i dTÉ d'ainneoin í a bheith ina cnámh spairne polaitiúil; tarchéimníonn sí conspóid agus deighilt. Dhéanfadh forbairt nó leathnú na Gaeilge saibhriú ar an tsochaí neamhshocair iarchoinbhleachta seo.

Fiú gan Acht Gaeilge tá sé de dhualgas ar an stát, idir Rialtas na Breataine agus Fheidhmeannas Thuaisceart Éireann, cearta teanga a thabhairt do Ghaeilgeoirí mar a éilíonn an Chairt Eorpach do Theangacha Réigiúnacha nó Mionlaigh. Slat tomhais ar fhiúntas agus ar fheabhas daonlathais ar bith is ea na bealaí a gcaomhnaíonn agus a gcothaíonn sé mionteangacha; ní hé leas aon ghrúpa aon iomaíocht idir mionteangacha.

Lena chois sin uile, tá cuid mhaith de na riachtanais a leanann den Ghaelscolaíocht agus de na deacrachtaí a eascraíonn astu le fáil fud fad an oileáin agus ó tharla sin amhlaidh is fearr an toradh a bheas ar an obair go léir tuiscint dhomhain agus meas a bheith againn ar an diminsean uile-oileánda a chuidíonn le rath ár gcuid iarrachtaí agus oibre. Is ceart an tuiscint sin, bunaithe ar fhíricí agus ar fhaisnéis a chothú agus a láidriú.

communities. A significant and important meeting took place under the auspices of POBAL in December 2011 in Newry where the specific needs of IME schools were discussed covering the areas of training, research and facilities. It was quite evident from this meeting that a substantial number of projects were on-going on both sides of the border and that those present had strong inclinations to share that knowledge and to initiate new projects. This excellent work should be continued and pressure brought to bear on the 3rd level sector to expedite this type of research and they should be properly supported to help them undertake such endeavours through whatever means are available within the institutions and through further support from the State.

We understand that the Minister, Carál Ní Chuilín has decided to publish a strategy for Irish this year, 2012. Representatives of POBAL and the Working Group met the Minister on Thursday 29th September 2011 and she indicated that she would warmly welcome input from us in the development of her own strategy. We should like now to offer this document to her as information and as support for the work being undertaken in her department.

The Irish language is a central part of the cultural, sociolinguistic and historic context of Northern Ireland. It relates to every citizen in the north, even though it can be a political bone of contention; it transcends controversy and division. Development and broadening of the Irish language would enrich this unstable post conflict society.

Even without an Irish Language Act, it is the duty of both the British government and the NI Executive to recognise the rights of Irish speakers as demanded under the European Charter for Regional or Minority Languages. The way in which minority languages are protected and promoted is a yardstick to measure the value and improvement in any democracy: competition between minority languages is not to the benefit of any one group.

Furthermore, many of the specific needs of IME and the difficulties arising and emanating from such needs, are to be found throughout the whole island. This being the case, better outcomes will emerge from a deeper understanding and respect for an All-Ireland dimension geared to helping our efforts and work to flourish and prosper. This understanding, based on fact and evidence, should be promoted and strengthened.

Oideachas

Réamhrá

Mar a luadh thuas, ba é cuspóir an ghrúpa oibre spriocanna infheidhmithe a mholadh i réimsí ina bhfuil an Ghaeilge measartha láidir agus in ann bogadh chun tosaigh ach tacaíocht agus forbairt chuí bheith á ndéanamh ar bhonn straitéiseach. Aithnítear an dul chun cinn atá déanta i réimse an Oideachais. Go stairiúil, chomhlíon earnáil dheonach na Gaeilge, tuismitheoirí agus gníomhaithe teanga ról ar leith i gcur chun cinn na teanga sa chóras Oideachais. Anois ó tá dearcadh an stáit níos tacúla, tá gá go fóill le haitheantas agus cuidiú struchtúrtha a thabhairt don earnáil dheonach ar bhonn práinne. Sa lá atá inniu ann, tá forbairt le feiceáil go háirithe in earnáil na Gaelscolaíochta. Aontaítear go forleathan go bhfuil tábhacht ar leith ag an tumoideachas mar uirlis phleanála teanga chun sealbhú na teanga a bhuanú i measc na nglúnta úra. Baineann roinnt de na moltaí a leanas go díreach le riachtanais earnáil na Gaelscolaíochta agus le neadú na hearnála sa chóras oideachais ar fad.

Le linn an phróisis bailithe eolais, d'éirigh sé soiléir go gcaithfí díriú chomh maith ar áit na Gaeilge i scoileanna Béarla, agus ar a tábhacht i gcomhthéacs an tuaiscirt. Is iomaí cúis atá leis an tábhacht seo: gurb iontach an áis agus an uirlis í an Ghaeilge i dtaca le saibhriú chultúr agus oidhreacht pháistí an oileáin seo; gur cás ar leith atá sa Ghaeilge i gcomparáid le nuateangacha eile ar an churaclam, nó le teangacha na mionlach eitneach; nach bhfuil rochtain ar an Ghaelscolaíocht, agus go háirithe ar an iar-bhunscolaíocht, i gceantair éagsúla an tuaiscirt. Moltar go gcaithfear teagasc na Gaeilge i scoileanna Béarla a chur chun cinn, agus nach mór spreagadh a thabhairt do na scoileanna Béarla chun cás ar leith na Gaeilge a aithint agus a chur chun cinn. Ní mór aitheantas cuí a thabhairt do ról na scoileanna Béarla i gcur chun cinn na Gaeilge agus áiseanna agus tacaíocht a sholáthar dá réir.

Ar ndóigh, ní le páistí amháin a bhaineann an t-oideachas, agus tá moltaí sa cháipéis seo i dtaca le Gairmoideachas agus leis an Oideachas Fad Saoil agus Tríú Leibhéal. Is den riachtanas é an t-idircheangal agus an comhdhlús atá idir na réimsí éagsúla den oideachas a choinneáil i gcuimhne nuair a bheas an Straitéis dheiridh a leagan amach. Mura ndéantar sin, ní bheidh éifeacht leis na moltaí agus

Education

Introduction

As mentioned above, it was the aim of the Working Group to propose achievable recommendations in the areas of life in which Irish is fairly strong and capable of moving forward, were the appropriate support and development carried out at a strategic level. The gains made in the field of Education were recognised. Historically, the Irish language voluntary sector, parents and language activists have fulfilled a particular role in the promotion of the Irish language in the education system. Now that the viewpoint of the state is more supportive, there is still a need for recognition and structured support to be given to the voluntary sector as a matter of priority. Nowadays, development can be seen particularly in the field of Irish Medium Education. It is widely agreed that immersion education has a special importance as an instrument in language planning in making permanent language acquisition in new generations. Some of the following recommendations relate directly to the IM sector and with the embedding of the sector itself in the entire education system.

During the information gathering process, it became clear that attention must also be focussed on the place of Irish in English Medium schools, and of its importance in the context of the North. There are many reasons for this importance: the Irish language is a wonderful resource and tool for enriching the culture and heritage of the children of this island; the Irish language is a particular case in comparison with other modern languages on the curriculum, or with ethnic minority languages; there is no access to IME, and especially to post primary IME in various areas of the north. It is proposed that the teaching of Irish in English medium schools should be promoted, and that incentives are provided to English Medium schools to encourage them to recognise and develop the special case of the Irish language. The role of English Medium schools in the promotion of Irish must be given appropriate recognition and resources and support must be provided accordingly.

Of course, education does not relate to children alone, and there are proposals in this document there are proposals for Vocational, Lifelong and Third level education. It is absolutely essential that the dense and interconnected nature of the various domains of

leis na pleananna, dá fhiúntaí iad. Tá tábhacht ar leith le caighdeán na teanga i ngach gné d'obair na Gaeilge agus na Gaelscolaíochta – do pháistí, do thuismitheoirí, do mhúinteoirí, do thraenálaíthe, do stiúirthóirí naíonraí agus don lucht taighde féin. Fágann sin go bhfuil moltaí anseo istigh faoin Ghaeltacht agus faoi thábhacht na Gaeltachta mar áit inar féidir barr feabhais a bhaint amach i gceart agus in úsáid na teanga. Tá comhordú agus réamhphleanáil fíor-riachtanach i gcur chun cinn agus i bhforbairt an cheangail seo – ón naíonra suas go dtí an 3ú leibhéal. Bíodh an comhordú seo bunaithe ar na riachtanais réadúla a bhaineann le gach aicme dá mbíonn i gceist. Ba cheart go mbeadh bunchuspóirí comhchoiteann ag baint le codanna den obair thuaidh agus theas. Dá bhrí sin, ba cheart go dtabharfaí aird ar na comhchuspóirí a bhaineann leis an dá straitéis teanga sa dá dhlinse sa tír (mar shampla, traenáil stiúirthóirí agus múinteoirí, caighdeán Gaeilge na stiúirthóirí agus na múinteoirí a fheabhsú agus a thabhairt chun foirfeachta). Tá na moltaí a thugtar thíos i ngach cás bunaithe ar thaighde agus ar an eolas a fuair muid ó na cruinnithe éagsúla agus ó dhaoine proifisiúnta as earnálacha éagsúla an oideachais.

Bhí gné amháin den díospóireacht a bhí againn a tháinig chun cinn go minic sna cainteanna ar fad ag na cruinnithe, is é sin gur bhraith cuid mhór daoine nach raibh meicníocht ar bith i bhfeidhm sa Roinn Oideachais le freagraí sásúla a sholáthar faoi réimse leathan buncheisteanna agus riachtanas a bhíonn ag déanamh buartha dó na dreamanna seo a leanas - príomhoidí, múinteoirí, cigirí, stiúirthóirí, soláthraithe seirbhísí, tuismitheoirí srl. Measadh go bhfuil géarghál le meicníocht a bhunú leis an bhearna seo a líonadh. Chuige sin, molaimid go gceapfaí daoine ag leibhéal sinsearach sa Roinn Oideachais nó tríd an reachtaíocht a bhaineann le bunú ÚSO, le comhordú a dhéanamh ar an obair a bhainfidh le freastal ar na riachtanais a bhíonn ag na dreamanna thuasluaite.

MOLTAÍ:

1. Go gceapfaí daoine ag leibhéal sinsearach sa Roinn Oideachais nó tríd an reachtaíocht a bhaineann le bunú ÚSO, le comhordú a dhéanamh ar an obair a bhainfidh le freastal ar na riachtanais a bhíonn ag na heochair scairshealbhóirí, na dreamanna seo a leanas, ach chan go heisiach - príomhoidí, múinteoirí, cigirí, stiúirthóirí, soláthraithe seirbhísí, tuismitheoirí srl.

education be borne in mind when the final strategy is being prepared. If this is not pursued, the proposals and plans, no matter how worthy or significant, will be ineffective. Special importance is attached to the standard achieved in the Irish language in every aspect of the work of IME – for children, for parents, for teachers, for trainers, for preschool directors and even for researchers. Arising from the importance of excellent standards in language, we have made several recommendations in this report about the Gaeltacht and its importance for learners who wish to perfect their Irish through correct grammar and usage. Co-ordination and preplanning are essential in developing this important link – from preschool up to 3rd level. This co-ordination must be based on realistic needs as they pertain to each particular group in question. Basic shared objectives and outcomes should form part and parcel of the educational work being pursued both North and South. Therefore, attention should focus on the common objectives proposed in both language strategies in the two jurisdictions within the country (e.g. the training of teachers and directors, improving and perfecting the levels of Irish among directors and teachers). All recommendations outlined below are based on our research and on information gathered from professional people involved in various sectors of education and from others who attended the various meetings that were held.

There was one particular aspect that was raised at almost all of our meetings, namely, that many people felt that no mechanism existed within the Department of Education (DE) to provide satisfactory answers to a wide range of basic issues and needs that concerned and worried them (principals, service providers, parents etc). It was felt that there was an urgent necessity to put such a mechanism in place in order to fill this gap. We therefore recommend that personnel be appointed at a senior level within DE or proposed in the legislation relating to the establishment of ESA, in order to co-ordinate the work involved in the meeting of these specific needs.

PROPOSALS:

1. That personnel are appointed at a senior level within the DENI or through the founding legislation for ESA, to co-ordinate the work required to meet the specific needs being experienced by stakeholders including, but not exclusively, the following - head teachers, teachers, inspectors, directors, providers, parents etc.

An Ghaeltacht

Tá ríthábhacht le cultúr na Gaeilge agus leis an Ghaeltacht do gach gné den oideachas. Caithfear tábhacht na Gaeltachta agus na gColáistí Gaeltachta a aithint do dhaltáí na Gaelscolaíochta agus na scoileanna Béarla araon. Chuige sin, ní mór cuidiú le daltaí freastal ar chúrsaí Gaeltachta agus a chinntiú go mbeidh teagmhálacha ag gach scoil leis an Ghaeltacht i rith thréimhsí scolaíochta na ndaltaí i ngach cineál scoile.

MOLTAÍ:

2. Ba chóir scéim na scoláireachtaí Gaeltachta a láidriú go mór trí bhunú ciste lárnach scoláireachtaí,
 - Do dhaltáí, do mhúinteoirí agus d'fhoghlaimoirí
 - Do theaghlaigh
 - Do thuismitheoirí
3. Ba chóir gearrchúrsaí Gaeltachta a chur ar fáil le blas na Gaeltachta a thabhairt do dhaltáí Gaelscoileanna agus scoileanna Béarla, agus breis soláthar a dhéanamh do chúrsaí le linn na scoilbhliana
4. Ba chóir cúntóirí ranga agus cúntóirí as an Ghaeltacht a earcú

Gaeloideachas

MOLTAÍ:

5. Ciste forbartha agus ciste margaíochta/poiblíochta a bhunú le proifíl agus eolas a thabhairt ar an ghaelscolaíocht i gcoitinne
6. Leanúint leis an imscrúdú reatha agus leis an chomhoibriú uile-oileánda maidir le riachtanais na hearnála i dtaca le soláthar áiseanna oideachais de, a chinntiú go bhfuil go leor acmhainní daonna agus maoinithe ag na heagrais chuí le soláthar áiseanna a threisiú
7. Tacaíocht chuí a chur ar fáil don Áisaonad a sholáthraíonn áiseanna teagaisc agus foghlama don earnáil lánGhaeilge i gcomhar le scoileanna, áisinteachtaí agus soláthróirí eile

An Ghaeltacht

The culture that relates to Irish and the Gaeltacht are extremely important to every aspect of education. The importance to both Irish Medium and English Medium pupils of the Gaeltacht and the Gaeltacht Colleges must be recognised. To this end, pupils must be helped to attend Gaeltacht courses and every school must establish contacts with the Gaeltacht during the schools terms in all types of school.

PROPOSALS:

2. The Gaeltacht scholarships scheme should be significantly strengthened through the establishment of a central scholarships fund,
 - For pupils, for teachers and for learners
 - For families
 - For parents
3. Short Gaeltacht courses should be provided to give pupils in Irish Medium and English Medium schools a taste of the Gaeltacht, and provision should be made for additional courses during the school year
4. Classrooms assistants and assistants should be recruited from the Gaeltacht

Irish Medium Education

PROPOSALS:

5. A development fund and a marketing / publicity fund should be established to raise the profile and provide information about Irish Medium Education in general
6. Current all-Ireland consideration and coordination in respect of the needs of the sector relating to provision of educational resources should continue, to ensure that the appropriate organisations have adequate human and financial resources needed to strengthen resource provision
7. Provide appropriate support for the Áisaonad which provides teaching and educational resources for the IM sector in conjunction with schools, agencies and other providers

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| <p>8. Maoiniú Chomhairle na Gaelscolaíochta mar shaineagras neamhspleách a chinntiú</p> <p>9. Maoiniú Iontaobhas na Gaelscolaíochta a chinntiú agus sainiú breise a thabhairt ar a dhualgais agus ar a ról i gcomhar le heagrais eile</p> <p>10. Soláthar iar-bhunscolaíochta trí mheán na Gaeilge taobh amuigh de Bhéal Feirste a éascú, a spreagadh agus a chinntiú ar bhonn práinne</p> <p>11. Tacaíocht cheart bhuan leanúnach a thabhairt don réamhscolaíocht trí mheán na Gaeilge, i bhfianaise bliain sa bhreis i gcóras réamhscolaíochta an tumoideachais</p> <p>12. Critéir iontrála na réamhscolaíochta a athrú le níos mó tábhachta a thabhairt don Ghaeilge</p> <p>13. Tacaíocht struchtúrtha a thabhairt d'imeachtaí iarscoile agus seach-churaclaim do Ghaelscoileanna</p> <p>14. Comhordú uile-oileánda a dhéanamh maidir le taighde, oiliúint, agus áiseanna sna Riachtanais Speisialta Oideachais</p> | <p>8. Funding for Comhairle na Gaelscolaíochta (The Council for Irish Medium Education) as the independent IM dedicated organisation should be secured</p> <p>9. Funding for Iontaobhas na Gaelscolaíochta should be secured and its duties and role in relation to other organisations should be re-defined. Post-primary education through Irish outside of Belfast should be developed as a priority</p> <p>11. Appropriate, continuous and permanent support should be given for IM pre-school provision, in the light of the additional year of pre-school education in the immersion system</p> <p>12. Entrance requirements for pre-school should be changed to give greater importance to the Irish language criteria</p> <p>13. Structured support should be given to after-schools and extra curricular activities for Irish Medium schools</p> <p>14. All-Ireland co-ordination should continue in relation to research, training and resources in respect of Special Educational Needs</p> |
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Scoileanna Béarla

MOLTAÍ:

15. Tá géarghá agus ríthábhacht le polasaí leanúnachais i dteagasc na Gaeilge idir an bhunscolaíocht agus an iar-bhunscolaíocht
16. Ba chóir cur leis na háiseanna ar leith atá de dhíth ar dhaltaí atá ag foghlaim na Gaeilge sa chóras Béarla
17. Ba chóir cur leis na scéimeanna samhraidh agus na scéimeanna cónaithe áitiúla le béim ar at maisféar an tumoideachais. Caithfear tógáil ar thacaíocht do theagasc na Gaeilge i mbun scoileanna Béarla agus tacaíocht phraiticiúil a thabhairt do scoileanna dara leibhéal chun an Ghaeilge a chur chun cinn in Eochairchéim 3 agus 4 agus féachaint chuige le líon na ndaltaí atá ag déanamh GCSE agus A- leibhéal a ardú

English Medium Schools

PROPOSALS:

15. There is an urgent and crucial need for a policy to ensure continuity in the teaching of Irish between primary and post-primary levels
16. The specific resources needed by pupils learning Irish in the English Medium system should be increased
17. There must be an increase in support for the teaching of Irish in English Medium primary schools and practical support must be given to secondary level schools in order to promote Irish at Key Stage 3 and 4 in order to increase the number of pupils taking GCSE and A level Irish

18. Ba chóir don chomhairle ghairmthreorach i ngach scoil, scoileanna stáit agus scoileanna iomlánaithe san , eolas a thabhairt ar dheiseanna fostaíochta le Gaeilge
18. Careers' advice services in all schools, including in state schools and integrated schools, should give information on the employment opportunities for Irish speakers

Gairmoideachas

MOLTAÍ:

19. Tá córas de dhíth bunaithe ar thaighde, ar mhaoiniú agus ar thraenáil in earnáil an Ghairmoideachais le freastal go háirithe orthu sin a fhágann an mheánscoil ag aois 16 agus ar mhaith leo leanúint lena gcuid oiliúna trí Ghaeilge ach nach dtéann go hollscoileanna agus go hinstiúidí tríú leibhéal. Deiseanna a fhorbairt do dhaltáí scoile freastail ar ghearrghairmchúrsaí le cleachtadh oibre a fháil sna gnáthcheirdeanna

Oideachas Múinteoirí

MOLTAÍ:

20. Tacú le soláthar d'oideachas tosaigh múinteoirí mar chuid den dúshraith oideachais a éascaíonn agus a shaibhríonn an gaeoideachas agus teanga na Gaeilge i náischoileanna, i mbunscoileanna agus i n-iarbhunscoileanna
21. Cúrsaí i gcrúinneas na teanga a chur ar fáil do mhúinteoirí réamhscoile, bunscoile agus iarbhunscoile
22. Oideachas do mhúinteoirí a fhorbairt ar theagasc trí Ghaeilge agus ar theagasc na Gaeilge agus sin a bhunú ar an taighde is úire agus is oiriúnaí
23. Sainchúrsaí gairmiúla a sholáthar d'iarbhunscoileanna lán-Bhéarla a bhfuil rún acu aonad nó sruth lán-Ghaeilge a chur ar bun

Vocational Training

PROPOSALS:

19. There is a need in the Vocational Educational sector for a system based on research, funding and training to make appropriate responses to those leaving secondary schools at the age of 16 and who would like to continue their training through the medium of Irish, but who do not go on to universities and 3rd level institutions. Opportunities should be developed for school pupils to attend short vocational training courses in order to acquire work experience in the usual trades

Teacher Training

PROPOSALS:

20. Support the provision of initial teacher training as part of the educational foundation which facilitates and enriches IME and the Irish language in nursery, primary and post-primary schools
21. Courses in accuracy in Irish should be provided for pre-school, primary and post-primary teachers
22. Training, based on the latest and most appropriate research, should be developed for teachers teaching through the medium of Irish and for those teaching Irish
23. Provide specialist professional courses for EM post primary schools which intend to establish an all-Irish stream or unit

An Ghaeilge a chur chun cinn sa tsochaí Promoting the Irish language in society

MOLTAÍ:

24. Ba chóir cuidiú le híomhá níos dearfa den Ghaeilge a chruthú agus a léiriú don phobal
25. Ba chóir teagasc na Gaeilge a leathadh trína sholáthar sna scoileanna Stáit agus sna scoileanna iomlánaithe
26. Féidearthachtaí tras-churaclaim a bhaineann le saíocht, le cultúr, le hoidhreacht na Gaeilge a aithint agus a fhorbairt

PROPOSALS:

24. Assistance should be provided to create and express a more positive image of Irish to the public
25. The teaching of Irish should be extended through its provision in State schools and integrated schools
26. Cross-curricular opportunities relating to citizenship, culture and heritage of the Irish should be recognised and developed

Na Meáin Chumarsáide

Réamhrá

Tá aitheantas poiblí don teanga dlite do Ghaeilgeoirí agus do dhaoine nach iad a d'fhéadfadh teacht ar chuid dá n-oidhreacht chultúrtha trí úsáid nádúrtha na Gaeilge sna meáin chumarsáide. Tá dualgas ar an stát freastal ar na cearta sin, ilteangachas a chothú agus a chinntiú nach ndéantar leatrom ar ghrúpa ar bith.

Scrúdaíodh an soláthar reatha sna meáin Ghaeilge i 2011 féachaint cad atá infhorbartha agus cad iad na céimeanna riachtanacha sa ghearrthéarma agus san fhadtéarma chun freastal ar an phobal. Is gá go mbeadh na meáin Ghaeilge, idir mheáin chlóite agus mheáin chraolta chomh tarraingteach, tráthúil, ilchineálach agus ar chaighdeán chomh hard sin go ndéanfaidís freastal ar riachtanais ilghnéitheacha Ghaeilgeoirí de gach aois.

Tá líon na nGaeilgeoirí i dTuaisceart Éireann ag méadú go seasta agus i bhfianaise fhás na Gaelscolaíochta is féidir talamh slán a dhéanamh de go méadófar ar éileamh ar na meáin Ghaeilge. Fearacht na mionteangacha Eorpacha trí chéile - agus na dteangacha Ceilteacha eile go háirithe, - tá na meáin Ghaeilge ag brath ar an sparán poiblí le haghaidh maoinithe. Tá sé soiléir ón taithí náisiúnta agus idirnáisiúnta nach ndéanfar brabach ar na meáin Ghaeilge agus nach

The Media

Introduction

Irish speakers and others are entitled to the public recognition of Irish which would enable them to access part of their cultural heritage through the natural use of Irish in the media. The state has a duty to fulfil this right, to promote multilingualism and ensure that no group suffers discrimination.

The current Irish language provision in the media was examined in 2011 to see what is capable of development and what are the necessary steps in the short and long term to meet the community's needs. It is essential that the Irish language media, both print and broadcast, be as attractive, up-to-date and varied and of a sufficiently high standard that they can meet the multiple and varied needs of Irish speakers of all ages.

The number of Irish speakers in Northern Ireland is increasing steadily and in light of the growth of Irish medium schools, it can be assumed that will be an increase in demand for Irish language media. As with all European minority languages - and the other Celtic languages in particular - the Irish media is dependent on the public purse for funding. It is clear from national and international experience that the Irish media does not return a profit, and that the business community nor commercial companies would be

mbeidh lucht gnó ná comhlachtaí tráchtála toilteanach iad a mhaoiniú.

Níl aon dul as an dualgas ag an stát, mar sin. Tá dualgas ar Rialtas na Breataine faoin Chairt Eorpach um Theangacha Réigiúnacha nó Mionlaigh, faoin Chreatchoinbhinsiún Um Chosaint na Mionlach Náisiúnta agus faoi Chomhaontú Aoine an Chéasta, maoiniú a sholáthar do na meáin Ghaeilge do gach saoránach i dTuaisceart Éireann, idir Ghaeilgeoirí agus daoine gan Gaeilge. Mar sin, mar a fheictear sa rannóg faoi reachtaíocht, moltar go scríobhfaidh an tAire Cultúir chuig Westminster le leasuithe a lorg i reachtaíocht chumarsáide na Ríochta Aontaithe.

Craoltóireacht

MOLTAÍ:

27. Ba chóir do rialtas an RA gníomh diongbháilte a ghlacadh le deireadh a chur le haon idirdhealú éagórach maidir le craoltóireacht teilifíse agus raidió agus na meán eile trí Ghaeilge, i gcomparáid leis an chur chuige maidir le craoltóireacht i nGàidhlig in Albain agus i mBreatain sa Bhreatain Bheag, maidir le:

- Reachtaíocht
- Maoiniú
- Líon na glár agus caighdeán na glár
- Rochtain saor in aisce don lucht féachana / éisteachta trí réimse ardán craoltóireachta

28. Chuige sin, moltar:

- (i) Go láidreofar an Ciste Craoltóireachta Gaeilge, go ndéanfar boilscdhíonach é agus buan
- (ii) Go dtaispeánfaidh BBC Thuaisceart Éire ann cláir theilifíse i nGaeilge níos minice agus i gcaitheamh na bliana ar fad; go gcuirfidh BBC Raidió Uladh agus Raidió Feabhail leis an tseirbhís raidió reatha agus go gcinnteoidh an BBC go mbeidh cláir Ghaeilge, tuairiscí agus cláir nuachta agus aimsire, agus fógraíocht san áireamh, chomh feiceálach le gach ábhar eile dá gcuid ar a suíomh idirlín / athsheinnte
- (iii) Go gcinnteofar forbairt agus rochtain saor

willing to finance it.

The state cannot escape its obligation, therefore. Under the European Charter for Regional or Minority Languages, under the Framework Convention for the Protection of National Minorities and under the Good Friday Agreement, the British government has a duty to provide funding for the Irish language media for every citizen of the North of Ireland, both Irish speakers and those who do not speak Irish. Therefore, as is noted in the section on legislation, it is proposed that the Minister for Culture, Arts and Leisure write to Westminster to seek changes in UK broadcasting legislation.

Broadcasting

PROPOSALS:

27. The UK government should take resolute action to end any unjust distinction in relation to television and radio broadcasting and other Irish language media, in comparison with its approach to broadcasting in Gaelic in Scotland and in Welsh in Wales, in respect of:

- Legislation
- Funding
- Amount and standard of programming
- Free access for audiences across a range of platforms

28. To achieve this, it is proposed,

- (i) That the Irish Language Broadcasting Fund should be strengthened, inflation-proofed and made permanent
- (ii) That BBC NI broadcasts Irish language programmes more often and throughout the year; that BBC Radio Ulster and Radio Foyle add to their current Irish language service and that the BBC ensures that Irish language programming is equally prominent as all other materials on its website, and in terms of onscreen repeats
- (iii) To ensure the development and free-of-charge access to integrated online dictionary and vocabulary tools for all media on an all-Ireland basis

in aisce na n-uirlísí idirlín comhtháite foclóireachta agus foclaíochta do na meáin ar fad ar bhonn uile-oileánda

- (iv) Go gcinnteofar forbairt leanúnach agus rochtain saor in aisce ar an tsoláthar oideachais agus tacaíocht curaclaim, ar theilifís, ar raidió agus ar líne, maidir le foghlaim na Gaeilge agus foghlaim trí Ghaeilge
- (v) Go gcinnteofar i gceadúnais a bhronnfar ar gach craoltóir raidió agus teilifíse, craoltóirí gnó agus pobail san áireamh, go ndéanfar freastal cuí ar an Ghaeilge ina gcuid clársceideal, i dtuairiscí agus i geláir nuachta agus aimsire agus i bhfógraíocht, fógraíocht don stáisiún féin san áireamh
- (vi) Go mbronnfar ceadúnas craolta agus leormhaoiniú le stáisiún raidió lán-Ghaeilge a bhunú a bheadh le cluinstitín agus comhartha láidir soiléir uaidh gach uile áit i dTÉ, agus a bheadh ag craoladh clár Gaeilge ar feadh 56 uair a chloig ar a laghad gach seachtain
- (vii) Go méadófar abhantracht/ceantar craolta Raidió Fáilte agus go gceadófar níos mó ceadúnas pobail do phobal na Gaeilge agus go mbunófar creatlach mar thaca dóibh

dictionary and vocabulary tools for all media on an all-Ireland basis

- (iv) To ensure the continuous development and free-of charge access to educational provision and curriculum support, on television, on radio and online, in relation to the learning of Irish as well as learning through Irish
- (v) That in the licence conditions for all radio and television broadcasters, Including commercial and community licences, that appropriate provision is made for Irish in scheduling, in news and weather reports and programmes and in advertising, including advertising for the station itself
- (vi) To ensure the provision of a broadcasting licence and sufficient financial support to establish a dedicated full Irish language radio station and ensuring that it has a signal of adequate strength and clarity that it can be heard in all parts of the North, and that it would broadcast Irish language programmes at least 56 hours each week
- (vii) That Raidió Fáilte's broadcast catchment area is extended and that additional stations are granted and that a network is established to support them

Iriseoireacht Chlóite & Seirbhísí Ar Líne Print Journalism and On Line Services

MOLTAÍ:

29. Moltar:

- (i) Go gcuirfear maoiniú ar fáil do sheirbhís nuachta & anailise ar líne a bheadh ar fáil freisin i bhfoirm chlóite de réir riachtanas
- (ii) Go gcuideofar le hiris ar líne, le fiseáin agus fuaim a sholáthar do dhéagóirí/do dhaoine óga, ar bhonn uile-oileánda
- (iii) Go gcuirfear maoiniú ar fáil d'fhorbairt agus do sholáthar bogearraí agus feidhmchláir do ghutháin phóca,

PROPOSALS:

29. It is proposed:

- (i) That funding is made available for an online news and analysis content service that would also be available in a printed version depending on need
- (ii) That support be given for the provision of an all-Ireland online magazine with video and audio content aimed at a youth audience
- (iii) That funding is made available for the

d'i-padanna agus srl. do scoileanna lánGhaeilge agus do mhic léinn tríú leibhéal, ar bhonn uile-oileánda

development and provision of software and apps for mobiles, i-pads etc for Irish medium schools and for third level students, on an all-Ireland basis

Ginearálta

30. Go n-éascófar fáil ar dheiseanna fostaíochta do Ghaeilgeoirí i réimse ar fad na meán, trí, go sonrach i gcás na nithe seo a leanas, ach ní hiad sin amháin,
- leormhaoiniú a chinntiú le forbairt agus seachadadh Staidéar na Meán ag gach leibhéal an chórais oideachais
 - leormhaoiniú do chlár oiliúna dírithe ar réimse deiseanna fostaíochta a chinntiú, i measc dreamanna éagsúla, mar atá, tuairisceoirí, teicneoirí, soláthraithe, eagarthóirí agus srl.
31. Go gcuirfear cúrsaí i gcrúinneas na Gaeilge ar fáil d'iriseoirí, do chraoltóirí agus srl.
32. Go ndéanfar scrúdú comhordaithe idirstáit ar an mhaoiniú, ar na hacmhainní agus ar na comhaontuithe/conarthaí a mbeadh gá leo chun an t-ábhar ar fad a chuirtear ar fáil sna meáin eile a chuimsiú ar mhórshuíomh idirlín

General

30. That employment opportunities for Irish speakers in the full range of media should be facilitated, in particular, but not exclusively in the following areas,
- Ensuring adequate funding to enable the development and delivery of Media Studies at all levels within the education system
 - Providing adequate funding for training programmes geared towards securing employment opportunities for a range of skills, such as reporters, technicians, providers, editors etc.
31. That courses in Irish language fluency be made available to journalists, broadcasters etc.
32. That a co-ordinated inter-state examination is made of the funding, resources and the agreements needed to ensure that all Irish language content available on all media could be made available on a comprehensive online portal available to all

Ealaíon na Gaeilge

Réamhrá

Cuireann ealaíona na Gaeilge cultúr agus oidhreacht na teanga chun cinn. Saibhríonn siad saol an duine, agus tugann siad deis dúinn naisc a fhorbairt le foclaíocht, le foghraíocht, le rithimí na teanga a thuiscint agus a shealbhú. Tig leis na healaíona cuidiú le athghiniúint eacnamaíoch agus athghiniúint ar bhonn ceantair, tig leo poist a chruthú agus slí bheatha a sholáthar do réimsí éagsúla daoine, idir ealaíontóirí, theicneoirí agus riarthóirí. Ach, aithnítear

Irish language Arts

Introduction

The Irish language arts promote the culture and heritage of the language. They enrich the lives of individuals and they give us the chance to understand and acquire links with vocabulary, pronunciation and the rhythms of the language. The arts can help with economic and area regeneration, they can create jobs and create careers for a range of people, including artists, technicians and administrators. But, it is widely recognised that artists often have difficulties in earning a

go forleathan go mbíonn deacrachtaí go minic ag ealaíontóirí agus iad ag iarraidh slí bheatha a bhaint amach, agus mar sin, is léir go mbeidh brú ar leith ar ealaíontóirí ag obair agus ag feidhmiú trí theanga mhionlaigh speisialta agus neamhchinnte. Caithfear cur le tacaíocht agus le hiarrachtaí na Ranna cuí, na gComhairlí Ealaíon agus na ndaoine eile nach iad, le healaíona na Gaeilge a fhorbairt agus a chur chun cinn. Caithfear luach na n-ealaíon Gaeilge a aithint agus a chur chun cinn trí ghníomhartha straitéiseacha ar leith a chuideoidh le forbairt na dtáirgí, na n-ealaíontóirí agus an lucht féachana. Tá tábhacht ar leith leis an turasóireacht chultúrtha sa réimse seo agus go háirithe i réimse na Gaeilge ar bhonn uile-Éireann i bhfianaise na n-athruithe atá ag teacht go rialta ar phobail agus iad á réiteach féin don am atá romhainn agus do chomhroinnt saoil agus cultúir. Tá ról ar leith le himirt ag na scoileanna san obair seo i bhfás agus i bhforbairt na nEalaíon trí bheith rannpháirteach i rith a saoil i ngníomhaíochtaí a bhaineann leis an drámaíocht, leis an cheol agus leis an amhránaíocht, le scríbhneoireacht idir fhilíocht agus phrós, leis an scéalaíocht agus leis na radharcealaíona. Níor cheart dearmad a dhéanamh ach oiread ar na healaíona traidisiúnta (ceardaíocht, béaloideas, srl). Caithfear tacaíocht leanúnach a thabhairt don obair seo. Bíonn toradh fóna ar an obair a dhéanann ealaíontóirí i scoileanna agus in ionaid eile a tharrangíonn lucht féachana agus éisteachta chucu gan trácht ar an fhorbairt a thig ar scileanna múinteoirí agus éascaitheoirí eile in obair na nEalaíon.

Forbairt na nEalaíon Gaeilge agus na n-ealaíontóirí Gaeilge

MOLTAÍ:

33. Le tacaíocht ón Roinn Cultúir, Ealaíon agus Fóillíochta, go mbunóidh an Chomhairle Ealaíon, ciste imfhálaithe d'fhorbairt na n-ealaíon Gaeilge agus na n-ealaíontóirí Gaeilge, ar bhonn ildisciplíneach, taobh istigh dá mbuiséad reatha
34. Go gcuirfeadh an Chomhairle Ealaíon agus Foras na Gaeilge maoiniú ar fáil do chlár bliantúil d'imeachtaí lánGhaeilge ar ardphróifíl agus ar ardchaighdeán a fhorbairt, le príomhshuímh ealaíon (leithéidí Waterfront,

living, and therefore, it is obvious that artists working in and through a minoritised language would be under particular pressure because of uncertainty about the language's position. Relevant departments, the Arts Councils and others, much continue to support the development and promotion of Irish language arts. The value of the Irish language arts must be recognised and promoted through specific strategic actions which will help in the development of product, of the artists and the audiences. Cultural tourism must be carefully nurtured within this particular domain and especially the role played by the Irish language on an All-Ireland basis. This is obligatory as communities undergo many changes as they prepare and organize their role and participation in future linguistic events and a shared culture. Schools have a pivotal role to play in the promotion and development of the arts by participating throughout their life cycle in events associated with drama, music, singing, prose and poetry writing, storytelling and the visual arts. The traditional arts (craftwork, folklore etc) must also be included in this pivotal work. Such work must be given continuous support. The work that has been carried out by artists in schools and in other centres which attract different audiences has been excellent and most successful. Teachers and facilitators engaged in artistic work develop multiple skills which enhance their work.

Development of the Irish Language Arts and Irish speaking artists

PROPOSALS:

33. With support from the Department of Culture, Arts and Leisure, the Arts Council should establish, from within its existing budget, a multidisciplinary Irish language Arts and Artists' Development Fund
34. That the Arts Council and Foras na Gaeilge should provide funding for an annual programme of high profile and high quality Irish language events to be developed with primary arts venues (for example, Waterfront, Grand Opera House, Playhouse etc.) and with

- Grand Opera House, Playhouse srl.) agus craoltóirí cuí teilifíse
35. Go gcuirfeadh an Chomhairle Ealaíon a g u s Foras na Gaeilge maoiniú ar fáil do thaispeántais ar ealaíona na Gaeilge a fhorbairt d'fhéiltí áitiúla, náisiúnta agus idirnáisiúnta
36. Comhoibriú idir na Ranna stáit agus na háisineachtaí cuí eile a éascú, le taighde agus luacháil ar ealaíona na Gaeilge ar bhonn uile-oileánda i dtaca le turasóireacht de a chur chun cinn, agus beartais ar leith a fhorbairt le tógáil ar thorthaí an taighde agus cur le healaíona na Gaeilge mar ghléas turasóireachta
37. I dtaca le 'Tionsclaíocht Chruthaitheach' de, go gcinnteoidh An Roinn Cultúir, Ealaíon agus Fóillíochta, i gcomhar le ranna agus áisineachtaí stáit cuí eile, go gcruthófar deiseanna forbartha d'fhiontair Gaeilge
38. Go ndéanfaidh an RO, i gcomhair leis an RCEF agus áisineachtaí cuí eile, taighde a mhaoiniú ar an chleachtas is fearr go hidirnáisiúnta i dtaca leis na healaíona dúchasacha a úsáid i sealbhú teanga agus sa tumoideachas, ó na luathbhlianta go hiar-bhunscolaíocht (gaelscoileanna agus scoileanna Béarla)
39. Go ndéanfaidh an RO, i gcomhair leis an RCEF agus áisineachtaí cuí eile, cláir ealaíon-píolótach a fhorbairt do réimse iomlán na leibhéal oideachais, le hionchur ó oideachasóirí cuí, ealaíontóirí agus chleachtóirí tumoideachais; ag díriú ar:
- (a) Litríocht na Gaeilge idir phrós agus fhilíocht.
 (b) Amhránaíocht na Gaeilge.
 (c) Drámaíocht na Gaeilge.
 (d) An scríbhneoireacht chruthaitheach
 (e) Scéalaíocht na Gaeilge
 (f) timpeallacht, logainmneacha, stair áitiúil srl.
40. Go ndéanfaidh an RO, i gcomhair leis an RCEF agus áisineachtaí cuí eile, leasuithe cuí ar an churaclam a éascú, bunaithe ar thorthaí na gclár píolótach, agus acmhainní (traenáil, forbairt scileanna, sparánachtaí) a chur ar fáil d'ealaíontóirí leis na cláir a chur i gcrích mar chuid lárnach den mhodh teagaisc i ngaelscoileanna
- appropriate television broadcasters
35. That the Arts Council and Foras na Gaeilge make funding available for showcasing the Irish language arts in local, national and international festivals
36. Facilitate co-operation across government departments and with other appropriate agencies, in order to develop research and cost benefit appraisal of the Irish language arts in respect of tourism on an all-Ireland basis, and the development of specific policies to build on research findings and promote the Irish language arts as a tourism lever
37. In relation to 'Creative Industries', that the Department of Culture, Arts and Leisure, in conjunction with other government departments and other appropriate agencies, ensures that opportunities for Irish language projects are created
38. It is proposed that the DENI, in conjunction with DCAL and other appropriate agencies, fund research on the best international practice in respect of the use of indigenous language arts in language acquisition and in immersion education, from early years to post-primary (in respect of Irish Medium and English Medium schools)
39. That the DENI, in conjunction with DCAL and other appropriate agencies, develops a pilot arts programmes for all levels of education, with input from key educationalists, artists and immersion education practitioners, focussing on:
- (a) Irish language literature, both prose and poetry
 (b) Gaelic song
 (c) Irish language drama
 (d) Creative writing
 (e) Irish language storytelling
 (f) The environment – place names, local history etc.
40. That the DENI, in conjunction with DCAL and other appropriate agencies, facilitates appropriate improvements to the curriculum, based on the results of the pilot programmes, and provide resources (training, skills development, bursaries) to artists to deliver programmes as a

41. Go ndéanfaidh an RO, i gcomhair leis an RCEF agus áisineachtaí cuí eile, úsáid a bhaint as na healaíona Gaeilge sa chur chuige traschuraclaim sna gaelscoileanna agus sna scoileanna Béarla araon

central part of teaching methodology in Irish Medium schools

41. That the DENI, in conjunction with DCAL and other appropriate agencies, uses the Irish language arts in cross-curriculum approaches in both Irish Medium and English Medium schools

Comharthaí

Réamhrá

In Éirinn, tá fréamhacha bhunús na logainmneacha sa Ghaeilge. Is ionann an cás, thuaidh agus theas. Dar ndóigh, leagann an Chairt Eorpach um Theangacha Réigiúnacha nó Mionlaigh agus an Chreatchoinbhinsiún Um Chosaint na Mionlach Náisiúnta dualgais ar an stáit i leith úsáid na bhfoirmeacha traidisiúnta logainmneacha, agus i leith comharthaíocht sráide agus phoiblí. Ghlac rialtas an RA le mír faoi Alt 10(2) g den Chairt Eorpach, a cheadaíonn úsáid nó glacadh le logainmneacha Gaeilge. Faoi láthair, meastar nach bhfuil an mhír seo curtha i bhfeidhm go hiomlán. Sonraítear, i dtuairisc mhonatóireachta 2010 de chuid Choiste na Saineolaithe ar an Chairt (COMEX), go bhfuil lancaisí ar chumhachtaí reachtúla chun comharthaíocht a chur ar fáil. Tuairiscítear chomh maith gur fhrithbheartaigh údaráis áitiúla áirithe in éadan na comharthaíochta Gaeilge nó gur dhiúltaigh siad di, cé go raibh tacaíocht láidir phobail ar a son. Faoi Alt 11 (3) den Chreatchoinbhinsiún um Chosaint na Mionlach Náisiúnta, caithfidh stáit a ghlac leis an Choinbhinsiún soláthar a dhéanamh sa dlí logainmneacha traidisiúnta áitiúla agus sráidainmneacha sa teanga mhionlaigh a chur in airde, sna ceantair sin ina gcónaíonn na mionlaigh náisiúnta go traidisiúnta, áit a bhfuil éileamh ann agus de réir cúinsí ar leith na teanga. Roimhe seo, bhí daoine ann a rinne an argóint gur chóir comharthaíocht Ghaeilge a shrianadh go ceantair ina raibh mórlach an phobail á héileamh go gníomhach. I bhfianaise gné ar leith na staire, is féidir an cur chuige seo a thuiscint. Níl bunús ar bith leis, áfach, i ndea-chleachtas ná sa dlí idirnáisiúnta. i ndáiríre, dar lena lán, go gcuireann sé le hiomhá an ‘gheiteo.’ Is é an norm, úsáid a bhaint as logainmneacha sa teanga dhúchais i gceantair ina raibh an teanga sin in úsáid go traidisiúnta, agus

Signage

Introduction

Across Ireland the vast majority of place names are derived from the Irish language. This is the case both North and South. Of course, the European Charter for Regional or Minority Languages and the Framework Convention for the Protection for National Minorities place specific duties on the state in relation to the use of the traditional forms of place names, and in relation to street and public signage. The UK, under Article 10(2)(g) of the European Charter for Regional or Minority Languages, has committed to permitting the use or adoption of place names in Irish. This undertaking is presently considered as only partly fulfilled. The 2010 Committee of Experts’ (COMEX) monitoring report cites restrictions on the legal powers to provide signage and reported instances where particular local authorities had resisted or refused the use of place names despite popular support. Article 11(3) of the Framework Convention for the Protection of National Minorities commits state parties to provide by law, in areas traditionally inhabited by national minorities, the public display of traditional local names and street names in the minority language, where there is demand and in accordance with the specific circumstances of the language. In the past, some have argued that Irish language signage should only be used in areas in which the majority of the population actively requests its use. Whilst this is an understandable approach in the light of certain historical factors, it has no basis in best practice nor in international law. Indeed, some argue that it increases ‘ghettoisation’. The use of place names in the indigenous language in areas in which that language was traditionally used is the norm and is actively encouraged in international law, as noted above.

spregtar an cleachtas seo sa dlí idirnáisiúnta, mar atá luaite thuas.

Tá tábhacht ar leith le feiceálacht na Gaeilge, ní amháin mar chuid de chomhlíonadh na ndualgas seo, ach mar chomhartha dearfach na héagsúlachta teanga ó thuaidh, agus mar chomhartha ar luach na hoidhreachta a bhaineann leis an Ghaeilge. Mar gheall air sin, agus de bhrí go raibh an Ghaeilge á labhairt go traidisiúnta gach áit in Éirinn, moltar go láidir comharthaíocht as Gaeilge a bheith le feiceáil gach áit. Is le gach duine teanga, oidhreacht agus cultúr na Gaeilge. Dár ndóigh, ní chuirfeadh úsáid na Gaeilge ar chomharthaíocht úsáid teangacha eile as an áireamh, dá mbeadh siad á labhairt go traidisiúnta sna ceantair sin chomh maith. Aithnítear go gcuireann an nasc idir an Ghaeilge agus cultúr na tíre leis an táirge turasóireachta, agus tugann comharthaí eolais agus oidhreachta dátheangacha in iarsmalanna, i suímh turasóireachta agus in ionaid ealaíon luach breise do phobal na Gaeilge agus do chuirteoirí araon. Maidir le cineálacha eile comharthaí, lógónna, comharthaí taobh istigh agus taobh amuigh d'fhoirgnimh stáit, treoir agus rabhadh-chomharthaí,, ní léir aon chur chuige comhleanúnach bheith ann faoi láthair. Cruthaíonn sé seo frustrachas agus bíonn an pobal trína chéile. Is féidir é seo a leasú trí straitéis forbartha ar chomharthaíocht de gach cineál.

MOLTAÍ:

42. Ní mór leormhaoiniú a chur ar fáil le cur leis an obair atá déanta go dtí seo maidir le bunachar do logainmneacha, sráidainmneacha agus do chomharthaí eile a fhorbairt ar bhonn leanúnach, le cinntiú go bhfuil leagan cruinn údarásach ar fáil taobh istigh d'achar réasúnta ama
43. Ní mór comharthaí dátheangacha bóthair a thabhairt isteach taobh istigh d'achar ama aontaithe ar phríomhbhóithre an tuaiscirt, chomh maith le comharthaí dátheangacha ar an bhealach isteach is amach ó chathracha, ó bhailte agus ó shráidbhailte. Ba chóir an leagan Gaeilge a chur ar bharr, nó ar chlé, agus an leagan Gaeilge agus an leagan Béarla a bheith ar cóimhéid le chéile agus sa litreoireacht chéanna
44. Ní mór polasaí comhleanúnach a fhorbairt chun lógónna, acrainmneacha agus comharthaíocht dhátheangach de gach cineál a

The visibility of the Irish language is particularly important, not only as part of the fulfilment of these duties, but also as a positive sign of language diversity in the north, and as a sign of the value we place on the heritage that springs from the Irish language. Because of this, and because Irish has been spoken traditionally in every part of Ireland, it is strongly recommended that Irish language signage be seen everywhere. The language, culture and heritage of Irish belong to all. Of course, the use of Irish in signage does not necessarily preclude the use of other languages, where they have been spoken traditionally in those same areas as well. It is recognised that the link between Irish and the culture of the country is our unique selling point, and bilingual information and heritage signs in museums, at tourist venues and sites and in arts centres bring added value to both Irish speakers and to visitors alike. As to other types of signs, logos, internal and external signs on government buildings, direction and warning signs, there is no single coherent approach in use at present. This creates frustration and confusion for the public. This can be improved through a development strategy for all kinds of signage.

PROPOSALS

42. Adequate funding must be provided to develop on a continuous basis the work done to date on a database of place names, street names and other signage, to ensure that the correct, authoritative version is available within a reasonable time scale
43. Bilingual road signs must be introduced on main routes in the north within an agreed time scale, as well as bilingual signage at entry and exit points into cities, towns and villages. The Irish language version should be placed on top or to the left, and the Irish and English language versions should be of the same size and in the same lettering
44. A consistent policy must be developed in order to facilitate promotion of logos and bilingual signage of all kinds within the political institutions, in the Assembly and departments, in local Councils and in their resources and buildings, in

chur chun cinn agus a éascú sna hinstiúidí polaitíochta, sa Tionól agus sna ranna, sna Comhairlí agus sna háiseanna agus sna foirgnimh a bhaineann leo, i bpáirceanna, i sólanna, i sráidainmneacha, agus ainmneacha na bhfoirgneamh agus na n-eastát tithíochta agus gnó

45. Ní mór comharthaí turasóireachta, comharthaí oidhreachta agus eolais a bheith go hiomlán dátheangach agus ba chóir don Roinn Cultúir, Ealaíon agus Fóillíochta:

- (i) Treoir a thabhairt do MAGNI (iarsmalanna agus gailearaithe TÉ) agus d'ionaid ealaíon, oidhreachta agus cultúir, maidir le tabhairt isteach comharthaí dátheangacha
- (ii) Próiseas comhoibrithe a éascú (le Ranna eile) leis an Bhord Turasóireachta le comhordú a dhéanamh le comhairlí áitiúla, agus le háisíneachtaí dúlra agus imshaoil maidir le comharthaíocht dhátheangach

parks, leisure centres, street names, naming of buildings and housing and business estates

45. Tourist signage, heritage and information signs should be fully bilingual and the Department of Culture, Arts and Leisure should:

- (i) Give direction to MAGNI (NI museums and galleries) and to arts, heritage and cultural centres, in respect of the introduction of bilingual signage
- (ii) Facilitate co-operation (with other Departments) with the Tourist Board to co-ordinate with local councils, and with nature and environmental agencies in respect of bilingual signage

Reachtaíocht

Réamhrá

Tagraítear i réamhrá na cáipéise seo do Chomhaontú Aoine an Chéasta agus do Chomhaontú Chill Rímhinn, lena ngealltanais shuntasacha i leith na Gaeilge. I gComhaontú Chill Rímhinn, tugann rialtas na Breataine coimhínt Acht na Gaeilge a thabhairt isteach i dTÉ, an t-aon áit ar na hoileáin seo nach bhfuil cosaint sa reachtaíocht intíre don phríomhtheanga dúchais, i bhfeidhm.

Moltar i dtaca leis an reachtaíocht de go ndéanfar gach uile iarracht na gnéithe seo a leanas a chur chun cinn le staid na Gaeilge a dhaingniú agus a láidriú agus le seasamh a thabhairt di i measc an phobail i gcoitinne. Má chuirtear an méid seo i gcrích go héifeachtach, leagfar síos bonn daingean ar féidir tógáil air go furasta ciallmhar céimnithe. Beifear ag súil go dtiocfaidh moltaí go leor chun cinn ar na bealaí is éifeachtaí ar féidir todhchaí na Gaeilge mar theanga

Legislation

Introduction

In the introduction to this document, there is reference to the Good Friday Agreement and to the St Andrews' Agreement, with their significant commitments to the Irish language. In the St Andrews' Agreement, the British government promises to bring in the Irish Language Act to the north, the only part of these islands where there is not already protection in domestic legislation for the primary indigenous language.

It is proposed in relation to legislation that every attempt is made to bring forward the following aspects in order to secure and strengthen the current position of the Irish language and in order to give the language standing amongst the general community. If the amount referred to here is implemented effectively, a solid ground work will be laid upon which it will be possible to build easily in a measured and sensible

phobail agus mar uirlis chumarsáide a chinntiú agus a chosaint. Is as sin a fhásfaidh an dul chun cinn atá riachtanach do chaomhnú na teanga agus an chultúir agus a thabharfaidh seasamh di mar chomhartha féinmheasa agus ionannais i measc an phobail sin a labhraíonn agus a chleachtann í ina saol laethúil. Chuideodh gníomhaíocht thomhaiste phleanáilte bunaithe ar thuiscintí sochtheangeolaíochta ar iompar agus ar úsáid mionteangacha go mór le feabhas a chur ar staid reatha na teanga.

MOLTAÍ:

46. Go dtosófaí láithreach ar reachtaíocht a thábhairt chun cinn d'Acht na Gaeilge a bheadh cuimsitheach, ceartbhunaithe agus go mbeadh cumhachtaí aitheanta sa reachtaíocht sin le freastal ar riachtanais na Gaeilge sa 21ú aois. Moltar go nglacfar le samhail POBAL sa cháipéis Acht na Gaeilge TÉ (2012) mar bhunús na reachtaíochta seo
47. Gach cúig bliana, go ndéanfaidh an Feidhmeanas, i gcomhar le rialtas an RA, Athbhreithniú Tréimhsiúil ar dhualgais a leagtar ar na páirtithe i gCuid III de Chairt na hEorpa do Theangacha Réigiúnacha nó Mionlaigh i leith na Gaeilge, le staid forbartha na Gaeilge sa tréimhse a thomhas agus moltaí a dhéanamh maidir leis an dul chun cinn seo a léiriú i ndaingniú míreanna breise agus míreanna níos 'láidre' i leith na Gaeilge de Chuid III na Cairte, agus go gcuirfí isteach míreanna riachtanacha sa dlí intíre
48. Agus ó tá an chraoltóireacht faoi chúram Westminster, go molfaí don Aire Cultúir TÉ gur chóir reachtaíocht chraoltóireachta a lorg ó Westminster agus gurb é Westminster a bheadh freagrach as a leithéid a thionscnamh agus a chur i bhfeidhm
49. Go dtabharfaí chun cinn reachtaíocht ar leith le comharthaí Gaeilge a spreagadh agus a éascú (foirgnimh phoiblí, sráidainmneacha, logainmneacha, comharthaí sráide, eastáit tithíochta, comharthaí turasóireachta agus cuairteoirí srl) (An reachtaíocht seo le seasamh in áit Ord TÉ 1995)

way. It is to be expected that many proposals will come forward on the most effective ways in which the future of the Irish language as a community language and communication tool may be secured and protected. It is from this that the progress that is so necessary for the promotion of the language and its culture will grow and will provide the language with standing as a marker for self respect and equality amongst those who use the language in their everyday lives. Measured, planned actions grounded in sociolinguistic analysis of the behaviour and use of minoritised languages will help a great deal in improving the current position of the language.

PROPOSALS:

46. That measures be taken immediately in respect of the introduction of a comprehensive, rights-based Irish Language Act that would give recognised powers within the legislation, capable of meeting the needs of Irish speakers in the 21st century. It is recommended that the POBAL model in the document Acht na Gaeilge TÉ (2012) be the basis of this legislation
47. Every 5 years, that the Executive, in conjunction with the UK government should carry out a Periodic Review of the duties placed upon them in respect of Irish under Part III of the European Charter for Regional or Minority Languages, in order to assess the stage of development of Irish, and make recommendations for this to be reflected in accepting additional and 'stronger' commitments for Irish under Part III of the Charter, and that the necessary sections be adopted into domestic law
48. Since broadcasting remains a Westminster responsibility, that the Minister for Culture, Arts and Leisure NI should seek broadcasting legislation at Westminster and that Westminster should be responsible for its initiation and implementation
49. That specific legislation be brought forward to promote and facilitate Irish language signage (public buildings, street names, place names, street signage, housing estates, tourist and visitor signage etc). (This legislation to replace the 1995 NI Order)

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| <p>50. Go gcuirfear dualgas ar an Choimisiún um Chomhionannas agus ar na húdaráis phoiblí, athbhreithniú rialta a dhéanamh ar a léamh ar an dualgas um ‘dhea-chaidreamh’, le cinntiú go dtagann sé le caighdeáin chearta daonna go háirithe leo siúd atá leagtha amach faoi Chairt na hEorpa do Theangacha Réigiúnacha nó Mionlaigh agus faoin Chreatchoinbhinsiún Um Chosaint na Mionlach Náisiúnta</p> | <p>50. That a duty be placed on the NI Equality Commission and on public authorities to review on a regular basis their interpretations of the ‘good relations’ duty to ensure they are compatible with human rights standards and in particular those set out by the European Charter for Regional or Minority Languages and by the Framework Convention for the Protection of National Minorities</p> |
| <p>51. Go gcuirfear dualgas ar na Ranna stáit agus ar na húdaráis phoiblí athbhreithniú a dhéanamh ar reachtaíocht agus ar pholasaithe a bhaineann le cur i gcrích a gcuid dualgas le cinntiú nach gcruthaíonn siad aon idirdhealú, eisiamh, srianadh nó tosaíocht éagórach a bhaineann le húsáid na Gaeilge</p> | <p>51. That a duty be placed on government departments and on public authorities to carry out a review of legislation and policies relating to the implementation of their duties in order to ensure that they do not create any unjustified distinction, exclusion, restriction or unfair preference relating to the use of Irish</p> |
| <p>52. Go gcuirfí polasaí na Roinne Cúirt is Dlí maidir le húsáid na teanga labhartha sa chúirt as feidhm</p> | <p>52. That the Justice Department NI discontinues its policy in respect of spoken Irish in the courts and puts it out of use</p> |
| <p>53. Go ndéanfaí Acht 1737 Riar na Córa a aisghairm agus go gcuirfí moltaí dearfacha ina áit maidir le traenáil, cúrsaí aistriúcháin srl, de réir mar is cuí</p> | <p>53. That the 1737 Administration of Justice (Language) Act (Ireland) be repealed and replaced with positive proposals in respect of training, translation courses etc as appropriate</p> |
| <p>54. Go gcuirfí i bhfeidhm na moltaí a rinneadh thuas faoi na meáin, faoin oideachas agus faoi na healaíona chomh fada agus a bhaineann sé le teanga agus cultúr na Gaeilge de</p> | <p>54. That the proposals made above in respect of the media, education and the arts should be put into effect in as far as they relate to the language and culture of the Irish language</p> |

An Earnáil Dheonach

Réamhrá

Bíonn ról ar leith ag an earnáil dheonach i bhforbairt agus i gcur chun cinn mionteangacha ar fud an domhain. Gan an tacaíocht sin, ní bhíonn an rath céanna ar na hiarrachtaí a bhíonn ar siúl ag gníomhaithe teanga agus ag rialtais. Eascraíonn an rath sin as an neamhspleáchas a bhíonn ag an earnáil dheonach tionscadail a chur sa tsiúl, tionchar a imirt ar rialtais agus ar lucht polaitíochta agus pobail a láidriú agus a treorú.

Aithnítear go hidirnáisiúnta cé chomh dúshlánach is atá sé, teanga faoi bhagairt a fhorbairt is a shlánú. In

The Voluntary Sector

Introduction

The voluntary sector has had a special role to play in developing and promoting minority languages worldwide. The success achieved by language activists and governments in supporting minority languages is based to a large degree on the success of backup voluntary sectors. This success derives from the independent nature of the voluntary sector in establishing new projects, in influencing governments and politicians and in its role in strengthening and providing guidance to these communities.

It is recognised internationally how difficult it can be

áiteanna ina ndéantar dul chun cinn suntasach, is amhlaidh go bhfuil bearta ar leith bunaithe agus dírithe ar riachtanais shochtheangeolaíochta na teanga féin, agus aitheantas ann go gcaithfidh polasaithe agus pleanáil teanga seasamh astu féin, taobh istigh de chomhthéacs níos leithne na mbeart polaitíochta agus eacnamaíochta. Ní hionann sin is a rá gur oileán atá sa teanga. Bíonn measúnú leanúnach de dhíth le cinntiú go bhfuil cuíbhearta curtha in áit.

Nuair a amharctar ar phointí suntasacha i bhforbairt na Gaeilge le blianta beaga anuas, mar shampla, bunú na Gaelscolaíochta, feachtais ar son chearta na Gaeilge, srl is léir go bhfuil dlúthbhaint ag an phobal leis an obair seo agus ag eagraíochtaí deonacha na Gaeilge. Tá ról na n-eagras deonach lárnach i gcur chun cinn na teanga, agus i ngríosú an phobail le seirbhísí agus le háiseanna feabhsaithe a fháil. I dTuaisceart Éireann, níl maoiniú ón stát ar fáil don Ghaeilge ach le blianta beaga anuas. Níl infrastuchtúr na Gaeilge chomh forbartha ó thuaidh is atá ó dheas, agus go fóill, níl deireadh le naimhdeas i leith na Gaeilge sa stát ó thuaidh.

Dar lena lán daoine, go gcaithfear comhphobal Gaeilge a thógáil. Aithnítear go bhfuil Líofa 2015 mar thosaíocht ag an Roinn Cultúir, Ealaíon agus Fóillíochta faoi lathair. Creidtear go bhfuil tábhacht ar leith chomh maith le húsáid na Gaeilge a spreagadh agus a chur chun cinn sa teaghlach. Mar a luaitear sa cháipéis seo, tá béim chomh maith ar fhorbairt na Gaelscolaíochta agus teagasc na Gaeilge i scoileanna Béarla. Tá fiontair, tacaíocht agus eolas de dhíth le hinniúlacht a fhorbairt ar an talamh.

MOLTAÍ:

55. Ba cheart go dtabharfaí aitheantas cuí d'earnáil dheonach na Gaeilge agus go ndéanfaí maoiniú cuí uirthi ionas go mairfeadh sí mar ghuth ionadaíoch neamhspleách an phobail agus é i mbun a chuid éileamh mar chuid dá chearta mar shaoránaigh
56. Ba chóir don RCEF cumas agus acmhainní an aonaid éagsulachta teanga a fhorbairt le staid fhorbartha na Gaeilge a léiriú ar bhealach níos éifeachtaí agus le ról na n-eagras deonach i gcur chun cinn na Gaeilge a éascú. Ba chóir

to develop and secure an endangered language. In places where significant progress is made, it is because dedicated policies exist based on and directed towards the sociolinguistic needs of the language itself, and because there is recognition that policies and language planning must be capable of standing alone, within the broader context of political and economic measures. This is not to say that language is an island. Continuous evaluation is needed to ensure that fit-for-purpose measures are in place.

When we look at the key points in the development of Irish in recent years, for example, in the establishment of IME, campaigns for Irish language rights etc, it is clear that there is a fundamental link between this community-based work and the voluntary Irish language organisations. The voluntary sector groups have a central role in the promotion of the language, and in encouraging the community to obtain improved services and resources. In the North, there has only been state funding for the Irish language in recent years. The Irish language infrastructure is not as developed in the North as in the South, and there has been as yet, no ending of state hostility to the Irish language in the North.

Many think that there is a need to build the Irish language community. Líofa 2015 is recognised that the priority by the Department of Culture, Arts and Leisure at the moment. It is believed as particularly important that the use of Irish should be encouraged and promoted in the family. As mentioned in this document, there is also an emphasis on the development of Irish medium education and teaching Irish in English medium schools. Enterprise, support and information is needed to develop capacity on the ground.

PROPOSALS:

55. Appropriate recognition must be given the Irish language voluntary sector and it must be appropriately funded in order to secure its continued existence as the community's independent voice in expressing citizens' demands for rights
56. The Department of Culture, Arts and Leisure should develop the ability and resources of its Language Diversity Unit to reflect in a more effective manner the developmental state of the Irish language, and in order to facilitate the role of the Irish language voluntary sector. Irish

Gaeilgeoirí a fhostú leis an obair seo a chur i gcrích

speakers should be employed to carry out this work

57. Ba cheart go gcuirfí an traenáil riachtanach ar fáil do na gluaiseachtaí éagsúla le cuidiú leo a gcuspóirí a bhaint amach. Lena chois sin ba cheart sraith cúrsaí, idir phraiticiúil agus teoriciúil, a chur ar fáil dóibh leis na scileanna riachtanacha a fhoghlaim agus a chleachtadh ina ngairmeacha éagsúla
57. The necessary training should be made available for the various movements to assist them in achieving their aims. As well as this, a series of courses, both practical and theoretical, should be made available so that they can acquire the necessary skills and practice them in their various vocations
58. Go ndéanfaí soiléiriú beacht ar ról na hearnála deonaí vis-à-vis ról an Rialtais i gcur chun cinn pholasaithe teanga i réimsí na habhcóideachta, na reachtaíochta, an oideachais, na meán cumarsáide agus na nEalaíon go háirithe
58. Precise clarification should be made on the role of the sector in relation to Government in the implementation of language policy particularly in the fields of advocacy, legislation, education, the media and the arts