

20-Year Strategy for the Irish Language 2010-2030:

Department of Education and Skills

20-Year Strategy for the Irish Language 2010-2030

THE VISION

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's aim is to ensure that as many citizens as possible are bilingual in both Irish and English. It is an integral component of the Government's Irish language policy that close attention be given to its place in the Gaeltacht, particularly in light of research which indicates that the language's viability as a household and community language in the Gaeltacht is under threat.

The aim of Government policy is also to:

- increase the number of families throughout the country who use Irish as the daily language of communication;
- provide linguistic support for the Gaeltacht as an Irish-speaking community and to recognise the issues which arise in areas where Irish is the household and community language;
- ensure that in public discourse and in public services the use of Irish or English will be, as far as practical, a choice for the citizen to make and that over time more and more people throughout the State will choose to do their business in Irish; and
- ensure that Irish becomes more visible in our society, both as a spoken language by our citizens and also in areas such as signage and literature.

Irish is part of the culture and heritage of Northern Ireland and the promotion and protection of the language there is also a priority for the Government.

The Government recognises the tremendous advantage to its citizens of fluency in English, the most widely used language in international affairs. The Government commits to ensuring that this advantage is retained through the development of a bilingual society, where as many people as possible can use Irish and English with equal ease and facility. However, the Government also recognises that the focus of policy in the Gaeltacht needs to be on maintaining the linguistic identity of the community in the Gaeltacht as a distinctive language region, rather than one of bilingualism.

While strengthening the position of the language within our education system is a key focus of this Strategy, the transmission of Irish as a living language within the family and between the generations is critically important. Our overall approach is to create a supportive framework and the opportunities in which Irish can be passed on in a natural way within households and communities. This is of special importance in the context of the Gaeltacht.

The future of the language depends on people who make a positive choice to embrace the opportunities that this Strategy will create. This is the challenge for all of us.

SPECIFIC OBJECTIVES OF THE STRATEGY

Following on from the Government Statement on the Irish Language 2006, the headline goal has been set of increasing over 20 years:

- the number of people with a knowledge of Irish to 2 million; and
- the number of daily speakers of Irish to 250,000.

The achievement of these ambitious goals has been the overriding consideration in formulating the decisions on areas for action in this Strategy.

The specific objectives involved in the preparation of the Strategy are to:

- increase the number of speakers who speak Irish on a daily basis outside the education system to 250,000;
- increase the number of speakers who speak Irish on a daily basis in the Gaeltacht by 25% in overall terms as its invigoration will be critical to the overall Strategy; and
- increase the number of people that use State services through the Irish language and can access television, radio and print media through the language.

POLICY CONTEXT

Article 8 of the Constitution of Ireland states that:

“The Irish language as the national language is the first official language.”

This 20-Year Strategy for the Irish Language is built on the foundation of the Constitutional status of the language and follows on the Government Statement on the Irish Language published in December 2006. That Statement affirmed the Government’s support for the development and preservation of the Irish language and the Gaeltacht and set out 13 policy objectives. The following objectives are relevant to the Department of Education and Skills:

Objective 1: The special status given to the Irish language in the Constitution and in legislation such as the Official Languages Act 2003, the Education Act 1998, the Planning and Development Act 2000 and the Broadcasting Act 2001¹, will be upheld.

Objective 2: The Official Languages Act will be fully implemented. The right of the public to use Irish in dealings with the State and with other bodies will be developed and the appropriate arrangements to deliver this will be put in place.

Objective 3: The Irish language community inside and outside the Gaeltacht will be given encouragement and support to transmit Irish to the next generation as a living household language. Towards this end, a wide range of services in Irish will be provided.

Objective 4: The Gaeltacht will be given special support as an Irish-speaking area.

Objective 5: Irish will be taught as an obligatory subject from primary to Leaving Certificate level. The curriculum will foster oral and written competence in Irish among students and an understanding of its value to us as a people. This will be supported by enhanced investment in professional development and ongoing support for teachers, as well as in provision of textbooks and resources, and support for innovative approaches to teaching and learning.

Objective 6: A high standard of all-Irish education will be provided to school students whose parents/guardians so wish. Gaelscoileanna will continue to be supported at primary level and all-Irish provision at post-primary level will be developed to meet follow-on demand.

Objective 7: ... third-level education through Irish will be further developed.

¹ Now the Broadcasting Act 2009

It is also an objective of Government to support the promotion and teaching of Irish abroad, through the Department of Foreign Affairs and Trade and the Department of Arts, Heritage and the Gaeltacht. Particular emphasis has been placed on supporting the teaching of Irish in third-level colleges in a range of different countries.

Implementation Plan – Department of Education and Skills

1. Areas for Action in Education:

- 1.1 Links to out-of-school usage**
- 1.2 Partial Immersion**
- 1.3 National Assessment**
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- 1.5 Teacher Education**
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- 1.10 Adult Language Learning**
- 1.11 Advice and Support Services**
- 1.12 Education in the Gaeltacht**
- 1.13 Establishment of Schools**
- 1.14 An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)**

- 2. The Gaeltacht – Language Planning in the Gaeltacht**
- 3. Administration, Services and Community**
 - 3.1 Local language initiatives and plans outside the Gaeltacht**
- 4. Media and Technology**

Implementation Plan – Department of Education and Skills

1. Areas for Action in Education

1.1 Links to out-of-school usage

	Aims	Public Body	Action	Timeframe
1.1.1	The Department of Arts, Heritage and the Gaeltacht, in cooperation with the Department of Education and Skills, will continue to progress the development of the Irish summer college system in the Gaeltacht. Particular emphasis will be placed on assisting the colleges and the householders that provide accommodation for language learners to maintain and increase the effectiveness and standard of the services provided.	Department of Arts, Heritage and the Gaeltacht (DAHG) Department of Education and Skills (DES)	The Inspectorate, DES has an agreed memorandum of understanding with DAHG to monitor the educational component of the Irish language summer colleges on behalf of DAHG; 40 and 38 courses were inspected and reported upon in 2011 and 2012 respectively.	Ongoing
1.1.2	Programmes targeted at trainee primary teachers will benefit from being restructured and enhanced, and this will form part of wider reforms that the Teaching Council will be promoting in initial education courses for primary teachers.	DES The Teaching Council	The content and duration of Gaeltacht placements for student primary teachers has been reviewed. The duration has increased from one three-week period to two separate periods of two weeks each.	Commenced in all concurrent primary Initial Teacher Education (ITE) programmes in 2012/2013 To apply to all primary consecutive ITE programmes from 2014/2015

1.2 Partial Immersion

	Aims	Public Body	Action	Timeframe
1.2.1	From as early as possible in Implementation Phase II, it is proposed to move towards a situation where partial Irish language immersion will be offered to all children. This will be implemented on a phased basis in line with the progress made in strengthening teachers' competences in this area through a comprehensive investment programme of professional development for teachers. This could be delivered through the teaching of some mainstream subject matter in Irish in the infant classes, and be complemented by the preparation in Phase II of designated subject areas to be taught through Irish in the middle and upper years in primary schools. Ultimately, the aim will be that by Implementation Phase III, all students in mainstream schools undertaking the Irish language as a core subject will be offered the experience of partial immersion education in other subjects. These measures will be achieved on a phased basis, supported by investment in the upskilling of teachers. Use will be made, as appropriate, of incentives such as the GLEO (Gaeilge Labhartha san Earnáil Oideachais) award scheme to encourage schools in this area. The strategy will be supported by the development and provision of resources and materials for schools.	DES The National Council for Curriculum and Assessment (NCCA)	<p>Consideration of partial immersion is taking place in light of the progress made in relation to curriculum and teacher education measures.</p> <p>The NCCA is currently developing a new integrated language curriculum for Irish and English in primary schools. This curriculum will be available for infant to second classes in 2014 and for all classes in 2016.</p> <p>The NCCA has been asked to provide advice in relation to provision for partial immersion/Content and Language Integrated Learning (CLIL) in the new language curriculum.</p>	<p>Ongoing</p> <p>2014 2016</p> <p>2013/2014</p>
1.2.2	It will continue to be national policy to promote immersion education through Irish in all subjects other than English in Gaeltacht and Irish-medium schools (gaelscoileanna) and pre-schools (naíonraí).	DES	The Minister for Education and Skills intends to underpin the provision of immersion education in primary schools by making an order under	2013/2014

			<p>Section 33 of the Education Act to prescribe the primary curriculum. This will include arrangements to permit for a period of immersion education in Irish (i.e. up to the end of first term in senior infants) to be implemented in Irish-medium primary schools. A circular will issue to schools thereafter.</p>	
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1.3 National Assessment

	Aims	Public Body	Action	Timeframe
1.3.1	National assessment of aural and oral competence in Irish will be implemented at both junior cycle and senior cycle level for all recognised second-level schools. It is recognised that oral assessment at junior cycle can only realistically be achieved in the context of a model of local assessment by class teachers with external moderation. Standardised test instruments at primary level are being developed at present in Irish.	DES	<p>Action has been implemented for the 2012 Leaving Certificate with 40% marks allocated to the oral component and 10% to the aural.</p> <p>The NCCA is to review the impact of the change in weighting in the examination.</p> <p>There has been a significant increase in the numbers of students that present for the Junior Certificate in Irish that take the oral language test at junior cycle i.e. 1% in 2007; 9% in 2011 and 14.5% in 2012. This increase is attributed to the increased weighting to the oral Irish assessment in the Leaving Certificate in 2012.</p> <p>The oral language test will be compulsory in the new junior cycle to be implemented during the 2015/2016 school year.</p>	<p>2011</p> <p>2013/2014</p> <p>2015</p>
1.3.2	Innovations in curriculum require the development of appropriate instruments and procedures for the	DES NCCA	Linkage with the CEFRL will be considered by the NCCA	2013 onwards

	assessment of learning Irish. A beneficial linkage can be made with the Common European Framework of Reference for Languages (CEFRL) for defining the linguistic and communicative standards that the assessment procedures will verify.		during the development of a new Irish language syllabus at junior cycle and the review of the senior cycle syllabus.	
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1.4 Curriculum for teaching of Irish

	Aims	Public Body	Action	Timeframe
1.4.1	At primary level, the curriculum is relatively new and there would appear to be consensus that it is in keeping with good practice and current thinking on language teaching. In this context, there will be greater focus on more explicit articulation of the linguistic objectives at the various levels of primary schooling and the development of high-quality materials to support the implementation of the curriculum.	DES	<p>The National Literacy and Numeracy Strategy provides for the revision of the Irish curriculum for both English medium and Irish medium schools using a 'learning outcomes' approach that will specify what children will be expected to achieve at each stage of the primary cycle.</p> <p>The NCCA has commenced work developing an integrated language curriculum for English and Irish in the different language contexts. The NCCA will ensure that the new integrated language primary curriculum will meet the requirements of the National Literacy and Numeracy Strategy, particularly in relation to the provision of explicit learning outcomes and the inclusion of content that meets the needs of pupils in Irish-medium schools.</p>	<p>Curriculum for infants to second class- 2014</p> <p>Curriculum for all classes 2016</p>
1.4.2	At primary level, a separate Irish curriculum for Gaeltacht schools and gaelscoileanna has been developed which takes into account the different	DES	<p>As in 1.4.1</p> <p>The NCCA will ensure that the</p>	Curriculum for infants to second class- 2014

	developmental language requirements of students in English and Irish-medium schools. The curriculum in Irish-medium schools will be adjusted to provide for a strengthened emphasis on the role of Irish in promoting children's cognitive and affective development generally.		new curriculum provides clarity regarding the commencement of the teaching of formal reading and writing in Irish and English in all schools including Irish-medium schools within and outside the Gaeltacht. From June 2012, Irish-medium schools are required to administer standardised tests in Irish reading and report the results to parents and to the DES.	Curriculum for all classes-2016 2012
1.4.3	At post-primary level, differentiation will continue to be provided by offering Irish at three levels in the Junior and Leaving Certificates and there will be a strong emphasis on fostering oral, aural and written competence in Irish, and on ensuring a significant shift in emphasis towards Irish as a spoken language, where students can communicate and interact in a spontaneous way, and where Irish is spoken every day in schools.	DES	As in 1.3.1 The oral component will be a compulsory part of assessment in the new junior cycle syllabuses for Irish. The implementation of the Framework for Junior Cycle (October 2012) will result in a revision of the Irish syllabus at the lower secondary phase; this revision will parallel the revision taking place at primary level. The new syllabus specifications will be available for schools to introduce to their first year students from autumn 2015 with certification provided to students in 2018. Irish will be offered at two levels in the new junior cycle.	2015 2015

			<p>In addition to the common syllabus, it is proposed that an optional specialised short course will be developed which will allow students in Irish medium schools to study and gain credit for an enriched engagement with additional aspects of the language over and above that in the common Irish specifications.</p> <p>Consideration will also be given to how the wide range of learning needs of students (including students in English-medium schools, Irish-medium schools and Gaeltacht schools) could best be accommodated within the senior cycle.</p>	<p>Ongoing</p> <p>Ongoing</p>
1.4.4	<p>A revised syllabus in Leaving Certificate Irish is being implemented in all schools for initial examination in 2012 and is designed to provide for increased oral interaction in the classroom and to allow for an increase to 40% in the marks for oral assessment. The National Council for Curriculum and Assessment (NCCA) will undertake a review of the implementation of the syllabus in the light of the experiences of the first cohort of candidates under the revised assessment system. Among the issues to be considered in that review will be the success of the syllabus in addressing appropriately the learning needs of all students, including those with a high proficiency in Irish, particularly in Gaeltacht and Irish-medium schools. If necessary, further development of the syllabus may be</p>	DES	<p>The revised syllabus was implemented for the cohort of students that sat their Leaving Certificate in June 2012. The NCCA is to review and report on the experience of two cohorts of students- those who sat their Leaving Certificate in 2012 and those who will sit their Leaving Certificate in 2013.</p>	2014

	undertaken in the light of the findings of the review.			
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1.5 Teacher Education

	Aims	Public Body	Action	Timeframe
1.5.1	Generating the teacher force to achieve objectives regarding competence in the Irish language is critical, as are links between schools, recreation and youth centres, clubs and activities. In this regard, it is noted that the Teaching Council, as the statutory body charged with determining standards for the teaching profession, has responsibility for the review and accreditation of initial teacher education programmes at primary and post-primary level.	DES Department of Children and Youth Affairs (DCYA) The Teaching Council	<p>The Teaching Council has published <i>Criteria and Guidelines for Initial Teacher Education Providers</i>.</p> <p>The duration and content of initial teacher education courses have been reconfigured and have included the allocation of additional time for the teaching of language. The reconfigured courses provide a crucial opportunity to providers to attend to the standard of Irish among primary and post-primary teachers in relation to teaching Irish as a living language and using it as a means of communication and as a medium of instruction.</p> <p>The Teaching Council's review of all extended, reconceptualised programmes of Initial Teacher Education (ITE) is ongoing and due to conclude in 2014. Reports of accredited programmes are published on the Teaching</p>	<p>2011</p> <p>October 2012 onwards</p> <p>2014</p>

			<p>Council's website. Particular attention is being paid in the review of programmes to the provision for the Irish language to ensure that it is addressing the strategic priorities as outlined in the 20 Year Strategy, the National Literacy and Numeracy Strategy (2011) and the Council's Criteria and Guidelines for these programmes.</p> <p>The compulsory period of study in the Gaeltacht for primary teachers has been lengthened (two periods of two weeks versus one three -week period up to this). Initial teacher education providers will have responsibility for quality assuring the content, teaching and assessment of the Gaeltacht element of ITE programmes.</p> <p>The Teaching Council has held initial public consultations on proposals for raising the entry requirements for teacher education courses (as signalled in the Literacy and Numeracy Strategy) and reported to the DES. The DES is considering the report of the Council.</p>	<p>Commenced in all concurrent Initial Teacher Education (ITE) programmes at primary level in 2012/2013</p> <p>To apply to all consecutive ITE programmes at primary level from 2014/2015</p> <p>2013 onwards</p>
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1.5.2	The Teaching Council will be consulted with a view to implementing the two-pronged approach proposed in this Strategy to prepare the teaching force to meet the proposed objectives.	The Teaching Council DES	As in 1.5.1	Ongoing
1.5.3	To achieve Objective 5 of the Government Statement on the Irish Language 2006, discussions will be entered into with the Teaching Council with a view to working progressively to raise the standard of Irish language competency for teaching the subject of Irish.	DES The Teaching Council	As in 1.5.1	Ongoing

1.6 Mainstream Education - Primary System

	Aims	Public Body	Action	Timeframe
1.6.1	In order to ensure that the professional Irish standard (Gaeilge Ghairmiúil) is achieved in all teacher education colleges, it is envisaged that the Teaching Council, as part of its aforementioned review, will strengthen and set standards for the teaching of professional Irish across all initial teacher education provision.	The Teaching Council	<p>The reconfigured Initial Teacher Education (ITE) courses provide a crucial opportunity to providers to attend to the standard of Irish among primary and post-primary teachers in relation to teaching Irish as a living language, and using it as a means of communication and as a medium of instruction.</p> <p>The Teaching Council's review of all extended, reconceptualised programmes of ITE is ongoing and due to conclude in 2014. Particular attention is being paid in the review of programmes to provision for the Irish language.</p>	<p>October 2012 onwards</p> <p>2014</p>
1.6.2	Steps will be taken to encourage the use of Irish generally inside and outside the classroom.	DES	<i>Séideán Sí</i> has been developed for Irish-medium schools. COGG has also provided support for the IT components of a programme for English-medium schools.	2012
1.6.3	Other subjects of the initial teacher education programme, in addition to professional Irish, will be delivered through the medium of Irish.	DES The Teaching Council	Some colleges are already providing aspects of their ITE programmes through Irish as	2013- begin discussion with a view to possibly progressing in Phase 2,

			an option for a limited group of students in a particular year cohort. The extension of this is for further discussion by DES with the Teaching Council and the Higher Education Institutes.	2013-2015
1.6.4	In the area of teacher education, student teachers will follow a defined programme of language teaching in the Gaeltacht. The tuition time and attendance of student teachers who attend Gaeltacht courses will also be increased.	DES The Teaching Council	In June 2012, the Teaching Council accepted recommendations of the Working Group on Gaeltacht Placement: <ul style="list-style-type: none"> • the Gaeltacht Placement to be a key part of the Irish language programme in each ITE provider at primary level • a defined programme to be covered that is linked with the College programme • duration of placement increased to four weeks (two periods of two weeks in first, second year or third year) • the learning activities to be up to 35 hours per week 	Commenced in all primary concurrent ITE programmes in 2012/2013 To apply to all primary consecutive ITE programmes from 2014/2015
1.6.5	A new Gaeltacht scholarship scheme will be introduced for primary teachers to attend intensive courses in the Gaeltacht.	DES	No action Phase 1, 2010-2012	To be considered with a view to possibly progressing in Phase 2, 2013-2015
1.6.6	Colleges of Education will be encouraged to put in place initiatives to attract students of high ability in Irish from Gaeltacht, Irish-medium and other schools. Up to 20% of places in Colleges of Education will be retained for students educated through Irish in Gaeltacht schools and gaelscoileanna, with students in English-medium schools also being eligible, subject to a high	DES The Teaching Council	The Teaching Council has been asked to advise on the Gaeltacht entry scheme to the B.Ed. courses, and plans have been made to progress discussion on this matter with the DES, Colleges of	To begin in 2013 with a view to possibly progressing in Phase 2, 2013-2015

	performance threshold in Irish in the Leaving Certificate.		Education and the Teaching Council in 2013.	
1.6.7	An extended Gaeltacht placement will be put in place for a significant proportion of trainee teachers in which students will follow a defined programme of language teaching.	DES The Teaching Council	No action Phase 1, 2010-2012	To be considered with a view to possibly progressing in Phase 2, 2013-2015
1.6.8	The Irish language and Irish-medium teaching components of the Bachelor of Education degree course will be bolstered, including the provision of intensive Irish courses as appropriate in consultation with the Teaching Council.	DES The Teaching Council	See response to 1.5.1 The reconfigured ITE course provides opportunity to providers to attend to the standard of Irish among primary and post-primary teachers in relation to teaching Irish as a living language, using it as a means of communication and as a medium of instruction.	Ongoing Ongoing
1.6.9	A new specialisation in Irish-medium primary teaching (partial or total immersion) will be introduced in Colleges of Education.	DES	This measure may not be feasible in the short to medium term due to the potential costs involved.	

1.7 Irish-Medium Education - Primary System

	Aims	Public Body	Action	Timeframe
1.7.1	A post-graduate programme specifically targeted at the needs of Irish-medium schools will be introduced. This new post-graduate programme for a Diploma in Irish Language Education (Primary Teaching) will provide specialised skills in Irish to those who have already completed a teacher education programme.	DES Higher Education Authority (HEA) /DAHG	<p>This measure is not likely to be feasible in the short to medium term due to the potential costs involved.</p> <p>Acadamh na hOllscolaíochta Gaeilge, Galway offers an MA in <i>Teagasc Teangacha-Gaeilge</i> which upskills existing teachers to function with advanced competence in immersion education environments. The modules available on the MA will be available to teachers on a Continuing Professional Development (CPD) basis.</p> <p>A MEd in Irish-medium education will commence in Mary Immaculate College, Limerick in September, 2013.</p> <p>The Professional Development Service for Teachers (PDST) provides on-going support to teachers in Irish-medium schools.</p> <p>COGG provides support to providers for the provision of</p>	<p>Ongoing</p> <p>September 2013</p> <p>Ongoing</p> <p>Ongoing</p>

			<p>courses specific to the needs of teachers in Irish-medium primary schools. Examples include summer courses for newly qualified teachers, workshops on the teaching of emergent reading and a diploma course on the teaching of Art through Irish for primary and post-primary teachers.</p>	
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1.8 Irish-Medium Education – Post-Primary System

	Aims	Public Body	Action	Timeframe
1.8.1	A new Post-Graduate Diploma in Education delivered in full through the medium of Irish will be introduced.	DES HEA	The post-graduate diploma for teaching through Irish at post-primary level is available at NUIG. Expansion of places will be considered when resources permit.	Ongoing
1.8.2	To further assist the realisation of Objective 5 and Objective 6 of the Government Statement on the Irish Language 2006, a National Centre for Irish-medium Teacher Professional Development will be established in an existing educational institution. This will be a centre of excellence, aiding and advising the Colleges of Education in preparing teachers for the entire cycle of Irish-medium schools through consultancy, professional development activities, accredited training programmes and resource development. The National Centre will work in conjunction with the Colleges of Education and mobility of professional staff between all education providers and systems and the National Centre will be encouraged. There will be a formal qualification available for all primary and secondary school teachers to support them to teach in Irish-medium schools. This will be an attractive and desirable additional qualification for those seeking to work in Irish-medium schools and a useful indicator for employers that applicants have the necessary linguistic competency.	DES	This measure may not be feasible in the short to medium term due to the potential costs involved.	
1.8.3	The new academic programmes - Bachelor of	DES	This measure may not be	

	Education, Graduate Diploma in Education (Primary Teaching), and Post-Graduate Diploma in Education – as well as the operation of the National Centre for Irish-medium Teacher Professional Development will be offered for open public competitive tendering among the relevant existing educational institutions.	The Teaching Council HEA	feasible in the short to medium term due to the potential costs involved.	
1.8.4	The professional development opportunities identified above will be supplemented by significantly increased investment in the provision of short cycle and on-line professional development options for serving teachers provided through the curriculum support services and the Education Centre network at primary and post-primary level.	DES	<p>The PDST provides support for teachers in Irish-medium primary and post-primary schools.</p> <p>COGG provides support to providers for the provision of courses specific to the needs of teachers in Irish-medium post-primary schools. Examples include the provision of an Irish course for newly qualified post-primary teachers in 2012 and 2013 and the provision of a post-graduate course in the teaching of Art through Irish for primary and post-primary teachers.</p> <p>The DES is collaborating with the Department of Education, Northern Ireland in a north/south initiative that provides for the promotion of blended learning activities for teachers in Irish medium schools, including Gaeltacht schools. The initiative also provides teachers with opportunities for the sharing of</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

			<p>best practice examples and resources in relation to literacy and numeracy.</p> <p>The DES has sought expressions of interest from Teacher Education Centres on the co-ordination of new CPD provision (on-site and online options) for Irish medium schools.</p>	2013
1.8.5	<p>In further support of these measures to augment the position of the language in the education system at all levels, special recognition will be given to schools where there is good practice in teaching Irish.</p> <p>A wide range of textbooks, new technology materials and resources to support the teaching of Irish and teaching through Irish will be developed and provided.</p>	<p>DES Foras na Gaeilge</p> <p>DES An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta (COGG)</p>	<p>This action is currently being implemented by Foras na Gaeilge through the GLEO scheme (both North and South).</p> <p>DES has provided €250,000 to COGG for the development of digital materials for <i>Séideán Sí</i>. COGG has a total budget of €1.55 million.</p>	<p>Ongoing</p> <p>2013</p>
1.8.6	<p>A scholarship scheme for children from disadvantaged areas to attend courses in the Gaeltacht, as well as funding for Irish summer colleges throughout the country, will be provided.</p>	DES	<p>This scheme was initiated in 2007 but discontinued in 2008.</p> <p>A Campaí Samhraidh scheme has been established that provides tuition/games/other activities through Irish for students from DEIS primary</p>	Ongoing

			schools in their own localities.	
1.8.7	The arrangements for exemption from studying Irish in schools will be reviewed to ensure that exemptions are based on objective language criteria.	DES	The DES plans to carry out research concerning the manner in which exemptions are sought and granted to inform the review of current arrangements, due to concerns about the significant increase in the number of candidates seeking exemptions, including students from Gaelscoileanna.	2014

1.9 Higher-Level Education in Ireland

	Aims	Public Body	Action	Timeframe
1.9.1	<p>Third-level education through the medium of Irish needs to be of high quality and delivered in a strategic and coordinated way to ensure:</p> <ul style="list-style-type: none"> • opportunities for students to avail of significant periods of placements/study in the Gaeltacht to enrich their command of the language in an environment where it is the normal spoken language; • diversification in the range of disciplines offered, with a particular focus on market requirements for people competent in Irish; • an output of highly qualified graduates with specific skills needed to serve the national and EU status of Irish; • development of particular specialisation in each college and restriction of duplication of provision to no more than one or two locations; • value for money and quality assurance in research and teaching, also avoiding duplication or fragmentation; and • development of courses and accreditation in Professional Irish for as many professions as possible. 	<p>DAHG</p> <p>Individual Higher Education Institutions (HEI) under aegis of HEA</p>	<p>Acadamh na hOllscolaíochta Gaeilge offers undergraduate (diploma and masters) programmes in Applied Irish, Communication Studies, Translation Studies, Language Planning, Administration and Management Studies, Education, Information Technology and Performing Arts. These programmes are delivered through the medium of Irish at NUIG, in Gaeltacht centres and in other outreach centres. The Acadamh is jointly funded by the DAHG and HEA. The courses include a Masters in Language Planning.</p> <p>A number of other Institutions including Fiontar DCU and UCC also provide third-level courses through the medium of Irish.</p>	Ongoing
1.9.2	<p>Funding will be provided to enable the Higher Education Authority to put in place a specific programme to strategically develop this sector.</p>	DES	<p>DES funding earmarked by HEA specifically for An tAcadamh for 2012 calendar year was €1.8m. The same provision is allocated for 2013. Dept of Arts, Heritage and</p>	Ongoing

			<p>Gaeltacht also transferred, through the HEA, €1m for An tAcadamh for the academic year 2012/13.</p> <p>For over 10 years, the HEA has included a special provision in its core grant for initiatives aimed at supporting a greater use of the Irish language among students and staff of universities and smaller colleges. In 2013, the HEA continued to provide an amount of circa €863,000 to institutions. In addition, an amount of €13,600 was provided to UCD for Comhairle Béaloideas Éireann. (Currently there is no such financial provision in the Institute of Technology sector and this is unlikely to be possible until economic circumstances improve considerably.)</p>	
1.9.3	<p>The accessibility of Irish language classes and activities and the creation of an atmosphere on campus, which recognises that the language is an integral part of college social as well as academic life, is important to normalisation of its use. Third level institutions have an important role in influencing whole of life language choice and use among students and in supporting local language initiatives in the wider community and will be encouraged to do so.</p>	Individual HEIs under aegis of HEA	<p>Some of the initiatives supported by the HEA funding in universities and linked colleges include:</p> <ul style="list-style-type: none"> • Support for teaching e.g., staff mentoring and training, language support, development of teaching materials in Irish; • Support for students e.g., 	Ongoing

		<p>provision of Irish language classes, language mentoring for students, postgraduate scholarships and awards, technical support (teaching laboratories), Irish language careers events, training in broadcasting skills;</p> <ul style="list-style-type: none"> • Teaching of subjects/modules other than Irish through the medium of Irish e.g., Mathematics, Graduate Diploma in Education; • Irish-speaking 'houses'/student residences located on campus; • Promoting use of Irish language on institution campuses e.g., Seachtain na Gaeilge, fostering bilingual campus environment, appointment of Irish Language Officers, bilingual publications and websites, Irish language courses for international students, Irish language cultural events. 	
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1.10 Adult Language Learning

	Aims	Public Body	Action	Timeframe
1.10.1	Additional opportunities will be afforded to adults interested in learning the language or in increasing their ability to speak Irish.	DES	As part of the Adult Literacy and Community Education Scheme (ALCES) and the Back to Education Initiative (BTEI), both funded by the Department of Education and Skills, Vocational Education Committees (VECs) provide Irish language courses to adults free of charge. VECs decide on the nature, extent and location of courses provided, including Irish language courses, from within the grant allocated.	Ongoing
1.10.2	An accredited adult Irish language learning programme, catering for all levels, will be recognised as the agreed national Irish language-learning programme.	DES	As in 1.10.1 Adult learners may also attend Irish classes within the ALCES and BTEI to prepare for the Junior Certificate and Leaving Certificate (ordinary level) Irish examination papers. FETAC certifies courses in Irish. A number of third-level institutions also provide courses in Irish under the	Ongoing Ongoing Ongoing

			lifelong learning course type which are aimed at improving learners' competency in the language. These courses are linked to the Common European Framework of Reference for Languages or based on the Teastas Eorpach na Gaeilge that has been developed by NUI, Maynooth.	
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1.11 Advice and Support Services

	Aims	Public Body	Action	Timeframe
1.11.1	Specific advice will be addressed to the following groups:			
1.11.2	<p>Children whose first language is Irish and/or children attending Irish-medium schools.</p> <p>It is important that all professional and para-professional staff consistently support the maintenance of Irish. These professional groups will be made aware of the vast literature supporting the intellectual, speech, and career benefits of bilingualism.</p> <p>Specific advice will be offered to support the bilingual needs of children with special needs.</p>	<p>DES</p> <p>DES/COGG</p>	No action Phase 1, 2010-2012	To be considered with a view to possibly progressing in Phase 2, 2013-2015
1.11.3	<p>Children whose first language is English and/or children attending English-medium schools.</p> <p>Similarly for such children, school staff concerned with special needs will be provided with information supporting the intellectual, speech and career benefits of bilingualism - and specifically the advantages of learning and using Irish.</p>	DES	No action Phase 1, 2010-2012	To be considered with a view to possibly progressing in Phase 2, 2013-2015
1.11.4	<p>Immigrant children in Ireland.</p> <p>Newly-arrived immigrant children in Ireland will also be afforded the opportunity to participate in all Irish language activities and specific attention will be paid to their language learning needs.</p>	DES	<p>Immigrant children have opportunity to learn Irish as part of mainstream provision.</p> <p>The NCCA is currently developing a new integrated primary language curriculum that will clearly outline learning outcomes Irish for all pupils in primary school. The curriculum outcomes will be presented as a learning continuum which will</p>	<p>Ongoing</p> <p>2014 2016</p>

			allow primary pupils, including immigrant children, to engage in the learning of Irish at their own pace and in accordance with their individual language needs. The new language curriculum outcomes for infants to second class will be available in 2014 and for all classes in 2016.	
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1.12 Education in the Gaeltacht

	Aims	Public Body	Action	Timeframe
1.12.1	All the above measures apply equally to the Gaeltacht. In addition to these, the Government acknowledges the specific difficulty of accommodating the needs of pupils with diverse linguistic abilities in Gaeltacht schools. This can be complicated further depending on the status of the Irish language within the school community. It is acknowledged that teaching resources are a major issue for Gaeltacht schools, both at primary and second-level. It may be noted that, with investment by Foras na Gaeilge and An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG), there has been a considerable improvement in the availability of teaching resources in Irish, although there needs to be sustained investment in this area. The needs in this area apply also to gaelscoileanna. In addition, there is a critical need to provide resources for Irish in English-medium primary schools.	DES COGG	COGG has a budget of €1.55 million for 2013 to enable it to deliver on its statutory mandate to plan for and co-ordinate provision of textbooks and resources for Irish-medium schools and also for mainstream schools. COGG's ability to deliver on its remit will be enhanced by its sharing of back-office functions with the NCCA following July 2013.	Ongoing 2013
1.12.2	At the same time, the Government is fully aware of the importance of the education system in the maintenance of the language in the Gaeltacht and this objective was encompassed in the Education Act 1998.	DES	Plans are in place to carry out a review of educational provision in the Gaeltacht to inform the development of Gaeltacht education policy options in an environment where Irish is the main language of the home for some students, a second language	2013/2014

			for some students or even a third language for others ² .	
1.12.3	A review of the Gaeltacht scholarship scheme operated by the Department of Education and Skills will take place with the aim of increasing its effectiveness as an Irish language support mechanism.	DES DAHG	The five scholarship schemes for higher education, including the Easter Week 1916 and Irish scholarships have been replaced with a new single scheme of bursaries based on merit. Also see 1.8.6.	2012
1.12.4	Measures will be taken to progress the development of the Irish language education resource centre in Baile Bhuirne, Co Cork.	DES	This is not feasible within existing resources.	
1.12.5	A new language acquisition unit at primary level will be developed in each of the three main Gaeltacht regions.	DES	No action Phase 1, 2010-2012	To be considered with a view to possibly progressing in Phase 2, 2013-2015
1.12.6	Designated inspectors will continue to be deployed by the Department of Education and Skills for Gaeltacht schools and for gaelscoileanna.	DES	Competence in Irish will continue to be one of the entry criteria in the recruitment competition for inspectors.	Ongoing
1.12.7	The present approach to Gaeltacht Summer Colleges will be reviewed with a view to more coherent State involvement in the regulation and development of these colleges, increasing the effectiveness and standard of the services provided, and ensuring an improved and more consistent curriculum design process.	DAHG (with advice as required from DES Inspectorate)	COGG has commissioned a research project to examine the effectiveness of the Gaeltacht summer colleges in terms of their impact on students' achievement in and attitude to Irish.	Ongoing
1.12.8	It will continue to be national policy to promote immersion education through Irish in all subjects other than English in Gaeltacht and Irish-medium schools and	DES DCYA	See 1.2.2	2013/14

² Irish may be a second language for students who speak another language other than Irish as the main language of the home. Irish may be a third language for students, normally immigrant children, who speak two other languages before learning Irish.

	in pre-schools (naíonraí).			
1.12.9	A review of immersion provision at post-primary level in Irish-medium schools (gaelscoileanna) and in the Gaeltacht will be carried out.	DES	Plans are in place to carry out research on education in the Gaeltacht to inform the development of a Gaeltacht education policy.	2013/2014
1.12.10	Schemes operated by the Department of Arts, Heritage and the Gaeltacht which support the education system in the Gaeltacht (such as supports for Irish language assistants and other supports in Gaeltacht schools, as well as the system of home visits for linguistic support purposes) will be strengthened in consultation with the Department of Education and Skills.	DES DAHG	Such schemes and supports will be discussed at meetings of the Bilateral Committee of DES and DAHG which are held on a regular basis.	Ongoing
1.12.11	All Gaeltacht students will continue to have the opportunity to receive their education through the medium of Irish. The Department of Education and Skills, in consultation with the Department of Arts, Heritage and the Gaeltacht, will examine and implement suitable arrangements for such provision in the varying circumstances of each Gaeltacht area.	DES DAHG	The findings of the research proposed in 1.12.10 above will inform future DES policy in relation to Irish-medium provision in Gaeltacht areas.	2013/2014
1.12.12	Appropriate structural arrangements will be made, in the context of any review of VEC structures nationally, for the provision of all-Irish secondary school education throughout the State, including in the Gaeltacht, and to ensure that all staff in Irish-medium schools are capable of carrying on their daily business through Irish and that an integrated approach is taken to the provision of back-up, support and advisory services to Irish-medium schools so that such services are provided in Irish where possible.	DES	No action Phase 1, 2010-2012	To be considered with a view to possibly progressing in Phase 2, 2013-2015
	Educational supports such as Irish language textbooks and audio-visual material will be made available to such schools.	DES COGG	This is current DES policy. The provision of textbooks through Irish has been enhanced	Ongoing

			during the last ten years. The DES is committed to supporting COGG in its work in this area.	
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1.13 Establishment of Schools

	Aims	Public Body	Action	Timeframe
1.13.1	The outcome of the review on primary school provision will result in the consideration and adoption of new arrangements for the recognition of new primary schools. The demands to extend the provision of Irish-medium education at primary level will be considered in the context of the new arrangements for the recognition of new schools being put in place.	DES	<p>Under new criteria established in 2012, the Irish-medium sector is given an opportunity to make an application for provision through Irish in areas where the population has increased significantly. Four new Irish-medium schools (out of a total of 20) will be established up to 2015.</p> <p>The DES will continue to provide Gaelscoileanna in areas of demographic growth. In areas of stable demographic numbers, the Department will facilitate the divesting of existing English language schools to new patrons including those that will operate them as Gaelscoileanna – this is an outcome of the report on the Forum on Patronage and Pluralism in primary schools (2012)</p>	2015

1.13.2	At post-primary level, new arrangements for the recognition of second-level schools were established in July 2010. These provide for a new framework involving the setting out of clear criteria against which new second-level school applications are to be assessed. These criteria envisage that new schools will only be established where there is demographic demand and that new schools will typically be in a size range of 800 to 1000 pupils. The criteria also set out that a lower threshold of 400 will apply for gaelcholáistí having regard to the alternative of establishing an aonad within a school.	DES	The DES will continue its current policy of identifying areas where there is need for a new Gaelcholáiste and favouring their establishment by having a lower threshold i.e., 400 versus 800-1000 students) of demand. Three new Irish medium post-primary schools (out of a total of 17) will be established up to 2014	2014
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1.14 An Comhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG)

	Aims	Public Body	Action	Timeframe
1.14.1	An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta will play a key role in the implementation of the Strategy in the education sector working in collaboration with existing agencies.	DES	COGG is now participating in the High Level Working Group that includes COGG, Foras na Gaeilge and Údarás na Gaeltachta.	2012 onwards
1.14.2	<p>The Council will be appropriately staffed and resourced to carry out its existing remit:</p> <ul style="list-style-type: none"> • to plan and co-ordinate the provision of textbooks and aids to learning and teaching through Irish; • to advise the Minister on policies relating to the provision and promotion of education through the medium of Irish in recognised schools generally and in schools located in a Gaeltacht area; • to provide support services to those schools through the medium of Irish; • to conduct research into any or all of these matters; and • to plan and co-ordinate the provision of textbooks and aids to the learning and teaching of Irish and to conduct research into and to advise the Minister on strategies which have as their objective the enhancement of the effectiveness of the teaching of Irish in recognised schools and centres for education. 	DES	Plans are in place to co-locate COGG with the NCCA but COGG will remain as a discrete entity. This co-location will allow for greater synergies between the work of COGG as it generates resources and that of the NCCA as it develops curricula in Irish.	2013
1.14.3	The role of COGG will be strengthened to reflect the need to address various issues particular to the teaching and learning of Irish in schools operating through the	DES	As in 1.14.2	2013

	medium of Irish, both inside and outside the Gaeltacht and the teaching of Irish in all recognised schools. COGG will play a strong role in directly advising Irish-medium schools on best practice in the provision of education through the medium of Irish.			
1.14.4	With regard to the larger issue of the specific needs of Gaeltacht and Irish-medium schools, a high-level group will review existing policies and explore possible changes, including the development of a new policy for Gaeltacht and Irish-medium schools. Other possible functions for COGG will also be considered in the context of these discussions. The high-level group will have representation from relevant stakeholders, including the Department of Education and Skills, the Department of Arts, Heritage and the Gaeltacht, COGG, Foras na Gaeilge and Údarás na Gaeltachta.	DES DAHG	A High Level Group has been established under the aegis of the Bilateral Working Group (DES & DAHG) and meets on a quarterly basis.	2012 onwards

2. The Gaeltacht – Language Planning in the Gaeltacht

Under the Gaeltacht Act 2012, a language planning process will be instigated whereby a language plan will be prepared at community level for each Gaeltacht district. These plans will integrate the approach in relation to linguistic issues, education, physical planning, and social and community development. Community co-operation and participation will be critical.

These plans will be first and foremost language-centred, incorporating all aspects of community life in these districts. In order to address the threat to the sustainability of the Gaeltacht as a linguistic entity, priority will be given to language planning activities necessary to stabilise the position of Irish as the community language. With regard to the Department of Education and Skills, these language plans will comprise activities under the following headings:

	Aims	Public Body	Action	Timeframe
2.1	Education Planning.	DAHG DES	The Department of Education and Skills is to liaise with DAHG with a view to clarifying the role of the DES in this planning process.	2013

3. Administration, Services and Community

3.1 Local language initiatives and plans outside the Gaeltacht

Under the Gaeltacht Act 2012, a language planning process will be instigated whereby a language plan will be prepared at community level for Irish language networks. These will be predominantly in urban communities that have achieved a basic critical mass of community and State support for the Irish language. These plans will integrate the approach in relation to linguistic issues, education, physical planning, and social and community development. Community co-operation and participation will be critical.

These plans will be first and foremost language-centred, incorporating all aspects of community life in these districts. With regard to the Department of Education and Skills, these language plans will comprise activities under the following headings:

	Aims	Public Body	Action	Timeframe
3.1.1	Adult, continuing and life-long education and training activities will be included in integrated local area activities to extend initiatives in Irish language support from school and community domains into adult literacy, recreational and vocational training programmes.	DAHG DES	See 1.10.1 and 1.10.2	Ongoing

4. Media and Technology

	Aims	Public Body	Action	Timeframe
4.1	<p>The reading and writing of Irish will be supported through:</p> <ul style="list-style-type: none"> guided reading programmes in schools at specific points of intervention (e.g. fifth class in primary school, transition year in post-primary and in Irish Summer Colleges, where listening to and reading of books and other materials in Irish would be led by an author or critic to support development of individual reading habits). 	DES COGG	<p>COGG has greatly enhanced the range of teaching materials including those for reading in Irish that are available to Irish medium schools. The <i>Séideán Sí</i> programme contains a wide range of reading material including big books, books for shared reading and paired reading, and class novels. It also contains authentic audio materials that feature Gaeltacht speakers. The DES will continue to support COGG in extending the teaching materials available for Irish.</p>	Ongoing