



**Lónra  
Leitir Ceanainn**

**Lónra Leitir Ceanainn Language Plan  
Gaeltacht Service Town**

**2020 – 2027**

English language executive summary on page 8.

*Cinnteacht*

Comhairle | Tacaíocht | Treoir



Foras na Gaeilge

English language summary of Measures on page 69.

<b><u>1.</u></b>	<b><u>WORD FROM THE CHAIRPERSON</u></b>	<b><u>3</u></b>
<b><u>2.</u></b>	<b><u>STATEMENT FROM THE STEERING COMMITTEE</u></b>	<b><u>4</u></b>
<b><u>3.</u></b>	<b><u>EXECUTIVE SUMMARY</u></b>	<b><u>8</u></b>
<b><u>4.</u></b>	<b><u>BACKGROUND TO THE LANGUAGE PLANNING PROCESS</u></b>	<b><u>10</u></b>
<b><u>5.</u></b>	<b><u>DETAILS OF THE ORGANISATION</u></b>	<b><u>12</u></b>
<b><u>6.</u></b>	<b><u>THE IRISH LANGUAGE IN LETTERKENNY</u></b>	<b><u>14</u></b>
<b><u>7.</u></b>	<b><u>VISION AND MAJOR AIMS</u></b>	<b><u>19</u></b>
<b><u>8.</u></b>	<b><u>OVERVIEW OF THE PREPARATION OF THE PLAN20</u></b>	<b><u>23</u></b>
<b><u>9</u></b>	<b><u>RESULTS OF THE RESEARCH</u></b>	<b><u>23</u></b>
<b><u>10</u></b>	<b><u>MEASURES OF THE LANGUAGE PLAN</u></b>	<b><u>66</u></b>
<b><u>11</u></b>	<b><u>COSTS AND FUNDING</u></b>	<b><u>103</u></b>
<b><u>12</u></b>	<b><u>AWARENESS DEVELOPMENT AND MARKETING</u></b>	<b><u>106</u></b>
<b><u>13</u></b>	<b><u>THE GAELTACHT AREAS</u></b>	<b><u>108</u></b>
<b><u>14</u></b>	<b><u>IMPLEMENTATION AND MONITORING</u></b>	<b><u>109</u></b>
<b><u>15</u></b>	<b><u>APPENDICES</u></b>	<b><u>111</u></b>
<b><u>16</u></b>	<b><u>BIBLIOGRAPHY</u></b>	<b><u>116</u></b>

## Table of illustrations

Number	Illustration
3.1	Gaeltacht Service Towns
5.1	Líonra Leitir Ceanainn Committee
6.1.1	Map of the Language Planning Area
6.1.2	Map of the Gaeltacht Service Town
6.2.1	The current state of the Irish language in Letterkenny
6.2.2	School enrollment in Letterkenny

8.1.1	The language planning process
11.1	Costs of the language plan
12.1.1	Líonra Leitir Ceanainn site
12.3.1	Líonra Leitir Ceanainn in the Donegal Daily

## 1. Word from the Chairperson

As Chair of Líonra Leitir Ceanainn I would like to sincerely thank everyone who supported us to get to this point - especially Foras na Gaeilge, Glór na nGael and Donegal County Council. I would also like to acknowledge the work of members of Líonra Leitir Ceanainn and Ursula Ní Shabhaois in the development and realisation of this plan.

It was an invitation from the County Council which brought us together for the first time. At that stage we didn't fully understand what language planning would involve or indeed the challenges which lay ahead. We have spent considerable time since then organising events and working on the research that was needed to develop a plan. We soon realised that a plan without a community would have no value and that community ownership of the plan from the outset would be crucial.

We have been working for the past three years to bring the Irish language community together and offer them a forum. We are delighted to see such goodwill towards the Irish language among the people and among businesses. There is a huge amount of work to be done. We have set out the aims of the language plan. It is clear that there are both challenges and great hope ahead. The plan will only be as strong as the community it comes from and now, together with the people of Letterkenny we begin the work of turning the vision of this plan into reality.

**Bairbre Uí Chathail, Líonra Leitir Ceanainn Chairperson**

## 2. Statement from the Steering Committee

### Letterkenny as a Gaeltacht Service Town

#### Líonra Leitir Ceanainn Key Goals:

- To adapt a language plan specifically for the Letterkenny area, based on the findings of the research conducted in the area.
- To assess the current state of the Irish language in Letterkenny.
- To increase the number of people who use state services through Irish, and who are able to access media through Irish.
- To promote, nurture and increase the use of Irish as a normal everyday language in Letterkenny
- To foster the link with all Language Planning Areas in Donegal.

When Seosamh Mac Donncha launched COGAR Pobal le Gaeilge in Letterkenny in 2002 as a part of the County Strategy 2002-2012, he said that voices would continue to emanate from COGAR in the future and even in 2015 he said that the voices were properly raised when it was announced that Letterkenny was included as a town that could be recognised as a Gaeltacht service town.

LÍONRA Leitir Ceanainn has been established since 2017 to realise that vision. We have worked hard to prepare a language plan in conjunction with the local community and with the support of Foras na Gaeilge. The Plan is completed and the committee and the local community are now happy to present the plan to the Department of Culture, Heritage and Gaeltacht to get approval and recognition for Letterkenny as a Gaeltacht service town.

LÍONRA is a voluntary committee, made up of representatives from many organisations in Letterkenny: Donegal County Council, Donegal Education and Training Board, Letterkenny Institute of Technology, Letterkenny Chamber of Commerce, community and voluntary committees, the Gaelic Athletic Association, the Gaelscoileanna, etc.

It was our responsibility to develop a language plan suitable for the community, for Foras na Gaeilge and for the Department of Culture, Heritage and the Gaeltacht, in accordance with the Gaeltacht Act 2012 legislation. We introduced specific experts to advise us and to assist us during the planning processes, including Dr Dónall Ó Baoill, and other language planning officers. We got help and advice from Colm Ó Baoill from Foras na Gaeilge along the way, as well as support from Cairtriona Nic Seoin from Glór na nGael and the Irish language officers from the County Council.

All stakeholders will need to be involved in the promotion of the language plan as well as having an integrated strategy in place for the work to have a successful outcome. LÍONRA Leitir Ceanainn will work hard to foster a positive attitude towards the Irish language in the community through the promotion of regular Irish language events in the town of Letterkenny.

*“Is ar scáth a chéile a mhairimid”*

**Líonra Leitir Ceanainn Committee**

### 3. Executive summary

Under the Gaeltacht Act 2012, Leitir Ceanainn has been named as a town which had the possibility of being recognised as a Gaeltacht Services Town by agreeing a language plan with the community and for that plan to be approved by the Minister of Culture, Heritage and the Gaeltacht. This planning process is taking place in the context of the national language planning process in which Gaeltacht Planning Areas, Irish Language Networks and Gaeltacht Service Towns are engaged in planning. A Gaeltacht Service Town is a town which is situated in a Gaeltacht Planning Area or next to one and has a significant role in providing public, social and trading services to that area. Under the Act, the town must have a population of at least 1,000 people according to the latest census in order to be recognised as a Gaeltacht Service Town.

In 2018 Líonra Leitir Ceanainn was appointed as the Lead Organisation for the language planning process and, under the Act, they then had a period of two years to draft a language plan. Once the plan has been approved by the Minister for Culture, Heritage and the Gaeltacht, the plan will be implemented over a period of seven years. More information about the background of the planning process is available in Chapter 4 of this plan.

There are 10 aspects of language planning mentioned in the Language Planning Guidelines (Edition 5) published by the Department of Culture, Heritage and the Gaeltacht (Available in Appendix C). After

consideration and analysis of the current status of the Irish language in Letterkenny at present, the Lónra Leitir Ceanainn committee made a decision to focus on three wide-ranging aspects for this language plan: young people, families and the business sector. All aspects of language planning are more or less included in this language plan delete, but these three aspects have received particular focus.

In order to prepare the language plan, the committee began conducting research and consulting with the local community in order to gain a thorough understanding of the current status of the Irish language in Letterkenny. Chapter 8 sets out the Committee's approach to the language planning process which included secondary research, awareness raising, public meetings and more. As a central part of this process, surveys and focus groups were carried out to learn about the views which the people of Letterkenny have about the Irish language and to learn about what they would like to see happen in the language plan in the future. Surveys were conducted with the business sector, with community groups, with young people and with the community in general. Focus groups were conducted with young people and public meetings were held with the business community and with the community as a whole. A detailed breakdown of the results of this research can be found in Chapter 9.

The research carried out as part of the language planning process showed that there are very positive views towards the Irish language and that the community would like the language to be more visible and that more opportunities to use the language would be available. The interest in seeing or using more Irish was not limited to those who have Irish language skills, something which was particularly apparent in the research undertaken with the business sector. It is clear that businesses with all levels of Irish have an interest in being part of the language plan and making an effort to use more of the Irish language as part of their business.

The research carried out with young people showed that they would like to use more Irish but that they would like to do so as part of events which are already taking place or through things which they are already doing. Great pride and interest was shown in the language, along with an interest that events would be available through the Irish language, instead of language-focused events only taking place.

Once the research results had been considered, 36 measures were settled upon, laid out in Chapter 10, which cover each of the aspects of language planning and fulfil the Language Planning Criteria and which place a particular emphasis on provision for families, for young people and for the business sector. Information about the costs and the funding for the language plan are available in Chapter 11 and information about the monitoring and implementation of the plan can be found in Chapter 13.

This language plan will be implemented over a period of seven years. The Lónra Leitir Ceanainn Committee will be responsible for the day-to-day implementation of the plan and at the beginning of the seven year period a language planning coordinator will be appointed to direct the implementation of the measures. Above all else, this language plan belongs to the community and there will be ongoing opportunities for the community to have input into the plan and to make recommendations. This is an ambitious but realistic plan which is focused on increasing the amount of Irish seen and heard in Letterkenny in the coming years.

## **3. Background to the language planning process**

### **4.1 20 YEAR STRATEGY FOR THE IRISH LANGUAGE AND THE GAELTACHT ACT 2012**

The 20 Year Strategy for the Irish Language 2010-2030 was published in 2010. The 20 year strategy recommended that the language planning process, at community level, be enhanced by the enactment of a new Gaeltacht act. The Gaeltacht Act 2012 is the legislation which sets out the structure of language planning. This Act sets out the three different contexts in which language planning could be undertaken with state support, namely:

- a. Gaeltacht language planning area
- b. Gaeltacht service towns
- c. Irish language networks

## 4.2 Gaeltacht Service Town

A Gaeltacht Service Town is a town of at least one thousand people, located in or adjacent to a Language Planning Area, and which plays a significant role in providing public and social services to a language planning area, as explained in the Gaeltacht Act 2012, sections 9 and 10 (available in Appendix A).

The minister may by order designate a specified town to be a Gaeltacht service town in accordance with this section, where that town is situated in, or adjacent to, a Gaeltacht language planning area, if the following are available in that town:

- a. public services for the Gaeltacht Language Planning Area
- b. social, recreational and commercial facilities that benefit the Gaeltacht language planning area.

Under Section 9 of the Gaeltacht Act 2012, Letterkenny is identified by the Department of Culture, Heritage and the Gaeltacht as a possible Gaeltacht service town. Sixteen towns have been identified as potential future Gaeltacht Service Towns, as shown in the table below:

**Illustration 3.1: Gaeltacht Service Towns**

County	Town
Donegal	Leitir Ceanainn An Clochán Liath Baile Dhún na nGall
Mayo	Béal an Mhuirthead Baile an Róba Caisleán an Bharraigh
Galway	Cathair na Gaillimhe An Clochán
Kerry	Daingean Uí Chúis Trá Lí Cathair Saidhbhín
Cork	Cathair Chorcaigh Maigh Chromtha
Waterford	Dún Garbhán
Meath	Baile Átha Buí An Uaimh

## 4. Details of the organisation

Líonra Leitir Ceanainn was established in 2017 to encourage the Irish language in Letterkenny and further afield. Líonra Leitir Ceanainn aims to provide events and services to all sections of the community. Líonra Leitir Ceanainn organises family events, social evenings and much, much more. Further information on Líonra Leitir Ceanainn is available at [www.lionraleitirceanainn.ie](http://www.lionraleitirceanainn.ie).

Following an application process, the *Líonra Leitir Ceanainn* (The Letterkenny Network) was appointed in 2018 under the Gaeltacht Act 2012 to draw up a language plan for Letterkenny as a Gaeltacht service town. The current members of the *Líonra Leitir Ceanainn* committee are as follows:

**Illustration 5.1 *Líonra Leitir Ceanainn* Committee**

<b>Líonra Leitir Ceanainn Committee</b>		
<b>Name</b>	<b>Role</b>	<b>Profession</b>
Bairbre Uí Chathail	Chairperson	Self-employed facilitator, Chairperson of Board of Management for Gaelscoil Adhamhnáin, Irish language and cultural officer for Gaeil Leitir Ceanainn
Caitlín Uí Chochláin	Secretary	Former Irish language coordinator, Department of Community, Culture and Public Services, Donegal County Council
Aidan Mac Cloiscaigh	Treasurer	Donegal Education and Training Board, county coordinator for the primary education programme and manager of Milford Education Centre
Anna Ní Bhraonáin	Vice-Secretary	Office administrator and lecturer with Irish (p/a), Letterkenny Institute of Technology
Róise Ní Laifearaigh	Committee member	Irish language officer for Donegal County Council
Cathal Mac Grianna	Committee member	Former principal of Coláiste na Maoile Rua, former chairperson of Club Naomh Adhamhnáin CLG
Mairéad Nic Daibhéid	Committee member	Classroom assistant, Coláiste Ailigh
Colm Breathnach	Committee member	Principal of Gaelscoil Adhamhnáin
Úna Ní Bhriain	Committee member	Teacher, Coláiste Ailigh, owner of Ceol na Coille
Seán Mac Aodha	Committee member	Barrister
Donnán Harvey	Committee member	Secretary, Cathedral Quarter
Alma Ní Ghormáin	Committee member	Former teacher

Caitríona Nic Seoin from Glór na nGael and Colm Ó Baoill, Foras na Gaeilge, provided support to the committee during the planning process, and in August 2018 Ursula Ní Shabhaois from the consultancy firm Cinnteacht was appointed as language planning consultant for this project.

## 5. The Irish language in Letterkenny

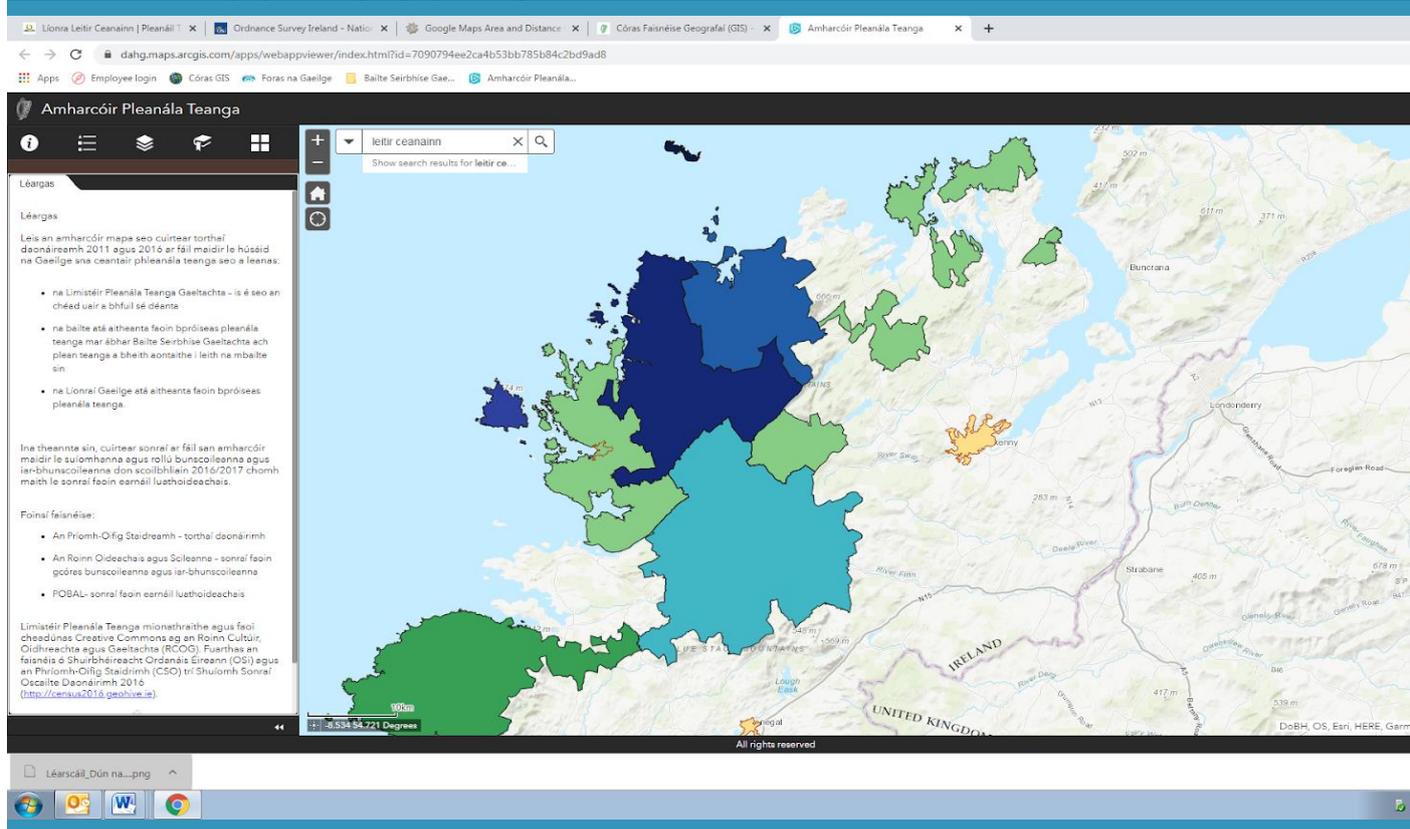
### 6.1 Topography and infrastructure

Illustration 6.1.1 below depicts where Letterkenny is in relation to the following language planning areas :

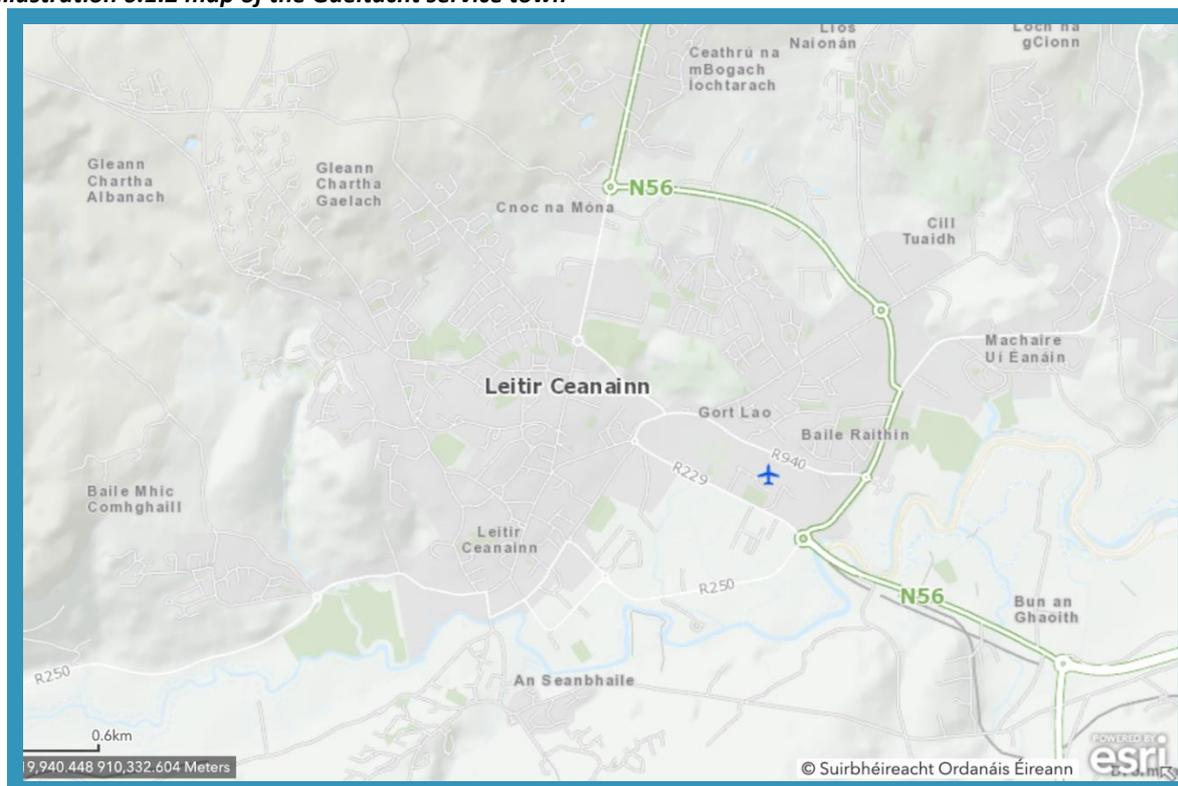
1. North Donegal
2. Gaoth Dobhair, Rann na Feirste, Anagaire and Loch an Iúir

3. Cloich Cheann Fhaola, Gort an Choirce, an Fál Carrach and Machaire Rabhartaigh
4. Na Rosa
5. Árainn Mhór
6. An Ghaeltacht Láir
7. South Donegal
8. Toraigh

**Illustration 6.1.1 map of the language planning areas**



**Illustration 6.1.2 map of the Gaeltacht service town**



## 6.2 POPULATION

According to the 2016 census, there are 19, 274 living in the town and of those 6,542 have stated an ability with the Irish language. Letterkenny is the largest town in County Donegal and due to the size of the town and its location, many people from the Gaeltacht planning areas (highlighted in the diagram below) avail of services that are provided in the town of Letterkenny. Therefore, although the most recent census shows that 2.87% of the population speak Irish outside the education system on a daily basis, it would probably be a much higher figure if the number of people from Gaeltacht areas with the ability to speak Irish who travel to Letterkenny daily or weekly to avail of the services available there was taken into account.

**Illustration 6.2.1 current state of the Irish language in Letterkenny**

	2016	2011
<b>Daily speakers</b>		
Daily Irish speakers outside of the education system as a percentage of the population aged three and above	2.87%	3.07%
<b>Population</b>		
Total population	19, 274	19, 588
Total population aged three and above	18, 317	18, 549
Difference 2011 - 2016	-314	-
Difference 2011 - 2016 (%)	-1.60%	-
<b>Population according to Irish language ability</b>		
Number of people with the ability to speak Irish	6, 524	7, 060

Number of people without the ability to speak Irish	11, 260	11, 107
<b>Population according to frequency of speaking Irish</b>		
Number of people who speak Irish daily outside of the education system	525	569
Number of people who speak Irish daily inside and outside of the education system	139	134
Number of people who speak Irish in the education system only	2,042	2,153
Number of people who speak Irish daily inside and now and again outside of the the education system	43	47
Number of people who speak Irish weekly outside of the education system only	480	526
<b>Population of the area according to the ability to speak Irish</b>		
People with the ability to speak Irish as a percentage of the population aged 3 and over	0.3562	0.3806
People without the ability to speak Irish as a percentage of the population aged 3 and over	0.6147	0.5988
<b>Population of the area according to frequency of speaking Irish</b>		
People who speak Irish daily outside of the education system only as a percentage of the population aged 3 and over	2.11%	2.35%
People who speak Irish daily both inside and outside the education system as a percentage of the population aged 3 and over	0.76%	0.72%
People who speak Irish daily inside the education system only as a percentage of the population aged 3 and over	11.15%	11.61%
People who speak Irish daily inside and now and again outside of the education system as a percentage of the population aged 3 and above	0.23%	0.25%
People who speak Irish weekly outside the education system only as a percentage of the population aged 3 and above	2.62%	2.84%

Of the 19,274 people living in Letterkenny, there are approximately 4,433 pupils attending a primary or secondary school in the area. 708 students in the Irish-medium education system, with 272 students in Coláiste Ailigh and 436 in Gaelscoil Adhamhnáin.

#### **Illustration 6.2.2 School Enrollment in Letterkenny**

<b>Secondary school</b>	<b>Total attending</b>	<b>Boys attending</b>	<b>Girls attending</b>	<b>Language of teaching</b>
Coláiste Ailigh	272	131	141	Irish
Errigal College	263	148	115	English
Loreto Secondary School	951	0	951	English

St. Eunan's College	851	851	0	English
<b>Primary school</b>				
Gaelscoil Adhamhnáin	436	-	-	Irish
Letterkenny Educate Together	219	-	-	English
Little Angels Special School	0	-	-	No information
Scoil Cholmcille	328	-	-	English
Scoil Náisiúnta Bhaile Raighin	212	-	-	English
Scoil Náisiúnta Mhuire Gan Smál	412	-	-	English
Scoil Náisiúnta Thalamh na Coille	489	-	-	English
Scoil Speisialta Naomh Bernadette	0	-	-	No information

The above figures will be used as a basis for analysing the future progress of the language plan. While there are many ways to assess the effect of a language plan on a community, census and school enrollment figures are a useful yardstick.

### 6.3 State of the current services

Lónra Leitir Ceanainn currently organises family, social and other events for the Irish language community. There are two Gaelscoileanna in the area (Gaelscoil Adhmhanáin and Coláiste Ailigh) and Irish is taught in the national schools and other secondary schools (see Figure 6.2.2 above). Irish language classes are held by various groups in Letterkenny, including the Education and Training Board, Cara House, St. Eunan's GAA and Gaeil Leitir Ceanainn.

## 6. Vision and major aims

### 7.1 Vision

The vision of Lónra Leitir Ceanainn is:

To implement an Irish Language Plan in Letterkenny which will promote the use of Irish throughout educational, social, cultural and economic sectors of the town.

### 7.2 Our language aims

The language aims in this plan are:

1. To increase the visibility of Irish.
2. To provide social and cultural opportunities through Irish for all age groups.
3. To increase the number of Irish language learning opportunities, inside and outside the education system, for all age groups.
4. To encourage businesses, organisations and service providers to use more Irish.
5. To raise and celebrate the status of the Irish language in Letterkenny.
6. To promote, foster and increase the use of Irish as an everyday language in Letterkenny.
7. To foster a link with all the Language Planning Areas in Donegal.

## 7. Overview of the preparation of the plan

### 1. Introduction

There is a need to tailor the language planning process to each area that is trying to undergo language revival, as the same approach cannot be used as is used in other areas. As Ní Dhúda says,

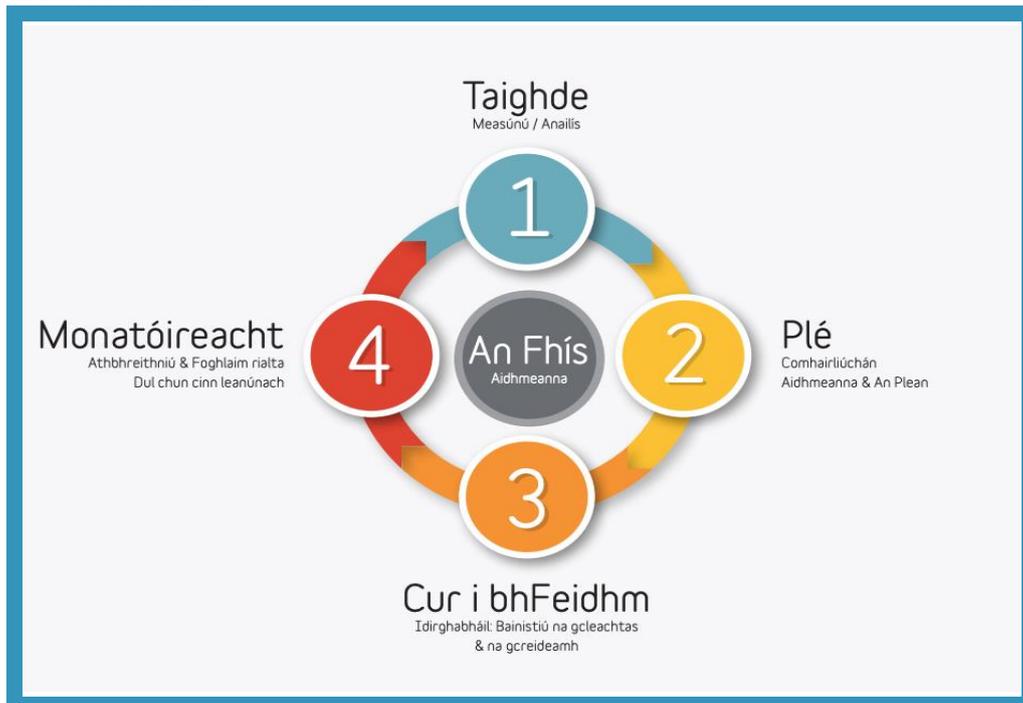
*“Every situation is different. Each area or organization, for example, has its own language situation/ linguistic ...?. Accordingly, each will have different language goals, although the principles and steps will be the same.”*

There are very broad language planning criteria (Appendix B) in relation to Gaeltacht service towns. The language planning committee recognized that there was a broad range of areas that could be addressed as part of the language planning process and that a great deal of time and resources could be spent trying

to cover all aspects in detail as part of this process. It was agreed that it would be much better to focus primarily on some areas of language planning (Appendix C) and then build on the measures in other areas in the future. It was decided to focus in particular on young people, on families and on the business sector.

To effectively implement the language planning process, four steps will be followed as Illustration 8.1.1 shows below.

**Illustration 8.1.1**



*(Laoise Ní Dhúda, Roghanna, 2014, p 7)*

Therefore, while there are fixed principles that are common to the process in general, there is a need to implement the process in its entirety to give due recognition to the needs of that particular area. When the Lónra Leitir Ceanainn undertook the language planning process, the following steps were decided upon:

1. To conduct research on the Irish language in Letterkenny and on the wishes of the community regarding the language plan. This was done in the form of surveys and focus groups.
2. To organise an awareness campaign to bring attention to the language planning process and the work being done by Lónra Leitir Ceanainn
3. To organise public meetings regarding the language plan.
4. Planning workshops with the Lónra Leitir Ceanainn Committee
5. Drafting of the language plan
6. Public consultation on the draft of the language plan

## 2. Awareness campaign

The Lónra Leitir Ceanainn is a relatively newly established organisation and the concept of language planning is new for the town at this level. Because of this understanding, an awareness campaign was organised to inform the public about the language planning process and to share information with the public on the ways in which they could get involved. This campaign was organised online, in the

traditional media and by raising the visibility of the language in the town. Further information on the awareness campaign is provided in Chapter 12 of this plan.

### 8.3 Research

Surveys were created to get an idea of the current state of the Irish language in Letterkenny and to get suggestions regarding the objectives of the plan. The surveys were based on a standard survey used by language planning committees throughout the country. Four surveys were distributed among the community:

- Community survey (375 answers)
- Survey for the business sector (193 answers)
- Survey for young people (114 answers)
- Survey for organisations and for community groups (11 answers)

The results of these surveys were analysed in collaboration with Colm Ó Ciardubháin from Dublin City University. An analysis of the results of the surveys can be found in Chapter 9 of this plan.

### 8.4 Public meetings and focus groups

A series of community meetings were held with two aims: to raise awareness of the language planning process and to discuss the measures that should be included.

A specific meeting was held for Letterkenny business people. Contact was made with the Donegal Women's Business Network and the Letterkenny Chamber of Commerce who encouraged their members to attend and who also attended. A presentation was given on the benefits of the Irish language for businesses and then a discussion was held on the kind of support that the businesses of the town would deem necessary in order to encourage them to use more Irish as part of their business.

### 8.5 Planning workshops

Two planning workshops were held at committee level to review the progress to date and to discuss the strengths that emerged during the course of the research. In addition to the committee members who attended these workshops, there were representatives from language planning areas in Donegal who gave the committee an insight into their experience of language planning and discussed the challenges and opportunities they have encountered so far.

## 9. Results of the research

Surveys were created to gain an insight into the current state of the Irish language in Letterkenny and to obtain recommendations on the objectives for the plan. The surveys were based on the standard survey developed by Professor Dónall Ó Baoill to aid the language planning process. Four surveys were distributed in the community:

- Community survey (375 answers)
- Survey for the business sector (193 answers)
- Survey for young people (114 answers)
- Survey for organisations and for community groups (11 answers)

This chapter summarizes the main findings of the various surveys.

## 9.1 Research in the community

### 9.1.1 Introduction

The community survey was based on the standard survey used by language planning committees throughout the country. This standard survey opens up opportunities for future analysis between language planning committees across the country.

Colm Ó Ciardubháin from Dublin City University analysed the results of the community survey and the youth survey. His analysis is detailed in the sections below. Further analysis was done on the survey for businesses based in the town and on the survey for organisations and community groups in Letterkenny.

A total of 375 people answered the questionnaire. Six of these responded to a very low number of questions and so the data of those six were excluded. No other significant data validity issues arose, see footnote 1 on page 4. The following analysis is therefore based on data provided by 369 respondents.

### 9.1.2 Respondents place of residency and place of birth

The vast majority of respondents (317) live in Letterkenny town or in the surrounding towns which are not Gaeltacht areas, see figure 1. Approximately 9% (35) of all respondents live in Gaeltacht areas throughout County Donegal, particularly from the north of the county. The Gaeltacht towns in question include an Fál Carrach, Gaoth Dobhair, An Cheathrú Chaol, An Craoslach, Fánaid and Dún Fionnachaidh. 47% (174) of all respondents were raised in Letterkenny itself and there is a fairly even distribution between respondents raised in the Gaeltacht and respondents raised elsewhere in the Republic of Ireland, 22% and 20% respectively, see figure 2. 13 respondents were raised in the six counties.

Figure 1: Where do you live?

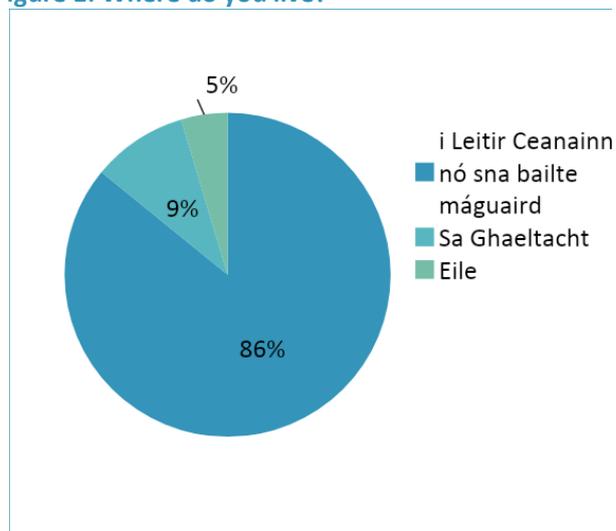
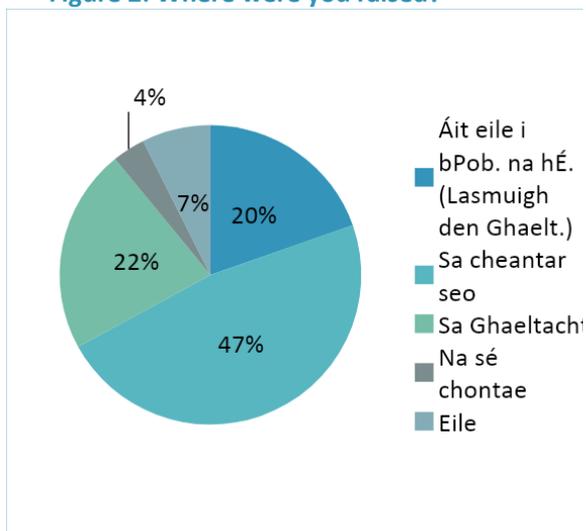


Figure 2: Where were you raised?



There was significant variation among the 7% of non-Irish raised respondents. Table 1 shows the places mentioned by that group.

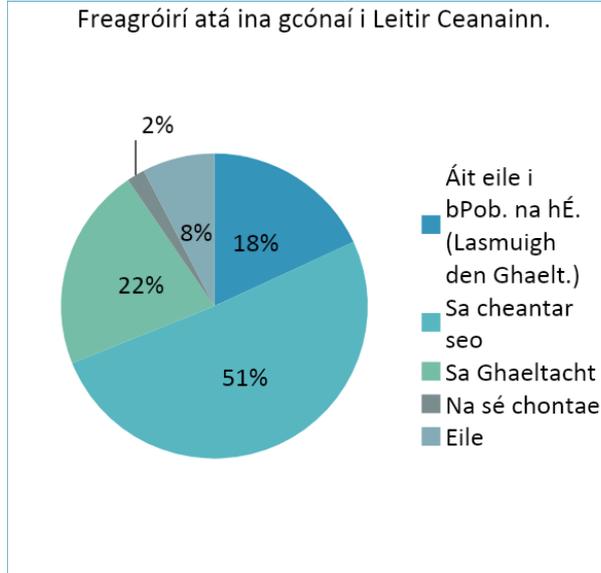
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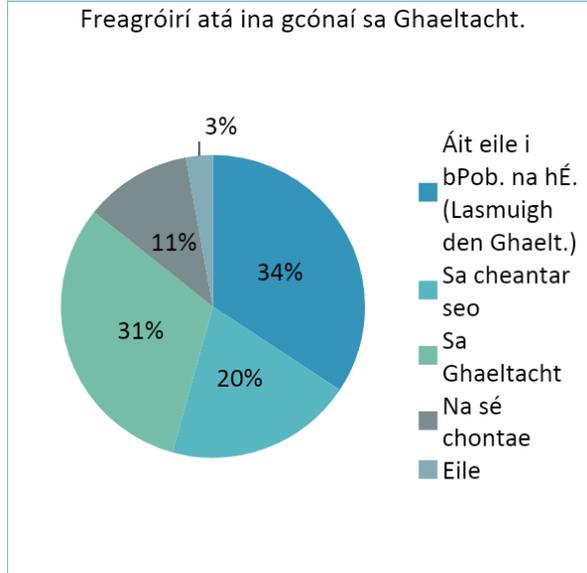
**Table 1.**

The data suggests that there was some shift from the Gaeltacht areas to Letterkenny and surrounding towns. 21% (68) of respondents now living in Letterkenny say they were raised in the Gaeltacht, see figure 3. Among respondents now living in the Gaeltacht (35) only 31% (11) were raised in the Gaeltacht itself, see figure 4.

**Figure 3: Where were you raised?**



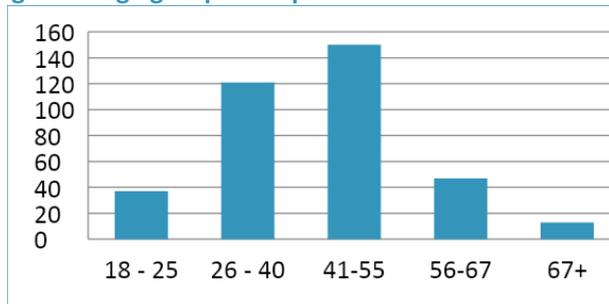
**Figure 4: Where were you raised?**



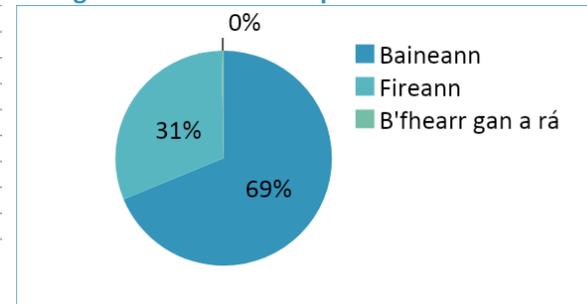
### 9.1.3 Age and Gender

Figure 5 shows the age groups of the respondents. 74% of respondents belong to both the 26-40 (33%) and 41-55 (41%) age groups. 10% of respondents belong to the 18-25 age group and 13% belong to the 56-67 age group.

**Figure 5: Age group of respondents**

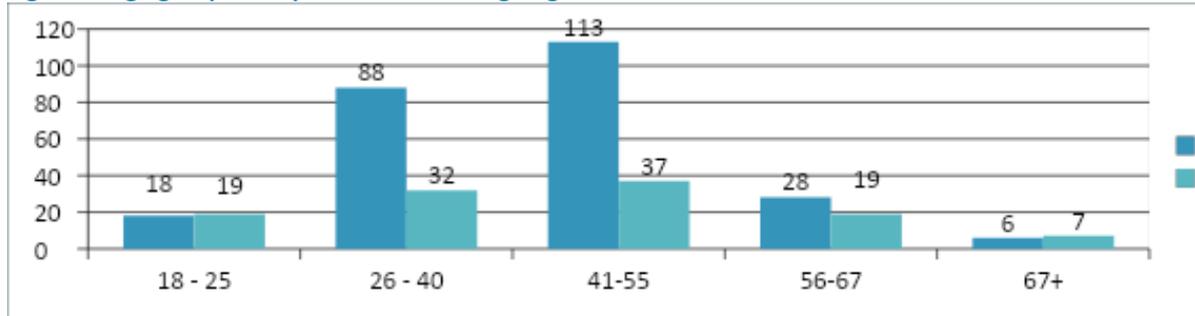


**Figure 6: Gender of respondents**



The majority of survey respondents were women (69%). Gender distribution/ distinction is more even among the 18-25, 56-67 and 67+ age groups. As shown in Figure 6, there are more than twice as many female respondents as men in the 26 - 40 age group and three times as many female respondents as men in the 41 - 55 age group.

Figure 6: Age group of respondents according to gender



#### 9.1.4 Family matters

The majority of respondents (66%) have a family, see figure 7. 87% of this group live in Letterkenny itself and the vast majority are women belonging to the 26-40 or 41-55 age groups, see Figures 8, 9 and 10.

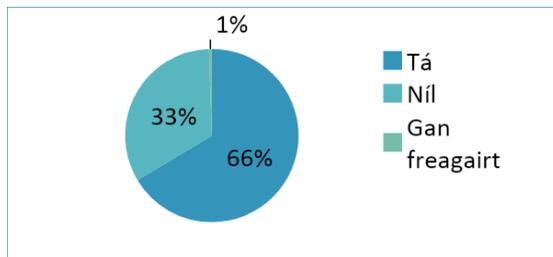


Figure 7: Do you have a family?

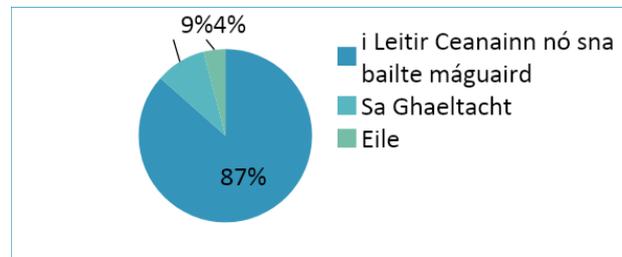


Figure 8: Place of residence of respondents who have a family

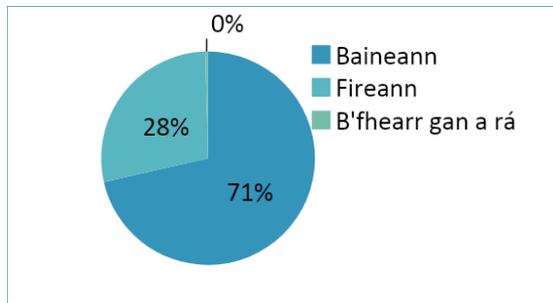


Figure 9: Gender of respondents who have a family

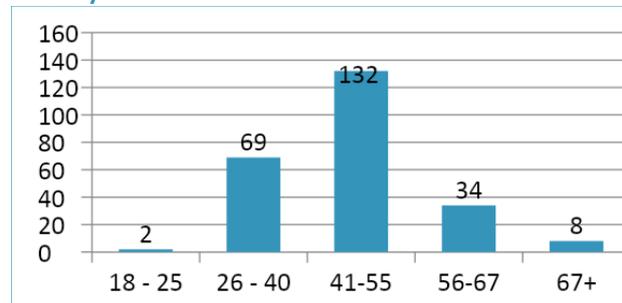


Figure 10: Age group of respondents who have a family

Of the 245 respondents with children, the most common are two children (36%) or three children (26%), see Figure 10.

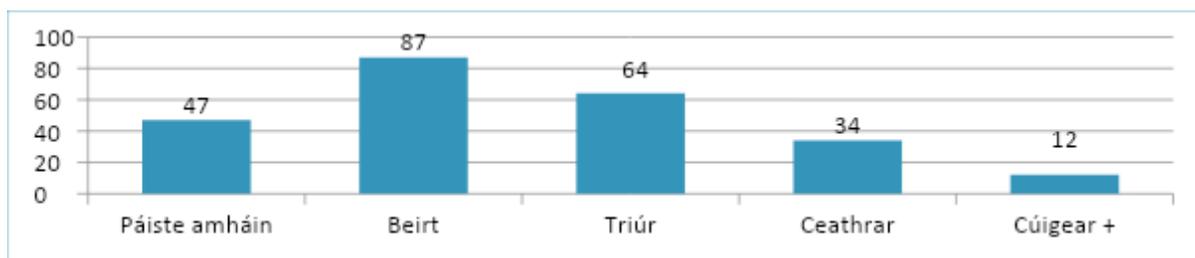


Figure 10: Number of children of respondents who have a family

122 respondents (33%) said they have no children, see figure 7 above. At least one or two people live in the same household as these respondents and are mainly from the 18-25 and 26-40 age groups, see Figures 11 and 12. The gender distribution is slightly more balanced here but women are always the main focus, see figure 13.

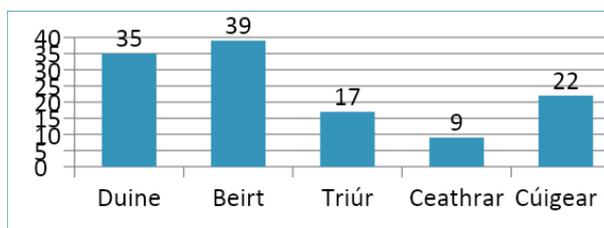


Figure 11: How many people do you live with? Respondents who don't have children

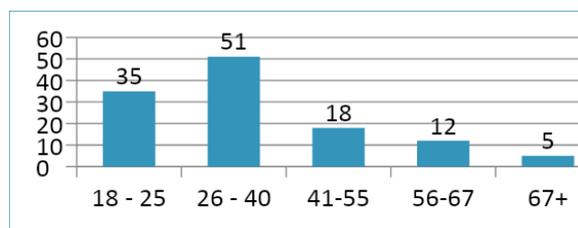


Figure 12: Age groups of respondents who don't have children

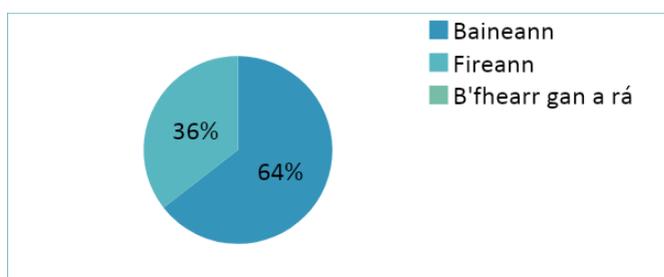


Figure 13: Gender of respondents who don't have children

### 9.1.5 Language background and language behaviour

Figure 14: What language was spoken at home when you were growing up?

Figure 14 shows that English was the predominant language used at home when the vast majority of respondents were growing up. Over half of respondents stated that English was the only language used and another quarter stated that there was more English than Irish. Only 31 respondents used Irish and a further 31 respondents used more Irish than English. The vast majority of those respondents who grew up using only Irish, or more Irish than English, were brought up in the Gaeltacht- this is 50 respondents.

Almost all of this group now live in Letterkenny itself or the surrounding towns, see Figures 15 and 16.

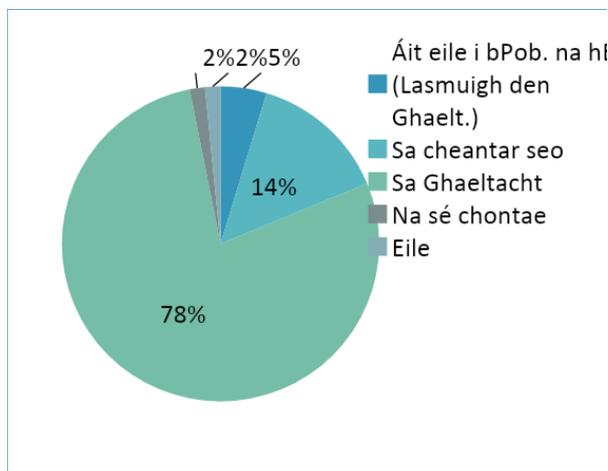
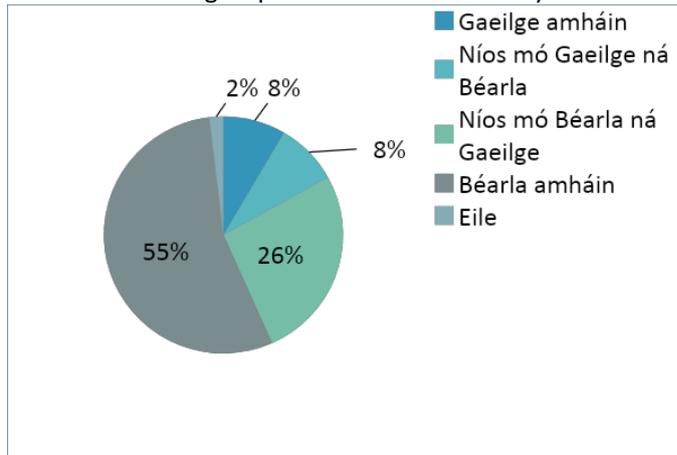


Figure 15: Where were you raised? Respondents who, when growing up, used only Irish or used more Irish than English

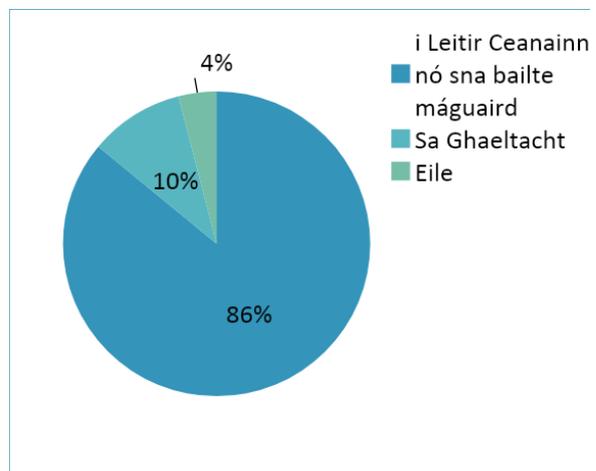


Figure 16: Where do you live? Respondents who were raised in the Gaeltacht with Irish only or with more Irish than English.

Other languages used when respondents were growing up included: Arabic, English and German, English and Scottish Gaelic, Hindi, and Turkish. Figure 17 shows the current language behaviour of the respondents, and when compared with Figure 14 above, it shows that the use of both Irish and English is now more common among respondents than it was when they were growing up. This is reflected in the decrease in the number of homes where only Irish is used, and, also, in the number of houses where only English is used. Respondents indicated, almost unanimously, that they would be interested in using more Irish than English at home/with their children, see Figure 18.

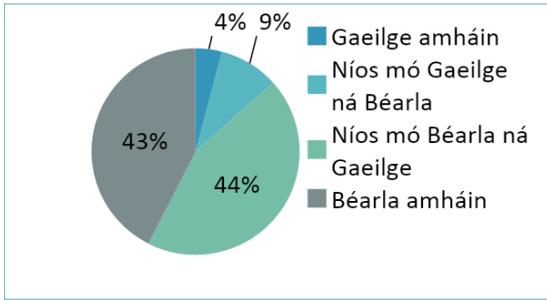


Figure 17: What language is used at home? All respondents.

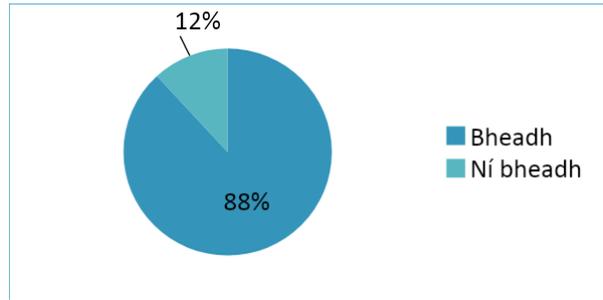


Figure 18: Would you be interested in using more Irish at home/with your children? All respondents.

### 9.1.6 Educational Wishes

There are 174 respondents (48% of the total) with children attending school of which 110 are attending a primary school in the town and 55 are attending a secondary school in the town. Of the respondents with children attending one of the two schools in the town, half attend Scoil Adhamhnáin and Coláiste Áiligh, see Figures 19 and 20. About half of the respondents who said that their children go to another Gaelscoil or Irish language secondary school live in the Gaeltacht.

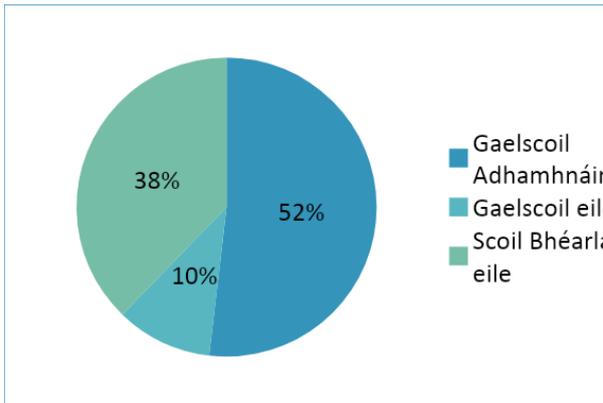


Figure 19: What [primary] school do they attend?

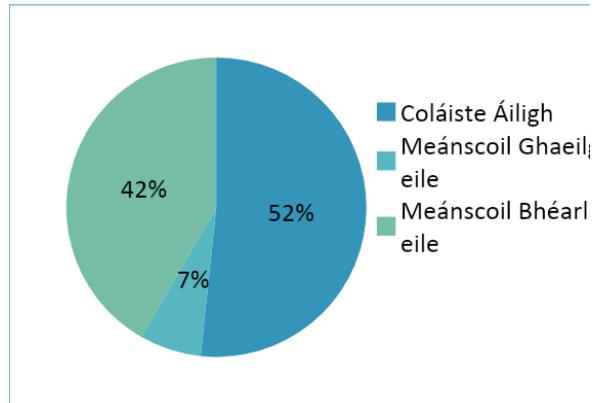


Figure 20: What [secondary] school do they attend?

### 9.1.7 Irish language ability

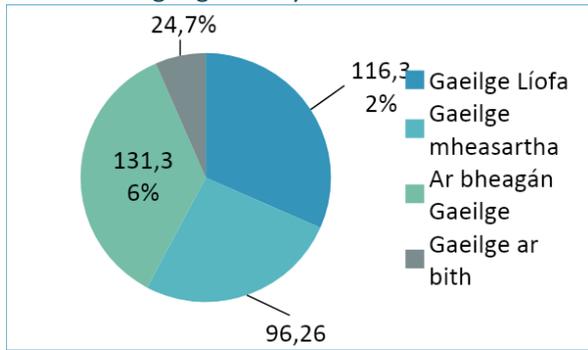


Figure 21: Irish language ability of all respondents

58% of all respondents speak fluent or moderate Irish and 6% of respondents stated that they have no Irish at all. Figure 21 shows the percentages as well as the number of respondents in each ability level. Those respondents who were brought up in the Gaeltacht, in contrast to the group now living in the Gaeltacht, were the group most reported to be fluent in Irish. Figure 22 shows a comparison between the Irish language ability of respondents a) living in the Gaeltacht but not brought up in it, b) respondents raised in the Gaeltacht, and c) respondents raised and living in Letterkenny.

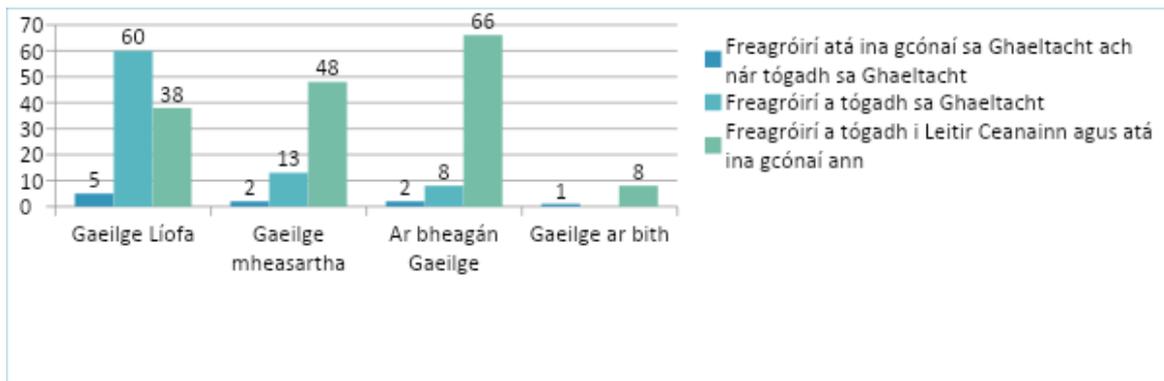


Figure 22: Language ability among people raised in the Gaeltacht in comparison to people now living in the Gaeltacht who were not raised in the Gaeltacht.

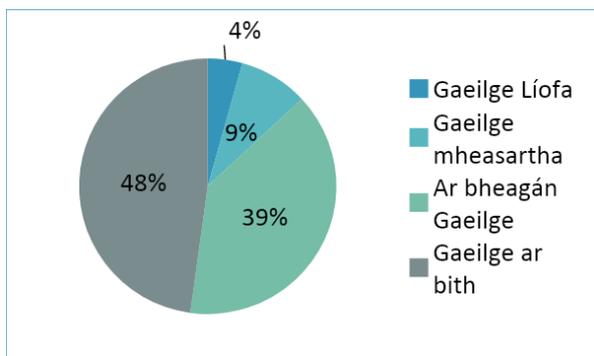


Figure 23: Language ability among all respondents.

23 respondents reported being raised in another country, and they are the group that reported the weakest language ability. 4% are fluent in Irish but 48% have no Irish and a further 39% have little Irish, see Figure 23. Respondents who report some proficiency now were raised in England, Scotland, America, Canada and Morocco.

### 9.1.8 Irish language ability according to the four language skills

The level of ability reported by respondents under each language skill is broadly in line with the general level of ability they previously reported. Receptive language skills are stronger than expressive or productive language skills. See detail by language skills in Figures 24 - 27.

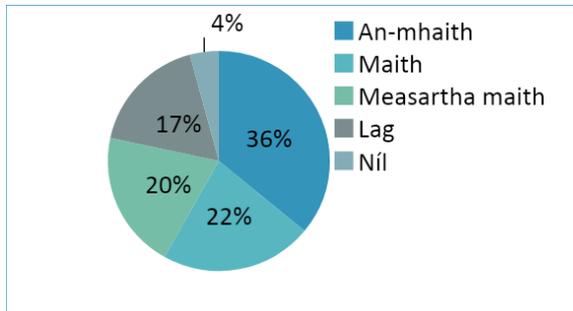


Figure 24: Comprehension ability among all respondents

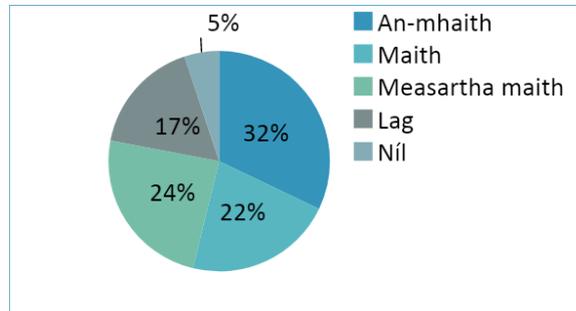


Figure 25: Reading ability among all respondents

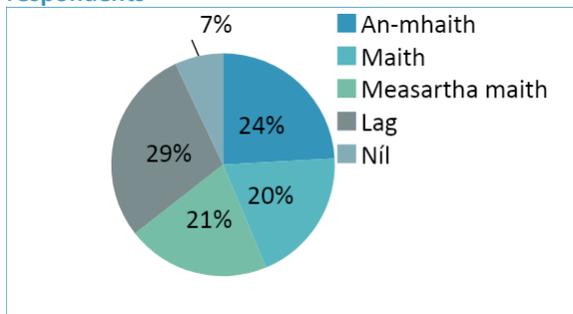


Figure 26: Writing ability among all respondents

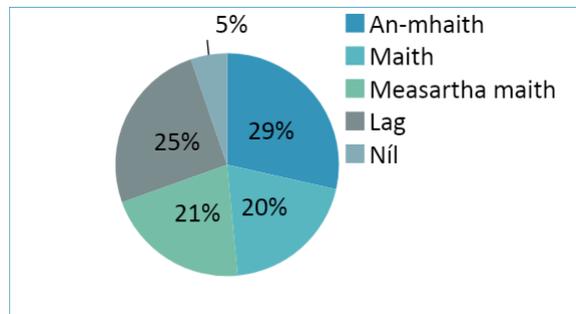


Figure 27: Speaking ability among all respondents

### 9.1.9 Improvement opportunities

The vast majority of respondents said they would like the opportunity to improve all language skills and there was a demand among around 70% for opportunities for improvement. The greatest interest was shown in opportunities for improvement in speaking and understanding Irish, see Figure 28. However, it is worth noting that approximately 75% of those who chose “I don’t want to” on these issues were those who reported that they already have a good command of Irish in the language skills already. It can be assumed that they feel that they have reached a certain level of ability and that they feel that it is not necessary to add to that.

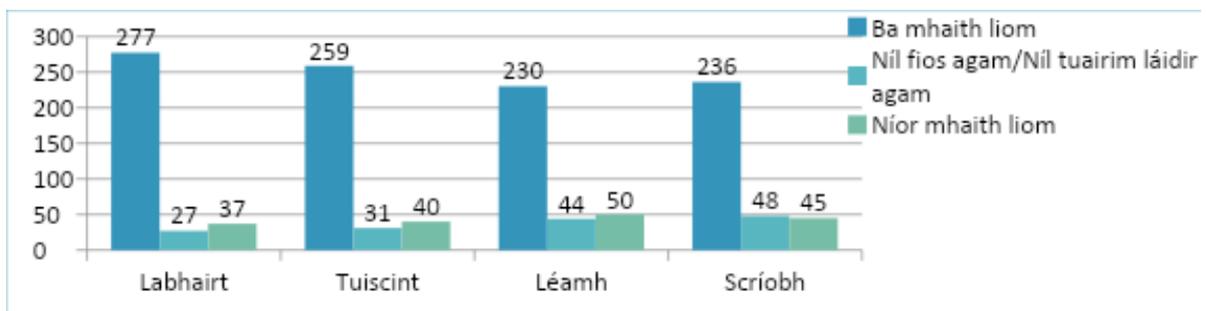


Fig. 28: Do you want an opportunity to improve these skills?

### 9.1.10 Groups, events and Irish language services

The majority of respondents stated that they are not familiar with the Irish language groups operating in their area and most did not attend an Irish language event in their area, see Figures 29 and 30. The examples of groups and events mentioned by respondents about the specialist groups are discussed.

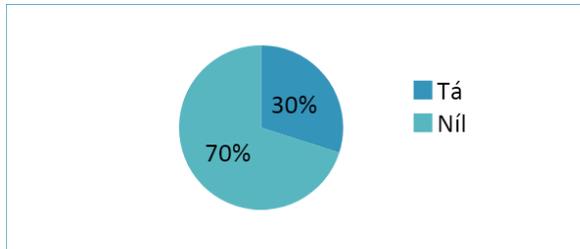


Figure 29: Are you aware of the Irish language groups that are operating in your area?

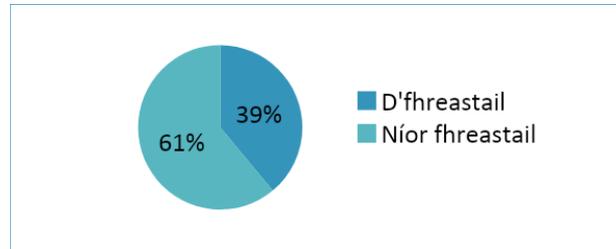


Figure 30: Were you ever at an Irish language event in your area?

Apart from a reading group and a family picnic through Irish there was a reasonable demand for the various events. The two most popular events were a conversation circle and Irish language classes, see Figure 31. Irish language classes were the most popular service and the number of respondents who mentioned this was significantly higher than the number of respondents who demanded any other service, see Figure 32. Respondents' own suggestions for the services they would like are discussed under the various expert groups.

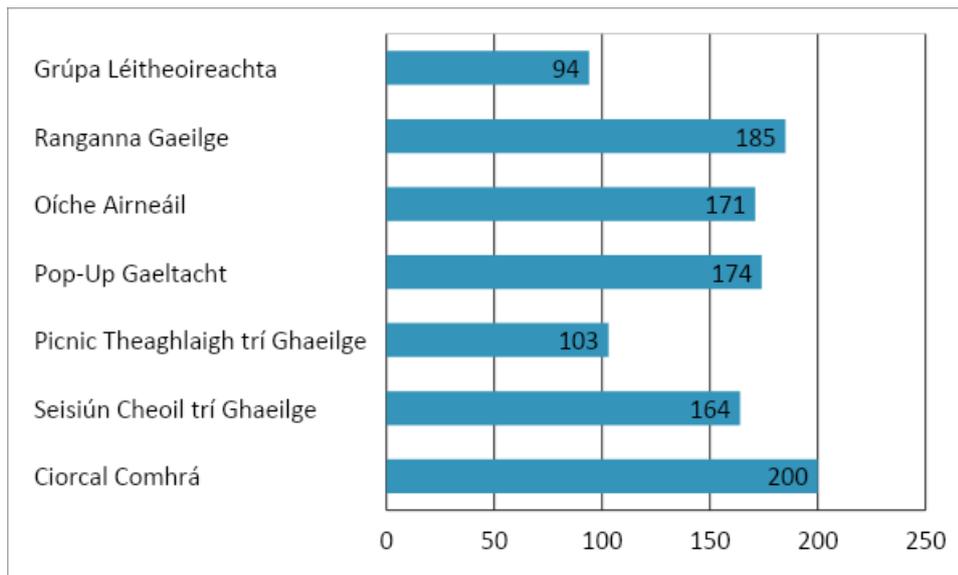
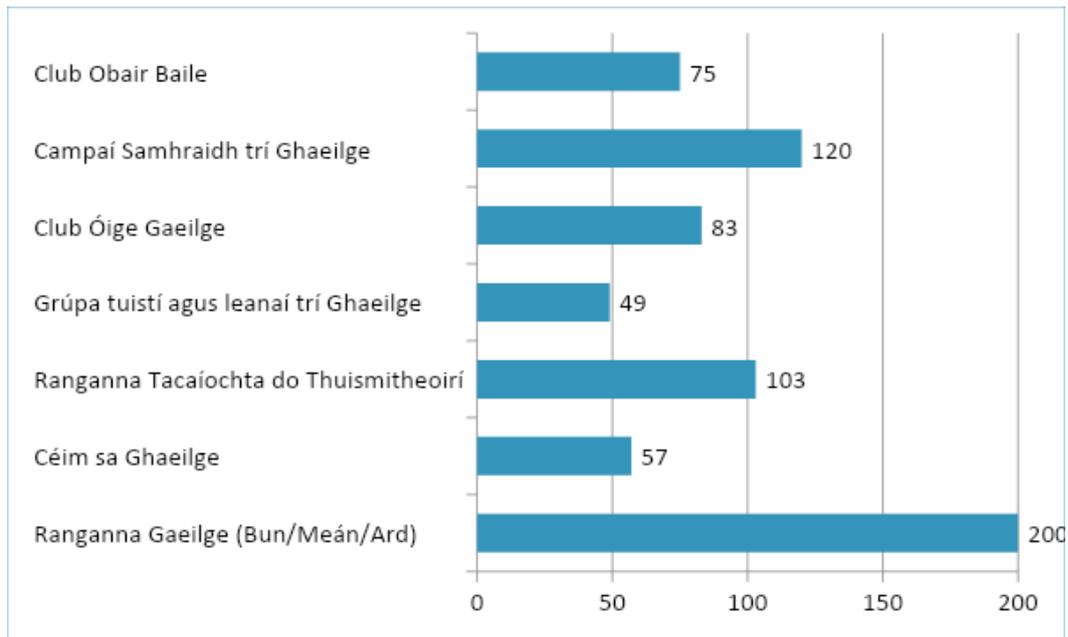


Figure 31: Would you have any interest in the events above?



**Figure 32: Would you have an interest in any of the above services or courses?**

#### 9.1.11 Respondents with fluent Irish

116 respondents said they are fluent in Irish, see Figure 17 above. They are mostly women and now live in Letterkenny. However, this is not a homogeneous group as can be seen from Figures 33-37. Apart from gender and place of residence, there is no other clear variable that distinguishes this group from the other respondents. For example, among this group:

- 58% have children and 42% don't and there is a more uniform distribution of the number of children among those who are parents.
- 52% were raised in the Gaeltacht and 46% were raised in Letterkenny, in the six counties or somewhere else in the Republic.
- there is a more uniform distribution among the various age groups.
- there is a more uniform distribution according to the number of people living with the respondent.

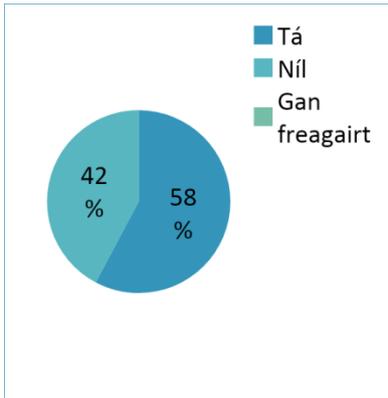


Figure 33: Do you have children? Fluent respondents

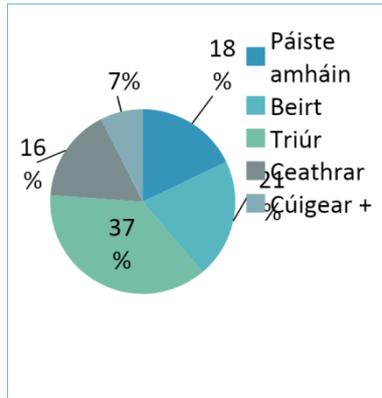


Figure 34: Do you have children? If so, how many? Fluent respondents

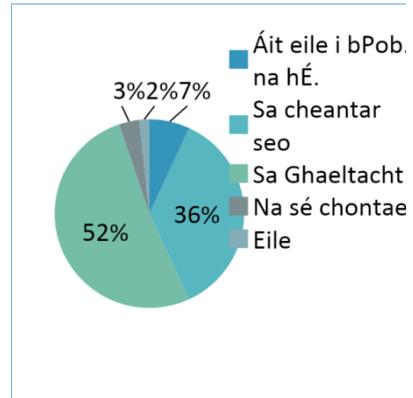


Figure 35: Where were you raised? Fluent respondents

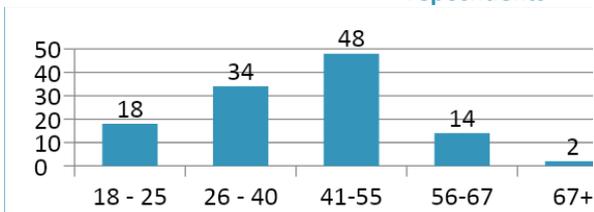


Figure 36: Age. Fluent respondents

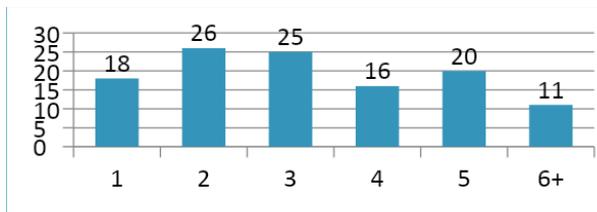


Figure 37: How many people live in the house with you? Fluent respondents

These respondents almost unanimously stated that they are 'very good' with the four language skills. The greatest weaknesses were revealed in reading and writing. However a 'moderately good' ability was reported in reading and writing rather than 'weak', by four and six respondents respectively, see Figure 38. This group also showed an interest in opportunities for improvement in the four skills, see Figure 39. Unlike other groups, the greatest interest was shown in opportunities for improvement in writing

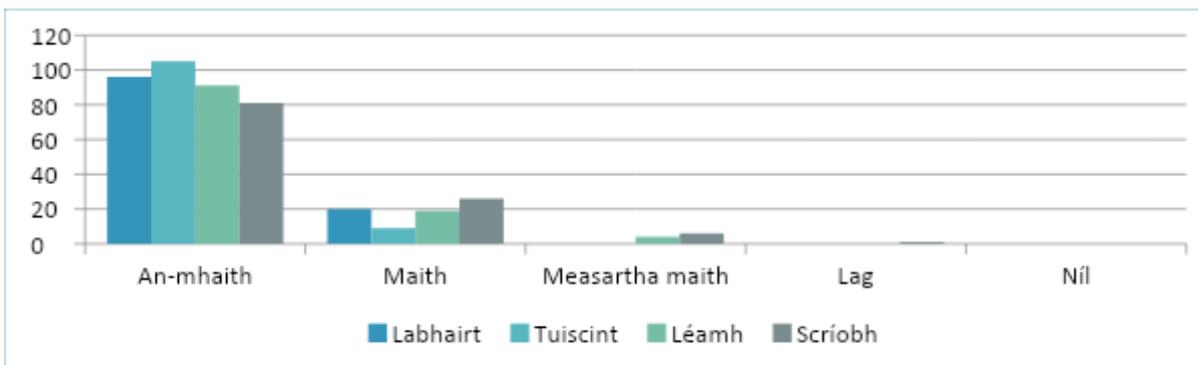


Figure 38: Tick the box which best describes your ability in the skills which follow. Fluent respondents

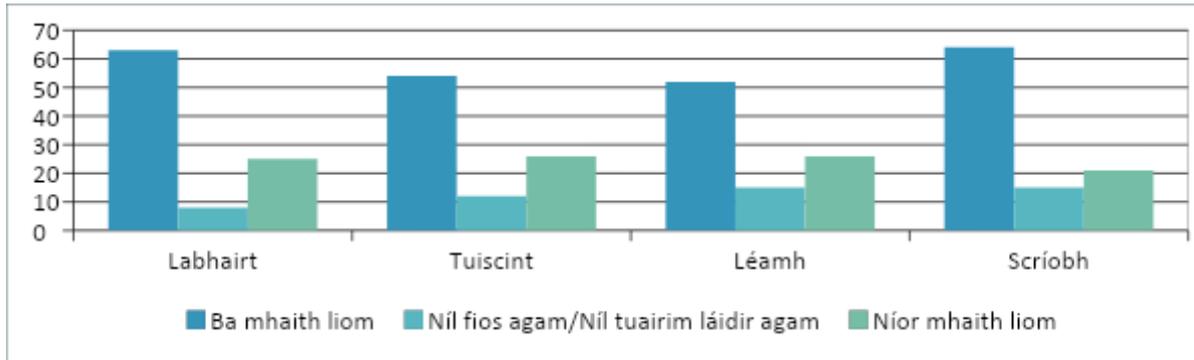


Figure 39: Do you want an opportunity to improve these skills? Fluent respondents

The language that most of this group use at home is English only (14%) or more English than Irish (48%). Over one third of this group use Irish only (13%) or use more Irish than English (25%). The group unanimously expressed an interest in using more Irish with their children / at home. See Figures 40 and 41.

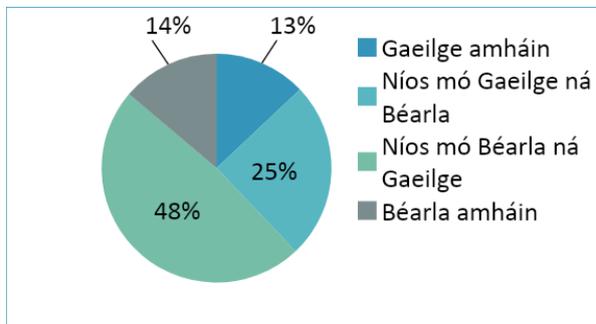


Figure 40: What language do you use at home? Respondents with fluent Irish.

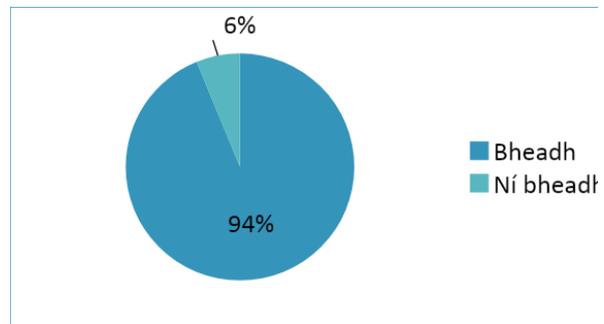


Figure 41: Would you be interested in using more Irish at home/ with your family? Respondents with fluent Irish.

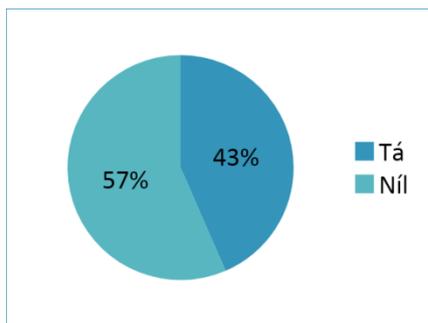


Figure 42: Do you have children that attend school?

43% of respondents in this group (50) have children attending school, see Figure 42. 81% of these children attend Gaelscoil Adhamhnáin or another Gaelscoil. 31% of children in the same 50 respondents attend a second level school in the town and 83% of these attend Coláiste Ailigh or another Irish medium secondary school, see Figures 43 and 44.

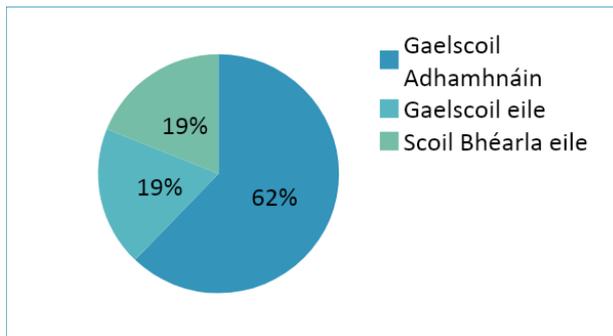


Figure 43: What [primary] school do they attend?

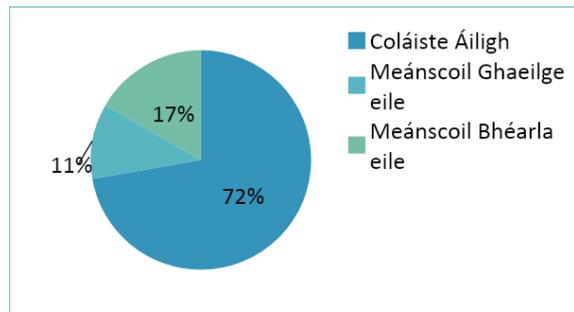


Figure 44: What [secondary] school do they attend?

36 respondents in this group answered the open-ended question as to why they chose Irish-medium education for their children and a representative example of the reasons they gave is shown in table 2. There is clearly no one single reason why these respondents chose the Irish-medium education but the main reasons which have come to light are: the benefits of Irish-medium education, parents' desire for their children to have Irish, Irish as the language of the home, and that the parents were educated through Irish and want their children to have the same opportunity.

<b>Continuing with the parents' experience</b>	<b>They feel that there are advantages to bilingualism / education through Irish</b>
I had Irish as a child.	Bilingualism helps the development of the brain.
I received my education through the medium of Irish and I want my daughter to have the same opportunity	I wanted them to grow up having fluent Irish while also getting the best education possible, the Gaelscoil has an excellent reputation and I wanted my kids to attend there.
I was raised with Irish and it's important for me that my children are able to speak to me in Irish even though we're not in the Gaeltacht.	It's a great opportunity for anyone that gets it
<b>The parents have an interest</b>	I wanted to give them an education through Irish.
I have Irish myself	<b>Raising the child/children with Irish</b>
I have an interest in the language	Irish would be their main language
Interest in the language and culture	We spoke Irish in the house
	Irish in the house
<b>They want their children to speak Irish</b>	We speak Irish at home
I want them to have fluent Irish	<b>Other</b>
I want them to be fluent	It's a local school
	The Irish language
I want my son to use the language because I have a great interest in our own language	To keep the language alive and to encourage the children to speak it outside of the home
So the children have good Irish	It's a mixed school with a high standard of education
	I'm from the Gaeltacht

Table 2.

Table 3 lists the reasons why parents sent their children to Coláiste Áiligh. 14 respondents answered this question.

The good reputation of the school/ Irish-medium education	Continuity in Irish-medium education
The school has an excellent reputation and 98% of students who sat their leaving cert last year got accepted for their first college preference.	Continue education through Irish and maybe in the third-level courses they choose
I understand the benefits of it	Leaving certificate through the medium of Irish
They want their children to speak Irish	Other
I wanted them to have the language	I want to encourage my children's identity as Irish people.
I want them to have fluent Irish	I am from Fál Carrach . PCC an Fháil Charraigh.
Raising the child/children with Irish.	I have a great interest in the Irish language.
We speak Irish at home.	
He is fluent in Irish.	

Table 3.

More than half of these respondents are familiar with the Irish language groups operating in their area and at some point attended an Irish language event in their area, see Figures 45 and 46. 13 respondents provided additional information on the Irish language groups they were aware of and almost all of these respondents mentioned Lónra Leitir Ceanainn. Other responses included: Cara House conversation circle, Glór na nGael, a conversation group every Saturday morning, and a group in the Moonshine café. The examples of Irish language events cited by respondents were more mixed. These included: oícheanta áirneáil, a Lónra Leitir Ceanainn fun day, a family picnic in the town park, a Pop-Up Gaeltacht, music sessions, and a Lónra Leitir Ceanainn social night.

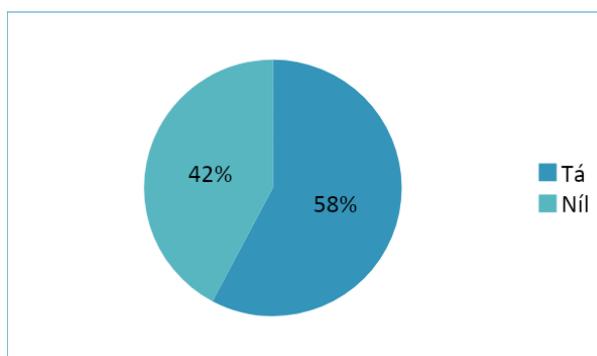


Figure 45: Are you aware of the Irish language groups operating in your area?

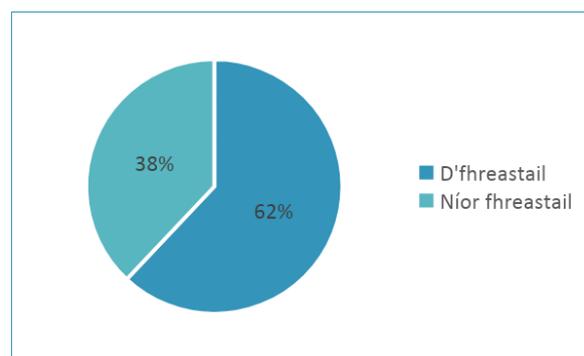


Figure 46: Have you ever attended an Irish language event in your area?

This group registered the most suggestions for events of interest to them. The majority of this group expressed an interest in social events such as oíche airneáil and Pop-Up Gaeltachts but even so almost 33% of respondents in this group expressed an interest in more formal events such as Irish language classes and a reading group, see Figure 47. The majority of respondents who were parents were interested in family picnics through Irish (45 respondents). Among the suggestions were: an intensive grammar course, anything to do with a young family, music sessions for children. One respondent stated, 'I was interested in a Parent & Toddler Group and went to one organized by Glór na nGael but there was not much Irish or

anyone to do rhymes with the children. I would like to attend something weekly or even monthly for pre-school children, I feel that there is a shortage for those starting out raising a family through Irish '.

The most popular services were summer camps and a youth club and these were largely mentioned by parents. The number of respondents who answered this question was relatively low in the context of the total number of respondents in this group (approximately 48 out of 116) and those respondents who were parents were the largest respondents to these questions. Therefore it is not possible to say with certainty that one suggestion is emerging from this group, see Figure 48. Two respondents left comments here and their suggestions included 'nothing for Irish speakers fluent or sport/fitness through Irish 'and' nothing for fluent Irish speakers'.

### 9.1.12 People with little Irish

131 respondents said that they have little Irish. These are people raised in Letterkenny or elsewhere in the Republic of Ireland outside the Gaeltacht, 54% and 29% respectively. Growing up English was the main language in the home (76%) but 82% stated that they would be interested in using more Irish at home with their family. The vast majority (75%) are women and are aged 26-40 (32%) or 44-55 (44%). The majority (74%) of this particular group have children and most of them have two or three children, 39% and 22% respectively. 115 of this group now live in Letterkenny or the surrounding towns and 51 of them have children attending primary school in the town. Over half of these (22) attend Gaelscoil Adhamhnáin. This is the largest particular group that took it upon itself to answer the open question about the reasons why they chose the particular school for their children. Tables 4 and 5 show the reasons why respondents in this particular group chose Irish-medium education for their children.

The reasons for choosing Irish-medium education in general	
To ensure they have a good knowledge of our native language	To learn Irish language and feel Irish
Speaking the native language	I love the Irish language

Table 4

One of the parents have Irish/ an interest in the Irish language	Give them the Irish language
Their father is an Irish speaker and Coláiste Ailigh the best secondary school. Also the other scientific benefits of bilingualism	It is native language and I think Irish children should have a better opportunity to learn the language
Husband thought learning through Irish	To give them the gift of Irish
Wife's choice	To not lose our language, our culture to this generation and for my children to be taught Irish correctly and use it at school every day.
My husband is Irish, and I love language	
Mixed school	So they can speak the language
It was a mixed school, Irish language was a bonus	Options for secondary school and Irish has become more and more important
Irish and the school is mixed	My father spoke it fluently and would like my children too as well
Give their children Irish because they don't have it	Other

It's important to have a good understanding of their language which will also improve my own Irish	We moved from a Gaeltacht area so it was the natural choice and my children wanted to continue learning through the Irish language
Class size and Irish as I have little to none	When in Rome !!!
	High standard of teaching
<b>More than one reason</b>	
To keep our language alive and to be able to speak good Irish at home and with friends as much as possible	It's our closest school, one of the better ones in town and the kids would learn Irish
Love for the language, the school is beside us, reputation of the school etc	Easier to learn Irish from a young age and also school is mixed
It's our closest school, one of the better ones in town and the kids would learn Irish	To be fluent in our native language and also the school has a great reputation.
Interested in sense of culture and try to relay to my child a sense of pride in being of Irish nationality. Also a deciding factor was availability to attend a Gaelscoil at secondary level.	

**Table 5**

There are 21 people among this group whose children are attending a secondary school in the town and half of them are attending Coláiste Áiligh. Table 6 shows the reasons the respondents gave for sending their children to that school.

<b>Wishes of the children themselves</b>		<b>Carry on the Irish medium education</b>
The children choose to go		They have always been schooled through the Irish language, they enjoy and Coláiste Áiligh has a great reputation
That's where she wanted to go		Wanted to carry on through Gaelic education
<b>Other</b>		
It's our language and should be kept alive. It's compulsory (except in some cases) for the LC, hence it's good to be good at it.		
To learn the language and be a true Irish person	Best education and school	It's their national language and Irish also a recognized language

**Table 6.**

The majority of this group want to improve their Irish. At least 75% of respondents mentioned that they want to improve all four language skills. Speaking and comprehension were the two most popular skills, with 87% expressing interest. The vast majority of these respondents are not aware of the Irish language groups operating in their area (85%) and 75% did not attend an Irish language event in their area. The two events that this group was most interested in were Irish language classes and a conversation circle, see Figure 49. A significant number of this group showed significant interest in Irish language classes.

### 9.1.13 People between the ages of 18 and 25 years old

There are 37 respondents in this group. Most were raised in Letterkenny (72%) and the majority (78%) now live in Letterkenny. This group has a nearly equal mix of men and women, 51% and 49% respectively.

The vast majority of this group (95%) have no children. 43% had some level of Irish in the home but this was mostly 'More English than Irish', see Figure 51. Figure 52 shows that this group use more Irish now than when they were growing up. 89% of the group want to use more Irish with their children / at home.

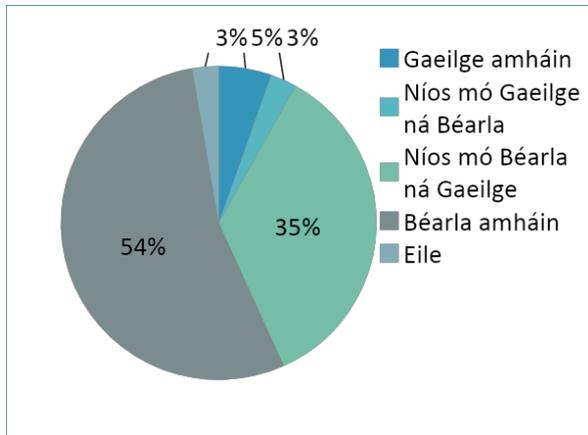


Figure 51: Cén teanga a bhí in úsáid sa bhaile agus tú ag éirí aníos? Freagróirí idir 18 – 25.

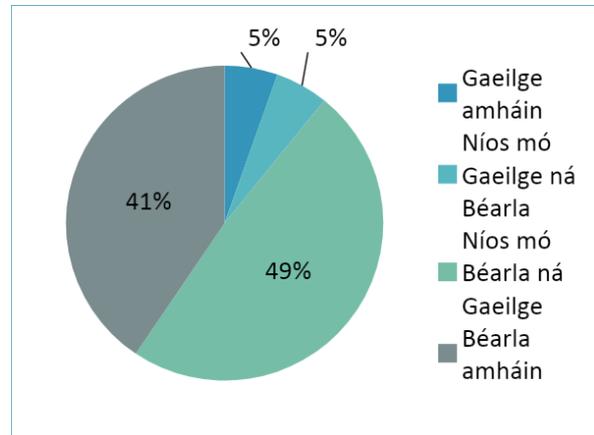


Figure 52: Cén teanga a bhí in úsáid sa bhaile agus tú ag éirí aníos? Freagróirí idir 18 – 25.

89% stated that they would be interested in using more Irish at home/with their children. 81% of this group say they have fluent or moderate Irish, 49% and 32% respectively. This ratio is more or less found in all four language skills except in writing. In that case 31% said they had very good writing. At least 83% of this group want to improve all four language skills. The skill that people showed the most interest in improving was speaking Irish (91%). There was almost equal demand among this group for the various events, apart from the family picnic for which few expressed an interest. The greatest demand was for social events: a music session and Pop-Up Gaeltacht. The Irish language classes attracted the most interest.

## 9.2 Research with young people

A survey was distributed to young people focusing on their experience with Irish in order to find out what they would like to see in the language plan for themselves. There were 114 responses to the survey which was widely circulated in schools and online. In addition to the survey, a focus group of Coláiste Ailigh students was conducted to collect qualitative data on their views. The survey and the focus group with young people showed that there is goodwill among young people who took part in the survey towards the Irish language and that they would be interested in using more Irish.

### Key themes and suggestions:

- Goodwill among young people towards the Irish language but a limited number of opportunities to use Irish at present.
- There is a habit for two young people who both speak Irish to speak English to each other outside of school.
- Teenagers have little knowledge of the employment opportunities associated with the Irish language.

- The most common place where young people use Irish is at GAA or music events.
- There is a strong desire to incorporate the Irish language into existing events instead of establishing other events solely around the Irish language.
- It would be worth looking into having a separate space in Letterkenny which could be identified as an Irish language space, a permanent centre or a regular space in another venue.
- That further research be carried out into the reasons why young people are interested in the Irish language and that it be possible to establish measures based on these.
- To look into creating a link with summer colleges in the Gaeltacht or that a summer college would be established in Letterkenny itself. If this exists already, to advertise it among these respondents.
- To look at opportunities of linking Irish with sport and music. Music and Gaelic Football emerged strongly in response to questions about pastimes. Respondents were asked questions about their interest in music classes and events. The same question was not asked about sporting activities and it would be worth exploring this.

### 9.2.1 Introduction

114 people answered the questionnaire directed at young people. Two of those answered only a very small number of questions and the details of those two were left out. The following analysis is therefore based on the details provided by 112 respondents.

### 9.2.2 Place of residence and native place of the respondents

The majority of respondents (71) now live in Letterkenny itself. The vast majority of respondents are from Letterkenny or the surrounding towns. Over half are native Irish speakers (15) or fluent Irish speakers (52) (see figure 1) and the vast majority are not from Gaeltacht areas. Very few respondents use Irish at home. One person uses only Irish and six others use more Irish than English, see figure 2.

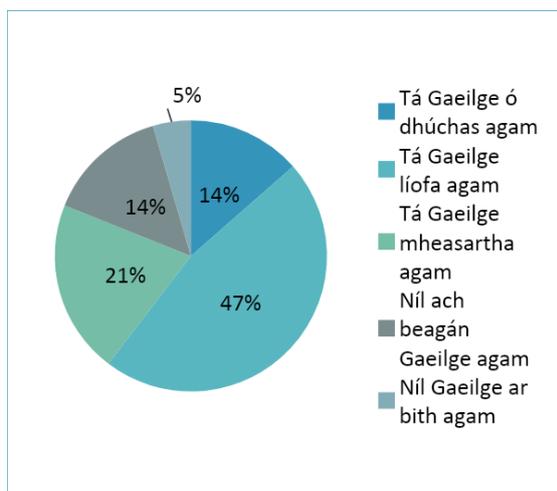


Figure 1: Describe your level of Irish, please.

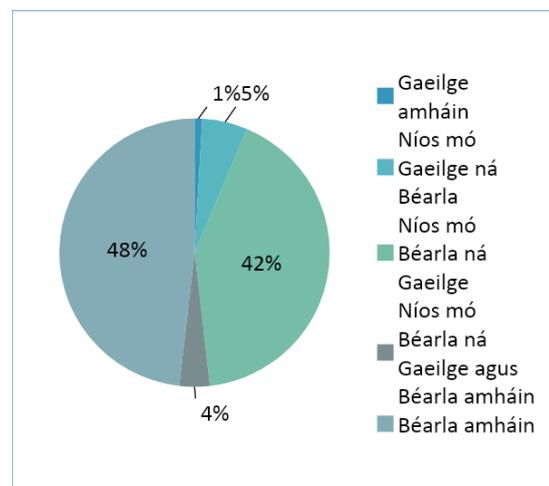


Figure 2: What language is spoken at home?

## Parents

There was a great variety of responses among the respondents regarding the Irish language ability of their parents / guardians. According to the respondents, the most common combination is families where one parent speaks little Irish and another parent has no Irish (19). The second most common combination is one parent with little Irish and another parent with relatively good Irish (13). In the other cases where the parents were at the same level of ability the most common combinations are that both parents have little Irish (13) or that both parents have no Irish (14). There was only one case where both parents were native Irish speakers, and there were two cases where one parent was a native Irish speaker and the other a fluent Irish speaker. Half of the respondents have at least one parent who is either a native Irish speaker or has a reasonably good command of Irish, see table 1.

	Native Irish	Fluent Irish	Reasonably good Irish	Little Irish	Without Irish
One parent in the family has this ability	18	16	24	53	31
Both parents have this ability	1	0	6	13	14

Table 1. Describe the level of Irish of your parents/guardians.

Half the respondents say that the parents never speak Irish to each other and a further 29% say that it happens rarely. 7% of the parents speak Irish to each other all the time or regularly, see Figure 3.

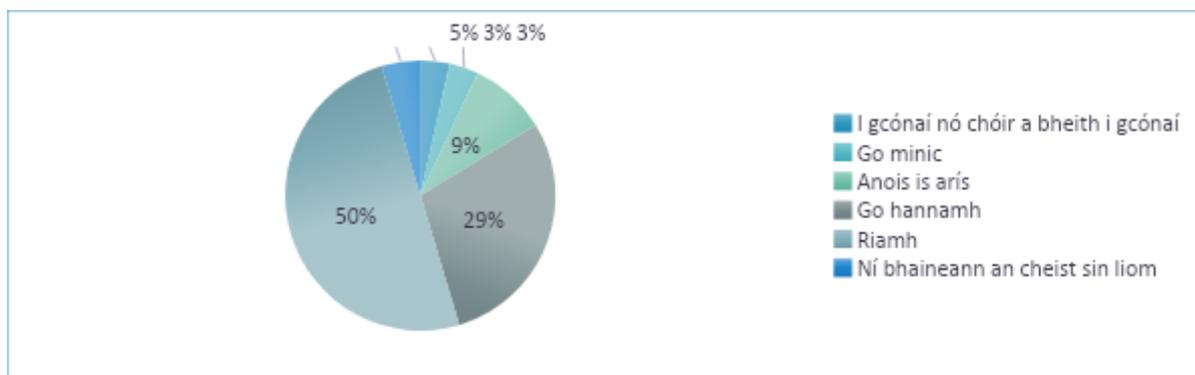


Figure 3: Describe how often your parents/ guardians speak Irish to each other.

Respondents were asked about the amount of Irish they used the week they completed the questionnaire. Most say that they spoke mostly English, only English or little Irish to relatives, friends and shopkeepers, see figure 4.

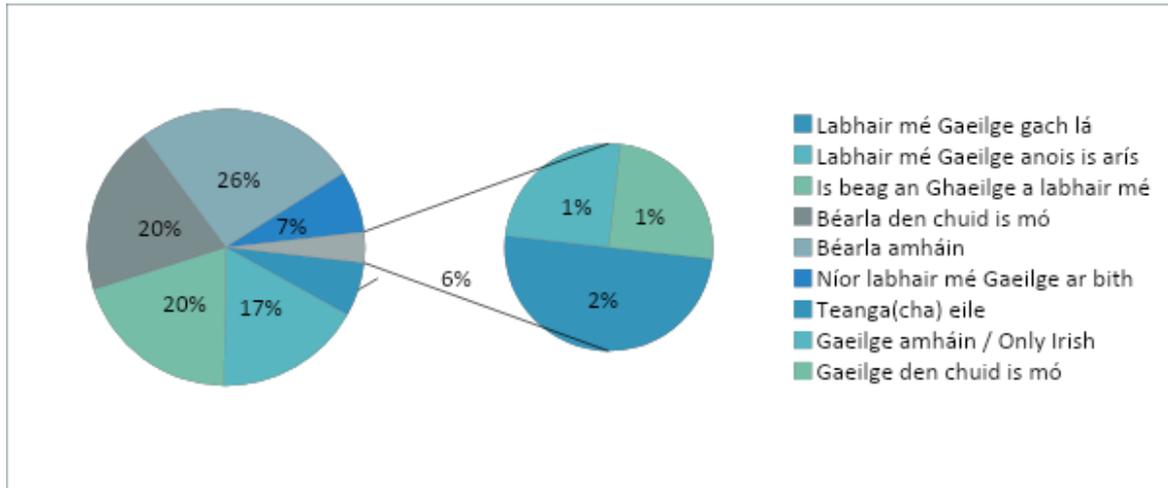


Figure 4: For the past week, how often did you speak Irish outside of school (with relatives, friends, shopkeepers, etc.)?

The pattern in Figure 4 is consistent with the practices reported by respondents in relation to their language behavior in a variety of contexts, that is that the language used by almost all respondents is English except for between 2-6 % of those who use Irish in certain contexts, see table 2. There was a relatively even distribution of where respondents use Irish. It is most commonly used for 'dealing with computers and technology [On the phone or texting]' but this is a relatively low number in the context of all respondents.

	English	Irish and English	Irish	Other
Friends (outside of school)	103	2	2	2
Neighbours	102	0	2	3
Doctors, nurses, dentists, etc.	103	1	1	2
Shopkeepers	103	0	4	1
Café, restaurant staff	102	0	3	2
dealing with computers and technology [On the phone or texting]?	102	0	7	2
dealing with computers and technology [On the internet or social media]?	103	0	4	3

Table 2. Think of the following people. What language do you speak to them the most?

### 9.2.3 Respondents' hobbies

83 respondents answered the open question on hobbies. Their hobbies are mostly in English and there is a great variety. It is noteworthy that many of the respondents answered this question in Irish. A not insignificant number (c. 10%) use Irish as a hobby. The main places where the Irish language came into play were in football (Gaelic), and, in music and singing. Table 3 shows a representative example of what all respondents had to say about this issue.

Hobbies are through English		
All English only Horse riding Work	all my activities are spoken through English	English everything
	English all	English only
	English all the time	Fishing – English, Games - English
Mix of hobbies through English (written in Irish)		
I do all sport through English	soccer - English, choir - English	football, basketball and gaelic football – English
Gaelic football - English, drama - English	Gaelic football - English, basketball - English	Gaelic football, music, singing, dance - English
dance - English, horse riding - English, cycling - English	Gaelic football, singing, camogie – English	Basketball + computer games - English
Mix of hobbies through English and Irish		
Football - English/Irish, Basketball - English, Coach - English, Ref - English, Irish camp leader - Irish, Waitress - English/Irish	art English reading English and Irish basketball English and Irish tv English squash English	Drama - English and Irish Golf - English Basketball - English Youth club - English Music - English
Gaelic football sometimes Irish soccer English	Gaelic football - English, music - Irish/English	Music - Irish and English
Piano – English, Singing - Irish	Irish when I play football.	Music - English and Irish
Soccer - English GAA - Irish and English Basketball - English	Football - Irish the odd time [sic], Soccer - English only, Computer games- English only	Singing- Irish and English, Basketball- English, Jiu-Jitsu, English
I have a big interest in music, I sing in Irish. I do sean-nós singing.		
Other		
dancing to both Irish and pop music , sometimes listen to old traditional tunes	Football I speak English but then in work I speak bits of Polish	Singing with Grandad and Mum Friends in Gweedore

**Table 3. What language do you use with your hobbies?**

75% of respondents stated that there was no other place outside the school where they always spoke Irish. Of those who said that there is a particular place where they speak Irish all the time the two places that came out the most were i) pubs and ii) with certain relatives, grandparents or cousins for example. What the 29 respondents answered is shown in table 4.

Connemara	At home	None
Do not know	Shops	Pub
Dungloe where my family lives	Fál Carrach nursing home	Work
Gaelic football	My cousin's house	park work
GWEEDORE	My grandmother and grandfather's house	When I meet with teachers and friends from primary school
With my cousin	pub	Pub
Meenaclady and gweedore	pubs	Rath na Feirste
I don't know	with friends socialising	Work and in the Pub
No	with my cousins	no places

**Table 4. If there are certain places, where are they?**

### 9.2.4 Respondent's own attitudes to the Irish language

Respondents were asked whether they agreed or disagreed with a set of statements. The statements related to the Irish language itself, to the respondents' language behavior and to the respondents' wishes regarding the Irish language in Letterkenny. There is some overlap in the meaning of the questions and they are not rigidly unrelated categories as discussed below.

Respondents' attitudes towards the Irish language are illustrated in Figure 5 below. It is clear from the data recorded here that the respondents like the Irish language almost unanimously. On the whole they do not find it very difficult to speak and write although the vast majority think that it is easier to speak and write English. Just under half of respondents say that they agree, or strongly agree, with the statement 'I am not confident in my Irish'. Only 17 respondents strongly disagreed with the same statement. Over half preferred to speak English rather than Irish and only 18 respondents disagreed. However, around a third of respondents do not have a strong opinion on the statement 'I prefer to speak English to Irish'. Over 75% of respondents agreed with the statement 'If someone speaks Irish to me, I always answer them in Irish'.

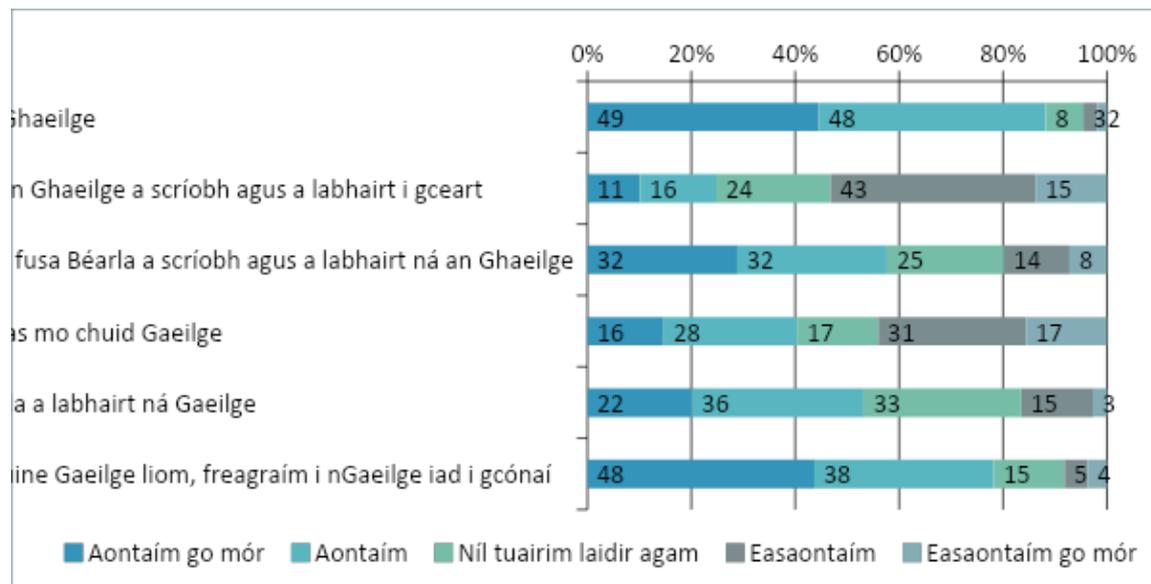


Figure 5: Do you agree or disagree with the following statement [Questions about the Irish language]?

Figure 6 shows respondents' views on the presence of Irish in their own lives and the intrinsic and existential motivation for its use. Less than 25% of respondents agreed with the statement 'I often watch Irish language programmes on television' and about another third do not have a strong opinion on this. It is noteworthy that around 70% agreed with the statement 'The Irish language does not suit a young person's life today' - 64 respondents strongly agreed with it. There were 33 respondents who strongly disagreed. There was a striking clarity to respondents' views in that there were no respondents without a strong opinion and any respondent who disagreed did so strongly. There is no clear answer to the statement 'my parents encourage me to speak Irish' among these respondents. Less than a third agreed with the statement, another third did not have a strong opinion and just over a third disagreed.

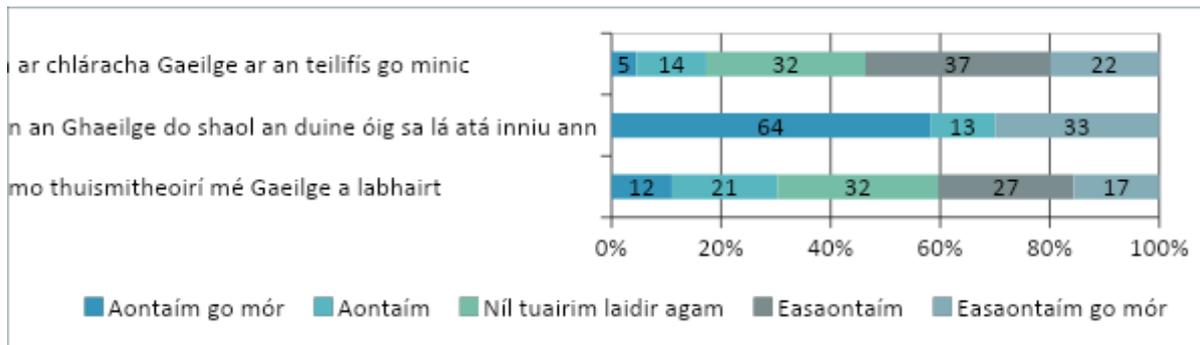


Figure 6: Do you agree or disagree with the following statement? [Questions about the Irish language]

Figure 7 shows the respondents' views on the use of Irish in Letterkenny. Only ten agreed with the statement 'I wouldn't care if Irish wasn't spoken in Letterkenny'. Another 73 disagreed. 80 respondents agreed that they would like young people to have more opportunities to use Irish. Only one person disagreed with that.

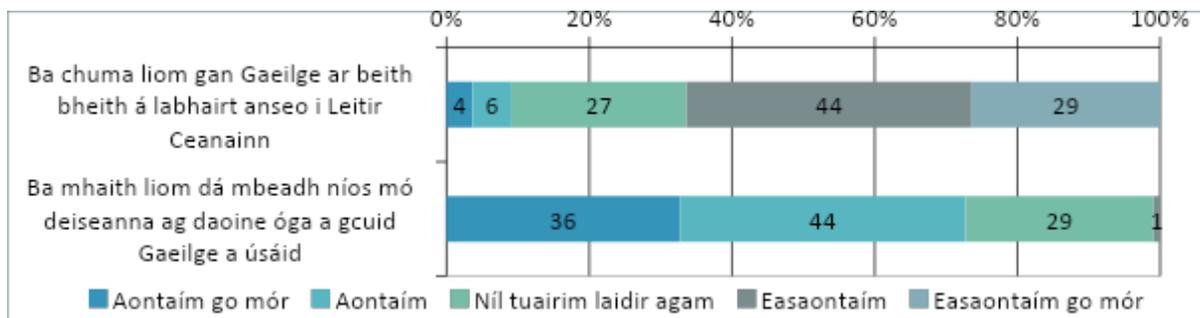
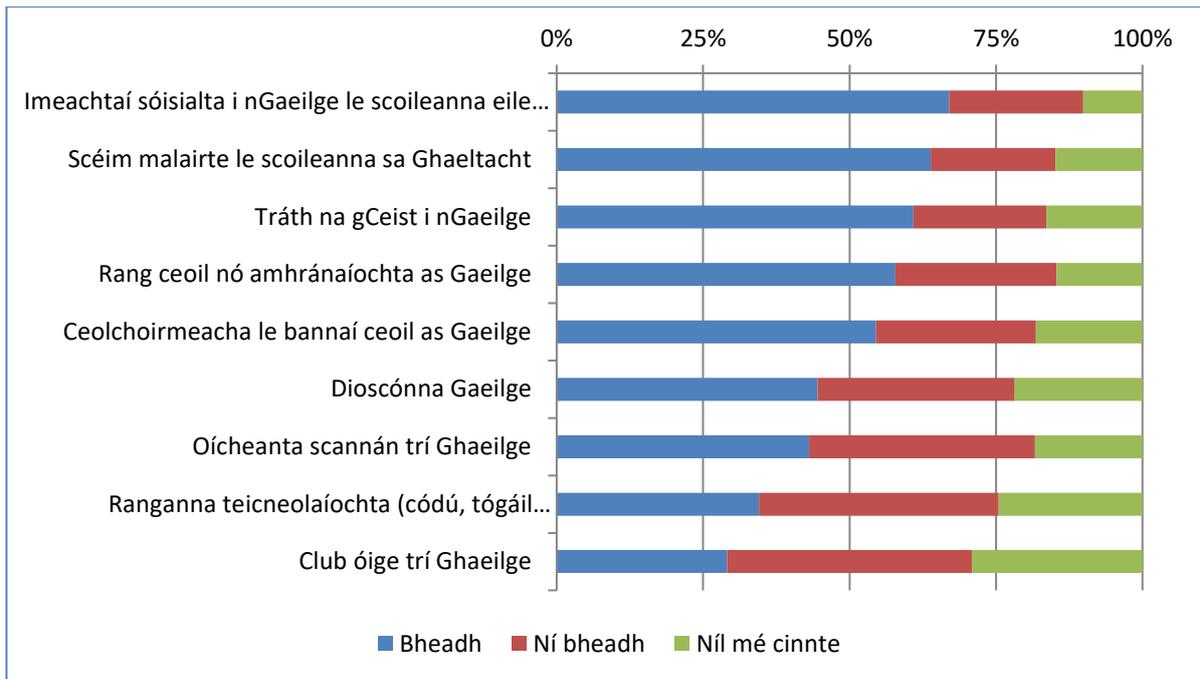


Fig. 7: Do you agree or disagree with the following statement [Irish in Letterkenny itself?]

Figure 8 shows what respondents were interested in. The two main types of events that piqued interest were i) events with another school in the area and ii) an exchange scheme with schools in the Gaeltacht. Over 50% expressed interest in quizzes, music and singing classes and concerts with Irish language bands.

bannaí ceoil as Gaeilge.



**Figure 8: Would you be interested in attending the following events if they were available through Irish?**

### 9.2.5 Summary and suggestions

The results show that approximately 80% of respondents speak Irish (either as native Irish speakers or with a reasonable fluency) and over half of respondents are confident in their ability. The vast majority are happy to use it, they have expressed an interest in more opportunities to use it and the vast majority agree that it is a good thing for Irish to be spoken in Letterkenny.

It is not clear where the goodwill (or at least a lack of negativity) towards the Irish language comes from for the majority of respondents. For example, around 86% say it does not suit a young person's life. Only in the case of 50% of respondents is direct parental encouragement involved, see Figure 6. It is also the case that for most respondents Irish is not spoken at home.

Although ability, confidence in and goodwill towards the Irish language is demonstrated, it is very clear that it does not impact the language behavior of the respondents as they progress through life outside the education system. It is worth noting, however, that it is difficult to reconcile the details of their hobbies with the details of their language behavior. That is to say that around 10% of them indicated that they use Irish in the pursuit of their hobbies - football and music are the ones that emerged most strongly here.

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## 9.2.6 Focus group with young people

**This focus group was conducted with twelve students of various ages attending Coláiste Ailigh in Letterkenny. This report is not a complete transcript but a summary of the main points that emerged during the group:**

- Outside of school, students use Irish in the family, on social media (Facebook, Gmail), and sometimes in the community when ordering food and know the person serving them.
- They are keen to use more Irish outside of school.
- The things they do outside of the school are GAA (but there did not seem to be much interest in introducing Irish into the club), Scór, Irish music (it is thought that if there were more concerts through the medium of Irish, that would be better).
- As for the changes they want, theoretically if they had the money, things and events that are already happening in the area would be developed because there are pre-existing structures, functions, and goals. They think it would be great.
- They want to organise trips connecting them with young people in other areas.
- They want things like Beo (music contests), social events, and more things catering to teenagers. Things you enjoy, while using your Irish at the same time.
- A few people want to do Irish at university or as a job. Most of them thought of primary school teaching as an Irish-related job - they did not exactly think of providing other services through Irish; to be a lawyer, doctor, or dentist with the Irish language. The school provides them with employment information.
- In order to have some sort of revival, it is thought necessary to target people aged 18-25, as people of this age have a greater appreciation of the language and heritage of the country, and will contribute to the revival.
- They would be happy to come to Irish language shops because they emphasize the language in the area, and they would also be happy to go out of their way to avail of Irish language services even if the Irish language shop was further away from an English language shop.
- There are a few youth clubs in the area but they are not interested in having a separate Irish language only one (but this may be suitable for younger children). They did not want the Irish language to be hidden or set apart because of a separate club for speakers of the language.
- They would like things like the Beo music competition in the school to spread the language throughout the county, and things that are promoting the Irish language.
- They had the idea to organise a weekend in the Gaeltacht with other schools, or to organise a big weekend in Letterkenny with a big emphasis on the Irish language and meeting new people.
- Through this, it is thought that they would be able to form relationships with others in the Irish language, instead of using English (something which usually happens when they meet new people and they don't know that the other has Irish). There isn't much of a link between their school and schools in the Gaeltacht at the minute, so this would be helpful.

- They used Irish at primary school, but concerning the language and younger people, it is thought that more of an emphasis should be put on the Irish language from primary level.
- In terms of what is on television and what is on social media, the students watch TG Lurgan, and TG4 as well. They enjoy watching football games and sport, and on the television programme Aifric on TG4, but it is thought that TG4 is aimed at young children and adults and that there is not enough for teenagers.
- They watch *Netflix* series as well, and they think that it would be good if the usual things they watch were through the medium of Irish. A few of the students watch YouTube and bloggers who use the language - *CaoimheChats* (Caoimhe Ní Chathail), and *Fadúda* on BBC for example.
- Regarding the language plan, they had never heard of it, but they would encourage the Irish language in Letterkenny through organising Pop-Up Gaeltachts in pubs and putting on events.
- It is also thought that there should be more signage in public areas, and the students are aware of Gael Linn signs which are in shops. According to them, if the language is visible in a shop or in a public place, you know that the people who work there speak Irish and you are able to start a conversation in Irish. You are aware of Irish language services if there is signage there too.
- Even with this, people can pick things up from the signs, and the language is normalised when it is used in everyday life.
- Football competition through the medium of Irish - it would be useful to use simple phrases in Irish while training (pass to me, goal, etc). Create a new team through Irish.
- Irish to be intertwined with Gaelic football. Some were of the opinion that a Pop-Up Gaeltacht at a football game would be good to give the supporters an opportunity to speak Irish to each other; but others thought that this was not a good idea as there would be some kind of divide between supporters with Irish and supporters without. They acknowledged that it sometimes puts pressure on learners at times when they speak Irish with people from the Gaeltacht and they feel uncomfortable about their standard of Irish.
- The students who were of this opinion said that it would not be good to be confined to only one place, but to put Irish at the heart of what is already happening so that people would be more happy to speak Irish to each other, whatever their standard.
- They had the idea to set up a coffee day somewhere in the area - a natural thing when people speak the language together. Put up phrases in cafes and in restaurants to show how to order things in Irish (for people who don't have the language). Such things can encourage people to use Irish.
- A Facebook group to organise things and to publish information about events.

## 9.3 Research among the business industry

### 9.3.1 Introduction

A survey was circulated among the business sector focusing on the experience they have with Irish and investigated the supports they need in order to increase the use of Irish in their business. A meeting was also organised with the business sector in the town to discuss the opportunities associated with Irish, their interests and recommendations in regards to a language plan. At that meeting there was a representative from Donegal Women in Business, Letterkenny Chamber of Commerce and some other independent businesses from the town.

The full results of the survey are available in Appendix E.

56% of the respondents think that there are more opportunities to increase the use of Irish in their business. Among those who use or used Irish while doing business, 62% said that this involved marketing and 42% said that it involved providing a service to a customer.

62.2% of the respondents agree that Irish is an advantage to businesses and the main reasons that they came to that conclusion are because it helps businesses stand out from their competitors and use the good will people have towards the language to their advantage.

Among the support that would be useful for businesses, 25% of the respondents mentioned a translation service and 22% mentioned grant support.

### 9.3.2 Main themes and recommendations:

- Businesses lack knowledge in regards to the advantages associated with the use of Irish in business or how best to do this.
- Lack of knowledge regarding sources of support available from Foras na Gaeilge but when they were informed about it there was a significant interest in Foras na Gaeilge's Scéim Tacaíochta Gnó, which provides support to businesses regarding bilingual signage, packaging or websites.
- Lack of confidence to use Irish in business because of their lack of fluency in the language.
- The participants were interested in establishing a recognition scheme that involves the use of Irish, like the Gaillimh le Gaeilge Business Awards.

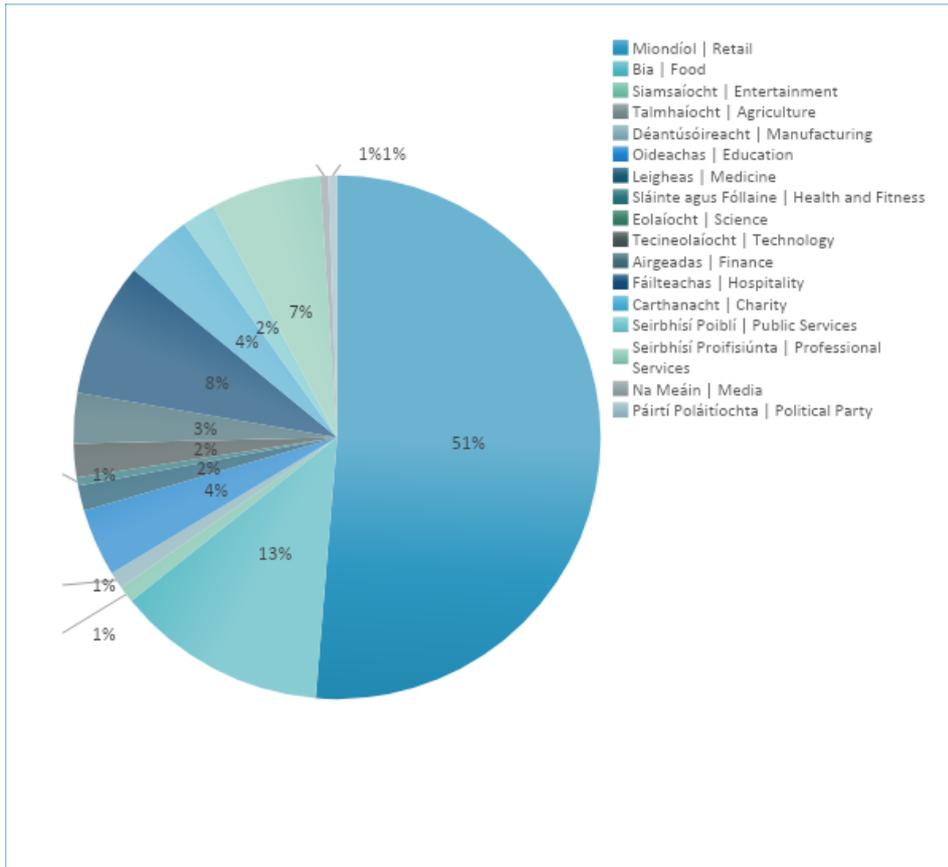


Figure 2: How many people do you employ in your business?

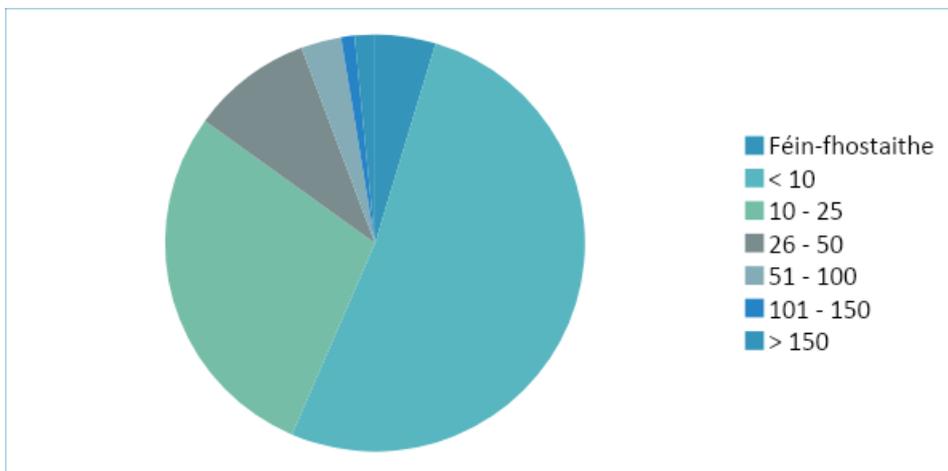


Figure 2: How many people do you employ in your business?

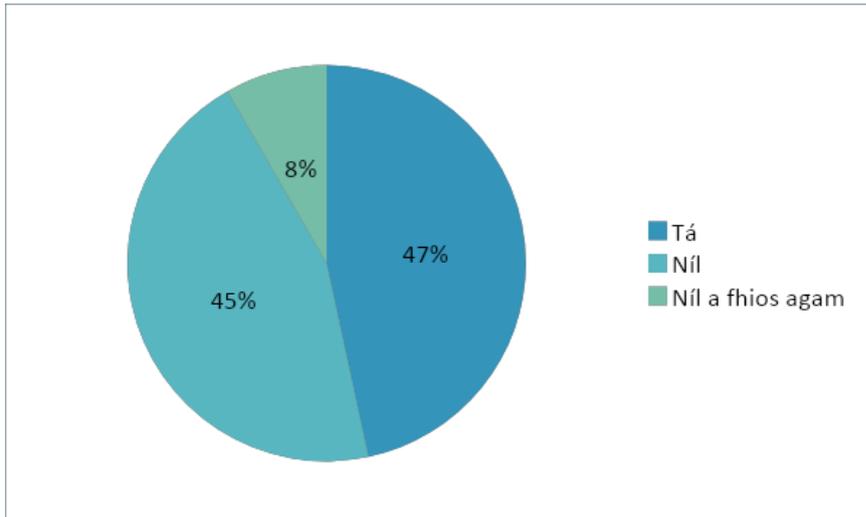


Figure 3: Are there staff members in your business that have Irish

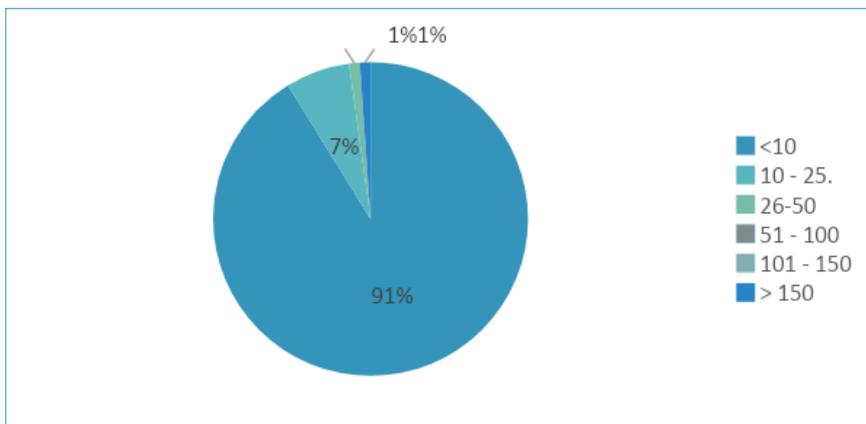


Figure 4: If there are, how many?

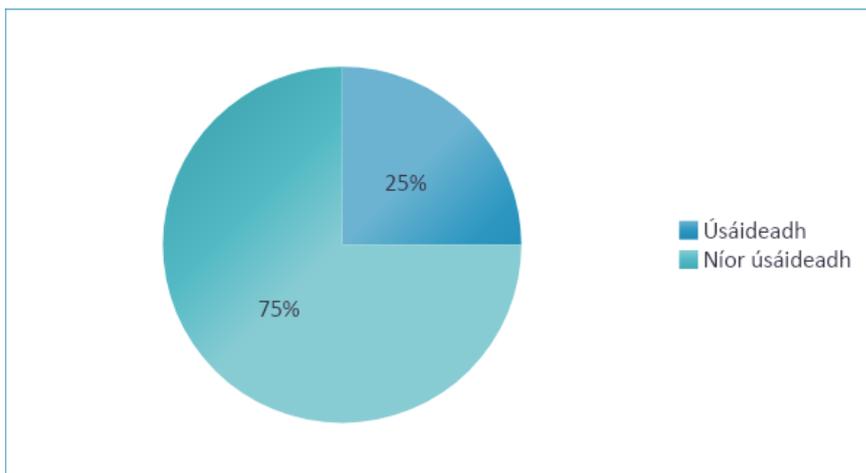


Figure 5: Did your business ever use Irish in marketing?

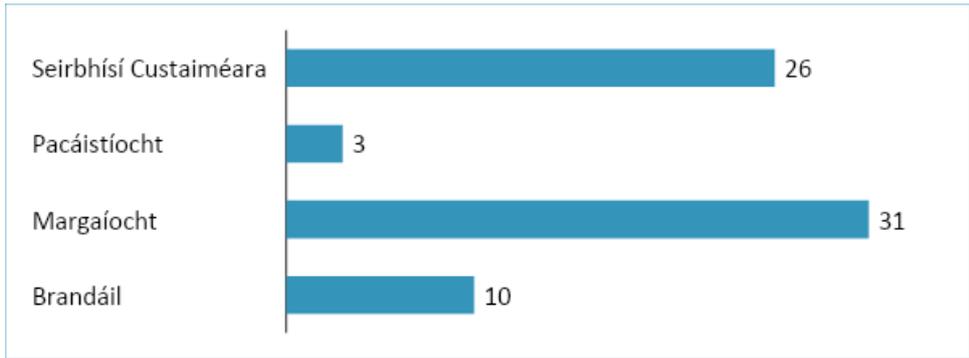


Figure 6: If your business did, please provide details.

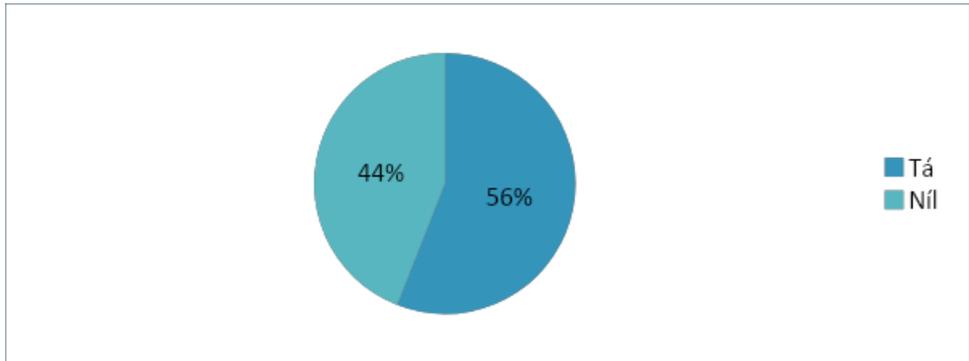


Figure 7: Do you think that there are possibilities that your business could use Irish as a marketing tool or as part of your marketing strategy?

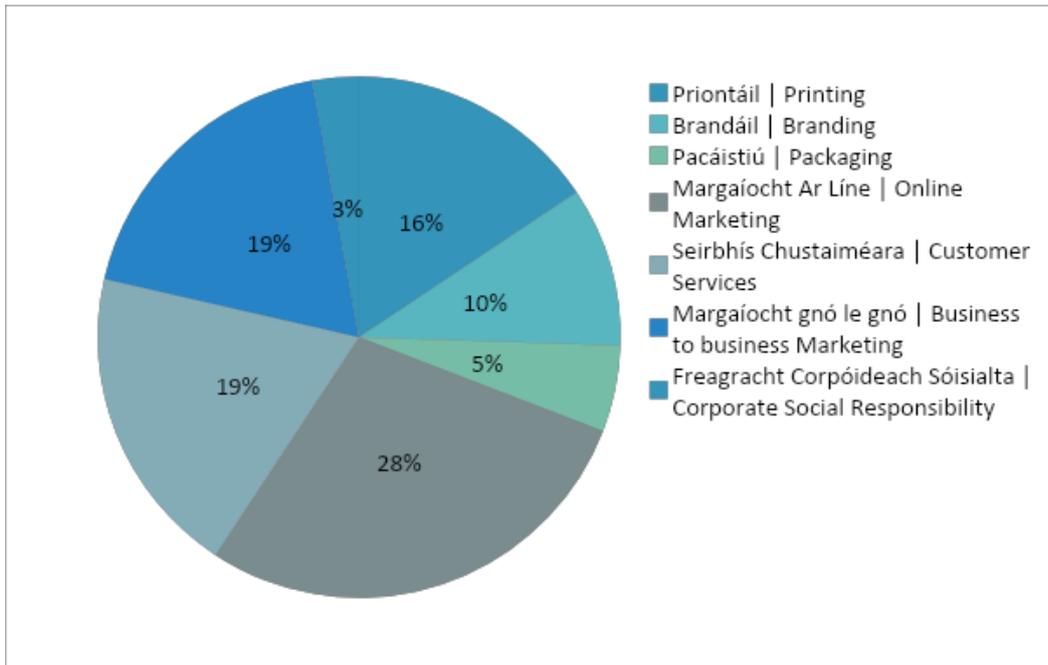


Figure 8: If so, choose one way or more from the list that your business could use Irish:

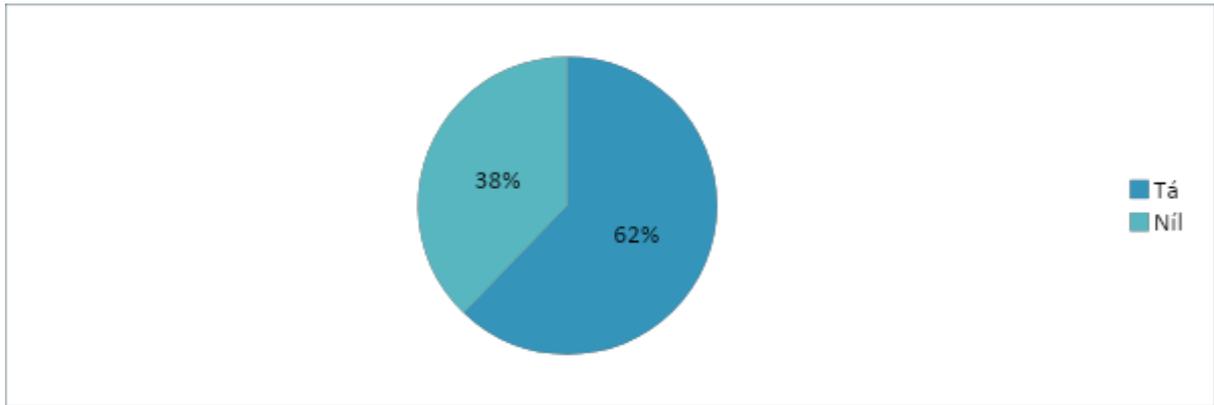


Figure 9: Do you think that there is an extra advantage associated with the use of Irish in marketing communications?

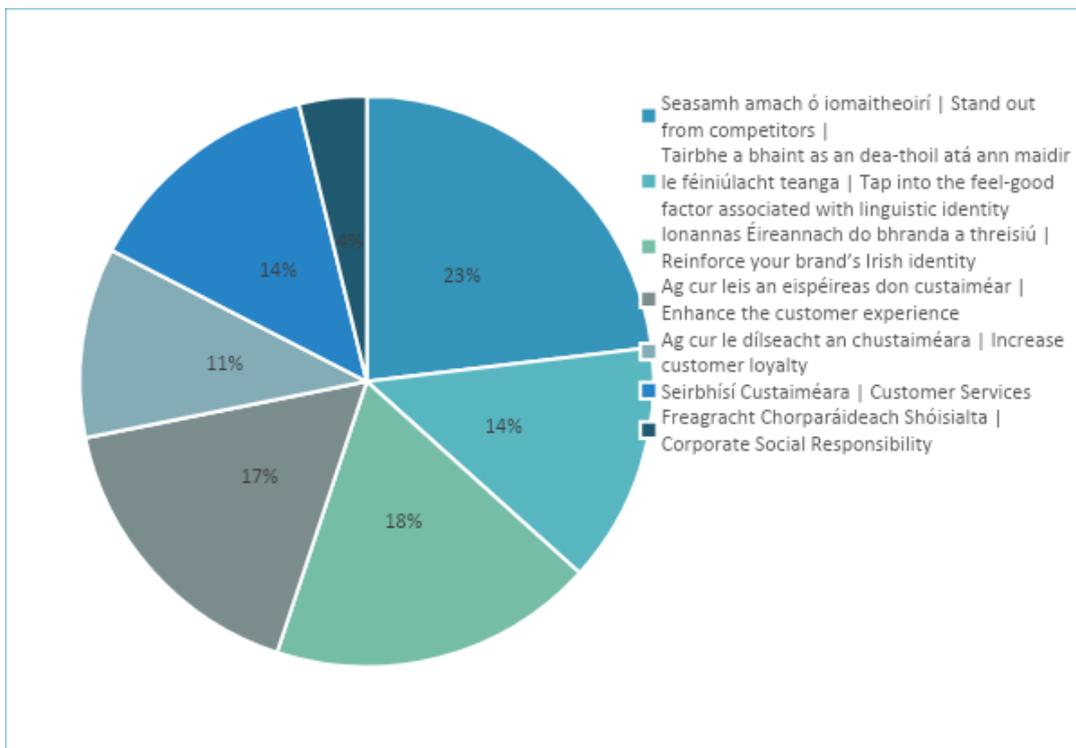


Figure 10: If so, choose one way or more from the list below that your business could use Irish as a competitive advantage.

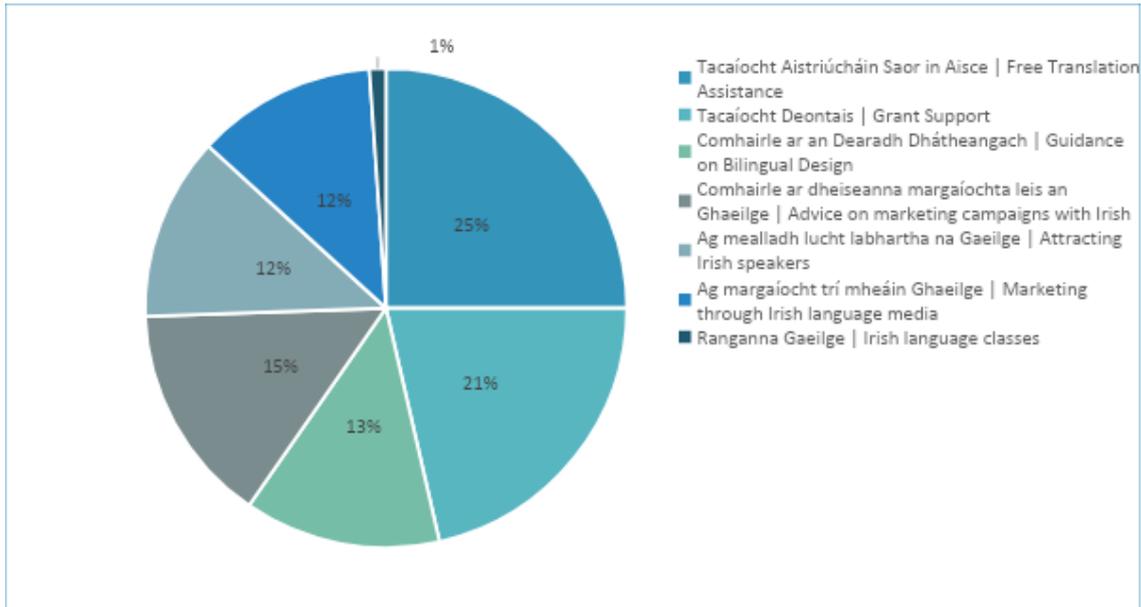


Figure 11: What kind of support would inspire you to use Irish in your business?

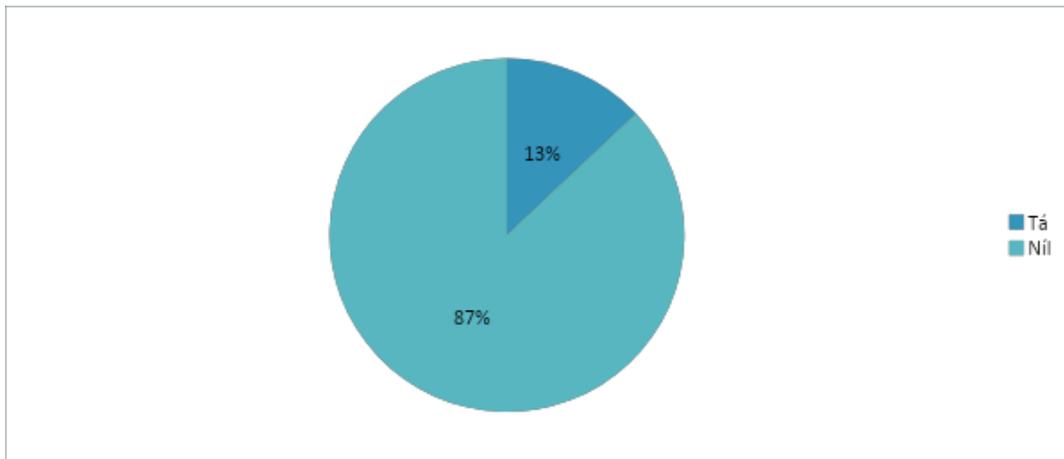


Figure 12: Are you aware of the support and funding available from Foras na Gaeilge for businesses that are using English and Irish?

## 9.4 Research among organisations and community groups

### 9.4.1 Introduction

A survey was circulated among organisations and community groups such as sports clubs, music clubs, churches and other community groups. Overall, groups that engage with all age groups responded to the survey. In the majority of cases, there was nobody appointed in the office to deal with Irish (such as an Irish officer) and Irish was used mostly in correspondence (signatures and other) and on social media. This demonstrates the understanding among these groups that it is an advantage to use Irish, and it also demonstrates good will towards Irish.

Only one organisation that responded to the survey had a policy or plan in place with regards to the use of Irish. Among the obstacles that respondents mentioned in regards to the use of the language, language skills, time and resources and the difficulty in changing a language trend were all mentioned. That said, 70% said that they would be happy to introduce a Fáinne scheme. Recommendations were also made

with regards to support for the language, that were very similar to those mentioned by the business industry, a translation service, language enablement and help with publicity material.

9.4.2 Main themes and recommendations:

- Extend business supports in the language plan to include voluntary and community groups.

Figure 1: How many people are employed in the organisation (put a number in every box please)?

Employees	Full time	Part time	Voluntary
1	2	2	1
2 – 5	3	4	0
6 – 10	1	0	3
> 10	3	2	5

Figure 2: Put a tick in the box that best describes your organisation's work?

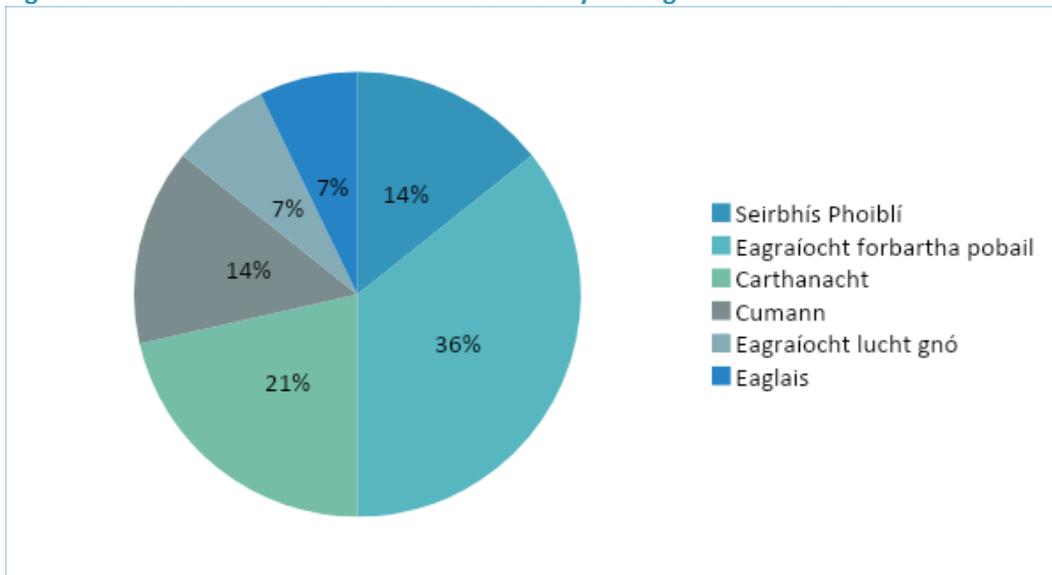


Figure 3: Who provides funding for this organisation?

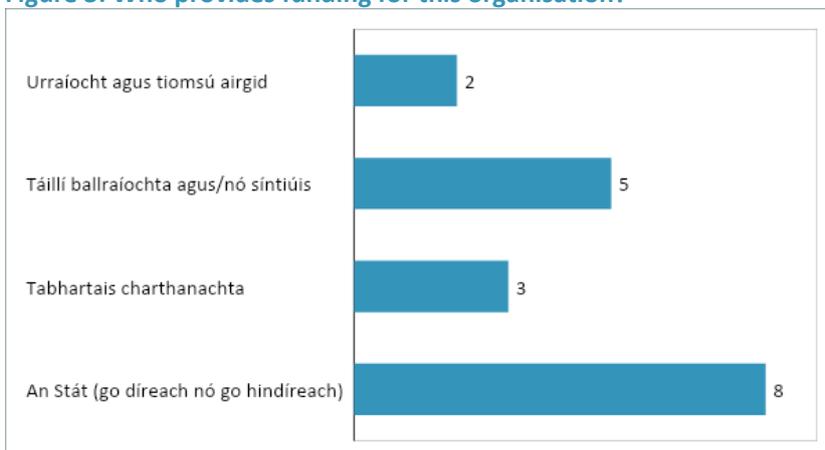


Figure 4: What age group does this organisation deal with primarily?

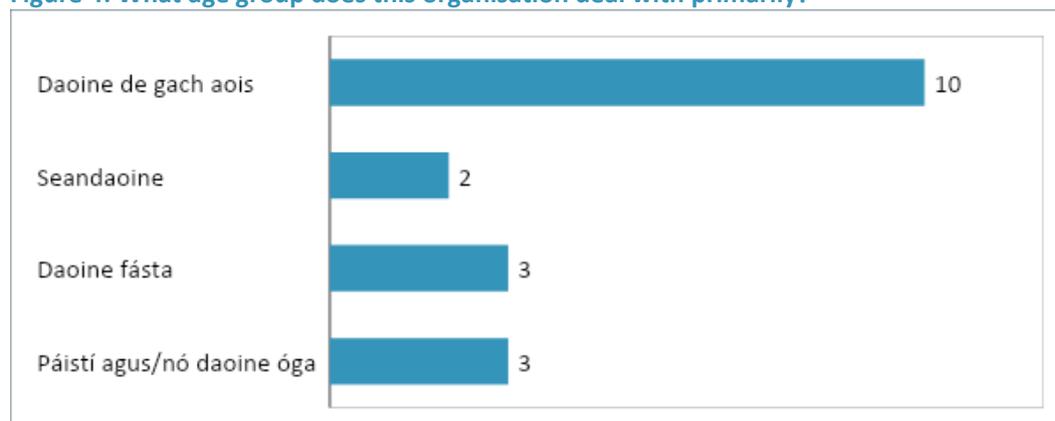


Figure 5: Put a tick in the box that best describes this organisation:

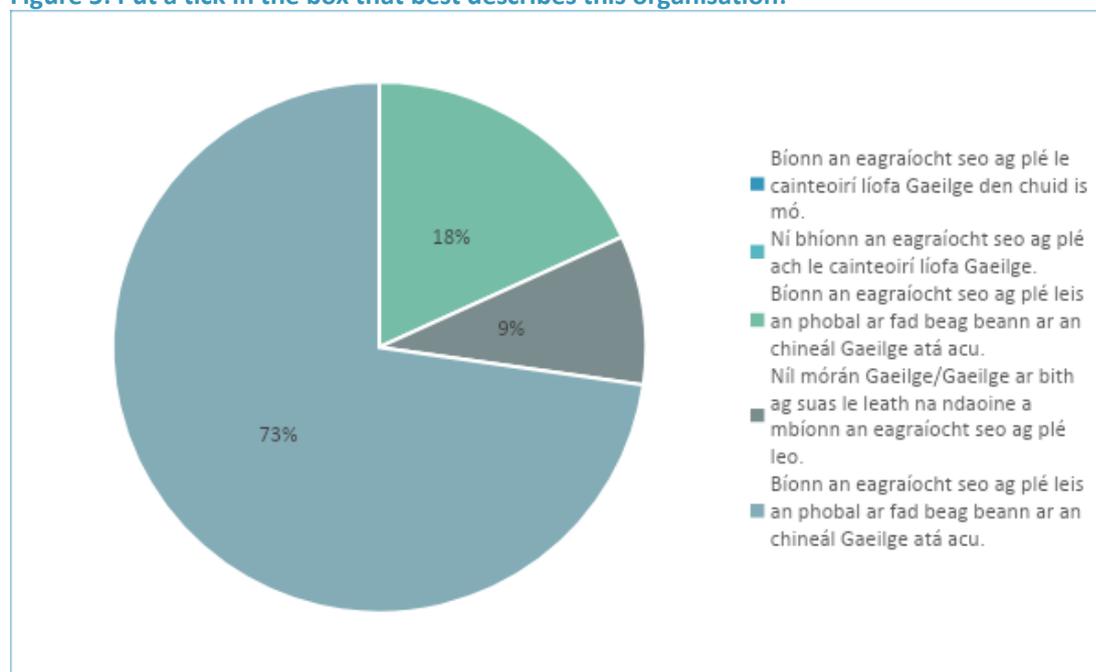


Figure 6: How many staff members/workers in the organisation have Irish?

	Native speaker/ fluent	Reasonable Irish	Little Irish
1	5	2	0
2 - 5	3	4	3
6 - 10	2	2	1
> 10	0	1	4

Figure 7: Put a tick in every box that displays the use of Irish in your organisation.

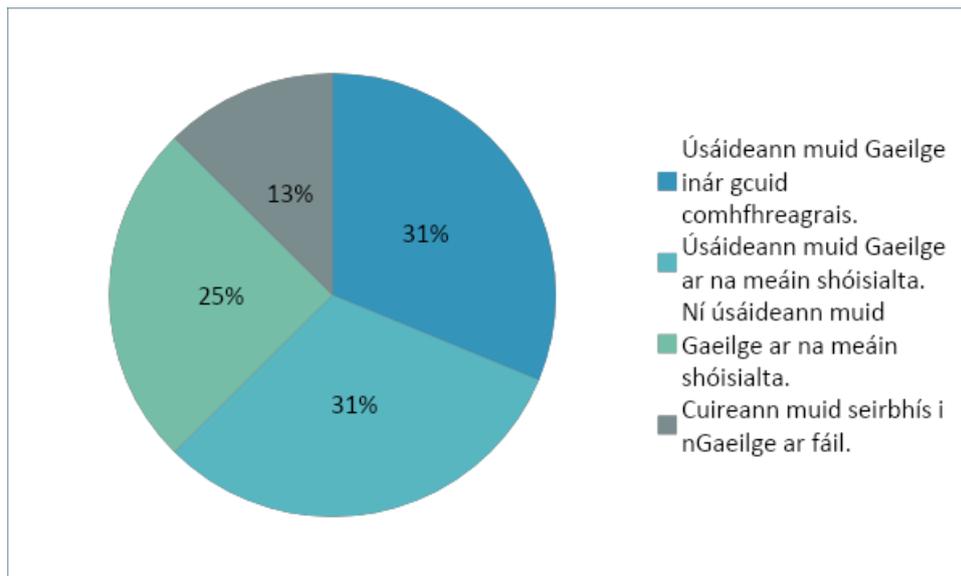


Figure 8: Is there an Irish Officer employed in the organisation?

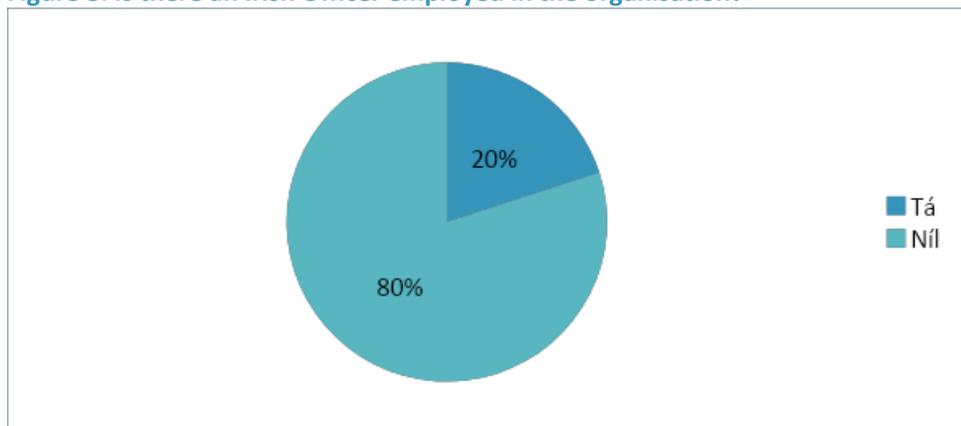


Figure 9: If the organisation has no Irish Officer, is there another staff member/worker responsible for the promotion of Irish in the organisation?

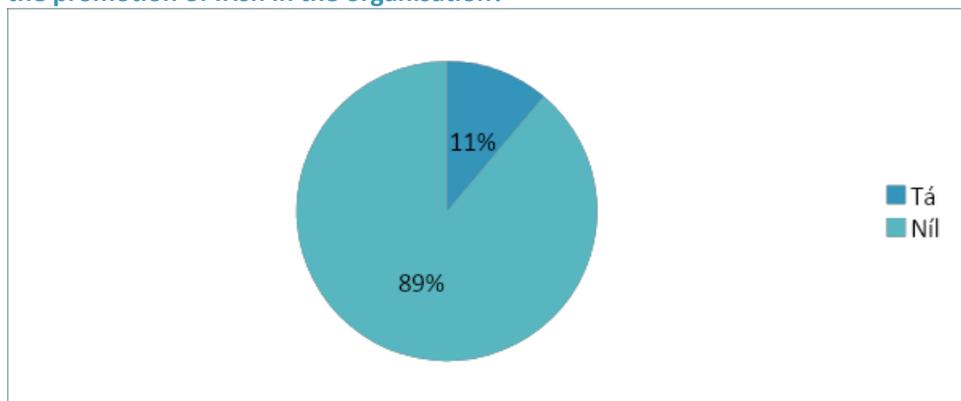


Figure 10: Does the organisation have an official language plan?

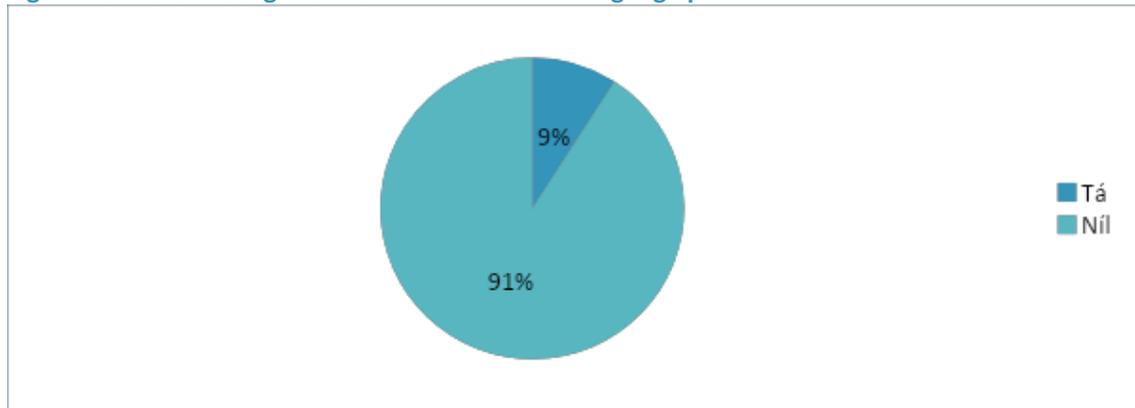
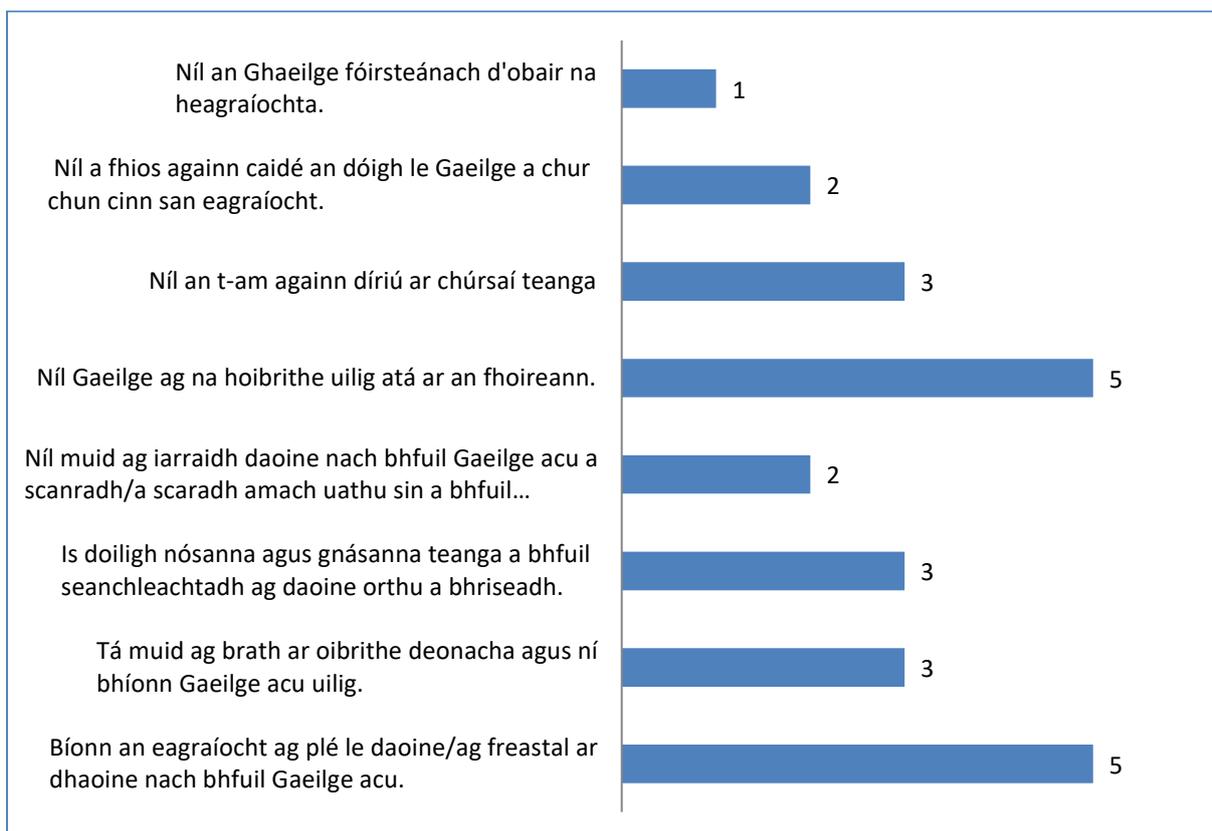
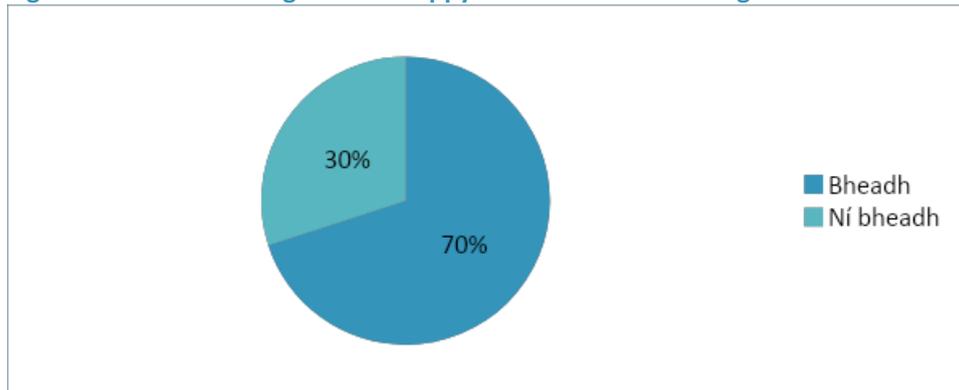


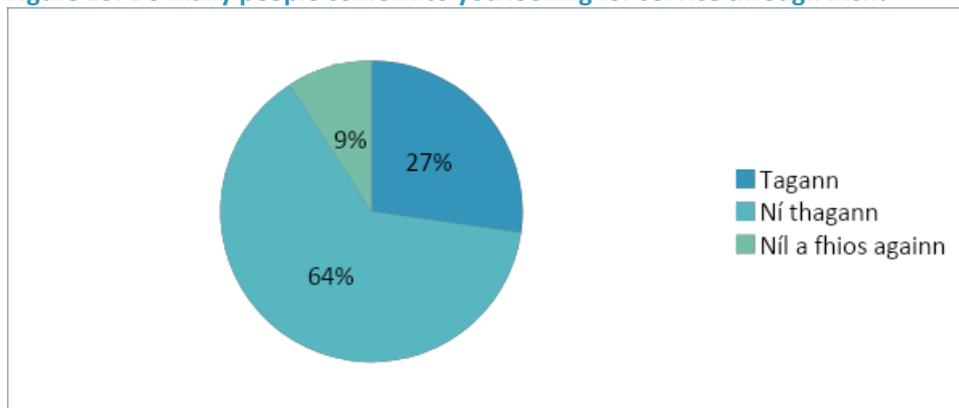
Figure 11: What are the biggest challenges involved in the promotion and use of Irish in the organisation?



**Figure 12: Would the organise be happy to consider introducing a Fáinne scheme?**



**Figure 13: Do many people come in to you looking for service through Irish?**



**What would help you to integrate more Irish in the work/everyday life of the organisation?**

Access to translation services and signage which is accessible to people who are blind or vision impaired.
Dedicated funding, scholarships to Gaeltacht and Irish language PR material.
Having a dedicated Irish language staff person.
If the number of fluent Irish speakers increased we would offer Irish language worship. However, limited resources and many non-Irish members mean that we use English as the common language.
More visible Irish in LK.
I am a fluent Irish speaker. Is cainteoir dúchais mé.
Translation services to allow us to present our services in Irish.
If our members were willing and happy to use it and speak it. We provided Irish classes and opportunities to converse but not many members availed of them.
Maybe the biggest thing that would help us is a devoted Irish officer that would be able to focus solely on the promotion of the language.

## 10. Actions of the Language Plan

### 10.1 Introduction

In this section, the actions of the Language Plan will be outlined. These are the actions that need to be carried out to ensure that the Language Plan works efficiently. These actions are based on good language planning practice and on the research carried out as part of this language planning process in the town of Letterkenny.

This plan will be rolled out over a seven year period. These actions include social, educational, economic and other matters, and because of the various fields involved, accurate monitoring of the efficiency of the actions is needed to ensure the success of the plan.

The actions below are categorised according to these fields as follows, in accordance with the language planning guidelines issued by the Department of Culture, Heritage and the Gaeltacht in 2018:

- A. The education system (including early childhood education services);
- B. Childcare, preschool, family support services, including language support services;
- C. Services for young people and other age groups;
- D. Learning opportunities outside the education system;
- E. The business sector;
- F. Community organisations and co-operative societies;
- G. The media;
- H. Public services;
- I. Physical planning and development;
- J. Social and recreational services;
- K. The status of Irish in the area - the public's attitude, ability and convention towards it.

The language planning criteria which apply to every action will be stated. In the interest of fluency, the language planning criteria as outlined under section 12 of Acht na Gaeltachta 2012 are available in Appendix B.

### 10.2 SUMMARY OF THE ACTIONS

Implementing the language plan	
	Membership of the Language Planning Committee
	Appoint a language planning coordinator to implement the plan
	Find a workplace for the language planning coordinator
	Marketing and publicity
	Donegal Language Planning Forum
	Líonra Leitir Ceanainn's website

<b>The education system</b>	
7.	The Parents Associations in the Gaelscoileanna
8.	Add to the provision of Irish or through Irish in LYIT
9.	A forum for Irish teachers
<b>Childcare, preschool and family support services</b>	
10.	Childcare services
11.	Cooperation with current youth providers
	Family days
	Parent and toddler group
<b>Services for young people and other age groups</b>	
	The development of a network for young people
	Youth trips and events
<b>Learning opportunities outside the education system</b>	
	Irish classes at various levels
	Conversation circles
	Information for learners
<b>The business sector</b>	
	Workshops for businesses on the advantages associated with Irish
	Letterkenny Business Directory
	Establish Letterkeny Gnó le Gaeilge Awards
	National Gnó le Gaeilge Awards
	A translation service
	Other supports
<b>Community organisations</b>	
	Support community organisations to use Irish

The media	
	Create a link with the local media
	A training course on radio skills
Physical planning and development	
	Cultúrlann Leitir Ceanainn
Public Services	
	Information regarding public services available in Irish
Social and recreational services	
	Pop-up Gaeltacht
	Annual Irish night
<b>32.</b>	Workshops for the Irish community
	Park Run through Irish
	Festivals: Seachtain na Gaeilge agus Féile an Fhómhair
The status of Irish in the area - the public's attitude, ability and habits.	
<b>35.</b>	Signage in the Gaeltacht service town.

### 10.3 The Actions of the Language Plan

10.3.1 Implementing the Language Plan <b>Action 1</b>	<b>Extend and strengthen the membership of the language planning committee</b>
<b>Fields involved</b>	I, K
<b>Language planning criteria</b>	1
<b>The aim of the action</b>	To ensure the efficiency of the process by having a strong structure in the language planning committee with a range of expertise and experience.
<b>Additional information</b>	The members of the language planning committee and the head organisation will direct the language planning officer and will be responsible for the implementation of the plan over a seven year period. It is essential, therefore, that a wide range of expertise and interests are available to ensure that every section of the language plan is covered and add positively to it. Succession planning and reviews of the skills and weaknesses of the

	committee will be undertaken to ensure that it is able to function effectively and representative of the community as a whole.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The Chairperson of the language planning committee (main owner)</li> <li>• The language planning committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	To find people who are willing and happy to be members of the language planning committee.
<b>Overcoming the challenge</b>	Have an induction process in place so people can get acquainted with the duties of the committee easily and also to keep people on board.
<b>Monitoring the implementation of the action</b>	The efficiency of the action will be demonstrated by the way the language planning committee function in general.

<b>Action 2</b>	<b>Appoint a language planning coordinator to implement the plan</b>
<b>Fields involved</b>	A-K
<b>Language planning criteria</b>	1, 3, 8, 10, 11, 12, 13, 14
<b>Aim of the action</b>	Appoint a language planning coordinator who would implement this language plan and add recommendations/actions when necessary.
<b>Additional information</b>	<ul style="list-style-type: none"> <li>• A language planning coordinator with the suitable qualifications will be recruited - they will implement the plan and monitor the implementation with the full support of the administrators of the plan..</li> <li>• The language planning coordinator will be allowed and encouraged to develop new actions that are not mentioned in this plan and make recommendations in relation to the plan and the monitoring process.</li> <li>• The language planning coordinator will be provided with training and support when necessary and depending on the qualifications of the person appointed.</li> <li>• Frequent meetings will be held (at least once quarterly) between the language planning committee and the language planning coordinator to review the implementation of the plan and plan for the future.</li> </ul>
<b>Páirtithe leasmhara</b>	The language planning committee Foras na Gaeilge
<b>Lifetime of the action</b>	Year 1: recruitment process, appoint a coordinator YEAR 1-7: the employment of the officer
<b>Estimated total cost</b>	€443,930.58
<b>Estimated yearly cost</b>	Year 1: €59,559.72 Year 2: € 60,135.00 Year 3: €61,702.16 Year 4: €63,271.64 Year 5: €64,842.28 Year 6: €66,423.36 Year 7: €67,996.32
<b>Challenge</b>	To recruit someone with the relevant qualifications and experience and keep them in the role.
<b>Overcoming the challenge</b>	Announce the post extensively, not only in the Gaeltacht service town area but nationally in the traditional media and on social media.

<b>Monitoring of the implementation of the action</b>	Official monthly meetings will be organised between the language planning coordinator and the language planning committee. Arrangements will be made for a representative from the committee to be the coordinator's line manager and continuous monitoring and support will be provided through this mechanism.
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<b>Action 3</b>	<b>A workspace for the language planning coordinator</b>
<b>Fields involved</b>	I, K
<b>Language planning criteria</b>	All the criteria
<b>Aim of the action</b>	Provide the language planning coordinator with a workspace in Letterkenny with the necessary office resources (e.g. phone, internet connection and relevant office equipment)
<b>Additional information</b>	At the moment there is no headquarters for Irish in the Letterkenny area. A workspace is necessary for the language planning officer and a visible, central place is needed to increase the accessibility of the services available and to raise the image of Irish. This workspace will also be the headquarters of the administrators of the plan, where people can come together, organise meetings, store materials etc.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The administrators of the plan (main owner)</li> <li>• The language planning coordinator</li> </ul>
<b>Lifetime of the action</b>	To be arranged in the first year and to be kept throughout the implementation of the plan.
<b>Estimated total cost</b>	€95,000
<b>Estimated yearly cost</b>	Rent, insurance, officer equipment etc. Year 1: €15,000 Year 2 - 7: €10,000
<b>Challenge</b>	To find a suitable workspace in the middle of the town at a reasonable price
<b>Overcoming the challenge</b>	Temporary workspaces can be used for a short term period, such as the office space available in the CoLab in LYIT until the administrators of the plan find a suitable workspace. There is no need to put a deadline on the implementation of that part before the language planning officer is appointed.
<b>Monitoring the implementation of the action</b>	Continuous monitoring at the administrators level of the suitability of the workspace for the language planning officer and the needs of the organisation and the language plan.

<b>Action 4</b>	<b>Marketing and publicity</b>
<b>Fields involved</b>	K
<b>Language planning criteria</b>	All criteria
<b>The aim of the action</b>	Inform the Letterkenny community of the progress of the language plan and the opportunities to engage with it.
<b>Additional information</b>	Continuous marketing will be necessary to inform the Letterkenny community of events taking place and the context of language planning in general. It is vital that there is enough information available regarding the language planning process to encourage participation in it. The following will be part of the marketing: <ul style="list-style-type: none"> <li>• Ongoing contact with local media</li> </ul>

	<ul style="list-style-type: none"> <li>• Interviews conducted regarding sections of the language plan when necessary</li> <li>• Leaflets and other material to be distributed regarding the ongoing work</li> <li>• Information to share at public events</li> <li>• Update social media accounts on a regular basis</li> <li>• Update the website on a regular basis (more information in Action 6)</li> <li>• A regular newsletter by email</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator</li> <li>• The language planning committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€17,500
<b>Estimated yearly cost</b>	€2,500
<b>Challenge</b>	Time could be a problem for the language planning coordinator while trying to cover all of the above.
<b>Overcoming the challenge</b>	Provide the language planning coordinator with marketing support at committee level or invest in marketing services if necessary..
<b>Monitoring the implementation of the action</b>	The efficiency of this action will be demonstrated by the success of the various sections of this plan and in the monitoring of them.

<b>Action 5</b>	<b>Donegal Language Planning Forum</b>
<b>Fields involved</b>	F, I, K
<b>Language planning criteria</b>	All the criteria
<b>The aim of the action</b>	Participation in a Donegal Language Planning Forum.
<b>Additional information</b>	The Donegal Language Planning Forum will be established to give all the language planning committees in Donegal an opportunity to come together and support each other and recognise cooperation opportunities.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator</li> <li>• The language planning committee</li> <li>• Glór na nGael</li> <li>• Committees from the language planning areas in Donegal</li> <li>• Donegal County Council</li> <li>• Údarás na Gaeltachta</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	The salary of the LPO will cover the cost of this action
<b>Estimated yearly cost</b>	The salary of the LPO will cover the cost of this action
<b>Challenge</b>	No challenges are expected in the implementation of this action
<b>Overcoming the challenge</b>	N/A
<b>Monitoring the implementation of the action</b>	The efficiency of this action will be demonstrated by the success of the various sections of this plan and in the monitoring of them.

<b>Action 6</b>	<b>Management of the website and keeping it updated to demonstrate the progress of the language planning process</b>
<b>Fields involved</b>	K
<b>Language planning criteria</b>	1, 15
<b>The aim of the action</b>	Facilitate communication and publicity between the administrators/ the LPC and the town community.
<b>Eolas breise</b>	<p>The administrators have a website at ag <a href="http://www.lionraleitirceanainn.ie">www.lionraleitirceanainn.ie</a>. This website was used throughout the process to share information regarding the compiling of the language plan. The language plan will be divided into sections:</p> <ul style="list-style-type: none"> <li>• A page for learners: resources and links</li> <li>• A page for young people: resources and links</li> <li>• Information regarding Irish events in the area</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The administrators of the plan</li> <li>• The language planning committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€5,110
<b>Estimated yearly cost</b>	<p>Domain name: €30          Hosting and implementation donation: €100          €50 per month (updates etc): €600          Yearly cost: €730</p>
<b>Challenge</b>	Technical skills will be needed to update the website when necessary.
<b>Overcoming the challenge</b>	Someone with the relevant qualifications will be appointed to update the website when directed by the language planning coordinator to do so.
<b>Monitoring of the implementation of the action</b>	The efficiency of this action will be demonstrated by the success of the various sections of this plan and in the monitoring of them.

### 10.3.2 THE EDUCATION SYSTEM

<b>Action 7</b>	<b>Parent's Associations in the Gaelscoileanna</b>
<b>Fields involved</b>	A, B, C, D, K
<b>Language planning criteria</b>	5, 6, 7, 8, 9, 10, 11
<b>The aim of the action</b>	Strengthen the ongoing work by the parent's associations in the two Gaelscoileanna (Coláiste Áiligh and Gaelscoil Adhamhnáin) by providing administrative support and resources when necessary.
<b>Additional information</b>	It is essential that the Irish community in Letterkenny actively participate in strengthening the Gaelscoileanna and one of the most effective ways to do this is to support the parents in the school while they are trying to support the school. The language planning coordinator will help these associations by providing administrative support, by helping publicise events and by helping to fill out funding applications from time to time.

<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator</li> <li>• The language planning committee</li> <li>• Coláiste Áiligh</li> <li>• Gaelscoil Adamhnáin</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	N/A
<b>Overcoming the challenge</b>	N/A
<b>Monitoring the implementation of the action</b>	The parent's associations will be consulted quarterly to review the support that is available and would be of help to them to monitor the efficiency of the action.

<b>Action 8</b>	<b>Add to the provision for Irish in LYIT</b>
<b>Fields involved</b>	A, C, K
<b>Language planning criteria</b>	5, 9, 15
<b>The aim of the action</b>	To provide more courses through Irish in Letterkenny Institute of Technology.
<b>Additional information</b>	Short courses through Irish are available in Letterkenny Institute of Technology and Irish can be a part of other full time courses. The language planning committee will work with the Institute to explore the possibilities of providing more course in Irish during the implementation of the plan. The possibilities could include accuracy in Irish, administration and Irish and other practical skills that would be of help to people looking for employment through the medium of Irish in the future.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator</li> <li>• The language planning committee</li> <li>• Letterkenny Institute of Technology</li> <li>• The Department of Education and Skills</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	Resources and demand for the courses.
<b>Overcoming the challenge</b>	Further research in consultation with Letterkenny Institute of Technology to gauge the demand for these types of courses.
<b>Monitoring the implementation of the action</b>	The language planning committee will review the efficiency of the action quarterly.

<b>Action 9</b>	<b>Irish Teachers Forum</b>
<b>Fields involved</b>	A, C, K
<b>Language planning criteria</b>	5, 10

<b>The aim of the action</b>	Establish a forum for Irish teachers from all types of schools to support each other and share resources.
<b>Additional information</b>	As well as the two Gaelscoileanna in Letterkenny, there are three secondary schools and seven primary schools that provide Irish classes (more information in Section 6.2) A forum will be established to provide an opportunity for Irish teachers and those with Irish as part of the curriculum to meet and share their expertise, recognise cooperation opportunities and learn from each other. An tAcadamh i nGaoth Dobhair are in the process of developing resources MPTIT
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator</li> <li>• The language planning committee</li> <li>• Letterkenny schools</li> <li>• The Department of Education and Skills</li> <li>• Acadamh na hOllscolaíochta Gaeilge i nGaoth Dobhair</li> <li>• Meitheal Pleanála Teanga an Iarthuaiscirt</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	That the teachers have time to attend the forum.
<b>Overcoming the challenge</b>	Hold meetings of the forum shortly after school hours, and if possible they will be held in various schools from time to time.
<b>Monitoring the implementation of the action</b>	Feedback will be sought from teachers as part of the forum and the language planning committee will review the efficiency of the action once quarterly.

### 10.3.3 CHILDCARE, PRESCHOOL AND FAMILY SUPPORT SERVICES

<b>Action 10</b>	<b>Childcare services</b>
<b>Fields involved</b>	B, C
<b>Language planning criteria</b>	7, 8, 9, 13, 15
<b>The aim of the action</b>	Inform parents of the daycare services available through Irish in Letterkenny.
<b>Additional information</b>	A directory with the daycare services available through Irish will be compiled so that parents can access this information easily and service providers can see that there is an advantage involved in providing their services through Irish. A link will be established with LYIT regarding the early childcare courses available. Workshops will be held and resources will be provided to demonstrate the advantages associated with Irish.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> </ul>

	<ul style="list-style-type: none"> <li>• Cara House</li> <li>• Glór na nGael</li> <li>• Tuismitheoirí na Gaeltachta</li> <li>• LYIT</li> <li>• Education and Training Board (training through Irish)</li> <li>• Donegal County Childcare Committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	Find enough providers to compile the directory.
<b>Overcoming the challenge</b>	Make continuous contact with people working in the sector and update the directory on a regular basis.
<b>Monitoring the implementation of the action</b>	The language planning committee will review the efficiency of the action once quarterly.

<b>Action 11</b>	<b>Cooperate with childcare services</b>
<b>Fields involved</b>	B, C
<b>Language planning criteria</b>	7, 8, 9, 13, 15
<b>The aim of the action</b>	Provide support and resources to daycare providers that would like to use Irish or more Irish.
<b>Additional information</b>	Support will be provided to daycare providers to use more Irish with the children that they are working with by sourcing resources with songs , games and more to help them use Irish.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> <li>• Cara House</li> <li>• Glór na nGael</li> <li>• Education and Training Board (training through Irish)</li> <li>• LYIT</li> <li>• Donegal County Childcare Committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€3,500
<b>Estimated yearly cost</b>	€500 on resources
<b>Challenge</b>	Sourcing resources that would be suitable for the relevant age group
<b>Overcoming the challenge</b>	Get advice from groups such as Tuismitheoirí na Gaeltachta or Gaeloideachas regarding the best resources.
<b>Monitoring the implementation of the action</b>	Feedback will be sought from daycare providers and the language planning committee will review the efficiency of the action once quarterly.

<b>Action 12</b>	<b>Family Days</b>
<b>Fields involved</b>	B, C
<b>Language planning criteria</b>	7, 8, 9, 10, 15
<b>The aim of the action</b>	Organise family days in Letterkenny for parents raising their families with Irish.

<b>Additional information</b>	Family days are organised to bring parents who are raising their families with Irish together and to provide them with informal speaking and learning opportunities. Children and parents will be given an opportunity to spend time in an all-Irish environment with entertainment and fun provided.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> <li>• Glór na nGael</li> </ul>
<b>Lifetime of the action</b>	Year 1: 4 days a year Year 2 – 5: 6 days a year Year 6 – 7: 8 days a year
<b>Estimated total cost</b>	44 family days throughout the implementation of the plan = €22,000
<b>Estimated yearly cost</b>	<b>€500 for every family day</b>  Year 1: 4 family days a year = €2,000 Year 2-5: 6 days a year = €3,000 Year 6-7: 8 days a year = €4,000
<b>Challenge</b>	Create an all-Irish environment at the family days and ensure the immersion experience.
<b>Overcoming the challenge</b>	Provide certain events for bilingual families and publicise whether the event will be in Irish only or bilingual.
<b>Monitoring the implementation of the action</b>	Feedback will be sought from parents and children that participate. The language planning committee will review the efficiency of the the action once quarterly.

<b>Action 13</b>	<b>Parent and toddler group</b>
<b>Fields involved</b>	B, C
<b>Language planning criteria</b>	7, 8, 9, 10, 11, 15
<b>The aim of the action</b>	Give parents and toddlers an opportunity to use Irish together and with other families.
<b>Additional information</b>	Establish a group for parents and toddlers to give them an opportunity to spend time together in an all-Irish environment.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> <li>• Glór na nGael</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€8,000
<b>Estimated yearly cost</b>	Year 1 & 2: €1,500  Year 3 – 7: €1,000
<b>Challenge</b>	Create an all-Irish environment and ensure the immersion experience.
<b>Overcoming the challenge</b>	Organise certain events for bilingual families and publicise whether the event is in Irish only or bilingual.

<b>Monitoring the implementation of the action</b>	Feedback will be sought from parents that participate. The language planning committee will review the efficiency of the action once quarterly.
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#### 10.3.4 SERVICES FOR YOUNG PEOPLE AND OTHER AGE GROUPS

<b>Action 14</b>	<b>A Youth Lónra</b>
<b>Fields involved</b>	C, D, J, K
<b>Language planning criteria</b>	10, 11, 12
<b>The aim of the action</b>	Give young people a voice in the language planning process.
<b>Additional information</b>	A Youth Lónra will be established, a committee of young at primary school and secondary school level to advise the planning committee of what should be organised at family and youth events. Members of Lónra na nÓg will bring recommendations to the Lónra Leitir Ceanainn regarding events for young people and they will be given funding to hold events themselves (with support when necessary).
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Primary schools in the area</li> <li>• Secondary schools in the area</li> <li>• Youth clubs</li> <li>• Foras na Gaeilge</li> <li>• Coláiste na bhFiann</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€7,000
<b>Estimated yearly cost</b>	€500 x 2 events - €1,000
<b>Challenge</b>	Recruit young people who would be interested in participating.
<b>Overcoming the challenge</b>	Recruit in the schools and youth clubs; make meetings enjoyable and relevant for the age group.
<b>Monitoring the implementation of the action</b>	An annual review will be carried out with Youth Lónra members to gather opinions regarding the process.

<b>Action 15</b>	<b>Trips and Events for Young People</b>
<b>Fields involved</b>	C, D, J, K
<b>Language planning criteria</b>	10, 11, 12
<b>The aim of the action</b>	Provide social opportunities for young people through Irish.
<b>Additional information</b>	Eight trips or events will be organised every year focusing on young people - four for primary school children and another four for those at secondary school level. An emphasis will be placed on fun and socialising and it all through the medium of Irish.

<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Primary schools in the area</li> <li>• Secondary schools in the area</li> <li>• Youth clubs</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€28,000
<b>Estimated yearly cost</b>	€4,000
<b>Challenge</b>	Recruit young people who have an interest in participating.
<b>Overcoming the challenge</b>	Recruit in schools and youth clubs; make events and trips enjoyable and relevant for the age group.
<b>Monitoring the implementation of the action</b>	An annual review will be carried out with Youth Lónra members to gather opinions regarding the process.

<b>Action 16</b>	<b>Establish a Youth Club</b>
<b>Fields involved</b>	C, D, J, K
<b>Language planning criteria</b>	10, 11, 12
<b>The aim of the action</b>	Give social opportunities to young people through Irish.
<b>Additional information</b>	A link will be created with Cumann na bhFiann regarding the establishment of a youth club in Letterkenny for primary school children first and that would operate totally through the medium of Irish.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Primary schools in the area</li> <li>• Secondary schools in the area</li> <li>• Cumann na bhFiann</li> </ul>
<b>Lifetime of the action</b>	Year 2-7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	Find a suitable space for the youth club in an all-Irish environment.
<b>Overcoming the challenge</b>	A link will be established between the schools, current youth clubs and with other youth service providers to find a place that is suitable for the youth club and creates an all-Irish environment.
<b>Monitoring the implementation of the action</b>	The progress of the youth club will be monitored at committee level and there will be regular contact between the language planning officer and the youth club.

### 10.3.5 LEARNING OPPORTUNITIES OUTSIDE THE EDUCATION SYSTEM

<b>Action 17</b>	<b>Irish Classes in Letterkenny</b>
<b>Fields involved</b>	D, K
<b>Language planning criteria</b>	10, 11
<b>The aim of the action</b>	Provide Irish classes or promote them at all levels in Letterkenny.

<b>Additional information</b>	Irish classes of various levels are being provided in Letterkenny by Cara House, CLG Gaeil Leitir Ceanainn, LYIT and other groups. The amount of classes at various levels and times will be increased and publicity will be given to other Irish classes available in Letterkenny.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> <li>• Cara House</li> <li>• CLG Gaeil Leitir Ceanainn / CLG Naomh Adhamhnáin</li> <li>• LYIT</li> <li>• Donegal County Council</li> <li>• Education and Training Board</li> <li>• Other providers of Irish classes</li> <li>• Gaelchultúr</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€12,000
<b>Estimated yearly cost</b>	Year 1-4: €1,200 Year 5-7: €2,400
<b>Challenge</b>	Gather information regarding the Irish classes available and support learners of all levels in the town.
<b>Overcoming the challenge</b>	Have continuous contact with the providers of Irish classes and seek regular feedback regarding the classes provided by Lónra Leitir Ceanainn regarding the various levels available.
<b>Monitoring the implementation of the action</b>	The attendance of the classes (that are organised by LLC only) will be monitored and feedback will be sought from the students and teachers.

<b>Action 18</b>	<b>Conversation Circle</b>
<b>Fields involved</b>	D, K
<b>Language planning criteria</b>	9, 10, 11
<b>The aim of the action</b>	Provide Irish speakers and learners with an opportunity to converse by facilitating a conversation circle.
<b>Additional information</b>	The amount learned in the Irish class will be added to and opportunities will be created for people who already have Irish through the conversation circle. For example a weekly conversation circle will be organised on Saturday mornings in the Chill Out Café. The amount of conversation circles at various times will be increased and the current opportunities available in Letterkenny will be given publicity.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> <li>• Cara House</li> <li>• Conradh na Gaeilge</li> <li>• Donegal County Council</li> <li>• Education and Training Board</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€3,500

<b>Estimated yearly cost</b>	€500
<b>Challenge</b>	Finding suitable places to organise the conversation circles and resources to facilitate the circles every week.
<b>Overcoming the challenge</b>	Recommendations will be sought from those who attend the conversation circle regarding places that would be suitable and volunteers will be sought to facilitate the conversation circles.
<b>Monitoring the implementation of the action</b>	The attendance of the conversation circles will be monitored and feedback will be sought from those who attend.

<b>Action 19</b>	<b>Information for learners</b>
<b>Fields involved</b>	D, K
<b>Language planning criteria</b>	9, 10, 11
<b>The aim of the action</b>	Provide information for learners regarding the Irish learning opportunities online, in the Gaeltacht and in any other place.
<b>Additional information</b>	A space will be created on Lónra Leitir Ceanainn's website to provide information for learners regarding Irish learning opportunities by providing resources, information regarding Gaeltacht courses and more.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• The language planning committee</li> <li>• Donegal County Council</li> <li>• Education and Training Board</li> </ul>
<b>Lifetime of the action</b>	Year 2 – 7
<b>Estimated total cost</b>	N/A
<b>Estimated yearly cost</b>	N/A
<b>Challenge</b>	N/A
<b>Overcoming the challenge</b>	N/A
<b>Monitoring the implementation of the action</b>	The efficiency of this action will be monitored by contacting those who attend the Irish classes or the conversation circles.

### 10.3.6 THE BUSINESS SECTOR

<b>Action 20</b>	<b>Workshops on the advantage associated with Irish for the business sector</b>
<b>Fields involved</b>	E, K
<b>Language planning criteria</b>	11, 13, 14
<b>The aim of the action</b>	Inform businesses of the extra advantage associated with Irish for businesses.
<b>Additional information</b>	Workshops and training will be provided to share information regarding the uses of Irish in the workplace and to provide supports to any businesses who wish to do so.

<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Donegal Women in Business</li> <li>• Letterkenny Chamber of Commerce</li> <li>• Local businesses</li> <li>• Foras na Gaeilge</li> <li>• Glór na nGael</li> <li>• Údarás na Gaeltachta</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€17,500
<b>Estimated yearly cost</b>	Holding workshops: €500 x 3 = €1,500 Support Resources: €1,000
<b>Challenge</b>	Encourage businesses to attend the workshops.
<b>Overcoming the challenge</b>	This involves continuous work through developing a relationship with businesses in the town who have an interest in Irish. Established business networks will also be used to distribute information regarding the workshops.
<b>Monatóireacht ar fheidhmiú an bhirt</b>	Attendance at workshops will be monitored and feedback will be sought from those attending.

<b>Action 21</b>	<b>Letterkenny Business Directory</b>
<b>Fields involved</b>	E, K
<b>Language planning criteria</b>	11, 13, 14, 15
<b>Aim of the action</b>	Give recognition to businesses who provide services through the medium of Irish in a business directory on Lónra Leitir Ceanainn's website.
<b>Additional information</b>	There are many places in Letterkenny that provide services through Irish but people often don't know that Irish can be used in these places. With the business directory on <a href="http://www.lionraleitirceanainn.ie">www.lionraleitirceanainn.ie</a> , people will be able to access a list of places that are happy to provide a service through Irish. Recognition and publicity will also be given to these businesses on social media platforms and this will set an example for other businesses.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Letterkenny Chamber of Commerce</li> <li>• Donegal Women in Business Network</li> <li>• Local Businesses</li> <li>• PEIG.ie</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	Confirm the standard of Irish in the businesses to be added to the business directory.
<b>Overcoming the challenge</b>	<ul style="list-style-type: none"> <li>• Establish a relationship with the businesses that are to added to the business directory.</li> <li>• Provide a self-assessment form to business to inform them of the standard of services through Irish needed to be included in the directory.</li> </ul>

<b>Monitoring the implementation of the action</b>	Monitor the amount of businesses who apply to be included in the directory and keep in regular contact with them to see do they see any advantage associated with being a part of it.
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<b>Action 22</b>	<b>Letterkenny Business Awards</b>
<b>Fields involved</b>	E, K
<b>Language planning criteria</b>	11, 13, 14, 15
<b>The aim of the action</b>	Give recognition to businesses in Letterkenny that use Irish or works to promote the language.
<b>Additional information</b>	Business awards are organised annually by Letterkenny Chamber of Commerce. A new section will be added to recognise the use of Irish or the progress that has been made in their use of Irish.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Letterkenny Chamber of Commerce</li> <li>• Donegal Women in Business</li> <li>• Local Businesses</li> <li>• Glór na nGael</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€21,000
<b>Estimated yearly cost</b>	€3,000
<b>Challenge</b>	Encourage businesses to enter the awards
<b>Overcoming the challenge</b>	Work with businesses will be ongoing in order to support them in using more Irish - this is not a one time contact.
<b>Monitoring the implementation of the action</b>	Monitor the amount of businesses that enter the awards from year to year and feedback will be sought from participating businesses.

<b>Action 23</b>	<b>Gnó le Gaeilge National Awards</b>
<b>Fields involved</b>	E, K
<b>Language planning criteria</b>	11, 13, 14, 15
<b>The aim of the action</b>	Encourage local businesses to enter the Gnó le Gaeilge National Awards.
<b>Additional information</b>	Local awards will be awarded to businesses that use Irish but these national awards will give Letterkenny businesses recognition at a national level.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Letterkenny Chamber of Commerce</li> <li>• Donegal Women in Business</li> <li>• Glór na nGael</li> <li>• Local businesses</li> <li>• The Business Awards Development Committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7

<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	Encourage businesses to enter the national awards.
<b>Overcoming the challenge</b>	Demonstrate the advantages of getting recognition at a national level for the use of Irish.
<b>Monitoring the implementation of the action</b>	Monitor the amount of businesses that enter the awards from year to year and feedback will be sought from participating businesses.

<b>Action 24</b>	<b>Free translation service</b>
<b>Fields involved</b>	E, K
<b>Language planning criteria</b>	11, 12, 13, 14, 15
<b>The aim of the action</b>	A translation service will be provided to businesses that would like to provide information in Irish or bilingually.
<b>Additional information</b>	Many businesses are unsure about the best way to use Irish in business. 25% of businesses said that they would like a free translation service to be available. This service will be provided in association with Foras na Gaeilge through the Scéim Tacaíochta Gnó.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Donegal Women in Business</li> <li>• Letterkenny Chamber of Commerce</li> <li>• Local Businesses</li> <li>• Foras na Gaeilge (Scéim Tacaíochta Gnó)</li> </ul>
<b>The lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	Encourage businesses to use this service.
<b>Overcoming the challenge</b>	Demonstrate the advantages associated with bilingualism in business.
<b>Monitoring the implementation of the action</b>	Monitor the amount of businesses that use the service.

<b>Action 25</b>	<b>Other Supports for Businesses</b>
<b>Fields involved</b>	E, K
<b>Language planning criteria</b>	13, 14, 15
<b>The aim of the action</b>	Other supports will be provided to businesses when necessary to support them to include more Irish in their business.
<b>Additional information</b>	The language planning coordinator will work with businesses and Foras na Gaeilge to establish opportunities where businesses could use more Irish in their business and they will be given help and support to implement measures within the business that supports the use of Irish e.g. Irish classes for

	employees, internal or external signage, internal workshops on the use of Irish.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning coordinator (main owner)</li> <li>• Donegal Women in Business</li> <li>• Letterkenny Chamber of Commerce</li> <li>• Local Businesses</li> <li>• Glór na nGael</li> <li>• Donegal County Council</li> <li>• Foras na Gaeilge (Scéim Tacaíochta Gaeilge)</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	Encourage businesses to use this service.
<b>Overcoming the challenge</b>	Demonstrate the advantages associated with bilingualism in business.
<b>Monitoring the implementation of the action</b>	Monitor the amount of businesses that use this service.

#### 10.3.7 COMMUNITY ORGANISATIONS

<b>Action 26</b>	<b>Support for community organisations to use Irish</b>
<b>Fields involved</b>	F, K
<b>Language planning criteria</b>	10, 11, 14, 15
<b>The aim of the action</b>	Provide support to community organisations in Letterkenny to use more Irish.
<b>Additional information</b>	The language planning officer will work with community organisations to use more Irish in the same way as the business sector.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning officer (main owner)</li> <li>• The language planning committee</li> <li>• Gaelchultúr</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	Encourage organisations to use more Irish.
<b>Overcoming the challenge</b>	Demonstrate the advantages of bilingualism to community organisations.
<b>Monitoring the implementation of the action</b>	The efficiency of this action will be reviewed by the language planning committee once quarterly.

### 10.3.8 THE MEDIA

<b>Action 27</b>	<b>Establish a connection with the local media</b>
<b>Fields involved</b>	G, K
<b>Language planning criteria</b>	12, 15
<b>The aim of the action</b>	Establish a relationship with the local media to support them to use more Irish.
<b>Additional information</b>	The language planning officer and language planning committee will work with local media to support them to use more Irish and publicise some of the language plan's events. (see Action 4).
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning officer (main owner)</li> <li>• The language planning committee</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	Time consuming for the language planning officer.
<b>Overcoming the challenge</b>	The language planning committee will help to implement this action.
<b>Monitoring the implementation of the plan</b>	This action will be reviewed by the language planning committee once quarterly.

<b>Action 28</b>	<b>Training workshop on radio skills</b>
<b>Fields involved</b>	G, K
<b>Language planning criteria</b>	9, 12, 15
<b>The aim of the action</b>	Teach broadcasting skills through the medium of Irish.
<b>Additional information</b>	A training course in radio broadcasting skills will be organised and people will be given the opportunity to compile pieces for the radio in Irish. A connection will be established with Raidió Fáilte in Belfast, Raidió na Life i mBaile Átha Cliath and with Highland Radio, that is based in Letterkenny.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning officer (main owners)</li> <li>• The language planning committee</li> <li>• Raidió Fáilte/Raidió na Life</li> <li>• Highland Radio</li> </ul>
<b>Lifetime of the action</b>	Year 3-7
<b>Estimated total cost</b>	Cost covered in other sections of the plan.
<b>Estimated yearly cost</b>	Cost covered in other sections of the plan.
<b>Challenge</b>	N/A
<b>Overcoming the challenge</b>	N/A
<b>Monitoring the implementation of the action</b>	The language planning committee will review this action once quarterly.

### 10.3.10 PHYSICAL PLANNING AND DEVELOPMENT

Action 29	Cultúrlann Leitir Ceanainn
Fields involved	D, E, F, I, J, K
Language planning criteria	8, 9, 10, 11, 15
Aim of the action	Open an Irish centre in Letterkenny to establish a permanent space for the Irish community in Letterkenny.
Additional information	Establish an Irish centre where Irish services will be available such as a café, book shop, dramas, family services etc.
Stakeholders	The language planning committee
Lifetime of the action	Year 4-7
Estimated total cost	To be confirmed
Estimated yearly cost	To be confirmed
Challenge	N/A
Overcoming the challenge	N/A
Monitoring the implementation of the action	The language planning committee will review the action once quarterly.

### 10.3.11 PUBLIC SERVICES

Action 30	Public services in Irish
Fields involved	H, K
Language planning criteria	13, 14, 15
The aim of the action	Inform the people of Letterkenny regarding the public services available in Irish.
Additional information	Often people do not know about the services available in Irish, or that people have a right to avail of those services. Information regarding these services will be distributed online and in print by way of a publicity campaign.
Stakeholders	<ul style="list-style-type: none"> <li>The language planning officer (main owner)</li> <li>The language planning committee</li> <li>The language commissioner</li> </ul>
Lifetime of the action	Year 4-7
Estimated total cost	€2,000
Estimated yearly cost	Bliain 4: €2,000
Challenge	N/A
Overcoming the challenge	N/A
Monitoring the implementation of the action	The language planning committee will review this action once quarterly..

### 10.3.12 SOCIAL AND RECREATIONAL SERVICES

Action 31	Pop Up Gaeltacht
Fields involved	C, D, J, K
Language planning criteria	8, 9, 10, 11, 15
The aim of the action	Give the Irish speakers in Letterkenny a social opportunity on a monthly basis.
Additional information	The Pop Up Gaeltacht or social night is recognised as an organised place where Irish speakers come together for a social night and as a way to encourage Irish speaking and to make people comfortable with the language.
Stakeholders	<ul style="list-style-type: none"> <li>The language planning officer (main owner)</li> <li>The language planning committee</li> </ul>
Lifetime of the action	Year 1-7
Estimated total cost	Cost covered in other sections of the plan.
Estimated yearly cost	Cost covered in other sections of the plan.
Challenge	Maintain interest in this kind of event.
Overcoming the challenge	Change the venue of the Pop Up Gaeltacht and invite different people to create variety.
Monitoring the implementation of the action	Keep a record of the attendance at the Pop Up Gaeltacht and seek feedback from those who regularly attend the event.

Action 32	Irish Night
Fields involved	J, K
Language planning criteria	8, 9, 10, 12, 15
The aim of the action	A celebration and recognition for the Irish community in Letterkenny through a formal event organised on an annual basis.
Additional information	The first Irish Night in Letterkenny was organised in the Castle Grove Hotel during Seachtain na Gaeilge 2019. It was recognised that good will and inspiration were established because of the event and it is clear that this type of event is important for the visibility and the status of Irish in the town.
Stakeholders	<ul style="list-style-type: none"> <li>The language planning officer (main owner)</li> <li>The language planning committee</li> </ul>
Lifetime of the action	Year 1-7
Estimated total cost	€21,000
Estimated yearly cost	€3,000
Challenge	Sell tickets for the event every year
Overcoming the challenge	Seek sponsorship from local businesses to keep the cost of tickets as low as possible.
Monitoring the implementation of the action	Monitor the attendance every year and the language planning committee will review this action every year to review how this action supports the plan.

<b>Action 33</b>	<b>Workshops or courses for the Irish community</b>
<b>Fields involved</b>	C, D, J, K
<b>Language planning criteria</b>	8, 9, 10, 11, 15
<b>The aim of the action</b>	Organise workshops or courses on a monthly basis or as part of festivals in the town for Irish speakers in Letterkenny on various subjects.
<b>Additional information</b>	Workshops or courses give Irish speakers an opportunity to come together and have social opportunities and increase the use of Irish also. Among the workshops or courses that could be provided through Irish there is: <ul style="list-style-type: none"> <li>• Photography</li> <li>• Drama</li> <li>• Beer or wine tasting</li> <li>• Jiving</li> <li>• History, place name and heritage lectures</li> </ul>
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning officer (main owner)</li> <li>• The language planning committee</li> <li>• Facilitators with Irish</li> </ul>
<b>Lifetime of the action</b>	Year 1-7
<b>Estimated total cost</b>	€17,500
<b>Estimated yearly cost</b>	€250 x 10 workshops a year = €2,500
<b>Challenge</b>	Find suitable facilitators to facilitate.
<b>Overcoming the challenge</b>	Contact will be made with language planning committees and Irish groups throughout the country to find suitable facilitators to provide workshops and courses.
<b>Monitoring the implementation of the action</b>	Monitor the attendance and provide feedback forms at the end of the workshops and courses. The language planning committee will review the courses and workshops once quarterly.

<b>Action 34</b>	<b>Park Run through Irish</b>
<b>Fields involved</b>	C, J, K
<b>Language planning criteria</b>	8, 9, 10, 15
<b>The aim of the action</b>	Organise a Park Run through Irish in Letterkenny as a regular event.
<b>Additional information</b>	A Park Run through Irish was organised as part of Seachtain na Gaeilge and it was very successful. It is clear from the feedback got from the community that there is a demand for similar events. Events like the Park Run through Irish encourage people to speak Irish and also promotes the language in the town. People recognise the 'rith' brand and the concept is understood, in whatever language they speak. The amount of events will be increased every year. Year 1 and 2: two runs every year Year 3-5: 3 runs every year Year 6-7: 4 runs every year
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning officer (main owner)</li> <li>• The language planning committee</li> </ul>

<b>Lifetime of the action</b>	Year 2 – 7
<b>Estimated total cost</b>	€4,200
<b>Estimated yearly cost</b>	€200 on publicity and refreshments  Year 1 and 2: €800 Year 3 – 5: €1,800 Year 6 – 7: €1,600
<b>Challenge</b>	N/A
<b>Overcoming the challenge</b>	N/A
<b>Monitoring the implementation of the action</b>	The language planning committee will be reviewed once quarterly.

<b>Action 35</b>	<b>Festivals: Seachtain na Gaeilge agus Féile an Fhómhair</b>
<b>Fields involved</b>	C, D, F, I, J, K
<b>Language planning criteria</b>	3, 8, 9, 10, 12, 15
<b>The aim of the action</b>	Organise festivals in Letterkenny that give attention and recognition to Irish throughout the year.
<b>Additional information</b>	Two festivals will be organised throughout the year where Irish will be central and to the forefront: Seachtain na Gaeilge in March and Féile an Fhómhair in September. Various events will be organised for various age groups, Irish will be visible in the media and various events will be organised to attract new people during that time.
<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• The language planning officer (main owner)</li> <li>• The language planning committee</li> <li>• Donegal County Council</li> <li>• Conradh na Gaeilge</li> <li>• Foras na Gaeilge</li> </ul>
<b>The lifetime of the action</b>	Year 2 – 7
<b>Estimated total cost</b>	€35,000
<b>Estimated yearly cost</b>	€5,000
<b>Challenge</b>	N/A
<b>Overcoming the challenge</b>	N/A
<b>Monitoring the implementation of the action</b>	The language planning committee will review the action once quarterly.

### 10.3.13 THE STATUS OF IRISH IN THE AREA: THE PUBLIC'S ATTITUDE, ABILITY AND CONVENTION TOWARDS IT

<b>Action 36</b>	<b>Signage in the Gaeltacht Service Town</b>
<b>Fields involved</b>	9, 10, 11, 12, 14, 15
<b>Language planning criteria</b>	E, F, G, H, I, K





		rent, trip etc								
16	Establish a youth club in Letterken ny	Youth events: entertainment, rent, trip etc.	0	0	0	0	0	0	0	0
17	Irish classes at various levels	Teachers, rent, publicity, resources	1,200.00	1,200.00	1,200.00	1,200.00	2,400.00	2,400.00	2,400.00	12,000.00
18	Conversations circles	Rent, refreshments, guest speaker	500	500	500	500	500	500	500	3,500.00
19	Information for learners	N/A	0	0	0	0	0	0	0	0
20	Workshops for businesses on the additional advantages associated with Irish	Facilitators, rent, resources	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	17,500.00
21	Letterken ny Gnó le Gaeilge Directory	N/A	0	0	0	0	0	0	0	0
22	Establish Letterken ny Gnó le Gaeilge Awards	Prizes, presentation, publicity	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	21,000.00
23	National Gnó le Gaeilge Awards	N/A	0	0	0	0	0	0	0	0
24	Translation service	N/A	0	0	0	0	0	0	0	0
25	Other Supports	N/A	0	0	0	0	0	0	0	0
26	Support for community organisations to use Irish	N/A	0	0	0	0	0	0	0	0
27	Establish connections with the local media	N/A	0	0	0	0	0	0	0	0
28	Training courses on radio skills	N/A	0	0	0	0	0	0	0	0

29	Cultúrlann Leitir Ceanainn	N/A	0	0	0	0	0	0	0	0
30	Information regarding public services in Irish	N/A	0	0	0	2,000.00	0	0	0	2,000.00
31	Pop Up Gaeltacht	N/A	0	0	0	0	0	0	0	0
32	Annual Irish Night	Annual social night: big event	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	21,000.00
33	Workshops for the Irish community	Facilitators, rent, resources	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	17,500.00
34	Park run in Irish	Resources, publicity	400	400	600	600	600	800	800	4,200.00
35	Festivals: Seachtain na Gaeilge agus Féile an Fhómhair	Facilitators, rent, resources, entertainment	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	35,000.00
36	Signage in the Gaeltacht service town	N/A	0	0	0	0	0	0	0	0
<b>Total</b>			106,889.72	104,465.00	105,732.16	109,301.64	110,072.28	112,853.36	114,426.32	763,740.48

## 12. Developing awareness and publicity

### 12.1 Website

It was understood that there was a need for a central place where people could access information regarding the language planning process and Lónra Leitir Ceanainn and the work that they are doing to gain a status as a Gaeltacht service town.

Therefore, a website was created for Lónra Leitir Ceanainn at [www.lionraleitirceanainn.ie](http://www.lionraleitirceanainn.ie) with local information regarding Irish events being organised by Lónra Leitir Ceanainn or other organisations in the area. A section for language planning itself was created with links to more information and videos regarding the language planning process made by Glór na nGael.

Members of the Lónra Leitir Ceanainn committee were trained on how to use the website so that they could update it and make changes when necessary.

#### Diagram 12.1.1



## 12.2 Social media

Lónra Leitir Ceanainn is active on social media and they use these platforms (Facebook, Twitter, Instagram) to share information regarding the language planning process and what is a Gaeltacht service town.

## 12.3 The traditional media

During the research and the publicising of the Gaeltacht Service Town, a mixture of advertisements and interviews were made with the traditional medias. Interviews were made on Raidió na Gaeltachta and Highland Radio. Advertisements and news stories regarding the planning process were on Donegal Daily (Diagram 7.2.5) and in the Donegal Democrat.

**Diagram 12.3.1: Sample Publicity**



NEWS

## HAVE YOUR SAY ON LETTERKENNY'S IRISH LANGUAGE PLAN AT THIS WEEK'S PUBLIC EVENT

### GET IN TOUCH



### MOST POPULAR



Watch: Amazing hidden waterfall discovered in Donegal mountains  
posted on September 14, 2019



Family say they are very concerned about missing Letterkenny

## 13 The Gaeltacht areas

Letterkenny is recognised as a town that could service the Gaeltacht language planning areas in County Donegal because of the services and resources available in the town for the people of the areas in the county. This plan is focused on making Irish more visible in Letterkenny town and to provide more opportunities for people to speak Irish while in the town, be it on a social basis or while doing the business in the town.

Here are a few ways that will ensure a strong relationship between the language planning committee and the language planning committees in the Gaeltacht areas:

- Take an active role in the Donegal Language Planning Forum (see Action 5) to facilitate cooperation between all the language planning committees in the county. The language planning committees will

have an opportunity to come together and coordinate their events, recognise opportunities to work together and to share ideas and experiences regarding new projects and possibilities for the future.

- As part of this, any information regarding Lónra Leitir Ceanainn will be distributed among the Gaeltacht language planning areas and any information regarding the area's events will be distributed among Lónra Leitir Ceanainn's network.

In the future, language plans will be written for Dungloe and Donegal Town and the same cooperation and coordination will be involved with these committees as the cooperation with Gaeltacht language planning areas.

## 14 Implementation and monitoring

### 14.1 Work structure and the role of the administrators of the plan

#### **The role of the Lónra Leitir Ceanainn committee**

The Lónra Leitir Ceanainn committee will be in charge of this project and responsible for the implementation of this plan according to good practice and advice from Foras na Gaeilge. To establish a work structure that is suitable for the implementation of the plan, to the relevant arrangements will be made to employ a language planning officer (more information in action 2) and the committee will outline the employees's work plan, in consultation with Foras na Gaeilge.

#### **Managing the language planning officer**

The committee will be responsible for managing the language planning officer. To facilitate this, someone from the committee will be appointed to be the officer's line manager, their main point of contact and support. The progress of the work will be monitored and the committee will be reported to on a monthly basis regarding current work and future plans.

#### **Facilitators and external support**

If Lónra Leitir Ceanainn only employs one person to implement the plan, external support will be necessary, especially in areas where expertise is needed. For example, someone will be appointed to update and change the website. External facilitators will also be used to supply workshops, to organise certain events (youth events, for example). Contracts will be arranged between the administrators and the facilitators and they will be under the direction of and responsible to the language planning officer.

#### **Annual review**

An annual review regarding the process of the language plan will be written and presented at the annual general meeting of Lónra Leitir Ceanainn. The language planning officer, the line manager and members of the committee will have a role in the compilation of this report. All of the sections in the plan will be covered. The committee will evaluate the implementation of the plan and the expenditure for the period at monthly meetings and the annual general meeting.

#### **Concluding the language plan**

When the seven year period of the language plan is coming to an end, a comprehensive review will be conducted on the implementation of the plan and the necessary research will be carried out to compile another language plan for Letterkenny. These steps will be taken in consultation with Foras na Gaeilge and Glór na nGael and by cooperating with other Gaeltacht service towns if necessary.

## 15 Appendixes

## Appendix A: Acht na Gaeltachta 2012, Part 9 and 10

9.—(1) The Minister may, by order, designate a specified town to be a Gaeltacht Service Town in accordance with this section, where the town concerned is situated in or adjacent to a Gaeltacht Language Planning Area if there are available in that town—

(a) public services for the Gaeltacht Language Planning Area, and

(b) social, recreational and commercial facilities that are of benefit to the Gaeltacht Language Planning Area.

(2) The Minister shall publish, in such form and manner as the Minister considers appropriate, notice of the Minister's intention to designate a town to be a Gaeltacht Service Town and shall include in the notice—

(a) the period within which an Irish language plan referred to in subsection (7) is to be prepared and submitted to the Minister, and

(b) any other information the Minister considers necessary for the purposes of this section.

(3) An organisation based in the town concerned may apply to Údarás na Gaeltachta or Foras na Gaeilge, as may be appropriate, to be an organisation selected under subsection (5) or (6).

(4) Where no organisation applies under subsection (3), the Minister may publish another notice under subsection (2) in relation to the town concerned.

(5) Údarás na Gaeltachta shall select, where the town concerned is situated in a Gaeltacht Language Planning Area and is the subject of a notice under subsection (2), an organisation that has applied under subsection (3) and that, in the opinion of Údarás na Gaeltachta, is the organisation that is the most capable of preparing a plan the purpose of which is to provide for and encourage the increased use of the Irish language in the family, educational, public, social, recreational and commercial life of the town concerned (in this section referred to as an "Irish language plan"), in accordance with prescribed language planning criteria, and when it has done so, it shall notify that organisation in writing of the selection.

(6) Foras na Gaeilge shall select, where the town concerned is situated otherwise than in a Gaeltacht Language Planning Area and is the subject of a notice under subsection (2), an organisation that has applied under subsection (3) and that, in the opinion of Foras na Gaeilge, is the organisation that is the most capable of preparing an Irish language plan, in accordance with prescribed language planning criteria, and when it has done so, it shall notify that organisation in writing of the selection.

(7) The organisation concerned shall prepare an Irish language plan in respect of the town concerned and shall submit the plan to the Minister for approval.

(8) Údarás na Gaeltachta or Foras na Gaeilge, as may be appropriate, shall assist the organisation concerned with respect to the preparation of the Irish language plan concerned.

(9) The Minister may, where the Minister considers it appropriate to do so, extend the period specified in the notice published under subsection (2) within which the Irish language plan concerned shall be submitted.

(10) Where the organisation selected under subsection (5) or (6) does not submit the Irish language plan concerned to the Minister within the period referred to in the notice published under subsection (2), or

any extension of that period under subsection (9), and the Minister is of the opinion that there is no reasonable prospect that the organisation can submit such a plan within a reasonable time, the Minister may—

(a) request Údarás na Gaeltachta or Foras na Gaeilge, as may be appropriate, to select another organisation that made an application under subsection (3) to prepare and submit the Irish language plan concerned during the period specified in the notice published under subsection (2), or any extension of that period under subsection (9), and to notify that organisation in writing of the selection, or

(b) publish another notice under subsection (2) in relation to the town concerned.

(11) Where the Minister, having regard to prescribed language planning criteria, approves of the Irish language plan submitted to him or her, the Minister shall make an order under subsection (1) in relation to the town concerned.

(12) Where the Minister, having regard to prescribed language planning criteria, does not approve of an Irish language plan submitted to him or her, the Minister may extend the period concerned to permit the organisation concerned to amend and re-submit the Irish language plan.

(13) Where the Minister, having regard to prescribed language planning criteria, does not approve of an Irish language plan submitted to him or her, and the Minister is of the opinion that there is no reasonable prospect that the organisation can submit such a plan within a reasonable time, the Minister may—

(a) request Údarás na Gaeltachta or Foras na Gaeilge, as may be appropriate, to invite another organisation which has applied for selection under subsection (3) to prepare and submit the Irish language plan concerned during the period specified in the notice published under subsection (2) and to notify that organisation in writing of the selection, or

(b) publish another notice under subsection (2) in relation to the town concerned.

(14) Where the Minister extends a period under subsection (9) or (12), the provisions of this section apply, with the necessary modifications, to the extended period.

(15) Where Údarás na Gaeltachta or Foras na Gaeilge selects an organisation following a request to it under subsection (10)(a) or (13)(a), the provisions of this section apply, with the necessary modifications, in relation to that organisation.

10.—

(1) Where the Minister by order under section 9 (1) designates a town to be a Gaeltacht Service Town, the organisation selected under section 9 (5), (6), (10)(a) or (13)(a) shall be responsible for the implementation of the Irish language plan after it has been approved by the Minister under section 9 (11).

(2) The organisation concerned shall be assisted, in respect of the implementation of the Irish language plan concerned—

(a) where the town concerned is situated in a Gaeltacht Language Planning Area or a Gaeltacht area, by Údarás na Gaeltachta, or

(b) where the town is otherwise situated, by Foras na Gaeilge.

(3) The Minister shall review the progress made in respect of the implementation of the Irish language plan approved of under section 9 (11) at such intervals as appear to the Minister to be necessary or appropriate for the implementation of the plan concerned.

(4) Where following a review under subsection (3), the Minister considers, after consultation with Údarás na Gaeltachta or Foras na Gaeilge, as may be appropriate, that the plan concerned is not being implemented or is being implemented inadequately, the Minister shall by notice in writing inform the organisation concerned of—

(a) the deficiencies identified by the Minister in the implementation of the plan, and

(b) the period within which the deficiencies shall be remedied.

- (5) The Minister may, where the Minister considers it appropriate to do so, extend the period within which the deficiencies referred to in the notice under subsection (4) shall be remedied.
- (6) Where the Minister has sent a notice under subsection (4), the Minister shall review the progress made in the remedying of the deficiencies referred to in paragraph (a) of that subsection at the end of the period referred to in paragraph (b) of that subsection or any extension of that period under subsection (5).
- (7) Where the Minister, after consultation with Údarás na Gaeltachta or Foras na Gaeilge, as may be appropriate, considers that there is no reasonable prospect that the Irish language plan concerned will be implemented or implemented adequately, the Minister may by order revoke the designation of the town concerned as a Gaeltacht Service Town with effect from the date specified in the order.
- (8) An order under subsection (7) shall not prevent the Minister from exercising his or her powers under section 9 .

## Appendix B: Language planning criteria for Gaeltacht Service Towns

1. The existence of an organisation, selected by Údarás na Gaeltachta or by Foras na Gaeilge, as the case may be, under subsection (5), (6), (10)(a) or (13)(a), as appropriate, of section 9 of the Act of 2012 to prepare and implement the language plan in the relevant town.
2. The proportion of the population for which Irish is the spoken language in the relevant town, having regard to the impact of demographic, economic and social factors on the relevant town.
3. The arrangements specified for the provision of Irish-medium services in the relevant town.
4. The provisions of the Act of 1998 being used, as appropriate, to support the Irish language in the relevant town, having regard in particular to paragraphs (i) and (j) of section 6 of that Act.
5. The availability of Irish-medium primary and post-primary education in the relevant town, in accordance with the policy of the Department of Education and Skills, including the availability of Irish-medium streams in English-medium schools and the teaching of a number of subjects through the Irish language in English-medium schools, as appropriate.
6. The existence of appropriate language policies within the school environment which support the use of the Irish language as a spoken language outside the education system in the relevant town.
7. The availability of appropriate Irish-medium childcare, pre-school and family support services, including language support services, in the relevant town.
8. The availability of appropriate Irish-medium social activities for young people and for other age groups and the existence of appropriate language policies with regard to those activities in the relevant town.
9. The availability of appropriate opportunities in the relevant town to learn and use the Irish language outside of the education system.
10. The degree of usage of the Irish language socially and recreationally in the relevant town.
11. The degree of usage of the Irish language in the business sector in the relevant town.
12. The degree of usage of the Irish language by local media in the relevant town.
13. The relevant provisions of the Planning and Development Acts 2000 to 2013 being used to support the Irish language in the relevant town.
14. The availability of Irish-medium public services in the relevant town.

15. The degree of support from the public in general in the relevant town for the language plan. An organisation chosen by Údarás na Gaeltachta or by Foras na Gaeilge, according to subsection (5), (6), (10)(a) or (13)(a), when relevant, of section 9 of the 2012 Act, willing to prepare the language plan and implement it in the said town.

## Appendix C: The main fields of language planning

Language plans comprehend various fields in the community, including:

- A. the education system (including early childcare services);
- B. childcare, preschool and family support services, including language support services;
- C. services for young people and other age groups;
- D. learning opportunities outside of the education system;
- E. the business sector;
- F. community organisations and cooperative;
- G. the media;
- H. public services;
- I. physical planning and development;
- J. social and recreational services;
- K. the use of Irish among the community, the community's attitude and how much the community supports the language plan in general

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