



‘ATHBHREITHNIÚ AR AN ATHBHREITHNIÚ’ **‘Reviewing The Review’**

**Iniúchadh ar dhul chun cinn Athbhreithniú
ar an Ghaelscolaíocht (2008)**

An Audit of Progress on the Review of
Irish-medium Education (2008)

Comhairle na Gaelscolaíochta



2025

Réamhrá - Foreword



**Seosamh Ó Coinne,
Cathaoirleach Bhord Chomhairle
na Gaelscolaíochta**

Seosamh Ó Coinne,
Chair of Comhairle na
Gaelscolaíochta Board.

Nuair a chuirtear san áireamh an ráta ag a bhfuil earnáil na Gaelscolaíochta ag fás faoi láthair, agus go bhfuil an earnáil anois níos mó ná leathchéad bliain d'aois, fáiltím go mór roimh 'Athbhreithniú ar an Athbhreithniú' mar phársa taighde an-tráthúil agus suntasach.

Rinneadh iarracht san Athbhreithniú ar an Ghaelscolaíocht a foilsíodh ar dtús in 2008, pleanáil straitéiseach a dhéanamh d'fhorbairt earnáil na Gaelscolaíochta go háitiúil. In 2025, tá sé ríshoiléir go bhfuil go leor fós le déanamh chun dul i ngleic leis na bearnaí sa soláthar atá fós san oideachas lán-Ghaeilge, go háirithe, ach ní go heisiach, i réimsí an RSO, na cóiríochta, an tsoláthair múinteoirí agus na n-áiseanna.

Táthar ag súil go gcuirfidh an tuarascáil reatha, mar aon le tuarascálacha taighde le déanaí, a rinne agus a choimisiúnaigh Comhairle na Gaelscolaíochta, eolas agus tionchar ar pháirtithe leasmhara ábhartha chun gníomh dearfach, straitéiseach a dhéanamh chun tacú le páistí, múinteoirí agus tuismitheoirí na Gaelscolaíochta.

Impím ar na daoine aonair agus ar na heagraíochtaí sin, atá in ann tionchar a imirt ar thodhchaí na Gaelscolaíochta, grinnscrúdú a dhéanamh ar an tuarascáil seo agus dul i ngleic go hiomlán leis na moltaí iomadúla atá inti, cothrom na Féinne agus cothromas a chinntiú do gach duine a bhfuil baint acu leis an Ghaelscolaíocht.

Considering the rate at which the Irish-medium sector is growing currently, and that the sector is now more than half a century old, I very much welcome 'Reviewing the Review' as a very timely and significant piece of research.

The Review of Irish-medium education, originally published in 2008, sought to strategically plan for the development of the Irish-medium sector locally. In 2025, it is abundantly clear that much remains to be done to address the gaps in provision that still exist in Irish-medium education, particularly, but not exclusively, in the areas of SEN, accommodation, teacher supply and resources.

It is hoped that the current report, together with recent research reports, carried out and commissioned by Comhairle na Gaelscolaíochta, will inform and influence relevant stakeholders to take positive, strategic action to support Irish-medium children, teachers and parents.

I urge those individuals and organisations, who are in a position to influence the future of IME, to scrutinise this report and to engage fully with its numerous recommendations, ensuring fairness and equity for all involved in Irish-medium education.



**Maria Thomasson,
Príomhfheidhmeannach
Chomhairle na Gaelscolaíochta**

Maria Thomasson,
CEO of Comhairle na Gaelscolaíochta

Ina Réamhrá Aireachta ar leathanaigh oscailte an Athbhreithniú ar an Ghaelscolaíocht 2008, dúirt Caitríona Ruane an méid seo a leanas; 'Caithfidh gurb é an sprioc atá againn ag teacht amach as an Athbhreithniú seo ná an caighdeán is airde oideachais a chinntiú dár bpáistí trí mheán na Gaeilge.'

Thug an t-athbhreithniú léargas ar na riachtanais agus na dúshláin is práinní a bhí roimh an earnáil ag an am. D'amharc an earnáil ar an todhchaí le dóchas go dtabharfaí aghaidh ar na moltaí a bhí san athbhreithniú, céim ar chéim, sna míonna agus sna blianta ina dhiaidh sin. Thug an t-athbhreithniú seo deis cothrom na féinne a bhunú do dhaltáí agus do chleachtóirí Gaelscoile den chéad uair ó 1971. Ar an drochuair, in 2025, beagnach 17 mbliana i ndiaidh fhoilsiú na tuarascála seo, tá formhór na 24 moladh tosaigh sin fós gan athrú.

Tá níos fearr ná sin tuillte ag daltaí Gaelscoile.

Tá níos fearr ná sin tuillte ag oideachasóirí agus foireann tacaíochta Gaelscoile.

Tá níos fearr ná sin tuillte ag teaghlaigh a roghnaíonn an Ghaelscolaíocht.

Le rófhada bhí earnáil na Gaelscolaíochta ag brath ar mhaoiniú ad hoc nó ar dhea-thoil daoine aonair le dul chun cinn ar bith a éascú.

Cé gur céim sa treo ceart í an obair reatha le Straitéis Gaelscolaíochta a fhorbairt taobh istigh den Roinn Oideachais, tá sé ríthábhachtach go dtabharfar tús áite don obair seo agus go leanfar ar aghaidh ag luas agus go maoinítear í dá réir.

Impím ar an Aire Oideachais a chinntiú go gcuirfear an t-airgead cuí ar fáil leis an obair seo a chur chun cinn agus leis na moltaí atá sa tuarascáil seo a chur i bhfeidhm ar bhonn práinne ar mhaithe le daltaí, baill foirne agus teaghlaigh Gaelscolaíochta.

Tá sé ríthábhachtach go n-oibreoidh na páirtithe leasmhara go léir le chéile, go trédhearcach agus go dearfach i dtreo na sprice céanna a bhaint amach chun cothromas a chinntiú d'earnáil na Gaelscolaíochta agus torthaí feabhsaithe a chinntiú do dhaltáí Gaelscoile ar fud an chórais oideachais.

Má tá sé mar sprioc chomhchoiteann againn go fóill an caighdeán is airde oideachais a chinntiú dár bpáistí trí mheán na Gaeilge, tá sé ríthábhachtach go ndéanfar gníomh práinneach ar na moltaí sa cháipéis seo agus impím ort do chuid a dhéanamh chun a chinntiú go dtarlóidh sé sin.

Tá earnáil na Gaelscolaíochta foighneach le rófhada anois.

Ba mhaith liom aitheantas agus buíochas a ghabháil le bord agus foireann Chomhairle na Gaelscolaíochta as a ndúthracht agus a dtiomantas díongbháilte d'earnáil na Gaelscolaíochta agus as a gcuid oibre agus abhcóideachta i ngach ábhar chun deiseanna agus torthaí a fheabhsú do dhaltaí, do bhaill foirne agus dá dteaghlaigh lán-Ghaeilge.

Ba mhaith liom aitheantas agus buíochas ar leith a thabhairt do Tarlach Mac Giolla Bhríde, Oifigeach Sinsearach Polasaí agus Abhcóideachta na Comhairle, as an obair a rinne sé ar chomhordú na tuarascála seo agus do Gwawr McGirr as a hionchur luachmhar le linn an phróisis seo.

In her Ministerial Foreword on the opening pages of the Review of Irish-medium Education 2008, Caitríona Ruane stated the following; 'Our goal coming out of this Review must be to ensure the highest standard of education for our children through the medium of Irish.'

The review shone a light on the most pressing needs and challenges facing the sector at the time. The sector looked to the future with hope and optimism that the recommendations contained within the review would be addressed, albeit incrementally, in the months and years that followed. This review offered the opportunity to establish a level playing field for pupils and practitioners attending Irish-medium schools for the first time since 1971.

Astonishingly, in 2025, almost 17 years after the publication of this report, the vast majority of those initial 24 recommendations remain unimplemented.

Irish-medium pupils deserve better than this.

Irish-medium educators and support staff deserve better than this.

Families choosing Irish-medium education deserve better than this.

For too long the Irish-medium sector has relied on ad-hoc funding or the goodwill of individuals to facilitate progress.

Whilst the current work to establish an IME Strategy within the department is a step in the right direction, it is crucial that this work is prioritised and continues at pace and is funded accordingly.

I urge the Education Minister to ensure the necessary funds are made available to progress this work and to implement the recommendations contained within this report as a matter of urgency for the benefit of Irish-medium pupils, staff and families.

It is imperative that all stakeholders work collectively, transparently and positively towards the same goal of ensuring equity for the Irish-medium sector and improved outcomes for Irish-medium pupils across the education system.

If it remains our collective goal to ensure the highest standard of education for our children through the medium of Irish, then it is imperative that the recommendations within this document are acted upon with urgency and I urge you to do your part to ensure that happens.

The Irish-medium sector has been patient for long enough.

I wish to acknowledge and thank the board and staff of Comhairle na Gaelscolaíochta for their unwavering dedication and commitment to the Irish-medium sector and for their work and advocacy in all matters to improve opportunities and outcomes for Irish-medium pupils, staff and their families. I wish to particularly acknowledge and thank Tarlach Mac Giolla Bhríde, Senior Policy and Advocacy Officer for his work on the coordination of this report and Gwawr McGirr for her invaluable input throughout this process.

Research Report Incorporating Audit on Progress Made on the Recommendations in the Review of Irish-medium Education, 2008

Commissioned by Comhairle na Gaelscolaíochta and written by
Gwawr McGirr, Associate

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Executive Summary

Purpose

Comhairle na Gaelscolaíochta (CnaG) commissioned an audit of progress on the 2008 Review of Irish-medium Education (RIME) – with the overarching aim of assessing the extent of any progress made on each of its 24 recommendations since 2008. It was also intended that the findings of the research would provide CnaG with material to:

- I) inform an advocacy strategy for the Irish-medium Education (IME) sector;
- II) act as briefing document for those with little knowledge or understanding of the sector; and
- III) provide direction for future policy for the organization.

Review of Irish-medium Education (RIME) 2008

The original framework within which the recommendations in the RIME in 2008 were made was as follows:

- How Irish-medium Education is Delivered;
- Developing Sustainable Irish-medium Pre-School Provision;
- Developing Sustainable Irish-medium Primary Provision;
- Developing Sustainable Post-Primary Provision;
- Support for Educators;
- Educational Resources;
- Embedding Irish-medium Education within the Educational System;
- All-Ireland Opportunities for Irish-medium Education.

This resulted in 24 recommendations in the following areas:

Recommendation Number	Recommendation
1	Models of Immersion and School Structures DE and all stakeholders of Irish-medium Education should be open to a range of: i. Models of immersion; and ii. School structures to deliver Irish-medium Education.
2	Revising the Existing Policy on Funding for Pre-school Provision
3	Necessary Pre-school Experience
4	Pre-school Settings – Voluntary vs Statutory
5	Research into the Educational Outcomes of Irish-medium Pre-school Education
6	Sustainable Irish-medium Primary Education – Developing New Provision through Federation

7	Sustainable Irish-medium Primary Education – Centrality of Federation to Developing New Provision
8	Existing Primary Schools’ Accommodation Issues
9	Developing Sustainable Post-primary Provision
10	Units and Streams
11	Boards of Governors
12	Leadership Training
13	Training Teachers for Irish-medium Settings
14	Teachers’ Continuing Professional Development
15	Classroom Assistants and Pre-school Educators
16	Curriculum and Teaching Resources
17	Support for Special Educational Needs
18	Informal learning through Irish
19	Irish-language support for children at home
20	Multiple Translations of Examinations taken in Irish
21	Policy Development and Delivery
22	Research
23	Increasing Access to Irish-medium Education
24	All-Ireland and Trans-regional opportunities for Irish-medium Education

Methodology

The material for the Audit was gathered using a variety of methods: –

- a systematic review of policies and sectoral papers pertaining to education and IME in particular;
- review of recent policies pertaining to Welsh-medium education within a UK context. The Welsh case study was included as an example of an education system within the UK context which has been using immersion pedagogy for Welsh-medium Education (WME) for several years. Many of the areas identified in the RIME are areas where WME has also faced challenges and so it was considered appropriate to look to Wales for potential solutions;
- a questionnaire to IME Principals
- consultation with CnaG officers and CnaG board members.

The tabular format of the final Audit allows for information on progress and policy developments since the review, the current situation and actions now recommended to implement each recommendation in full.

Results/Findings

The results of the Audit have been presented in tabular form (See Audit Table.) It has been compiled in tabular form to encourage effective engagement with the document by Northern Ireland Assembly representatives, DE, EA and those who may not be as familiar with IME, as the practitioners who work within the sector. The Audit table itself contains a large amount of information, under the following headings (from left to right):

- Wording of 2008 RIME recommendations;
- Those with overall responsibility for the recommendation;
- References to the various policies and reports written since 2008 that pertain to the recommendation in question, including progress made;
- The situation as it currently stands in January 2025;
- Suggested action – or new recommendations - to enable the outstanding 2008 recommendation to be met in full.

The Auditing of the progress made against each of the 2008 recommendation has been colour-coded, as follows:

Extent of Progress Made of RIME Recommendation	Colour Coding
No progress made	Red
Little progress made	Orange
Some progress made	Yellow
Good progress made	Blue
Recommendation met	Green

Colour-coding status was determined in a number of ways:

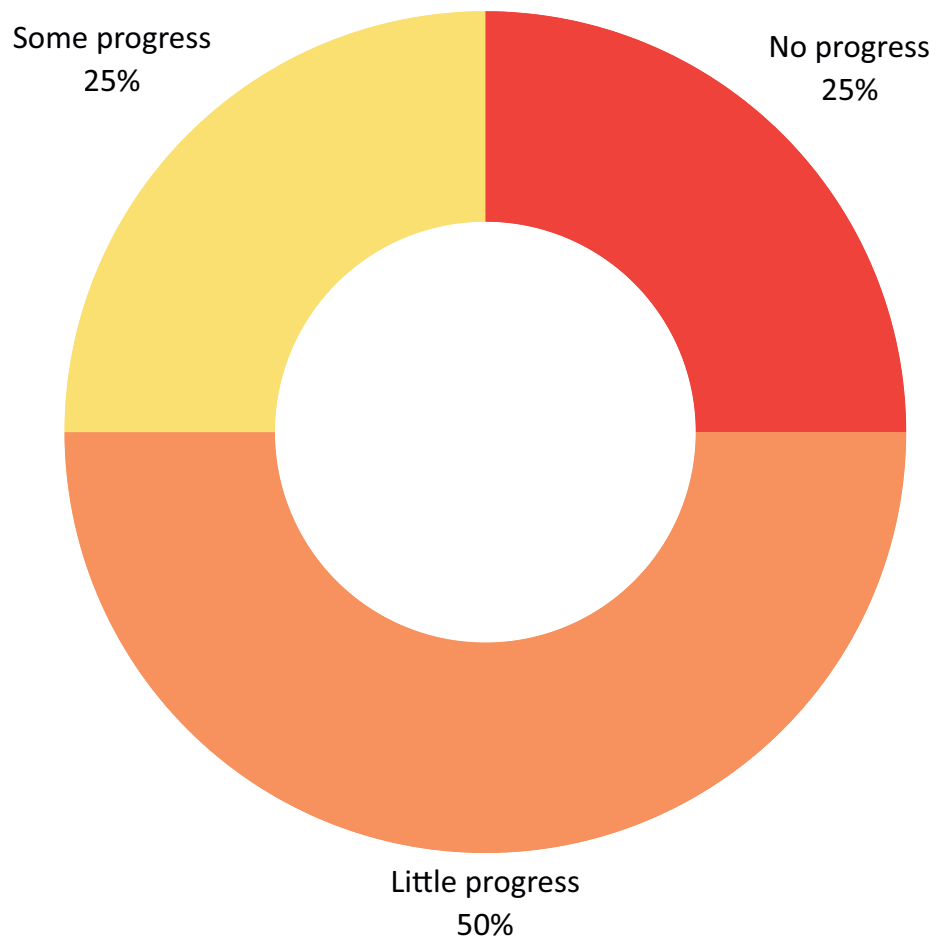
1. According to the responses to the short multiple choice question answers in the questionnaire;
2. Comments made in the longer question answers in the questionnaire – some direct anonymized quotations have been included in the Audit table in bold italic font;
3. Discussion with CnaG Senior Officers during face-to-face meetings.

Analysis

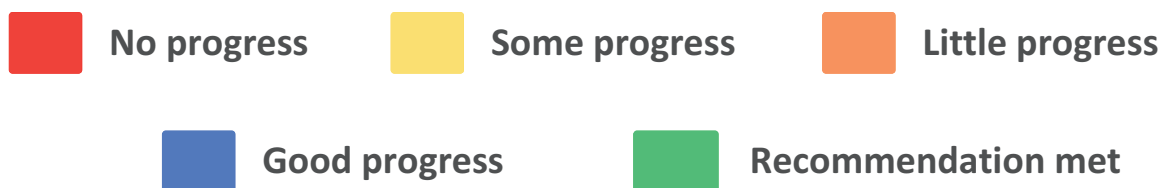
The progress made on the original 24 recommendations in the RIME (2008) were colour-coded (as above) as follows:

Recommendation Number	Recommendation	Extent of Progress made since RIME 2008
1	Models of Immersion and School Structures DE and all stakeholders of Irish-medium Education should be open to a range of: i. Models of immersion; and ii. School structures to deliver Irish-medium Education.	Orange
2	Revising the Existing Policy on Funding for Pre-school Provision	Yellow
3	Necessary Pre-school Experience	Yellow
4	Pre-school Settings – Voluntary vs Statutory	Yellow
5	Research into the Educational Outcomes of Irish-medium Pre-school Education	Yellow
6	Sustainable Irish-medium Primary Education – Developing New Provision through Federation	Orange
7	Sustainable Irish-medium Primary Education – Centrality of Federation to Developing New Provision	Orange
8	Existing Primary Schools’ Accommodation Issues	Red
9	Developing Sustainable Post-primary Provision	Orange
10	Units and Streams	Red
11	Boards of Governors	Yellow
12	Leadership Training	Orange
13	Training Teachers for Irish-medium Settings	Orange
14	Teachers’ Continuing Professional Development	Orange
15	Classroom Assistants and Pre-school Educators	Orange
16	Curriculum and Teaching Resources	Orange
17	Support for Special Educational Needs	Red
18	Informal learning through Irish	Red
19	Irish-language support for children at home	Red
20	Multiple Translations of Examinations taken in Irish	Red
21	Policy Development and Delivery	Orange
22	Research	Yellow
23	Increasing Access to Irish-medium Education	Orange
24	All-Ireland and Trans-regional opportunities for Irish-medium Education	Orange

Progress on Recommendations in Review of Irish-medium Education



Key:



Areas of Concern

It is clear from the Audit that in the opinion of practitioners within the IM sector, progress on the implementation of the recommendations in the RIME is patchy and variable at best, with substantial progress yet to be made, to consider these recommendations met. The responses to the longer questions on the questionnaire were coded thematically and the following (in descending order of importance) emerged as the areas of concern for the IM Principals who responded:

- **1. Training of Staff** (also related to Staff Supply, below) - Staff training was overwhelmingly the issue highlighted by the practitioners in the questionnaire as being most detrimental to the efficient and effective delivery and development of the IM sector. Comments, relating to the period since 2008, covered ITE, BT, EPD, TPL, leadership training, linguistic skills/profiles of staff in the sector from nursery/pre-school up to and including KS5. CnaG has, in recent years, commissioned various research projects which highlight the numerous additional challenges facing practitioners in the Irish-medium sector, including: linguistic proficiency; lack of appropriate TPL; inappropriate assessment practices and dearth of teaching and learning resources. A range of mitigations is suggested in all of the reports; *Fair? Shared? Supported? Examining expectations and realities for Irish-medium practitioners* 2023; *Core Competencies in Irish-Medium Education*, 2024; *Is Namhaid don Cheird gan í a Fhoghlaim*, 2023.
- **2. Exchange of information/expertise between schools, practitioners, and bodies** - the issues relating to sharing of best practice regarding teaching, sharing information, communication between various key bodies and organizations, as well as lack of clear messaging by DE and EA, was highlighted. Additionally, CnaG spends a sizable proportion of its 'Associates' budget to commission research to better understand the best ways to cater for the educational and linguistic needs of the learners in its care – including best practice in other immersion contexts internationally. **Practitioners are of the opinion that DE and EA do not adequately understand the challenges associated with immersion pedagogy in a target language;**
- **3. Issues with DE/EA** (also related to less prevalent theme of institutional inertia identified) - practitioners identified an important level of dissatisfaction with DE and EA in relation to how they meet their statutory duty to IME. Whilst the explicit legal/statutory duty to IME was only mentioned twice in the responses – **practitioners are deeply frustrated at a perceived inability or unwillingness (institutional inertia) to respond and meet the needs of IME and the learners in the sector;**
- **4. Resources** – There is a significant shortfall in tailor-made teaching resources within IME. Limited resources have been made available by DE and EA in Irish on an ad hoc basis. Resources continue to be produced by DE-funded organizations in English only. IM schools currently have access to only one graduated reading scheme extending only as far as Primary/Year 4 (work currently ongoing to extend to Primary 5, January 2025.) The Expert Panel on Underachievement in Northern Ireland's report *A Fair Start*, highlighted the acute need for investment in teaching and learning resources for the IM sector (DE, 2021) and this was highlighted further in the Independent Review of Education in 2023. (Volume 1, 7;25)
- **5. Staff Supply** - There is a growing need for subject specific teachers with the appropriate subjects, high-level competence Irish, specialist insights in immersion practice and also the resources needed to implement these. This constitutes an acute staff supply issue requiring a strategic approach to ensure adequate supply and retention of staff to meet the educational needs of pupils in IME. Teacher supply issues also adversely impact the ability of the sector to grow, particularly at post-primary stage, owing to the lack of qualified teachers with the relevant skill set to facilitate the period of rapid growth in the number of pupils being educated within the IM sector since 2008. Ensuring Effective Teacher Supply in the Irish-medium Sector (CnaG, 2023) examines the interventions required to ensure effective teacher supply in the Irish-medium sector, drawing on examples of best practice in other jurisdictions. <https://www.comhairle.org/english/about/publications/>

- **6. Parity of IME sector with EME sector** - Whilst practitioners are clearly aware that their sector is small relative to the NI education system as a whole, they expressed frustration and dismay at perceived unequal treatment of pupils in the IME sector, in comparison to those in EME in NI. This theme as often raised in tandem with issues 1,3, 4a, 4b (above) 6, 7a, 7b, 8 and 9 (below);
- **7. Issues pertaining to immersion pedagogy** (awareness of, understanding/ misunderstanding the specifics of immersion pedagogy in a target language.) This re-emerged as a very pressing issue during successive Covid-19 lockdowns, when IM pupils faced the additional burden of being removed from the immersion environment for prolonged periods. The immersion model of education relies on sustained, incremental language development with pupils immersed in language throughout the school environment. In 2021/22, DE acknowledged the additional challenges facing the IM sector, particularly in relation to language acquisition, and funded a specific project by way of addressing these challenges. This bespoke approach was welcomed, but there is a sense amongst practitioners that DE and EA should make a greater effort to adequately understand immersion pedagogy;
- **8. Pupil experience within the IM Sector** - practitioners expressed concern that pupils within the IM sector are being unfairly disadvantaged by choosing to be educated within the sector. Practitioners believe that poor and temporary buildings/school accommodation in IM schools is affecting IME intake and that the notion of parental choice should not be a choice between IME and an adequately resourced educational experience;
- **9. Inadequate funding** – practitioners at all stages and at all levels cite a lack of adequate funding to address issues pertaining most particularly to; SEN provision within the specific context of immersion pedagogy, buildings/accommodation and curricular and teaching resources;
- **9. SENIM** - Currently, pupil support services and materials are available through the medium of English only. There is a clear disparity between pupil support services that are delivered in English to the EM sector and those delivered through Irish to the IM sector. There are substantial barriers to delivery of and educational outcomes in SEN services, compounded by lack of understanding and co-ordination among current responsible agencies to ensure adequate support for SEN pupils in IME.
CnaG produced a substantial paper in 2024 on SENIM entitled The Provision for Special Educational Needs and Disabilities in the Irish-medium sector. The paper was written in the context of ongoing initiatives by the Department of Education and the Education Authority to improve overarching provision for special educational needs and disabilities in Northern Ireland, and highlights the key issues in relation to SEND provision in Irish-medium Education along with proposed solutions to improve provision for pupils attending Irish-medium settings. All recommendations are substantiated and supported by contemporary research and evidence gathered from experts and practitioners in IME and SEND. [The Provision for Special Educational Needs and Disabilities in Irish-medium Education November 2024.pdf](#)
- **10. School Buildings/Accommodation** - 60% of school accommodation housed within the 'other maintained' IM sector comprises non-permanent buildings. A highly disproportionate proportion of IM schools do not have access to a sports/assembly hall, and other ancillary accommodation as set out in the DE Building Handbook. Despite the acknowledged need in the sector, no IM school has been included in the last three major capital schemes announced by DE, as of January, 2025.
- **11. Concern regarding a lack of strategic direction in and for the development of the sector.** These issues are impacting concurrently and substantially on the ability of the sector to deliver effective and efficient education to meet the needs of the learners within its care, as well as constraining growth and development of the sector in line with current and projected parental demand for IME.

Conclusions/Recommendations

The immersion model of education is entirely unique – and often misunderstood - within the education system in NI and, as such, requires specific bespoke mitigation measures to ensure that the pupils within the system are not disadvantaged, in comparison to their peers being educated in English-medium schools. CnaG has ALB status and is clearly now placed within the education system in NI. The literature suggests that achieving ‘agency capacity’, or the ability to effect system change, and influence the allocation of resources – which is the ultimate power - requires an approach that develops relationships with those who are located within networks of power and who can affect the change and, ultimately, influence allocation of resources. This can be achieved by developing bridging and linking social capital (Taylor 2003/2011). In NI, this will necessarily mean the development of bridging and linking social capital with those outside the Irish language community, which is complicated, owing to the historical and political factors at play. In some ways then, work of this sort might also be considered as a process which might – when approached in the correct way – encourage mutual respect and understanding, important in any post-conflict society.

The recommendations made as part of this Audit - some strategic/macro and others at a more specific/micro level - provide constructive actions that, if implemented, would provide the sector with the bespoke approach that is required. **This approach would be best served, but not limited to a wide-ranging, comprehensive Irish-medium strategy, that would, if properly resourced and supported, address the outstanding recommendations of the 2008 report, particularly in those areas in which the IM sector is most deficient; SEN provision; teacher recruitment and retention; accommodation issues and provision of teaching & learning resources.** Some of the micro level recommendations made in the Audit table (Appendix 2) could be implemented in short order (given the requisite funding) and would have a visible outcome on the front-line of services quickly – such as those issues affecting teaching and learning and accommodation. Other recommendations, given below, will require a more macro, strategic, holistic, and long-term approach to planning, requiring coordinated action on the part of the EA, DE, and other key stakeholders.

Macro-level Recommendations

- **1. An independent review of:**
 - a. Accommodation needs of the IM Sector;
 - b. Sustainable Primary Provision;
 - c. The ‘Statutory Duty’ to IME.
- **2. Irish-medium Education Workforce Planning Strategy** - An overarching strategy document to address the substantial issues facing the current and future IME Workforce is required as a matter of urgency, to ensure that the IM sector can staff schools with appropriately trained and skilled staff, to meet the current and increasing parental demand for IM schooling in NI. Strategic thinking vis-a-vis the IME sector by DE and the EA is clearly now required and would be welcomed by practitioners. Practitioners believe that the lack of an overall strategy for the development of IME results in piecemeal changes, which are limited in nature and scope.

CnaG produced a paper in 2023 entitled Ensuring Effective Teacher Supply in the Irish-medium Sector, which examines the interventions required to tackle the urgent issues around staffing across the IM sector, drawing on examples of best practice in other jurisdictions. This paper, and the mitigations suggested within it, should inform a wider strategy on Workforce Planning in IME. <https://www.comhairle.org/english/about/publications/>

The proposed strategy – to be written in partnership with CnaG - would address the issue of the training of the entire IM workforce, and provide a coherent, ambitious, attractive pathway for training of all practitioners within the IM system – including Principals, Senior Leaders, Middle Leaders, Teachers, SENCO, Classroom Assistants, Educational Psychologists, ETI, CCEA, Examiners etc. – from pre-school/nursery levels and up to and including KS5 and beyond. This would require careful co-ordination of many different bodies and might best be

beyond. This would require careful co-ordination of many different bodies and might best be achieved through a series of time-bound Annual Action Plans, with an overarching vision extending over a ten-year period, with a full review during year five. This could fit into the new single education system currently under consideration by the on-going Independent Review of Education in NI.

Explicit provision and services to address sector-specific SEN needs could be addressed in such a strategy – including staffing requirements – whereby IM teachers/SENCOs might be seconded to retrain as educational psychologists, who understand the nuances of immersion education - with pay for them and their replacements in the classroom - resource requirements, pupil support, educational psychology and educational welfare services. Following research-led models of best practice identified in UK, ROI and international contexts would ensure that provision is effective and efficient.

- **3. Exchange of Information and Expertise** - This could be achieved with the creation of a Research & Communications Officer post within CnaG who would be responsible for the following areas:
 - Research and best practice pertaining to all aspects of immersion education (including the best models for delivery of immersion education, SEN etc.) in:
 - a. NI context;
 - b. East West context – Wales, Scotland;
 - c. North South Context – ROI;
 - d. International Context – Canada, Basque Country etc.

The North-South Ministerial Council and the British Irish Council would provide an excellent starting point from which to build this type of information exchange.

- Creation and provision of fora for the systematic sharing of resources and best practice in a time efficient manner

This would enhance efficiency, increase effectiveness, would be time-efficient, and would mitigate against ‘reinventing the wheel’ within the NI context.

- **4. DE and DfC to initiate a full-scale independent review and Audit of current teaching and learning resources for IM schools** – This would encompass funding to assess quality and suitability of current teaching and learning resources to inform future provision for the short, medium and long term, with a view to developing a joint library of resources for ease of access by IM schools. The impact of jointly produced resources on the quality of teaching and learning in IM classrooms could then be evaluated, after a suitable time-period.

CnaG (2021) stated clearly that, ‘The challenges facing effective and optimum delivery of IME are substantial and the delivery of solutions to these are located outside scope of CnaG’s remit, structure and more pertinently its budget allocation’ (2021: 28).

The lack of resources also featured prominently in the CnaG commissioned report, carried out by QUB in 2023 entitled ‘*Fair, Shared, Supported? Examining expectations and realities for Irish-medium Practitioners.*’ This report links the lack of suitable resources available to IM practitioners to the additional workload undertaken by IM teachers. (:38)

Action to finally address the outstanding recommendations from the 2008 RIME, with the implementation of the recommendations made in this Audit would:

1. Raise standards and improve outcomes for all children within IME setting;
2. Improve support to IME settings and IM practitioners at all levels to improve the learning environment and outcomes for children and young people;
3. Improve the design of education and efficiency of delivery towards a more effective, sustainable, streamlined delivery model.

Potential Directions for Future Policy

In terms of potential future policy directions signposted by the social capital analysis applied to this Audit, approaches and policies which create opportunities to develop bridging and linking social capital within the sector should be prioritized in order to achieve change for the sector and agency capacity for the Irish language community in NI: bonding and binding social capital is already very strong in the sector.

The sector may also benefit from a broader discussion of the distinct roles played by CnaG and the Irish language community, more broadly, with regard to effecting change – and the ways in which change is achieved - within IME, to the benefit of all in the sector. This might also be achieved through research. Research on the relationships between DE, EA and IME might also be helpful in this regard.

Developing bridging and linking social capital within the IM sector – whether this is at CnaG or within the IM language community more generally - would increase the ability of IME to influence the flow of resources to the sector, and thus enable the change that is required to effect the recommendations of the RIME. Developing bridging and linking social capital may also work to increase integration of the IM sector within the larger NI educational system, which would increase understanding of the IM sector amongst others in the sector, work towards increased mutual respect to the benefit of all – learners and practitioners - within the educational system - and, one might hope, wider society in NI more generally.

Abbreviations

ALB	Arm's Length Body
ALN	Additional Learning Needs
ASD	Autism Spectrum Disorder
BoG	Board of Governors
CCEA	Council for the Curriculum, Examinations and Assessment
CCMS	Council for Catholic Maintained Schools
CnaG	Comhairle na Gaelscolaíochta
COGG	An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta
CPD	Continued Professional Development, now more commonly known as Teacher Professional Learning
C2K	C2K delivers services relating to technology in schools
DCAL	Department of Culture, Arts and Leisure
DE	Department of Education
DoH	Department of Health
EA	Education Authority
EdIS	Education Information Solutions
ETI	Education and Training Inspectorate
EME	English-medium Education
EPD	Early Professional Development
EY	Early Years
FSM	Free School Meals (entitlement)
IM	Irish-medium
IME	Irish-medium Education
IMLC	Irish-medium Learning Community
IMSLWG	Irish-medium School Leaders' Working Group (formed in 2016 and convened by the then Minister for Education, a range of proposals were made regarding collegiality, school improvement and sharing of best practice in the IM sector, including formation of an IM Learning Community.)
InaG	Iontaobhas na Gaelscolaíochta
ITE	Initial Teacher Education
KS2	Key Stage 2

KS3	Key Stage 3
KS4	Key Stage 4
KS5	Key Stage 5
NSMC	North-South Ministerial Council
PGCE	Post-Graduate Certificate of Education: Irish-medium PGCE is currently run by St Mary's University College Belfast
PP	Post Primary
PSEP	Pre-school Education Programme
RIME	Independent Review of Irish-medium Education
SEBD	Social Emotional and Behavioural Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENIM	Special Educational Needs pertaining to Irish-medium
SLT	Speech and Language Therapy
TPL	Teacher Professional Learning
WME	Welsh-medium Education

Sector-Specific Bodies, Organizations and Terminology

Altram

Regional support group for Irish-medium early years providers, founded in 1990 by local preschool practitioners in Derry, Belfast, Armagh and Newry.

an tÁisaonad

Established in 1998 to produce educational resources for the Irish-medium education sector.

Bunscoil / Gaelscoil / Scoil

Irish-medium Primary School.

Comhairle na Gaelscolaíochta (CnaG)

Set up in 2000 by the Department of Education with the following aims:

1. To promote, facilitate and encourage Irish-medium Education and Irish-medium schools;
2. To do this in a planned, educationally efficient, and cost-effective way

An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta (COGG)

Caters for the educational needs of Gaeltacht schools and of Gaelscoileanna in Ireland, with three principal areas of work: 1) The provision of teaching resources 2) The provision of support services 3) Research.

Foras na Gaeilge

Founded in 1999, this is the body responsible for the promotion of the Irish language throughout the island of Ireland.

Gaeloideachas

Founded in 1973 to support Irish-medium schools - primary and post-primary - outside of the

Gaeltacht, providing support services for IM schools in Gaeltacht areas, and for IM preschools outside of the Gaeltacht.

Immersion Education

Pedagogy which enables pupils to become fluent in the target language naturally by providing them with daily experience of the language.

IM Practitioners

Principals and Teachers in IM Schools.

Iontaobhas na Gaelscolaíochta (InaG)

Established in February 2001 to help support the development of funding for Irish-Medium Education.

Naíscoil / Naíonra / Naí-ionad

Irish-medium pre-school provision.

Audit Table on progress of recommendations of the Review of Irish-medium Education, 2008 (overleaf)

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
HOW IRISH MEDIUM EDUCATION IS DELIVERED				
<p>1. <i>Models of Immersion and School Structures; DE and all stakeholders of Irish-medium Education should be open to a range of:</i></p> <p>1.1. <i>Models of immersion; and</i> 1.2. <i>School structures to deliver Irish-medium Education.</i></p>	<p>DE EA CCMS BOG</p>	<ul style="list-style-type: none"> The Independent Review of Education, 2023, recommended ‘splitting the functions of the EA that would involve the establishment of a single authority (responsible for employment and other transactional support services) for all schools apart from those which are self-governing. This change would impact primarily on the current structure of the EA and CCMS but over time we would wish to see the opportunity for participation to be available to the Integrated and Irish-medium sectors’. (8.50). https://www.independentreviewofeducation.org.uk/key-documents/investing-better-future <i>An Analysis of Models of Provision for Irish-medium Education</i>, Foras na Gaeilge, 2017. https://www.forasnagaeilge.ie/wp-content/uploads/2018/06/4f2553653522aa60cd8dcca85b8b5f50.pdf 	<ul style="list-style-type: none"> The Minister for Education established a Taskforce in 2024 to develop a proposed model for controlled schools support, including a dedicated body, to include managing authority responsibility. 	<ul style="list-style-type: none"> Research to be carried out on pros and cons of models of immersion education across different settings. ‘Other-maintained’ Irish-medium schools and governors (in their capacity as employing authorities) to have access to support currently unavailable, particularly in relation to HR and governance issues. Further research essential into models of provision for IME, based on Foras Na Gaeilge’s 2017 report.
DEVELOPING SUSTAINABLE IRISH-MEDIUM PRE-SCHOOL PROVISION				
<p>2. <i>Revising the Existing Policy on Funding for Pre-school Provision</i></p>	<p>DE</p>	<ul style="list-style-type: none"> Policy revised to allow registered, Irish-medium providers with sufficient children to enter the existing funding programme even where unfilled English-medium provision is available in the area. Early Learning and Childcare Strategy, DE, 2022. Includes commitment to standardise the 	<ul style="list-style-type: none"> Challenges persist regarding inflexibility around admitting new IM pre-school providers to the Preschool Education Programme (PEG.) 	<ul style="list-style-type: none"> DE to advise PEG to exercise flexibility regarding admissions threshold for new IM pre-school providers, in the context of a young and growing sector and to adequately fund new provision.

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
3. <i>Necessary Pre-school Experience</i>	DE	<p>Pre-school Education Programme to full-time (22.5 hours) for all children aged 3-4;</p> <ul style="list-style-type: none"> • Introduction of Childcare Subsidy Scheme to help parents with the cost of childcare • Increased funding for support programmes, including SureStart. 	<ul style="list-style-type: none"> • Concerns raised by Altram and CnaG during consultation in respect of IM settings' readiness for standardization, regarding, for example; <ul style="list-style-type: none"> • appropriate staff training; • availability of staff_in sector to cover extra hours • availability of premises • Pre-school experience is still considered as 'desirable', and is not a compulsory requirement for entry into an IM primary school. 	<ul style="list-style-type: none"> • No change required at present although challenges exist around admissions criteria for IM primary schools i.e. should they be permitted to use attendance at their pre-school as a pre-requisite for admission.
4. <i>Pre-school Settings – Voluntary vs Statutory</i>	DE	<ul style="list-style-type: none"> • Research was carried out by McClure Watters Consulting in 2016 and published by DE in 2019: Research on the Educational Outcomes of Pre-School Irish Medium Education: https://www.education-ni.gov.uk/publications/irish-medium-pre-school-research • DE issued a response to the findings in 2020: https://www.education-ni.gov.uk/publications/response-research-outcomes-pre-school-irish-medium-education 	<ul style="list-style-type: none"> • DE established an IM Early Years Working Group in 2022 to progress those recommendations that they accepted. • Funding was secured, via the Working Group, for training in IM EY methodology and language. 	<ul style="list-style-type: none"> • Continuing support needed for roll-out of IM EY-specific training • Bring forward recommendations relating to the 'A Fair Start' report, as it relates to IM Early Years; 'Greater provision for Irish Medium sector at pre-school / primary / post-primary level, to
5. <i>Research into the Educational Outcomes of Irish-medium Pre-school Education</i>				

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
			<ul style="list-style-type: none"> DE commissioned ETI in 2024 to complete a review of IM pre-school education including comparison of quality of provision between statutory and voluntary sector with little discernible differences noted. Enrolment figures show increase in admissions at primary IM schools following the establishment of a statutory pre-school, 2008-2024. 	<p>include more investment in additional ITE places, subject specialists and TPL provision.' (:6.5)</p>
DEVELOPING SUSTAINABLE IRISH-MEDIUM PRIMARY PROVISION				
<p>6. Sustainable Irish-medium Primary Education --Developing New Provision through Federation</p> <p>6.1. A new setting providing Irish-medium primary education should be developed as part of a federation with another school, with a single board of governors and principal; the process will require a Development Proposal and an Economic Appraisal.</p> <p>6.2. At every site in the federated school the intake into Year 1 must be at least</p>	<p>DE CnaG CCMS</p>	<ul style="list-style-type: none"> Delivering Schools for the Future: DE, 2018 https://www.education-ni.gov.uk/articles/delivering-schools-future Schools for the Future-A Policy for Sustainable Schools; DE, 2009. https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools <p>Soláthar Reatha sna hAonaid Lán-Ghaeilge: Saincheisteanna a bhaineann le bunú, bainistíú agus buanú; T.J. Ó Ceallaigh, Muiris Ó Laoire & Máire Uí Chonghaile (refers to the additional workload of teachers and unit</p>	<ul style="list-style-type: none"> No federated provision in IME currently. Changes in rural / urban designation of schools has had a disproportionate effect on some IM schools, that are now deemed unsustainable. Updated Protocol on the Management of IM Units – work ongoing between CCMS and CnaG. 	<ul style="list-style-type: none"> Research similar to Ó Ceallaigh et al, 2024, to be carried out in a local context, particularly in relation to primary IM units, and findings to inform Updated Protocol. Review of urban / rural sustainability thresholds necessary in the context of a small, growing sector, particularly where accommodation is not conducive to growing enrolments and where

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>12 pupils per year in rural areas, and 15 in urban.</p> <p>6.3. Units and streams should be developed where appropriate: the combined English and Irish-medium parts of the school must form a sustainable school</p> <p>6.4. The combined total enrolment across a federated Irish-medium primary school, and English-medium schools with Irish medium units or streams, should encompass sufficient pupils that the shared principal would not be required to have teaching duties</p> <p>6.5. The development of new primary provision, in a federation, unit or stream, should be preceded by a protocol setting out how the provision will operate</p> <p>6.6. The Department of Education must ensure that the capital development needs of the Irish-medium Education sector are addressed.</p> <p>6.7. ICT will play a key role in the learning, teaching, management and administration of the school; maintaining the corporate identity of the federated school by enabling high-quality</p>		<p>coordinators.) https://www.cogg.ie/wp-content/uploads/Tuarascail-Taighde-Solathar-na-nAonad.pdf</p>		<p>there are capital investment implications as a result of the revised rural / urban designation.</p> <ul style="list-style-type: none"> • A review is needed of how appropriate the Area Planning process and the Sustainable Schools' Policy (SSP) are suited to the needs of a growing sector i.e. have Area Planning and the SSP hindered the fulfilment of the statutory duty, rather than facilitated it?

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>communication and sharing of resources; supporting communication with parents; and supporting communication with the education support services, other schools, and the wider community.</p>				
<p>7. Sustainable Irish-medium Primary Education – Centrality of Federation to Developing New Provision</p>				<p>See above</p>
<p>8. Existing Primary Schools' Accommodation Issues;</p> <p>8.1. Existing small Irish-medium primary schools should urgently consider federation, as a means of supporting their long-term viability in the interests of pupils and staff;</p> <p>8.2. DE should ensure the accommodation needs of existing Irish-medium primary schools are clearly identified;</p> <p>8.3. DE should ensure the needs of viable Irish-medium schools are taken into account in programmes of capital expenditure on the schools' estate;</p> <p>8.4. DE should work with the Irish-medium sector to identify a suitable mechanism to provide funding as a matter of urgency, to address the most pressing accommodation</p>	<p>DE EA</p>	<p>Investing in a Better Future: The Independent Review of Education; (2023) stated: 'It is important that the accommodation needs of the (IM) sector are properly addressed, not least in circumstances where there is demonstrable demand.' (7.25)</p>	<ul style="list-style-type: none"> c.60% of accommodation in the IM sector is in temporary or other unsuitable buildings, hindering the effective delivery of the curriculum. No IM schools included in last 3 capital announcements A number of IM schools struggle to reach 'sustainability' due to constrained accommodation & sites, including 3 IM primary schools that will never reach sustainability in their current premises (Bunscoil an Iúir, Newry; Gaelscoil Eoghain, Cookstown & Gaelscoil na mBeann, Killeel.) 	<ul style="list-style-type: none"> Accommodation Improvement Plan to be implemented by DE, informed by the findings of CnaG's Accommodation Survey, 2024. Funding for Iontaobhas na Gaelscolaíochta must be replenished, regularly and adequately, in order to meet unwavering demand for IME in communities currently without access. Not to do so is contrary to the 'statutory duty' for Irish-medium education.

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<i>deficiencies in existing schools</i>				
DEVELOPING SUSTAINABLE IRISH-MEDIUM POST-PRIMARY PROVISION				
9. Developing Sustainable Post-primary Provision	DE EA	<ul style="list-style-type: none"> EA's Operational Plan 2; 2024-2026, highlights the need for IM post-primary provision in North Belfast and Tyrone / Mid Ulster region. https://www.eani.org.uk/schools/other-help-for-schools/area-planning/operational-plans Report commissioned by CnaG, 2024; Feasibility Study on the Development of Irish-medium Post-primary Provision in Fermanagh and Tyrone. https://www.comhairle.org/english/about/publications/ Establishment of Gaelcholáiste Dhoire in 2014/15 with 13 pupils, providing post-primary IM education in the north-west/South Derry area. Its current enrolment is 350 (December 2024) 	<ul style="list-style-type: none"> Coláiste Feirste is currently the largest provider of IM post-primary education on the island of Ireland and is regularly over-subscribed. The current curricular provision at KS 3-4 through the medium of Irish is limited The thresholds for setting up new post-primary provision are virtually impossible to achieve within the context of IME. 	<ul style="list-style-type: none"> DE to assess, plan and budget accordingly for the establishment of appropriate IM Post-primary provision, in line with parental demand and in consultation with CnaG. This should form part of a larger IM strategy to ensure that DE is fulfilling the 'statutory duty' for IME. Additional post-primary provision to be progressed in North Belfast & Tyrone / Mid-Ulster regions. DE to re-evaluate thresholds for establishment of new IM post-primary provision.
IRISH-MEDIUM UNITS AND STREAMS				
10. <i>Units and Streams</i> <i>The development proposal for establishing an Irish-medium unit or</i>	DE CnaG	<ul style="list-style-type: none"> Soláthar Reatha sna hAonaid Lán-Ghaeilge: Saincheisteanna a bhaineann le bunú, bainistiú agus buanú; T.J. Ó Ceallaigh, Muiris 	<ul style="list-style-type: none"> Updated Protocol on the Management of IM 	<ul style="list-style-type: none"> In order to inform a DE policy on the establishment and

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>stream should be preceded by a protocol setting out an agreement on how the unit or stream and host-school will operate, recognising their mutual interdependence, to ensure that the needs of both parts of the school are considered, with a focus on achieving maximum joint benefit from their relationship.</p>	CCMS	<p>Ó Laoire & Máire Uí Chonghaile, 2024. (This research, although limited to post-primary units in the Republic of Ireland, nonetheless contains many useful recommendations on good practice regarding the establishment, management and development of units and their relationship with ‘host’ schools.)</p> <p>https://www.cosp.ie/wp-content/uploads/2023/08/Tuairiscal-Tairghe-Solathar-oc-Maoinid.pdf</p>	<p>Units – work ongoing between EA and CnaG.</p>	<p>management of IM Units in CCMS schools, research similar to Ó Ceallaigh et al, 2024, to be carried out in a NI context, to include study on primary units, and findings to inform updated Protocol.</p>

SUPPORT FOR EDUCATORS

<p>11. Boards of Governors</p>				
<p>11.1. Boards of Governors should ensure they develop and update their skills to enable them to meet their evolving responsibilities, co-opting members where necessary and availing of existing training programmes.</p> <p>11.2. In delivering common support services in a sectorally-sensitive way, ESA should ensure that the particular needs of Irish-medium schools are addressed in the training for Governors.</p> <p>11.3. Boards of Governors must ensure that their statutory duties are discharged effectively, including the duty to safeguard the welfare of children throughout the school, to secure Child Protection arrangements, and to</p>	<p>DE EA BOG</p>	<ul style="list-style-type: none"> Scheme of Management for ‘other-maintained’ schools, including IMI has been completed by EA and was distributed to IM schools during the 22-23 school year. In 2015, DE commissioned an associate to compile a handbook, specifically for IMI Governors: School Governor Handbook 	<ul style="list-style-type: none"> A CnaG survey, carried out in 2024, highlighted numerous gaps in confidence, knowledge and expertise of IMI Boards of Governors. CnaG is co-operating with EA Sectoral Support officers regarding an IMI Governor Action Plan to address identified issues. IMI Boards of Governors, in their capacity as employers, do not have access to support including HR, as enjoyed by other sectors. 	<ul style="list-style-type: none"> DE to make funding available to support the IMI Governor Action plan. IMI School Governor handbook to be updated by EA as part of the Governor Action plan to provide equity of support for all schools and to ensure relevant and timely training is available to IMI governors. DE to commission EA to make supports available to IMI Governors, similar to those enjoyed by other sectors, particularly in relation to HR. ‘Administrative line’ to be provided, as a matter of urgency, to IMI schools

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>undertake School Development Planning.</p>				<p>designated as 'Other Maintained' to ensure equity with all other sectors</p> <ul style="list-style-type: none"> Exploration essential of alternative designation of IM schools, to possibly include 'grant-maintained' IM status.
<p>12. Leadership Training</p> <p>12.1. Principals and aspiring principals should undertake available leadership training and, using ICT and other approaches, share best practice within the sector and beyond.</p> <p>12.2. The needs of Irish-medium Educators should be taken into account in delivering common leadership training and support services in a sectorally-sensitive way.</p>	<p>DE EA</p>	<ul style="list-style-type: none"> Collaborative Practice to Drive School Improvement Irish-medium School Leaders' Working Group (IMSLWG) report, 2016. https://www.comhairle.org/english/about/publications/ (This report, commissioned by the then Minister for Education, contained a range of proposals regarding collegiality, school improvement and sharing of best practice in the IM sector, including formation of an IM Learning Community.) Fair? Shared? Supported? Examining expectations and realities for Irish-medium practitioners. Centre for Language Education Research, QUB, 2024 makes a range of recommendations regarding IM teacher workload, resources, sector-specific TPL, assessment etc. https://www.comhairle.org/gaeilge/ensuring-effective-teacher-supply-in-the-irish-medium-sector/ 	<ul style="list-style-type: none"> Leadership training remains underdeveloped in the IM context. Commitments made in the IMSLWG report, specifically the recruitment of additional EA IM officers and a dedicated facilitator role for an Irish-medium Learning Community, have not been completed or fulfilled. This is despite EA accepting these recommendations and their responsibility to implement. As a result, the IM sector does not have a dedicated & funded 	<ul style="list-style-type: none"> Revisit and review of IMSLWG recommendations, particularly regarding the establishment and support of an Irish-medium Learning Community. Immediate Implementation of findings of QUB report (see column 3) and action plan. (2024)

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>13. Initial Teacher Education</p> <p>13.1. The Department of Education should ensure that sufficient teacher training places are provided to meet the needs of the: statutory pre-school, primary, and post-primary Irish-medium sector.</p>	<p>DE EA 3rd Level Institutes</p>	<ul style="list-style-type: none"> • Ensuring Effective Teacher Supply in the Irish-medium Sector (CnaG, 2023) examines the interventions required to ensure effective teacher supply in the Irish-medium sector, drawing on examples of best practice in other jurisdictions. https://www.comhairle.org/english/about/publications/ • The Committee of Experts' 6th Monitoring Report (2024): <i>Develop and implement a strategy for the recruitment of teachers in co-operation with speakers, including the training of teachers for children with special needs within the Irish medium education sector.</i> https://rm.coe.int/united-kingdomecmr16-en/1680b1a23f • Investing in a Better Future; The Independent Review of Education; (2023) <i>'The Irish-medium education (IME) sector faces problems in recruiting sufficient teachers..... The increased demand for IME comes with an increased need for qualified teachers across all</i> 	<p>learning community currently.</p> <ul style="list-style-type: none"> • Acute shortage of teachers in IMI sector, including subject specialists at post-primary level, substitute teachers, pre-school staff and classroom assistants. 	<ul style="list-style-type: none"> • Implementation, in full, of the recommendations proposed in CnaG paper; Ensuring Effective Teacher Supply in the Irish-medium Sector (2023).

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>13.2. Opportunities for conversion training for those in the English-medium sector should be identified and incentives offered as a means of encouraging uptake</p> <p>13.3. Irish-language skills should be developed during Irish-medium initial teacher education, with experience in the Gaeltacht strongly recommended as an integral part of this development.</p>		<p>stages of education. To resolve this issue there is a need to establish pathways and programmes for fluent Irish speakers to qualify as teachers and for post-primary subject specialists to acquire language fluency. We recommend that DE initiate discussions with the universities and university colleges to agree how these new pathways can best be established. There may also be the need to explore recruiting fluent Irish speakers from outside of Northern Ireland and to remove any barriers to doing so.</p> <ul style="list-style-type: none"> • Is Namhaid don Cheird Gan Í a Fhoghlaim; A Report on the Linguistic Awareness of Immersion Practitioners (Ó Domagáin, 2023) ‘Linguistic development starts in pre-service training; therefore, it is strongly recommended that aspiring IM practitioners are made aware of the importance of the extra skill set needed 	<ul style="list-style-type: none"> • Opportunities for conversion are ongoing on an ad hoc basis in some schools but a more strategic approach is needed, together with a targeted recruitment/marketing campaign to raise awareness of these opportunities • Research has highlighted the need for 3rd Level institutions to enhance linguistic provision currently available to ITE students. 	<ul style="list-style-type: none"> • As above • Recommendations in Ó Domagáin, 2023 on linguistic development of IM practitioners to be supported and funded, regarding, amongst other recommendations, use of the baseline linguistic

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>13.4. Unqualified teachers should be given a specific time period within which to gain a teaching qualification, after which schools should be prohibited from employing them further, within the parameters of the relevant legislation.</p>		<ul style="list-style-type: none"> to be successful in the sector. They should, where possible, choose 3rd level providers whose courses contain a strong focus on linguistic proficiency, declarative knowledge of language and language pedagogy.’ https://www.comhairle.org/english/wp-content/uploads/sites/3/2024/08/Namhaid-na-ceirde-Executive-summary-1.pdf Fair? Shared? Supported? Examining expectations and realities for Irish-medium practitioners. Centre for Language Education Research, QUB, 2024 makes a range of recommendations regarding IM teacher workload, resources, sector-specific TPL, assessment etc. https://www.comhairle.org/gaelige/ensuring-effective-teacher-supply-in-the-irish-medium-sector/ <p>This practice no longer exists within the education sector.</p>	<ul style="list-style-type: none"> Representations made by CnaG in 2024 to have additional IM 	<ul style="list-style-type: none"> Inclusion of additional IM Competences as outlined in Nig <p>assessment tool included in the report.</p>
<p>14. Teachers’ Continuing Professional Development</p>	DE EA	<ul style="list-style-type: none"> Core Competencies in Irish-Medium Education: A Framework for Learning and Professional Development for Practitioners, 	<ul style="list-style-type: none"> Representations made by CnaG in 2024 to have additional IM 	<ul style="list-style-type: none"> Inclusion of additional IM Competences as outlined in Nig

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>14.1. All principals and teachers, including those in Irish-medium, should make best use of the available opportunities for training, and should receive common support services from ESA in a sectorally-sensitive way, to help them prioritise their continuing professional development</p> <p>14.2. Introduction to, and development of, best practice in teaching across the range of Irish-medium settings should be part of Early Professional Development and Continuing Professional Development</p> <p>14.3. Teachers should seek to develop their Irish-language skills during Early Professional Development and Continuing Professional Development, for example, by spending time in the Gaeltacht, having support for placements in Irish-medium schools in the south, or through in-house language courses and through C2K.</p> <p>14.4. Irish-medium Education providers should develop opportunities and a forum to disseminate best practice and to share teachers among institutions.</p>		<p>Dr G Nig Uidhir & Dr TJ Ó Ceallaigh (2024) examines the specific competencies required for immersion education within the context of Irish-medium education and provides an immersion-specific competencies framework to promote reflection, evaluation, and professional development among teachers.</p> <ul style="list-style-type: none"> An overarching TPL strategy, <i>Learning Leaders</i>, is being rolled out by DE. This is a general framework and whilst it is applicable to all school settings, does not account for immersion pedagogy. IM-specific TPL offering via EA rolled out over last number of years including online hub to house TPL materials. This offering is welcomed but limited due to availability of funding and personnel. 	<p>competencies included in GTCNI / DE 'The Teaching Competences; Teaching, The Reflective Profession'.</p> <ul style="list-style-type: none"> There is no equivalent/additional TPL framework for IME meaning current TPL offering from Early Career through to ongoing development is ad-hoc and constrained by lack of strategic planning & investment. 3 IM School Improvement Professionals in EA Sectoral Support Team; one for primary (temporary), one for post-primary and the third for ICT. An IM Teacher Developer was also employed by EA in 21/22 to deliver TPL, however, this post was only temporary. 	<p>Uidhir & Ó Ceallaigh (2024) in GTCNI / DE 'The Teaching Competences; Teaching, The Reflective Profession'.</p> <ul style="list-style-type: none"> IM TPL strategy to be devised by EA, at pace, taking account of the core competencies of IM practitioners as recommended in Ó Ceallaigh & Nig Uidhir, 2024 and similarly, IMSLWG (2016); QUB (2023) Consolidation and expansion of EA IM Sectoral Support team to adequately support a growing sector, including dedicated support role for IMLC.

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>14.5. Exchanges and development opportunities should be developed, on an all-Ireland and east-west basis.</p> <p>14.6. Sharing of best practice in immersion education should be maximised (using ICT) on an all-Ireland and east-west basis.</p>		<ul style="list-style-type: none"> • TPL offerings were available via SMUCB in previous years including courses to support IM classroom assistants, however, cuts to IM Bursary Scheme have impacted the provision of these courses. • Research into the linguistic competence of IM practitioners carried out via <i>A Fair Start</i> funding in 2023. 	<ul style="list-style-type: none"> • The aforementioned Irish-medium Learning Community and Irish-medium Leaders' Group, as proposed in the IMSLWG Report of 2016, were not supported or funded adequately and are no longer active. • IM-specific TPL via 3rd level institutes and EA has been curtailed as funding has been reduced, specifically that available via the IME bursary scheme (reduced from £100k to £37k). This funding is now called the <i>Irish-medium Learning Leaders Support Scheme</i>. • Linguistic support materials have been disseminated amongst schools. This support is being offered as and when funding is available. Further recommendations 	<ul style="list-style-type: none"> • DE to fund an IM Bursary Scheme, as recommended in Ó Domagáin, 2023; 'EA must also work with CnaG and 3rd level institutions to design bespoke courses and opportunities for

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
		<ul style="list-style-type: none"> An all-Ireland IME Committee (An Comhchoiste Gaelscolaíochta Thuaidh-Theas) was active for a number of years, c.2006-2009 and island-wide events, conferences etc were organised. 	<p>emanating from research require implementation.</p> <ul style="list-style-type: none"> No structured collaboration with IM schools in ROI. 	<p><i>linguistic training, based on the evidence of this report.’ (Executive Summary.)</i></p> <ul style="list-style-type: none"> Recommendations in Ó Domagáin, 2023 (see recommendation 14,1) on linguistic development of IM practitioners to be supported and funded, including use of the baseline linguistic assessment tool included in the report. DE, DE in ROI & Foras na Gaeilge to fund new all-Ireland IME group to facilitate cross-border collaboration on resources, teacher supply, SEN and allow sharing of best practice in immersion education etc.
15. Classroom Assistants and Pre-school Educators	DE	<ul style="list-style-type: none"> St Mary’s University College previously offered Classroom assistant training, funded by the IM 	<ul style="list-style-type: none"> No funded training available for IM 	<ul style="list-style-type: none"> A Classroom Assistants’ course to be included as

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<p>15.1. Classroom assistants should also develop their classroom skills and their language skills through means such as those listed above tailored to their particular needs.</p> <p>15.2. Pre-school leaders and assistants: Professional staff in pre-school centres should have opportunities for CPD and CPD through courses adapted and developed to match their particular needs in immersion education for young children.</p> <p>15.3. Ancillary staff in all pre-school, primary and post-primary Irish-medium provision should be encouraged and supported to develop their language skills</p>	<p>Altram</p>	<p>Bursary scheme. Cuts in this funding means the training is no longer available. Gaelchúrsaí, the Irish Language Training Academy, do provide a Classroom Assistants Upskilling Academy, however, this is self-funded and dependent on personal uptake.</p> <ul style="list-style-type: none"> Altram, the IMI Early Years organisation, has secured funding for the development of a preschool-specific professional development programme via <i>A Fair Start</i> funding. Research into the linguistic competence of IMI practitioners carried out via <i>A Fair Start</i> funding in 2023. 	<p>classroom assistants on a sector-wide basis.</p> <ul style="list-style-type: none"> Awaiting the rollout of preschool professional development programme via Altram. Linguistic support materials have been disseminated amongst schools. This support is being offered as and when funding is available. Further recommendations emanating from research require implementation. 	<p>an action within a Strategic Plan for the IMI Workforce.</p> <ul style="list-style-type: none"> Delivery of certified preschool development programme appropriately and adequately supported. Recommendations in <i>Ó Domagáin, 2023</i> (see recommendation 14,1) on linguistic development of IMI practitioners to be supported and funded, including use of the baseline linguistic assessment tool included in the report.

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
EDUCATIONAL RESOURCES				
<p>16. Curriculum and Teaching Resources</p> <p>16.1. <i>The needs of the Irish-medium sector should be factored in from the start when curriculum and other classroom resources are developed within the education system.</i></p> <p>16.2. <i>For certain subjects/curriculum areas, high priority should be given to developing teachers' resources in Irish where there are specific technical vocabulary issues which relate directly to specialist content, in order to support consistency and raising standards.</i></p> <p>16.3. <i>Outstanding needs in respect of teaching resources should be identified and addressed, including on an all-Ireland and east-west basis.</i></p> <p>16.4. <i>Existing classroom resources, such as those developed by teachers in the sector, should be identified and shared by ESA in support of good practice and raising educational standards.</i></p>	<p>DE EA CCEA An tÁisaonad</p>	<ul style="list-style-type: none"> Minister for Education established International Ministerial Advisory Panel on Curriculum & Assessment, January, 2025. None of the appointed panel members have a background in immersion education. Fair? Shared? Supported? Examining expectations and realities for Irish-medium practitioners. Centre for Language Education, QUB, 2023; highlighted additional and 'overwhelming' workloads in comparison to monolingual teaching peers, due to time spent creating resources. A Fair Start (DE, 2021) highlighted the acute need for investment in teaching and learning resources for the IM sector - 'DE should provide additional focused support for the Irish Medium sector in the form of educational resources' (: 6.5 ii). Efforts have been made, particularly during Covid, to establish a central resource hub. These efforts were ultimately unsuccessful as funding was not available to establish appropriate mechanisms for such an initiative. 	<ul style="list-style-type: none"> Acute lack of teaching & learning resources across all curricular areas including online, apps, web-based etc. No appropriate IM assessment tools available. IM post-primary schools struggle to offer a full range of subjects, particularly STEM, due to lack of qualification provision & curricular resources. IT systems and educational applications available through English programmes in use in schools. Central resource hub not available. 	<ul style="list-style-type: none"> Standalone review of IM Curriculum to be carried out by suitably qualified and experienced professionals. Resource development plan required for the sector to strategically identify and plan for increased resource provision. IM needs considered and reflected in planned improvements to schools' IT provision via the EdIS programme. DE and Foras na Gaeilge to fund a centralized resource hub modelled on best practice from other jurisdictions, such as Stórlann in Scotland.

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<p>16.5. The Irish-medium sector should explore how to harness the resourcefulness of the individuals with the necessary skills to develop curriculum and teaching resources in a way that benefits the whole sector.</p> <p>16.6. ICT should be used, through CZK, to support the development and dissemination of resources.</p>				
<p>17. Support for Special Educational Needs</p> <p>17.1. The Education and Skills Authority should develop the capacity to meet the special educational needs of children through the medium of Irish where possible, with a particular focus on areas where such support would be most beneficial. This will need appropriately skilled SEN support staff with high-quality Irish-language skills, which could be developed, for example, through bursaries.</p> <p>17.2. The Project Board recommends that, where SEN support is not available through the medium of Irish, children should receive as much support as possible through the medium of English, making full use of the CZK infrastructure and other resources. In these</p>	<p>DE EA CCEA</p>	<ul style="list-style-type: none"> CnaG's 2024 paper highlights the key issues in relation to SEND provision in Irish-medium Education and proposes a range of solutions to improve provision for IM pupils. The Provision for Special Educational Needs and Disabilities in Irish-medium Education November 2024.pdf The Independent Review of Education, 2023; recommended 'provision of in-house SEN expertise through Irish in IM settings.' (3.130) and '...a spread of expertise in the Educational Psychology Service...to allow it to meet requirements such as supporting children with SEN.. in the Irish-medium sector.' (3.151) The Independent review panel concluded that there were 'shortages of expertise...in IM staff. (7.55) https://www.independentreviewofeducation.org.uk/key-documents/investing-better-tuile Special Education Strategic Area Plan (SESAP) EA, 2022: '... will seek to address geographical, sectoral and linguistic sector inconsistencies which currently exist in Specialist Provision in Mainstream Schools' (3.2.1.) 	<ul style="list-style-type: none"> No IM expertise in interfacing EA support services and no services offering appropriate support through the medium of Irish for IM pupils. Access to support/intervention still being delayed until pupils begin learning formal English in P3/4 with a significant number of pupils still leaving/being advised to leave the sector for support. Only 4 Specialist Provisions in Mainstream Schools (SPiMS) in IM sector; 1 outside Belfast (5.6% of English-medium pupils in 	<ul style="list-style-type: none"> DE to implement, in full, the recommendations contained in CnaG's report <i>The Provision for Special Educational Needs and Disabilities in Irish-medium Education</i> (2024) The Provision for Special Educational Needs and Disabilities in Irish-medium Education November 2024.pdf

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
<p>circumstances the Education and Skills Authority should ensure that the support is sensitive to the needs of the children learning through Irish. Best practice should be disseminated, including taking account of the specific context and issues relevant to Irish-medium education, and engaging with schools and teachers on these issues.</p> <p>17.3. Teachers in Irish-medium Education should be supported through sharing of existing best practice in SEN, particularly from the Irish-medium sector. This should be promoted and supported by the Education and Skills Authority and other support agencies, drawing on sources on an all-Ireland and east-west basis from English-medium settings as well as immersion language contexts. ICT will have a key role to play in the realisation of the available benefits for pupils and their teachers.</p> <p>17.4. High-level diagnostic tools for the Irish-medium sector should be developed</p>		<p>https://www.eani.org.uk/publications/traffic-special-education-strategic-area-plan-2022-27-planning-for-special-education</p> <ul style="list-style-type: none"> A Fair Start (2021) recommended that DE 'commission CCEA to progress development of its own diagnostic assessment tools for use in all schools (including Irish Medium) from KS1 to KS3 (3.2) https://www.education-ni.gov.uk/publications/fair-start-final-report-action-plan 	<p>SPIMS; 0.7% in Irish-medium)</p> <ul style="list-style-type: none"> No SENIIM specific ITE and TPL offered and current English-medium offering not cognisant of immersion/bilingual context. No appropriate assessment / diagnostic tools or support materials for SENIIM pupils. 	
<p>18. Informal learning through Irish (youth provision.)</p>	<p>DE EA Fóram na nÓg</p>	<ul style="list-style-type: none"> Fóram na nÓg was established in 2009 as a regional support body for the Irish-medium Youth Sector and is funded by the Education Authority. 	<ul style="list-style-type: none"> Lack of opportunities for children attending IME to use Irish outside of a school context, 	<ul style="list-style-type: none"> EA to review provision of IM youth services in collaboration with Fóram na nÓg, to ensure

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<p>18.1. The Department of Education should encourage and support informal opportunities for learning through the medium of Irish in the youth sector, and through the extended schools approach. The use of ICT will be an essential part of the development and delivery of opportunities for learning.</p>	<p>Gael Linn Foras na Gaeilge</p>		<p>particularly in rural areas and in the North-west.</p>	<p>provision of services to all IM communities.</p>
<p>19. <i>Irish-language support for children at home.</i></p> <p>19.1. <i>The Department of Education should ensure that its policies that are delivered outside school take account of Irish-medium Education.</i></p> <p>19.2. <i>Stakeholders across the Irish-speaking community should seek opportunities to share best practice in language development and support with a particular focus on children in English-speaking homes.</i></p>	<p>DE EA</p>	<ul style="list-style-type: none"> • Ó Domagáin, G (2022) Tumoideachas gan Tumadh: Tuarascáil ar thionchar na paindéime COVID-19 ar earráil an tumoideachais ó thuaidh https://www.comhairle-ora/gaeilge/research/ • The Impact of Covid-19 on Irish-medium Education (Comhairle na Gaelscolaitochta, 2021) https://www.comhairle-ora/english/about/publications/ 	<ul style="list-style-type: none"> • The lack of suitable support for IM pupils was hugely significant during COVID-19 lockdowns – IM pupils who did not have access to Irish with parents at home were at a considerable disadvantage. 	<ul style="list-style-type: none"> • A future Irish Language Strategy should include actions and recommendations with regard to Irish language support for children at home • DE to Establish and fund a forum that provides support and guidance to IM parents, similar to Comann nam Parant and www.gaelicparents.com in Scotland and Rhieni Dros Addysg Gymraeg in Wales.

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<p>20. Multiple Translations of Examinations taken in Irish</p> <p>20.1. <i>Efforts should be made to access subject specialists with the necessary language skills, including on an all-Ireland basis, to remove the need for multiple translations in the assessment and examination process for children in Irish-medium education</i></p> <p>20.2. <i>The impact on students of the current regime of multiple translations should be assessed</i></p>	<p>DE CCEA</p>		<ul style="list-style-type: none"> Exam scripts still being translated from Irish into English to enable marking by EM examiners by CCEA, which is unacceptable practice. 	<ul style="list-style-type: none"> Increased monetary compensation for this work to encourage IM practitioners to participate and entice examiners from ROI to do this work, where remuneration for this work is higher. The 3-year teaching rule required to be considered as an examiner should be waived in order to allow for flexibility for IM examiners with less experience to work as examiners.
EMBEDDING IME IN THE EDUCATIONAL SYSTEM				
<p>21. Policy Development and Delivery</p> <p>21.1. <i>The Department of Education must ensure that Irish-medium education is considered systemically throughout policy development.</i></p> <p>21.2. <i>The Department of Education must ensure that</i></p>	<p>DE</p>	<ul style="list-style-type: none"> Irish-medium education and The Statutory Duty: A Rights Perspective, Robbie McVeigh: Conradh na Gaeilge & CAJ, 2022. This report examines the efficacy of the current ‘statutory duty’ towards IME and ways to strengthen it, including the possibility of an Irish-medium Act, along the lines of the Integrated Education Act, 2022. https://caj.org.uk/wp-content/uploads/2022/11/Irish-Medium- 	<ul style="list-style-type: none"> DE has no specific Irish-medium policy. 	<ul style="list-style-type: none"> Wide-reaching Irish-medium strategy to be developed, led by DE and CnaG, in conjunction with other stakeholders, to identify and remove barriers to the development of all aspects of IME.

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<p>appropriate support is provided for all existing and new schools, subject to their meeting agreed sustainability criteria, and that the needs of Irish-medium education are addressed in a fully integrated way by the Education and Skills Authority in the delivery of its services.</p>		<p>Education-and-the-%E2%80%98Statutory-Duty.pdf</p>		
<p>22. Research</p> <p>22.1. The needs of Irish-medium education should be taken into account appropriately in the research strategies of DE and educational partner bodies. Opportunities for all-Ireland research co-operation should be maximised.</p>	<p>DE CnaG</p>	<ul style="list-style-type: none"> CnaG has carried out / commissioned several research reports in recent years on the most pressing issues facing the IM sector currently, including: Teacher Supply and Retention; Accommodation Issues, SEN in IME 	<ul style="list-style-type: none"> Research currently being carried out by QUB and Stranmillis as part of Comhairle na Gaelscolaíochta's A Fair Start funding (Spring 2025) on: <ul style="list-style-type: none"> (1) Impact of Class Sizes on Effective Immersion Education in an Irish-medium Setting (2) Exploring the Surplus Workload of Teachers and practitioners in the Irish-Medium Sector and Evidential Insights into Exceeding 1265 Hours 	<ul style="list-style-type: none"> Findings of recent CnaG research to inform future DE IM Strategy. CnaG resourced to add a Research and Communications Officer Post to the current staff structure of the organisation. Key areas of future research identified by the sector include: <ul style="list-style-type: none"> additional support required by IM pupils with statement of SEN; suitability of pupil support services to support SEN/IM pupils; assessment of the future needs of the IM sector in terms of the establishment of a regional network of Specialist Provision in

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				<p>Mainstream Schools (SPiMS) and an IM Special School</p> <ul style="list-style-type: none"> ○ A series of action research projects looking at best practice in supporting IM pupils with a range of SEN-e.g., ASD, Dyslexia, Language and Communication etc ○ What is effective immersion in the IM context? (based on international best practice) ○ Additional professional development needs of IM practitioners across all phases and stages of their career ○ An evaluation of the additional duties of the IM practitioner ○ An evaluation of the provision of IM resources currently in terms of quality and to identify gaps ○ Suitability of the Northern Ireland Curriculum for the immersion classroom

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<p>23. Increasing Access to Irish-medium Education</p> <p>23.1. Outreach to those not currently accessing Irish-medium Education should be taken forward through a staged approach, reflecting shared linguistic heritage across these islands, on an east - west and all-Ireland basis. In particular the affinity of Irish with Scottish Gaelic should be emphasised, exemplified and employed as a motivation for the further development of the Irish language across communities.</p>	<p>DE EA (Area Planning) CnAG / NICIE</p>	<ul style="list-style-type: none"> Establishment of Naiscoil na Seolta (Integrated Irish-medium pre-school) in East Belfast (2022) Comhairle na Gaelscoláiochta's Corporate Plan, 2025-2030 commits to ensuring; 'access to high-quality Irish-medium education to those of any background or ability;' <p>And to being:</p> <p>'open to all in the community, within the jurisdiction in which we operate.' (16)</p>	<ul style="list-style-type: none"> Proposed establishment of Bunscoil na Seolta, Integrated Irish-medium primary school, in East Belfast, 2025. 	<ul style="list-style-type: none"> Immersive experience in an IM unit v standalone Gaelscoil The impact of unsuitable accommodation on the learning experiences and outcomes of pupils in the IM sector.
<p>24. All-Ireland and Trans-regional opportunities for Irish-medium Education</p> <p>24.1. The Department of Education should identify development opportunities for co-operation with other areas in support of Irish-medium Education, particularly on an all-Ireland basis</p>	<p>DE EA Foras na Gaeilge COGG Gael-oidreachas CnAG</p>	<ul style="list-style-type: none"> The Independent Review of Education recommended, in the context of IM staff shortages locally; 'the need to explore recruiting fluent Irish speakers from outside of Northern Ireland and to remove any barriers to doing so.' (7.54) The British Council, on advice from Comhairle na Gaelscoláiochta facilitated a study visit to 	<ul style="list-style-type: none"> No formalised links between IME organisations North and South CnAG Board of Directors has representation from COGG and Foras na Gaeilge-occasional collaboration takes place 	<ul style="list-style-type: none"> DE, DE in ROI & Foras na Gaeilge to fund new all-Ireland IME committee to facilitate cross-border collaboration on resources; teacher supply; SEN etc. Inter-departmental approach, north and south, to the provision

Recommendation	Responsible Bodies	Recent Progress/Policy	Current Position	Recommendations
		<p>the Basque Country, focussing on good practice in bilingual / immersion education, in 2019.</p> <ul style="list-style-type: none"> EA led on north-south working group c.2012 but this was discontinued. An all-Ireland IME Committee (An Comhchoiste Gaeiscolaíochta Thuaidh-Theas) was active for a number of years, c.2006-2009 and island-wide events, conferences etc were organised. CATOC (Coiste Um Áiseanna, Tacaíocht, Oiliúint agus Curaclam) was an all-Ireland umbrella organisation for organisations that had an interest in IME. CnaG (and previously An tÁiseonad) chaired CATOC and other members included ETI, Foras na Gaeilge, St Mary's University College, Altram, CCEA, COGG. Remit was mostly information sharing and occasionally joint projects. 	<p>between the organizations.</p>	<p>and funding of appropriate teacher education for IME , whether initial, conversion or CPD.</p>

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