

Fáilte
Gaeilge



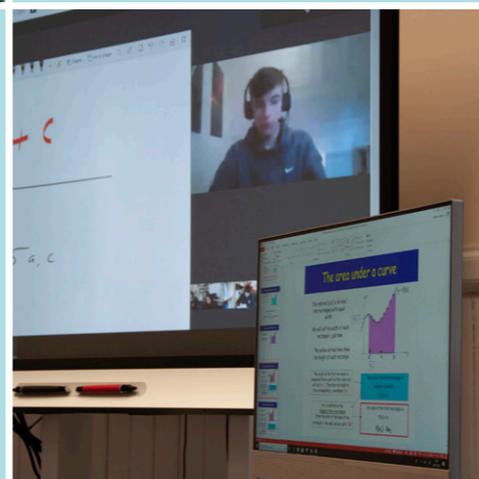
Séyiz les beinv'nus
Jèrriais



Fàilte
Gàidhlig



Bianvu
Guernésiais



Welcome
English



Failt erriu
Manx

Croeso
Cymraeg



Bid ye welcome
Ulstèr-Scotch



Dynnargh
Kernewek



Adult learning of IML languages and links
with community, workplace and society

Foreword by the Chair of the Indigenous, Minority and Lesser-used (IML) Languages Work Sector

All languages are unique and special and represent much more than a means of communication. Languages belong to people and communities and contribute to the world's cultural wealth and diversity. It is therefore hugely important that we make every effort to protect and promote our languages, however widely spoken, for the benefit of future generations.

The languages spoken across these islands are rich and varied, and have different contexts and cultures. But we also share a number of common goals and challenges, not least that our languages co-exist with one of the most dominant languages in the world - English. I am therefore hugely encouraged to see in this report evidence of collaboration and the sharing of knowledge and expertise between people in our communities who work tirelessly to promote the learning and use of our languages.

The central theme of the IML work sector's most recent conference held in Belfast in February 2018 was the adult learning of our languages. I pay tribute to all learners of languages and their tutors for their perseverance and dedication. Those who learn our languages make a valuable contribution to our linguistic communities.

The presentations summarised in this report also reflect the fact that efforts to teach languages are not undertaken in isolation from wider strategic priorities. The need to plan for linguistic skills within our workforces and to provide sufficient opportunities for those who learn our languages to be able to use their language skills in the community are undoubtedly key aspects of any strategy to revitalise any language.

I very much hope that those who attended the conference left having furthered their knowledge and made good contacts. I would like to thank all that participated, attended and hosted the conference, and hope that this report will allow others who share our desire to support our languages to gain further knowledge and learning.



Eluned Morgan AM
Minister for International Relations
and the Welsh Language
Welsh Government

Introduction

1. On 8 – 9 March 2018 the Northern Ireland Executive Department for Communities hosted a Conference on behalf of the British-Irish Council (BIC) Indigenous, Minority and Lesser-Used (IML) languages work sector at Crumlin Road Gaol, Belfast.
2. The Conference focused primarily on adult learning of IML languages and links with community, workplace and society. In particular, speakers addressed issues such as language learning outside of traditional classroom settings and the role of language in building community cohesion.
3. Approximately 75 delegates and speakers from across the Member Administrations representing a cross section of both the public and community sectors and academia attended the event over the two days.
4. In addition to the nine formal presentations, delegates had the opportunity to attend two informal workshops. The workshops were more interactive and provided delegates with the opportunity to directly engage with a minority language for example through song or storytelling.



Summary of the Conference

5. The conference was designed to allow for the sharing of best practice between policy makers and minority language practitioners. In the absence of a Northern Ireland Executive, the conference was opened by Ian Snowden, Deputy Secretary for Engaged Communities in the Department for Communities. quickly became apparent that all three of these topics were mutually supportive and interlinked.
6. At the meeting of Ministers from the British-Irish Council Member Administrations with responsibility for indigenous, minority and lesser used languages hosted in Edinburgh in 2017, it was agreed that the BIC IML work sector would focus on three specific main topics; (1) Workforce Planning, both within the education sector and in other sectors; (2) Adult learners of IML languages; and (3) Social use of languages, including through the arts and digital technology. While the initial focus of this conference was on adult learners, in drawing up a programme it
7. Presenters from across the BIC highlighted to the gathered stakeholders how adult learning of IML languages was underpinned by work place initiatives, community schemes, technological developments and educational innovations. While many of the presenters had a particular focus linked to one specific element of the BIC IML work sector's three main topics, by bringing a wide range of stakeholders together the programme provided a broad spectrum of perspectives and experiences to 75 attendees which would be difficult to replicate in a different forum, showcasing the benefit of taking a holistic approach to deliver a better understanding of complicated policy areas.

Conference Programme (Thursday 8th March)

10:30	Registration Tea and coffee on arrival
11:00	Official Opening of Conference Ian Snowden, Deputy Secretary Engaged Communities, DfC
11:05	Opening remarks Iwan Evans, Chair of BIC IML Work Sector
11:10	Cumann Chluain Árd – Adult learning in the community Séamas Ó Donnghaile
11:40	Work Welsh: learning Welsh in the workplace Efa Gruffudd Jones
12:10	East Belfast Mission – Turas project Linda Irvine
12:45	Lunch
13:30	Workshops:
Option 1:	“Using Cornish language in the community” Pol Hodge Introducing Cornish in community settings through events and partnership working
Option 2:	“LearnGaelic: an accidental success” Eilidh Lewsey The genesis of LearnGaelic and how it has been shaped by the digital landscape and what plans are afoot in the next five years online, on screen and in the classroom.
14:30	Multi Lingualism: Empowering Individuals, Transforming Societies (MEITS) - Deirdre Dunlevy – QUB
15:15	Online learning: Irish 101: An Introduction to Irish Language and Culture - Mairéad Nic Giolla Mhichíl – DCU
15:45	Close
16:15	Tour of Gaol Optional

Conference Programme (Friday 9th March)

9:30	Digital Learning from Comhairle Nan Eilean Siar– eSgoil Bernard Chisholm & Angus MacIennan
10:30	Community Regeneration Niall Ó Catháin – An Carn / Jake MacSiacais – Forbairt Feirste
11:15	Break
11:30	Ulster-Scots and Social Inclusion Ian Crozier
13:30	Workshops:
Option 1:	“Learning Manx and the art of forgetting” Adrian Cain Adrian is the Manx Language Develop Officer for Culture Vannin and one of his main responsibilities is teaching the Manx Language to adult learners. This will be a practical introduction to the Manx language.
Option 2:	“Spòrs Gàidhlig” Dòmhnall MacNèill This is a new initiative to try and widen the opportunities available for “adventurous activities” for young people, through the medium of Gaelic. The instructor resource will provide “high adrenalin” opportunities for young people to use and develop their language skills, but they will also act as non-traditional role models for the young people – demonstrating the range of employment opportunities available.
Option 3:	“An introduction to Ulster-Scots” Laura Spence This introductory workshop will consider Ulster-Scots poetry. A discussion of the ‘Rhyming Weavers’ and their work will also reflect on Ulster’s love of Robert Burns; and we will look at John Hewitt’s work in preserving vernacular texts, and think about factors which have led to a decline in the use of Ulster-Scots. Delegates will be encouraged to create their own Ulster-Scots limerick using some of the vocabulary and phrases learned in this enjoyable workshop.
12:45	Closing Remarks
13:00	Lunch

Séamas Ó Donnghaile Cumann Chluain Árd (CCA)

6. CCA was established in 1936 as a voluntary organisation dedicated to the provision of a neutral environment for the preservation and teaching of the Irish language. The organisation was founded on the principle that it would operate a single language policy. Consequently, there is no leaning on English to underpin the learning of Irish.

Operating in an informal setting, CCA tutors seek a total physical response from learners through eye and ear learning and the emphasis is placed on the spoken language rather than the ability to read and write in Irish. However, tutors actively promote continued learning and aim to steer learners towards more formal education where appropriate.
7. As the principal of an Irish-medium primary school in North Belfast, Bunscoil Mhic Reachtain, and the Chairman of CCA, Séamas Ó Donnghaile has taught Irish for the last 30 years.
8. As an organisation CCA recognised that if a language was struggling then the adult population needed to be involved in trying to preserve it. In particular, Séamas highlighted the value of parents, particularly mothers, being actively engaged in language learning as they are more likely to promote and encourage language learning within the home.
9. Séamas also stressed the need to promote minority languages as living languages which are culturally relevant in the modern era. CCA seek to achieve this by taking groups to the Gaeltacht (Irish speaking area) in Donegal so they can immerse themselves in the language.
10. Within CCA there is a recognition that those in a position of authority need to demonstrate leadership which is both culturally relevant and responsive. In addition, they need to empower the community so that speakers of minority languages become language promoters and agents of change within the community.
11. In closing, Séamas quoted the poet Seán Bán Mac Grianna who said, “Is í An Ghaeilge Bláth na hÉireann – Irish is Ireland’s flower”. Séamas concluded that a language needs to be nurtured and supported. It is not necessarily money which is required but people, and in particular, people with a common outlook and the mindset of a volunteer worker.

Efa Gruffudd Jones Work Welsh: Learning Welsh in the workplace

12. In response to the Welsh Government’s report, “Raising our sights: review of Welsh for Adults” published in 2013, the National Centre for Learning Welsh was established in 2016.
13. As the Chief Executive of the National Centre for Learning Welsh, Efa Gruffudd Jones is responsible for all aspects of the Welsh for Adults education programme - from curriculum and course development to resources for tutors, research, marketing and e-learning.
14. The Welsh Government has long supported the development of the Welsh language. However, the establishment of the National Centre is the first time that there has been a single organisation tasked with providing strategic leadership and co-ordinating all Welsh adult learning across Wales.
15. The National Centre works with a network of 11 providers across Wales which deliver Welsh courses on its behalf. As many people take classes part-time or in the evening the aim is to ensure people can access language classes within an easy distance of home. There are currently 18,000 adult learners and approximately 2,000 courses for people to choose from.
16. The establishment of a National Centre has allowed for the development of a national curriculum for adult learners of Welsh for the first time which serves as a benchmark for new and experienced tutors alike, providing a standard guide.
17. The new structure has also allowed for the gathering of data in relation to those learning Welsh. For example, previously it was thought that the majority of those learning Welsh were retired. However, the data has shown that the majority of those learning Welsh are aged 30 – 50 which would suggest they may be supporting young children who are learning Welsh at school.
18. The introduction of the Wellbeing of Future Generations (Wales) Act 2015 placed an emphasis on securing a Wales of vibrant Culture and thriving Welsh Language. In addition, the new Welsh Government’s Welsh Language Strategy ‘Cymraeg 2050 – a million Welsh speakers’ contained proposals for growing the number of Welsh speakers to one million by 2050. Such measures, in addition to the Welsh Language Standards introduced as a result of the Welsh Language (Wales) Measure 2011 has resulted in a new demand for learning Welsh coming from workplaces.
19. In an effort to not only meet this demand but also provide further opportunities for learners to use their Welsh, the ‘Work Welsh’ programme was designed to support and deliver Welsh language training for the workforce at no cost to employers, with funding given by the Welsh Government.
20. There are several ways of learning Welsh with Work Welsh:
 - Welcome Work Welsh – a 10hr online course for people with little or no Welsh language skills.
 - Learn Work Welsh – intensive courses which will improve a person’s ability to use Welsh and work bilingually. There are different levels available – Entry, Foundation, Intermediate, Advanced & Proficiency.
 - Using Work Welsh – a five day residential course for those who already have a good working knowledge of Welsh but who want to improve their confidence or fluency.
21. The demand for each of these courses has ensured that they have each significantly overachieved when measured against the targets set for year 1.
22. In addition to formal, structured training courses the National Centre also coordinates the Siarad programme. The mentoring programme matches learners and speakers and encourages them to practise speaking together or attend community events such as Welsh language plays as a way of improving language skills.



Linda Ervine East Belfast Mission: Turas Project

23. East Belfast Mission (EBM) is situated at the Skainos Centre on the Newtownards Road in East Belfast. The area is traditionally considered to be Protestant working class and not particularly welcoming to the Irish language. However, despite this background the Turas project, led by Linda Ervine, now runs 14 Irish classes a week for over 200 learners.
24. This initially came about through the use of the Skainos centre as a shared space for the community. EBM and An Droichead, a South Belfast based Irish language organisation, came together to offer a six week taster session for the Irish language through the cross community women's group.
25. As Linda's husband was the leader of the Progressive Unionist Party at the time a journalist reported on the fact that she was attending an Irish language class. The article generated a lot of attention and created a demand for an Irish language class. Following the receipt of funding from Foras na Gaeilge, a public body responsible for the promotion of the Irish language throughout the island of Ireland, EBM created the post of Irish Language Development Officer.
26. The Turas project was specifically designed to connect people from Protestant communities to their own, often hidden, history with the Irish language. The programme offers weekly language classes for a range of ability levels, as well as cultural activities and heritage themed sessions.
27. The project recognises that while the core work revolves around language learning a natural by product can be reconciliation. Increasing awareness of the Irish language and challenging perceptions

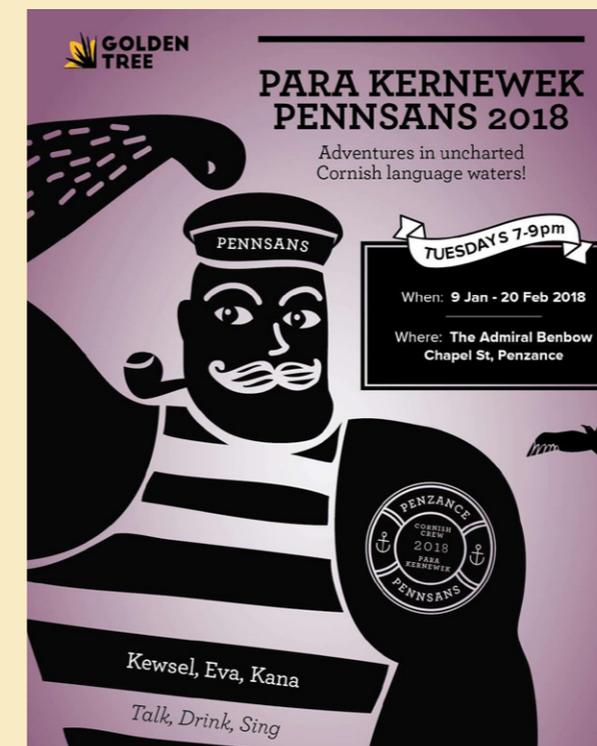
such as "who is an Irish speaker" can generate renewed interest in language learning. For example, the project has looked at the Northern Ireland Census and the experience of Irish speakers in the 36th Ulster Division during the First World War.

28. In addition to the language classes the Turas project has also looked at other ways to promote local connections with the Irish language. For example, they have developed a Gaelic East Belfast Bus Tour and work with groups to offer team building exercises through Irish.
29. Although the project has been the subject of criticism it has also identified an underlying interest in the Irish language among the Protestant, Unionist and Loyalist community. As a direct result of the programme, four former learning participants are studying Irish at degree level.



Thursday Workshop: Option 1 Pol Hodge - Using Cornish language in the community

Golden Tree delivers Cornish language teaching to schools in Cornwall and promotes awareness of the language in the community through cultural events. The language is taught in two clusters of 7-8 schools for a term and at the end of that term the pupils take part in a treasure hunt which involves shops, businesses in that particular town. The aim is not just teach the children the language but involve the wider community and link learning the language to the cultural activity of the town.



Pol Hodge is a fluent Cornish speaker and currently the Cornish Language Education Officer for Golden Tree. He is also a poet, performer, provides coaching to Cornish language film makers, and chair of the Akademi Kernewek Terminology Panel. Pol has contributed for many years to the Cornish language revival bringing an energy and wit that enthruses all who meet him.

Golden Tree has been successful in delivering several arts projects that have brought the Cornish language to a much wider audience. The revival of the language has been successful in raising the visibility of the language through signs, books and websites, but Golden Tree's work involves spoken use of the language in fun, accessible ways, ensuring that the language is heard on the wider stage. The most successful project has been 'Man Engine' – the largest mechanical puppet in the UK – which has reached a live audience across the UK of 250,000, with everyone who attended having to chant in Cornish to make the 'Man Engine' stand up.

Golden Tree's work is part of the wider Cornish Language Strategy which aims to increase the number of speakers and to enable more use of Cornish in the community.

This workshop was attended by 50 people and participants were interested in the culture-led approach to disseminating the language and working in an environment with low levels of use of the language. Many delegates shared similar concerns about the difficulties of introducing a regional minority language into the school curriculum and the additional burden of creating sufficiently engaging material at the same time as teaching. Pol stressed the need for teaching resources to be as good as, if not better than the competition, to assure teachers of quality and to engage the students but this puts additional pressure on the small language community to produce such resources on a minimal budget.

"There is a need for creating resources for schools across these islands, to teach about the diversity of languages on our islands. There is currently an extremely low level of awareness which has led to negative attitudes towards the smaller languages."

Pol Hodge

Thursday Workshop: Option 2

Eilidh Lewsey - LearnGaelic: An accidental success

LearnGaelic is a first-stop website for anyone interested in learning Scottish Gaelic. On this website, you'll find information on courses run throughout Scotland and further afield. There are useful resources, such as the dictionary and thesaurus that are suitable for anyone with an interest in Gaelic. In addition to this, there is supporting content which is suitable for learners at every level.

Eilidh Lewsey is the editor of the LearnGaelic website and a presentation was given to the British Irish Council on the accidental success of LearnGaelic.Scot in becoming one of the most recognisable Scottish Gaelic brands. There are a number of exciting opportunities which now face the much-loved site as it metamorphoses from a first-stop portal to the leading online companion to learners and speakers of all competencies.

A brief history of the site was provided, as well as what online and social content has been successful, and what lessons have been learnt along the way. It was also outlined how the brand has been leveraged to empower other bodies within the Gaelic adult-learning sectors and how to further expand and formalise this in Scotland.

The shared vision and common goals of all minority languages was specified: to acquire more learners, and for those learners to reach a good level of proficiency and ultimately become confident speakers in our languages. This vision provided a context to offer support and be open to suggestions from other minority languages and their communities. It was notable that this common desire was the main impetus of all who attended, and this coming together and sharing of opportunities, resources and skills was the most precious memory taken from the event.



"The British Irish Council Adult Learning Conference provided a great platform to learn and share skills, knowledge and common experiences across all the minority languages. It was just lovely to make friends with people who are travelling on a similar path to you and to exchange wisdom, friendship and ideas. It was a privilege to attend and I left with hope in my heart."

Eilidh Lewsey

Deirdre Dunlevy

Multi Lingualism: Empowering Individuals, Transforming Societies (MEITS)

30. The MEITS project is a one world research initiative. Deirdre Dunlevy is a Research Associate at Queen's University Belfast (QUB) which is one of four UK universities involved in the project. The research aims to transform the health of the discipline of Modern Languages by identifying how best to influence attitudes towards multilingualism, and language policy at home and abroad.



33. In the context of a divided society, Northern Ireland provides a unique opportunity to study how language can impact on an individual's sense of identity and belonging. In addition, there is currently a rare opportunity to respond to immediate socio-linguistic change, if the evolving attitudes to language can be understood.

34. In addition to the interviews and questionnaires being used to determine people's motivations with regards to language, researchers are also looking at the linguistic landscape, for example street or shop signs and graffiti. The research is also seeking to determine whether or not language policy is responding to what is happening within the community.

35. Although the project is not yet complete researchers are beginning to see some emerging themes which demonstrate the complexity of Northern Ireland Society. There appears to be a fluidity in terms of sense of identity with many respondents being willing to claim an affinity with more than one identity.

31. The project has six separate research strands. Strand 3: Sociolinguistic perspectives on multilingualism: identity, diversity and social cohesion is focused mainly on France and Northern Ireland and QUB is looking at the indigenous languages of Northern Ireland with a particular focus on Irish.

32. Within Strand 3, research projects are looking at elements such as urban vernacular, new speakers and the use of language in social media and other platforms and the consolidation of regional dialects. The intention is to take the research into the community so that it is informed by events on the ground.

MULTILINGUALISM:

Empowering
Individuals

Transforming
Societies

Mairéad Nic Giolla Mhichíl

Irish 101: An introduction to Irish Language and Culture

36. The Irish Government has a 20 year strategy for the Irish language 2010 – 2030. The objective of the strategy is to increase on an incremental basis the use and knowledge of Irish as a community language. Specifically, the Government's aim is to ensure that as many citizens as possible are bilingual.
37. Mairéad Nic Giolla Mhichíl is an associate professor of Information Technology at Dublin City University (DCU) and project lead on the Irish 101 project which was cofounded under the strategy.
38. Irish 101 is a Massive Open Online Course (MOOC). The MOOC model for learning came about after an American researcher made a course available free of charge online and 125,000 people signed up. The number of MOOCs, and learners engaging with them, is increasing rapidly to the point that digital learning has become part of "the norm" and there are approximately 60 million online learners currently.
39. As most platforms for the provision of MOOCs only facilitate knowledge learning, the team in DCU was keen to ensure that any platform they chose could facilitate both knowledge and skills.
40. The main objective for DCU was the development of an online University level course for Irish language and culture. In the end DCU decided to make use of the Future Learn platform which is a subsidiary of the Open University. The programme was then tested through the Fulbright Programme and the Irish Medium & Irish Education School of Notre Dame University. The central aim was to ensure usability and accessibility.
41. The online offering launched on 26 January 2018 and 10,500 registered for the course. Of the 7,500 – 8,000 who became part of the learner group approximately 6,000 (80%) became active learners. The completion levels for the course were 2-3 times higher than the average for Future Learn courses.
42. The programme was designed to target the Irish diaspora around the globe, those who had previously studied the language but for whatever reason had stopped engaging with it and new immigrants etc. Given the diverse target group the programme asked people to identify why they wanted to engage with the Irish language.
43. The initial module focuses on basic phrases and links with place names and culture including blessings and curses. Over the course of the year additional modules will be released which will build on previous learning to form a complete degree programme.
44. The online course is augmented with a social media strategy which encourages students to engage further. The almost constant feedback from students allows for live experimentation. In addition, the programme is also trying to support meet ups or encourage students to join organisations which already have a presence in the country.
45. To date 131 countries have participated in the programme and it appears that internet access is the greatest factor restricting further participation in other areas. The next module Irish 102 will launch alongside the rerelease of Irish 101 on 26 March 2018.

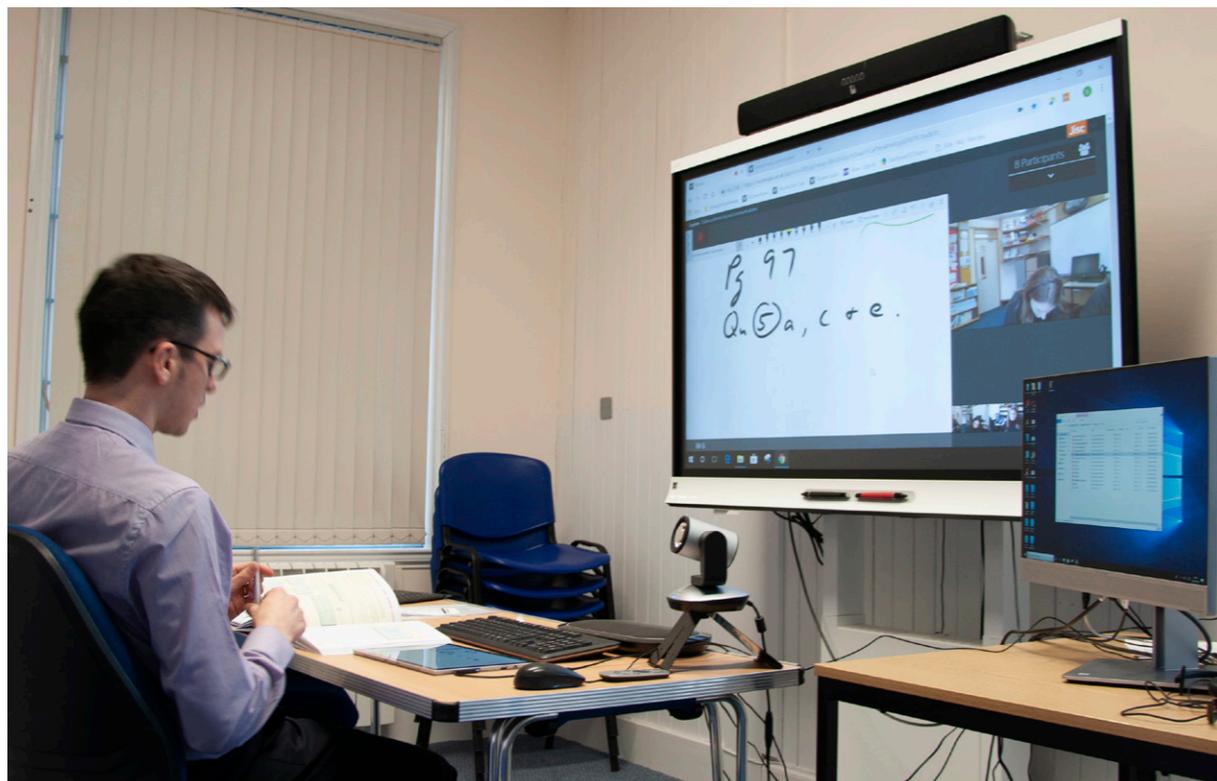


Bernard Chisholm & Angus MacIannan

Digital Learning from Comhairle nan Eilean Siar – e-Sgoil

46. The e-Sgoil was devised eighteen months ago in response to the difficulties in securing a Maths teacher on the Isle of Barra and is a recognition of the unique challenges faced by authorities in delivering an education service in the Western Isles.
47. Bernard and Angus are the Director of Education and Children's Services for Comhairle nan Eilean Siar (CnES) and Head Teacher of e-Sgoil respectively.
48. Challenges for the Western Isles included:
 - a shortage of several hundred teachers;
 - many subjects staffed by non-subject specialists;
 - shortage of Gaelic speaking teachers;
 - difficulties in securing teachers where and when they were needed – e.g. teachers having to travel by ferry between Barra and Stornaway;
 - curriculum choice and equity for students – how do you ensure parity of provision in relation to what is offered in a school of 120 students with one with 1100 students; and
 - funding.
49. When considering the challenges they were facing CnES recognised that what they did have was an IT network which connected each of the schools. They then started to think of the existing structure as a single school, with a single subject choice and considered how this could be staffed if they were starting with a blank sheet. Once that had been considered they then looked at the curriculum of the combined school and how best to capture all the free teaching time.
50. In order to ensure equality of opportunity for pupils they had to look at harmonising the timetable across every school. The centralisation of provision required a move from individualism towards something which made the whole greater than the sum of its individual parts. The core aim is to ensure that education is managed in a manner which is cost effective so that more money is being spent on teaching rather than other non-essential areas.
51. While important, the issue wasn't specifically around the promotion of Gaelic medium education but rather about problem solving and addressing issues around Developing a Young Workforce and Initial Teacher Education. During the last 18 months there were 32 apprentices across the Western Isles; by August 2018 there will be 300, half of which have Gaelic. In addition there are 29 teachers in training across the Western Isles.
52. CnES aspires to having 75% of young people educated through the medium of Gaelic. By summer 2018, 55% of young people across the Western Isles will be educated through the medium of Gaelic. Before the target can be fully met however there is a need to ensure that every school, and at secondary level every subject, is appropriately staffed by Gaelic speaking teachers.
53. The premise behind the e-Sgoil was to create a structure which could stand the test of time; it wasn't just about Gaelic language but also about arts, culture and history and those things which add depth. It was about core education and the development of skills required for a new and changing world: for example, from next year every primary school in the Western Isles will teach Mandarin.
54. E-Sgoil is designed in such a way as to use language learning as a means of creating opportunities to ensure employability and promote community development through economic regeneration. Tying up work opportunities with Gaelic is a key part of the structure.
55. Once primary and secondary schools were brought on board CnES then sought to look to see how the e-learning model could be extended to colleges. Currently, across the Western Isles 40% of students move into direct employment and a further 40% enter University. As a result of more young people going through applied learning routes with Gaelic the remaining 20% are involved in further education through employment.

56. Initially there was a lot of fear and scepticism in relation to the provision of e-learning. Teachers and Unions were concerned that it would result in a loss of teachers whereas the opposite has proven to be true; the e-learning facility has resulted in more teachers being employed as many who may have left the profession now have the means to continue to work. There is now a recognition that e-Sgoil can add value to the existing provision. For example, where a school is unable to recruit a Gaelic teacher then e-Sgoil will step in for a year but on the condition that the school authority keeps the job advert open.
57. The main criticism however stemmed from concerns in relation to virtual classrooms. These were unfounded as the classes function as real classrooms, with teaching in real time and direct interaction with a teacher through the medium of an interactive whiteboard. There was a clear recognition that an Open University learning style would not be appropriate for young people as they would not be sufficiently engaged. Early assessments of the initial maths class in Barra found that every child passed with as expected or better grades.
58. The use of technology has proven to provide a more engaging environment for children when compared to traditional learning. It also allows for greater flexibility and accessibility. The provision of e-learning is also a recognition of the fact that the ways in which young people learn are evolving and changing at an unprecedented rate.
59. Initial funding streams have included a grant of £150k from Bòrd na Gàidhlig, Scottish Futures provided funding of £170k to refurbish a building and then the Scottish Government provided funding of £400k.
60. In relation to rural and remote areas such as the Western Isles the promotion of Gaelic is not simply a means to securing the survival of the language but also the survival of communities.



Niall Ó Catháin An Carn (Rural Regeneration)

61. The Carn Tóchair or Sleacht Néill region in Northern Ireland is a rural area in the Northern Sperrins with approximately 300 houses. According to the 1901 Census 50% of the population was considered bilingual.
62. However, by the 1990s, like many other rural areas the region had suffered from social deprivation and depopulation and the Irish language had almost died out as most of those under the age of 30 only spoke English.
63. In 1992 members of the community came together to form Coiste Forbartha Charn Tóchair with the aim of rebuilding the community through the:
 - development of housing which would attract and retain population;
 - reinstatement of Irish language and culture; and
 - development of a sustainable model for rural community development.
64. Initially they looked to build on the existing strengths within the community – for example, the GAA (Gaelic Athletics Association) remained vibrant despite reduced numbers and there was a strong interest in the Irish language, music and culture.
65. One of the first steps was to promote Irish medium education (IME) locally. In 1992 the group established the first rural Naíscóil, an Irish language pre-school, and this was followed in 1993 with the establishment of the Bunscoil Luraigh, an Irish language primary school, in 1994.
66. Between 1994 and 2017 the group supported the development of new IME pre-schools and schools throughout the county and provided classes for over 300 adults and children in the greater Maghera area.
67. This was underpinned by the provision of activities through the medium of Irish. The creation of a young generation of Irish speakers generated sufficient demand for the creation of post-primary IME which resulted in the establishment of Gaelcholáiste Dhoire in 2015.
68. In order to ensure the sustainability of the community the group invested in community regeneration and tourism projects which could generate income:
 - An Carn Community Resource Centre includes space for community offices supporting local projects, conference facilities, computer training facilities, a library, shop and Post Office.
 - An Coire Arts Centre includes an arts and craft workshop and multipurpose hall which can accommodate: cinema, drama, music, dance and sports.
 - Drumnaph Community Nature Reserve which provides opportunities for walks and heritage trails as well as community allotments.
 - An Teach Glas self-catering accommodation which is suitable for letting to tourists or as accommodation for residential courses.
69. The rediscovery of Irish language and culture alongside improved community services and economic prosperity has ensured the retention of young people within the community and ensured future sustainability.



Jake MacSiacais Forbairt Feirste (Urban Regeneration)

70. Jake MacSiacais is the Director of Forbairt Feirste, a Belfast-based Irish language development agency.
71. West Belfast is among the poorest areas in the UK with life expectancy levels 7 years lower than the average and unemployment levels approximately 6% higher than other parts of the city.
72. Across West Belfast demand for Irish medium education is increasing. Approximately 25% of primary and 7% of secondary students are currently receiving their education through the medium of Irish.
73. As there is only one Irish medium secondary school in the area, Coláiste Feirste, negotiations are currently ongoing to secure funding for the development of a second.
74. Within the constituency on average 17% of students enter into third level education. At present 42% of Coláiste Feirste students are moving into third level education. Within the school there is an emphasis on citizenship with students being encouraged to look at what is good not only for themselves but for the wider community.
75. To date £26.5 million has been invested in the Belfast Gaeltacht Quarter and 570 people are directly employed through the Irish language sector. While the Assembly is not currently sitting it is important to plan for the restoration of the devolved institutions.
76. The Belfast Gaeltacht Quarter offers a new model of development and is vibrant 21st Century project which is rooted in the Irish language. The aim is to create new pathways to employment and monetise existing resources to enable further development.



Ian Crozier Ulster Scots Agency

77. Ulster-Scots shares many of the characteristics and challenges of other minority languages. Awareness and use of the language is predominantly among the older age groups and those in rural communities. Furthermore, much of the vocabulary reflects rural life which is difficult for a young, urban population to relate to. As minority language speakers are often considered backward or of a lower social class, all too often those who wish to be socially mobile leave the language behind.
78. Social inclusion and life-long learning are not things which come about solely as a result of policy but rather because they are intrinsic to the role when working with a minority language.
79. In Northern Ireland the political dynamic has proven to be detrimental to minority languages generally and challenges are often exacerbated by the fact that both Ulster-Scots and Irish are perceived as having a religious bias and historically are considered to belong to only one section of the community. In the case of Ulster-Scots there is an additional challenge in the fact that many within the community don't consider it a language but rather a dialect.
80. Cultural artefacts and literature are a key feature of any language. To many, the clearest example of written Ulster-Scots is the poetry of the Scot Robert Burns which has enduring global appeal. There are multiple connections between Robert Burns and Belfast and the Linen Hall Library's Andrew Gibson collection is the largest collection of Burnsiana outside of Scotland. The work of Burns also influenced a generation of poets known as the Rhyming or Weaver Poets.
81. The annual Burns Night Celebration in Belfast is an attempt to recapture the Ulster-Scots cultural identity without the political overtones. The Ulster-Scots Agency aims to establish partnerships with other groups and organisations such as the Ulster Orchestra which has participated in the event for the last seven years.
82. The Ulster-Scots Agency also seeks to find ways to promote the culture with younger age groups, for example, through the Ulster-Scots Agency junior pipe band or with activities in local schools such as the Burns Breakfast.
83. In order to develop the language further the Ulster-Scots Agency needs to cultivate not only East / West but also North / South links. The school twinning programme seeks to bring together school pupils from across the border to share their language, heritage and culture.
84. Looking to the future there are two key ways in which the Ulster-Scots Agency hopes to be able to promote and develop the language. Firstly, more work is planned in relation to the development of curriculum linked resources for schools. Secondly, efforts are being made to expand the Ulster-Scots Broadcasting Fund. Audience figures suggest there is a cross over between communities and it is widely accepted that new learners enjoy radio and television programmes which can support their learning.



Friday Workshop: Option 1

Adrian Cain - Learning Manx and the art of forgetting



Culture Vannin has a strong and proud history of supporting and promoting Manx culture through development, education and grant-giving work since its established as the Manx Heritage Foundation by Act of Tynwald in 1982. Inspired by the Island of Culture celebrations throughout 2014, it adopted the trading name Culture Vannin, reflecting its continued work to promote our culture in inclusive, engaging and creative ways.

Adrian Cain, the Manx Language Development Officer for Culture Vannin, provided an introductory class to Manx. Adrian was able to use this class to illustrate the methodology that is used in adult classes run by Culture Vannin in the Isle of Man. He was also able to discuss some of the influences behind this methodology. The system used is heavily influenced by the work of Michel Thomas and the close working relationship Adrian has developed with the Say Something in Welsh (SSIW) Team. Over the last couple of years Adrian has worked closely with SSIW in producing a Manx Language version of their Welsh course. The class was warmly received and Adrian was able to explain that the Manx language community has always been innovative in its approach to adult language teaching.

“The whole event provided a supportive and engaging environment for people to share ideas on language revitalisation as well as developing new links. In particular for the Manx Language delegation the Manx workshop enabled them to share their methodology with a wider audience.”

Adrian Cain

Friday Workshop: Option 2

Dòmhnall MacNèill - Spòrs Gàidhlig

Comunn na Gàidhlig's key focus is supporting language acquisition and confidence among young Gaelic speakers – working both in 'heartland' communities, and alongside Gaelic-medium school provision on the Scottish mainland. To support this – by providing a wider range of challenging and attractive Gaelic-language opportunities – the group developed and began the 'Spòrs Gàidhlig' project which was the subject of the presentation.

Prior to Spòrs Gàidhlig, and despite the growth of Gaelic-medium education (GME), no outdoor activities provider had any significant Gaelic-language capability. There was a view that young people's language acquisition could be substantially enhanced when they are undertaking 'scary' activities through Gaelic. During these activities their excitement levels are high; all their senses are engaged; and to hear Gaelic in these contexts must embed it more deeply. That's not to mention the importance of providing a new and “fun” offering to support the GME system, or to suggest that such provision is important in terms of language equality. The presenter asked the question “Why shouldn't there be a Gaelic outdoor provider? Or, to put that another way: How can we have a proper GME system without one?”

The presentation additionally outlined the funding solutions to the first two years of the project, including LEADER; CnaG's own resources; Highlands and Islands Enterprise; Scottish Government; and Bòrd na Gàidhlig. Recruitment and training has proceeded to plan, and the real challenge will now be securing sufficient bookings from schools within the GME system.

“A notable memory from the event is appreciating the opportunities that must exist for Gàidhlig/Gaeilge co-operation in young people's sporting activities – despite the challenge of mutual-intelligibility among young language learners on both sides. I was also struck particularly by the presentation about interest in Gaeilge from among the PUL (Protestant/Unionist/Loyalist) community.”

Dòmhnall MacNèill

“It is easy to become overly-focussed on the challenges facing our work during a time of austerity and very tight budgets. As an opportunity to hear about the activities and successes of others, this event was a psychological boost. It was also a good opportunity to network with others, from both a Scottish Gaelic and Irish Gaeilge perspective.”

Dòmhnall MacNèill

Friday Workshop: Option 3 Laura Spence - “An introduction to Ulster-Scots”



Laura Spence is an experienced media producer with specialist knowledge of Ulster-Scots culture, history, language and literature, having worked in the BBC as an Education Marketing Executive and worked with schools, libraries, universities and other organisations throughout Northern Ireland to develop effective educational media for local learners of all ages.

This introductory workshop considered Ulster-Scots poetry. A discussion of the ‘Rhyming Weavers’ and their work reflected on Ulster’s love of Robert Burns. Additionally, the workshop looked at John Hewitt’s

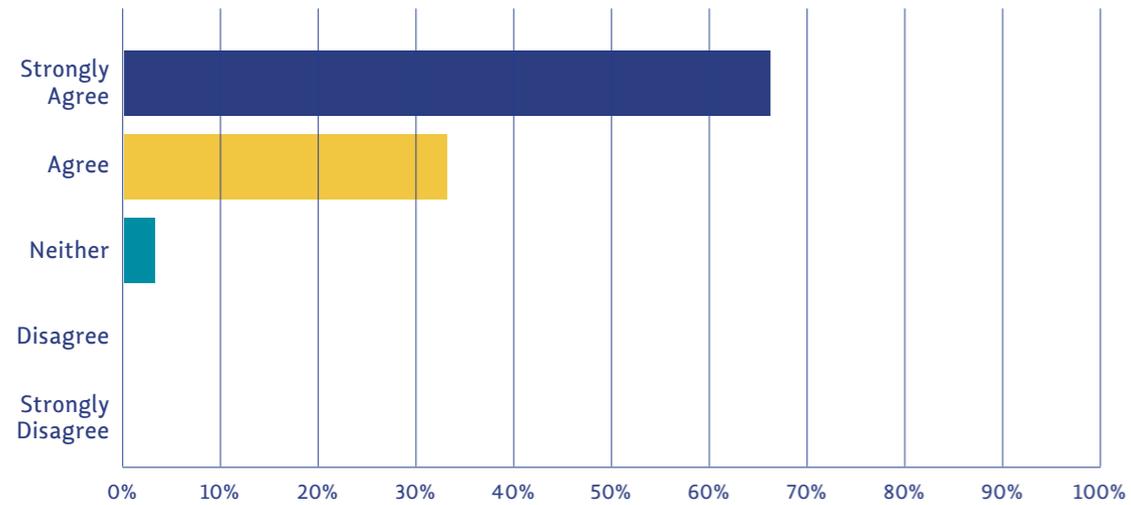
work in preserving vernacular texts, and identified factors which have led to a decline in the use of Ulster-Scots. Using examples from poets such as the “Rhyming Weavers”, Laura compared the dense “braid Scots” used after the Plantation to the “mair licht” form still used in parts of Ulster today. Delegates were encouraged to create their own Ulster-Scots phrases or a limerick using some of the vocabulary and phrases learned in this enjoyable workshop.

Evaluation



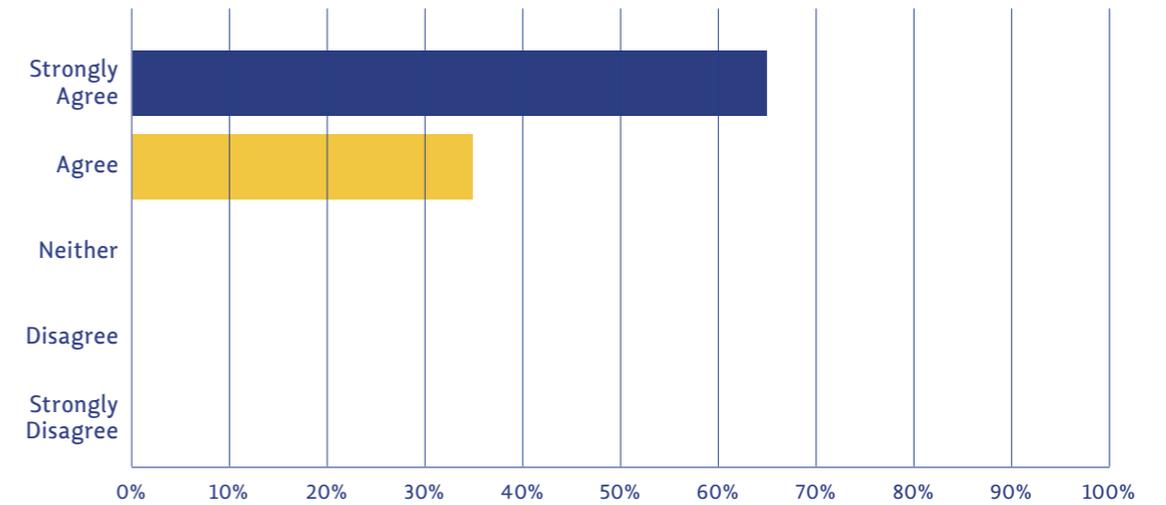
85. The Department offered delegates the opportunity to provide feedback on both the event and their reasons for attending. In addition, delegates were asked to outline their level of knowledge of the BIC, and in particular the work of the IML sector, and offer suggestions for the content of future sessions. A summary of responses is attached at Annex 2.
86. The majority of delegates indicated that the opportunity to network and share best practise and experiences across sectors and jurisdictions was of key importance.
87. Whilst the level of knowledge of the BIC and IML work sector varied significantly between delegates, most indicated that they would be keen to engage further with the work sector and participate in future events.
88. From an organisational perspective, the Conference has provided the BIC Secretariat with useful feedback on the organisation of stakeholder engagement events, particularly the importance of seeking a wide range of inputs and perspectives and taking a more holistic approach to complicated policy challenges.
89. These insights have been used to improve the organisation of subsequent BIC events and seminars, including the BIC Marine Litter symposium hosted in February 2019 which saw over 130 external stakeholders from all eight Member Administrations engage with BIC Environment Ministers on problems and potential solutions to the pressing issue of collectively combating marine litter.

Q1: The presentations provided information that is useful to my role - to what extent do you agree with this statement?



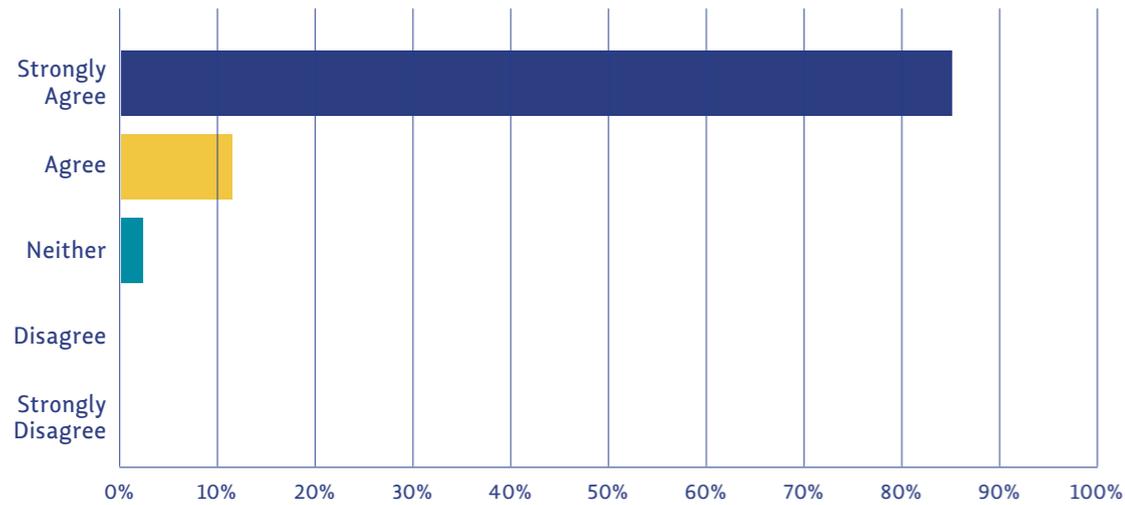
Answer Choices	Responses	
Strongly Agree	64.71%	22
Agree	32.35%	11
Neither	2.94%	1
Disagree	0%	0
Strongly Disagree	0%	0
Total		34

Q2: The workshops were relevant and engaging - to what extent do you agree with this statement?



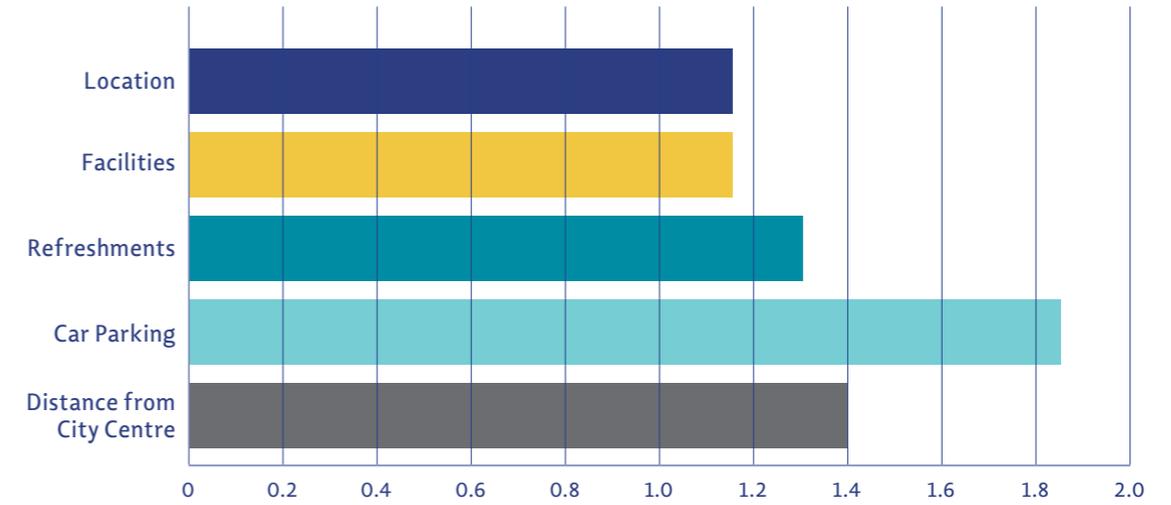
Answer Choices	Responses	
Strongly Agree	64.71%	22
Agree	35.29%	12
Neither	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
Total		34

Q3: The event provided me with networking opportunities - to what extent do you agree with this statement?



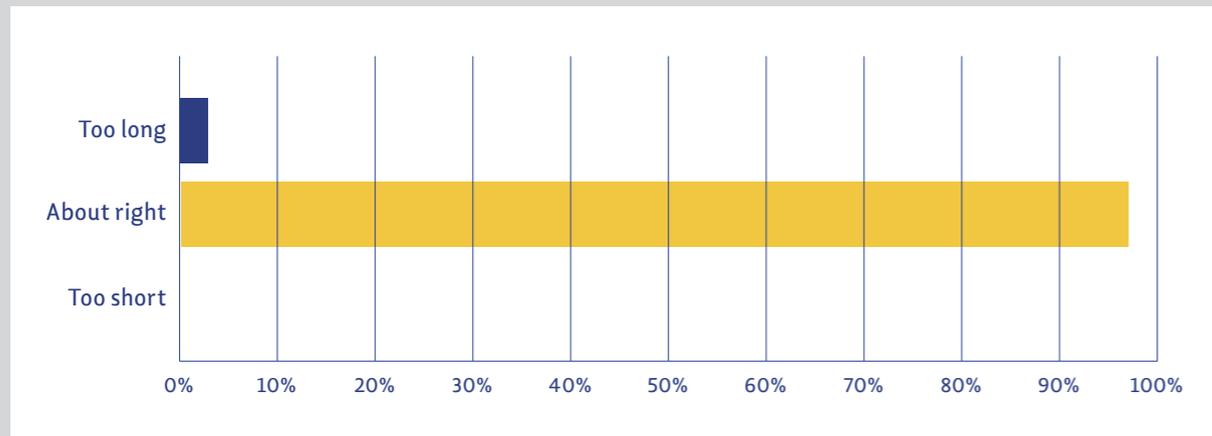
Answer Choices	Responses
Strongly Agree	85.29% 29
Agree	11.76% 4
Neither	2.94% 1
Disagree	0% 0
Strongly Disagree	0% 0
Total	34

Q4: How satisfied were you with the following aspects of the venue?



	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied	Total	Weighted Average
Location	85.29% 29	14.71% 5	0.0% 0	0.0% 0	0.0% 0	34	1.15
Facilities	85.29% 29	14.71% 5	0.0% 0	0.0% 0	0.0% 0	34	1.15
Refreshments	73.53% 25	23.53% 8	0.0% 0	0.0% 0	0.0% 0	34	1.29
Car Parking	51.61% 16	12.9% 4	0.0% 0	0.0% 0	0.0% 0	31	1.84
Distance from City Centre	61.76% 21	35.29% 12	0.0% 0	0.0% 0	0.0% 0	34	1.41

Q5: How would you rate the duration of the event?



Answer Choices	Responses	Count
Too long	2.94%	1
About right	97.06%	33
Too short	0%	0
Total		34

