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Survey on Irish-Medium Provision of Early Learning and Care and School-Age Childcare Report

2023

Prepared by the DCEDIY

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Section 1: Background

Arising from Government commitments in the 20 year Strategy for the Irish Language, a cross-Government five-year action plan was published in 2018 that includes a number of commitments in relation to Irish-language provision in early learning and care (ELC) and school-age childcare (SAC). One action is to develop a Comprehensive Plan to further the development of Irish language provision in the ELC/SAC sector. To support the development of a Comprehensive Plan it was necessary to survey Irish-medium ELC/SAC settings including childminders to obtain a baseline of the current level of Irish-medium provision in the sector. A survey of providers was therefore undertaken, and the opportunity was also used to survey providers on the supports, services and resources they believe would be most useful to support Irish-medium provision. This report provides an overview of the findings of the survey.

This report has two purposes:

1. To inform the development of the Comprehensive Plan to further the development of Irish language provision in the ELC/SAC sector.
2. To provide a richer and more complete picture of Irish-medium provision than the limited data previously available.

A working group was established to support this action, under the auspices of the inter-agency National Early Years Oversight Group for Irish-medium provision in ELC/SAC. The members of this working group (Appendix 1) included representatives from the National Early Years Oversight Group for Irish-medium provision. Members were nominated by the Department of Children, Equality, Disability, Integration and Youth (DCEDIY), the Department of Education, the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media (DTCAGSM), Tusla, Gaeloideachas, Údarás na Gaeltachta, Comhar Naíonraí na Gaeltachta, Childminding Ireland, Pobal, and Childcare Committees Ireland.

The survey was launched in early December 2022 with the initial closing date mid December 2022. However, the closing date for responses was extended to March 2023. In order to maximise the response rate from settings that are currently operating through Irish, the survey was sent to all ELC/SAC settings. In addition, follow-up calls were made to settings that had reported to Pobal, in their responses to the Annual Early Years Sector Profile, that they provided ELC or SAC through the medium of Irish. This extension of the deadline for responses facilitated the City/County Childcare Committees to make follow-up calls. Childminding Ireland also assisted in promotion of the questionnaire to childminders. Although a robust process of identification was undertaken it was not possible to ensure engagement from all Irish-medium (partial/wholly) settings in order to build a complete national picture.

Section 2: Profile of Respondents

In total, 318 centre-based settings (Table 1) and 38 childminders (Table 2) responded to the questionnaires. Of the 318 centre-based respondents, 283 reported that they use at least some Irish every day in the setting.

Of the respondents, 92 of the centre-based settings were located in a Gaeltacht region, one of which is an English medium setting. Of the 38 childminders respondents, 14 reported they have the ability to work through Irish, but only 9 childminders said they were currently working through the medium of Irish, and 3 of the childminders were located in a Gaeltacht region.

Appendix 4 presents the total number of Tusla registered ELC and SAC settings that were sent the survey, and the comparable number of the respondents to the questionnaire, is shown per county.

The number of centre-based settings that report at least some Irish-medium provision in their setting (283) is slightly lower than the 308 settings reporting in the 2021-22 Annual Early Years Sector Profile (AEYSP) that they provide ELC/SAC through the medium of Irish. However, it should be noted that neither survey had a 100% response rate. The response rate in the 2021-22 AEYSP was 83%.

Whereas previous data available through the Annual Early Years Sector Profile had only distinguished services that provided ELC or SAC through the medium of Irish from those that did not, the questionnaire devised by the Working Group for this survey was intended to capture the degree to which services used Irish, in recognition of the variation across the ELC/SAC sector. Both surveys requested the location of all ELC, SAC and childminding settings to provide a geographical landscape of the Irish-medium provision settings, including whether they were located in a Gaeltacht area.

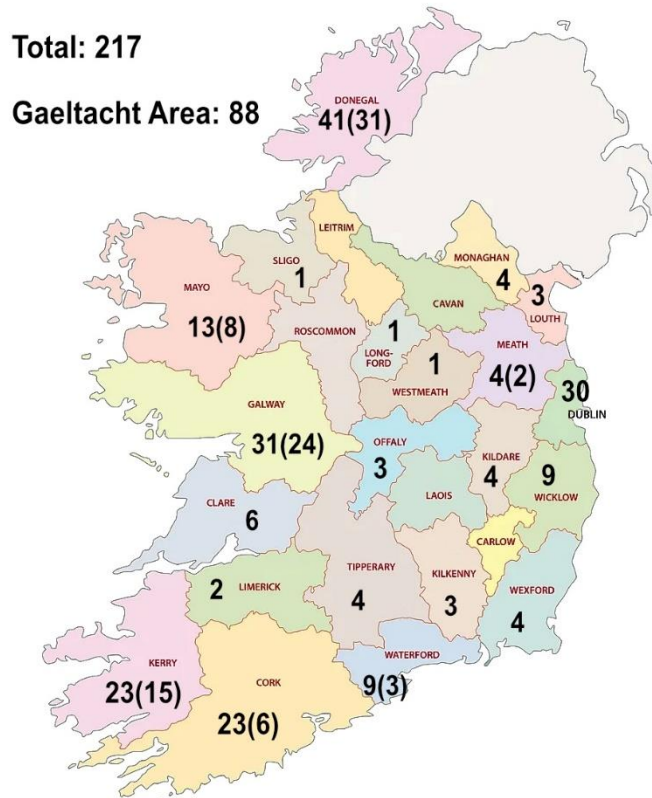
Table 1: Profile of Centre-Based Settings

ELC and SAC Settings	
318	Settings submitted a survey response.
283	Settings operating with at least some Irish-medium provision
91	<i>Irish-medium provision settings located in a Gaeltacht area.</i>
35	English-medium settings.
1	<i>English-medium settings located in a Gaeltacht area</i>

Table 2: Profile of Childminding Settings

Childminding Settings	
38	Responses to the Childminding survey
35	Childminder settings located outside a Gaeltacht area
13	<i>Childminder settings currently working through the medium of Irish</i>
3	Childminder settings located in a Gaeltacht area
1	<i>Childminder settings currently working through the medium of Irish</i>

Map 1: Geographic Locations of ELC and SAC Settings Including Childminders That Are Wholly Irish-Medium Provision or Mixed



The figures in **Map 1** include only settings that are:

- A Wholly Irish-medium setting.
- A mixed settings where part of the setting is English-medium and part of the setting is Irish-medium.

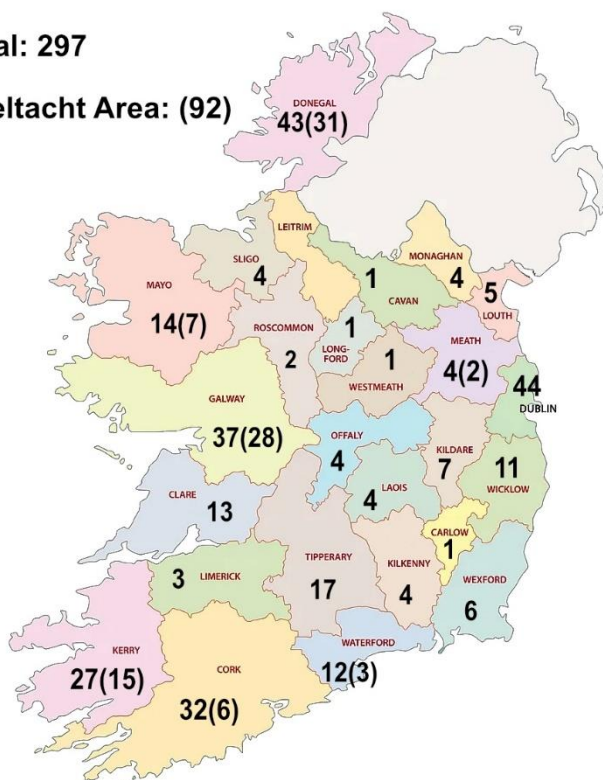
The total number of these settings is **217**

The figures in brackets reflect the number of those settings (**88**) that are located in Gaeltacht areas.

Map 2: Geographic Locations of ELC and SAC Settings Including Childminders With Some Use of Irish.

Total: 297

Gaeltacht Area: (92)



The figures in **Map 2** include only settings that are -

- An English-medium setting with some use of Irish.
- A wholly Irish-medium setting.
- A mixed settings where part of the setting is English-medium and part of the setting is Irish-medium.

The total number of these settings is **297**.

The figures in brackets reflect the number of those settings (**92**) that are located in a Gaeltacht area.

Table 2: Profile of Childminding Settings

Childminding Settings	
38	Responses to the Childminding survey
35	Childminder settings located outside a Gaeltacht area
13	<i>Childminder settings currently working through the medium of Irish</i>
3	Childminder settings located in a Gaeltacht area
1	<i>Childminder settings currently working through the medium of Irish</i>

The survey included the following definition of an Irish-medium setting, which focused on the language of interactions with children, rather than the language of administration or of interactions with parents: “An Irish-medium setting is defined here as one where all the interactions with children are in the Irish language”.

Using this definition, centre-based settings were asked to select the relevant option from the list below which best describes their setting from the options list, distinguishing services by the degree of Irish-medium provision they provide for the children in the setting:

- A wholly Irish-medium setting.
- A mixed setting where part of the setting is English-medium and part of the setting is Irish-medium.
- An English-medium setting with some use of Irish.
- A wholly English-medium setting.

The findings to this question are presented in Table 3. Of the 283 centre-based settings that reported using some degree of Irish, 132 describe themselves as wholly Irish-medium, 71 as mixed settings, and 80 as English-medium settings that use some Irish. The findings indicate a relatively frequent setting-type in which there are some Irish-medium rooms within a larger setting that operates through English.

The findings also highlight a difference between Gaeltacht regions and non-Gaeltacht regions in the profile of settings; whereas settings that use Irish in the Gaeltacht very largely operate wholly through Irish (with 79 of the 92 settings being wholly Irish-medium), outside the Gaeltacht there is more variation (with 53 of the 192 settings being wholly Irish-medium), with many settings operating a mixed model (63 of the 192) or using some Irish in a largely English-medium setting (76 of the 192).

Within the survey, Question 7 and Question 8 (appendix 2) the ELC and SAC centre based settings were asked questions that reflect the number of children in the ELC and SAC settings Irish-medium provision. It should be noted that not all respondents provided a response to these questions. 230 settings answered question 7 (on ELC) while 99 settings provided a response to question 8 (on SAC). In addition, Question 9 (appendix 2) asked for the number of staff that are working through the medium of Irish and 258 settings answered this question. The survey findings provided the following figures:

- **Children:** from the 283 Irish-medium provision settings, 230 settings have 6,255 ELC children taking part in Irish-medium provision, 99 settings have 2,921 SAC children taking part in Irish-medium provision.
- **Staff:** 258 settings have 936 staff working with children through the medium of Irish.

Table 3: Degree of Irish-Medium Provision – Centre-based

Degree of Irish-Medium Provision	Gaeltacht area	Outside Gaeltacht	Total responses
A wholly Irish-medium setting	79	53	132
A mixed setting	8	63	71
An English-medium setting with some use of Irish	4	76	80
A wholly English-medium setting	1	34	35

Childminders were asked the following two questions:

- Do you have the ability to work through the Irish language?
- Are you working through Irish at present?

The number of responses among childminders was low. As shown in Table 4, of the 38 childminders who completed the survey, 14 reported they have the ability to work through Irish, but only 9 childminders said they were currently working through the medium of Irish.

Table 4: Degree of Irish-Medium Provision - Childminders

Degree of Irish-Medium Provision Childminders	Gaeltacht area	Outside Gaeltacht	Total Responses
Childminders who have the ability to work through Irish	1	13	14
Childminders currently working through Irish	1	8	9
Childminders currently working through English	1	14	15

Section 3: Support Needs

This section provides qualitative information on the support needs that the ELC, SAC and Childminding settings identified. Tables 5, 6, 7 and 8 provide responses to questions on which types of support need are seen as most useful by respondents, broken down by the location of the settings, whether the location was inside or outside a Gaeltacht area, in addition to the setting type.

The full questionnaires are also available in the appendices; centre-based settings (Appendix 2) and Childminding settings (Appendix 3).

The questions were phrased as follows: *To enhance the use of Irish in daily interactions with children, what support would you find most useful?* A free-text function was used to assist the respondents to provide more detailed information under each support heading option.

Overview of Survey Needs

The findings indicate that Irish Language courses were seen as the most useful type of support (with 59% of respondents describing them as the highest priority) for ELC/SAC settings within the Gaeltacht. Responses were more varied among ELC/SAC settings outside of the Gaeltacht, for whom Resources were ranked as the most useful support (with 49% of respondents describing them as highest priority), followed closely by Irish language courses (41%). Webinars were ranked the least useful type of resource (apart from for Childminders within the Gaeltacht who ranked it most useful, though it should be noted that the number of childminders who responded was low). CPD also featured strongly as a support need among those Childminders who responded, both within and outside of the Gaeltacht. Tables 5 and 6 below present the findings from the centre-based ELC/SAC settings, while tables 7 and 8 present the findings for childminders.

Table 5: Centre-based settings in the Gaeltacht

Centre-based settings (92 in Gaeltacht Area)						
Supports	Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
Communities of Practice	3%	7%	5%	58%	4%	23%
CPD training opportunities	0%	5%	62%	5%	7%	21%
Irish language classes /courses	59%	5%	7%	8%	3%	18%
Resources	14%	57%	4%	1%	2%	22%
Webinars	2%	4%	11%	2%	60%	21%
Other supports	6%	5%	4%	2%	4%	79%

Table 6: Centre-based settings in Non-Gaeltacht Areas

Centre-based settings (226 in Non-Gaeltacht Area)						
Supports	Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
Communities of Practice	24%	10%	21%	16%	15%	14%
CPD training opportunities	36%	18%	17%	8%	8%	13%
Irish language classes /courses	41%	15%	11%	12%	9%	12%
Resources	49%	10%	15%	7%	8%	11%
Webinars	21%	16%	22%	15%	15%	11%
Other supports	27%	10%	17%	10%	10%	26%

Tables 7 and 8 demonstrate the findings from the Childminders. Please note that the response to the survey was low.

Table 7: Childminders in the Gaeltacht

Childminders (3 in Gaeltacht Area)						
Supports	Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
Communities of Practice	34%	0%	33%	0%	0%	33%
CPD training opportunities	67%	0%	0%	33%	0%	0%
Irish language classes /courses	67%	0%	0%	0%	33%	0%
Resources	34%	0%	33%	0%	0%	33%
Webinars	100%	0%	0%	0%	0%	0%
Other supports	25%	50%	0%	0%	0%	25%

Table 8: Childminders in Non-Gaeltacht Areas

Childminders (35 in Non-Gaeltacht Area)						
Supports	Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
Communities of Practice	34%	6%	23%	12%	11%	14%
CPD training opportunities	37%	23%	14%	9%	6%	11%
Irish language classes /courses	46%	5%	17%	6%	0%	26%
Resources	39%	5%	11%	25%	3%	17%
Webinars	23%	9%	20%	11%	17%	20%
Other supports	31%	3%	14%	6%	17%	29%

Communities of Practice

Within the survey, Question 7 (appendix 2) and Question 5 (appendix 3) “To enhance the use of Irish in daily interactions with children, what Communities of Practice would you find most useful?” was asked and the tables below provide the ranking order of the individual support needs for the ELC and SAC and Childminder settings;

Table: 9 Centre-based Settings: Communities of Practice

Centre-based settings: Communities of Practice					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
18%	9%	17%	28%	12%	16%

Table: 10 Childminders: Communities of Practice

Childminders: Communities of Practice					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
34%	5%	24%	10%	11%	16%

In total, 18% of centre-based respondents overall (across both Gaeltacht and non-Gaeltacht areas) ranked Communities of Practice (CoP) most useful in comparison to 16% of responses which stated CoP were least useful, in the ELC and SAC settings. In total, 34% of Childminders ranked CoP most useful in comparison to 16% of responses which stated CoP were least useful, though the number of responses from childminders was low.

The free-text responses indicate that respondents are interested in having the opportunities to meet in person and online with other early years educators and SAC practitioners. The topics of interest identified were language acquisition, interactions in the Irish language, challenges and experiences with fluent Irish speakers and an opportunity to share practice ideas. The use of CoP for supports to parents through conversational Irish was also identified. The childminders requested supports on pronunciation of the Irish language and how to incorporate Irish into daily interactions. Some childminders noted a difficulty in finding the time to attend communities of practice. An additional challenge noted was that other childminders in the locality do not/may not speak Irish.

The findings highlight the differing needs of the settings inside and outside the Gaeltacht for the centre-based (ELC and SAC). The ELC and SAC settings responses identified that 3% of Gaeltacht settings rank Communities of Practice as important whereas 24% of the settings outside the Gaeltacht rank it as important.

CPD Training Opportunities

Within the survey, Question 8 (appendix 2) and Question 6 (appendix 3) “**To enhance the use of Irish in daily interactions with children, what CPD Training Opportunities would you find most useful?**” was asked and the tables below provide the ranking order of the individual support needs for the ELC and SAC and Childminder settings

Table: 11 Centre-based settings: CPD training opportunities

Centre-based settings: CPD/ CPD training opportunities					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
28%	14%	29%	7%	7%	15%

Table: 12 Childminders: CPD training opportunities

Childminders: CPD/ CPD training opportunities					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
39%	21%	13%	11%	5%	11%

In relation to whether respondents would find CPD and training opportunities most useful, 28% of centre-based settings overall said they would be most useful, whereas 15% said they would be least useful. 39% of Childminders ranked CPD and training opportunities as most useful in comparison to 11% of responses stated that CPD and training opportunities were least useful, though the number of responses among childminders was low.

The free-text responses indicated that respondents want to have any CPD and training opportunities currently available in English to be made available also in Irish, most notably First 5 CPD courses, in addition to Lámh, Hanen, First Aid, and Manual Handling. In addition, Irish language courses at various different levels, were suggested to include conversational Irish, Irish language classes for potential staff along with grammar lessons, and immersion in the Irish language.

The childminders identified interactions through play using Irish and weaving Irish into everyday activities as priorities for CPD, as well as courses in spoken Irish to assist in being comfortable in using Irish.

The findings highlight the differing needs of the settings inside and outside the Gaeltacht for the centre-based (ELC and SAC) and childminder/home-based settings. The ELC and SAC settings responses identified that 1% of Gaeltacht settings rank CPD and training opportunities as most useful whereas 36% of the settings outside the Gaeltacht rank it as most useful. 67% of childminders in the Gaeltacht rank CPD and training opportunities as most useful whereas 37% of childminders outside the Gaeltacht rank it as most useful, though the number of responses among childminders was low.

Irish Language Classes/Courses

Within the survey, Question 9 (appendix 2) and Question 7 (appendix 3) “**To enhance the use of Irish in daily interactions with children, what Irish Language Classes/Courses would you find most useful?**” was asked and the tables below provide the ranking order of the individual support needs for the ELC and SAC and Childminder settings.

Table 13: Centre-based settings: Irish language classes /courses

Centre-based settings: Irish language classes /courses					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
46%	12%	10%	11%	7%	14%

Table 14: Childminders: Irish language classes /courses

Childminders: Irish language classes /courses					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
47%	5%	16%	5%	3%	24%

In relation to whether respondents would find Irish language classes/courses most useful, 46% of centre-based respondents overall said they would be most useful, while 14% said they would be least useful. 49% of Childminders ranked Irish language classes/courses as most useful in comparison to 24% of responses who stated that Irish language classes/ courses were least useful, though the number of responses among childminders was low.

The free-text responses indicate that respondents want a variety of Irish language courses and classes at various different levels available to them, including degree programmes, immersion language courses, basic Irish language courses, conversational Irish classes, and classes on supporting children learning a second language. The delivery methods suggested for the Irish language courses/ classes included blended learning, offering online and classroom based in-person opportunities. Classes for parents were also suggested. Childminders identified basic and conversational Irish as a need. Practical themed course were suggested, for example conflict resolution.

The findings highlight the differing needs of the settings inside and outside the Gaeltacht for the centre-based (ELC and SAC) and childminder/home-based settings. Whereas 58% of centre-based settings in the Gaeltacht rank Irish language classes/ courses as most useful whereas 42% of the settings outside the Gaeltacht rank it as most useful. 67% of childminders in the Gaeltacht rank Irish language classes/courses as most useful whereas 46% of childminders outside the Gaeltacht rank it as most useful, though the number of responses among childminders was low.

Resources

Within the survey, Question 10 (appendix 2) and Question 8 (appendix 3) “**To enhance the use of Irish in daily interactions with children, what Resources would you find most useful?**” was asked and the tables below provide the ranking order of the individual support needs for the ELC and SAC and Childminder settings

Table 15: Centre-based settings: Resources

Centre-based settings: Resources					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
39%	23%	12%	6%	6%	14%

Table 16: Childminders: Resources

Childminders: Resources					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
39%	5%	13%	24%	3%	16%

Overall, 39% of centre-based respondents said that resources would be most useful, whereas 14% said they would be least useful. 39% of Childminders ranked resources most useful in comparison to 16% of responses stated that resources were least useful.

Free-text responses indicated that respondents want current resources on the First 5 website in English to be made available in Irish. Resource needs also outlined were books, posters, phrases and pronunciations, games, songs, rhymes, flash cards to be made available in a number of dialects in the Irish language. Settings also highlighted the need for resources to support parents such as: information pack for parents, including Irish books, posters, phrases, games, songs, music, rhymes, CD's; an information booklet on children learning Irish; Information on immersion in the Irish language; classes for parents and an information pack for parents with suggestions on how to use Irish with young children. Childminders identified a need for books, flashcards, songs and rhymes in their responses.

The findings highlight the differing needs of the settings inside and outside the Gaeltacht for the centre-based (ELC and SAC). Among centre-based settings, 14% of Gaeltacht settings rank resources as most useful whereas 49% of the settings outside the Gaeltacht rank it as most useful.

Webinars

Within the survey, Question 11 (appendix 2) and Question 9 (appendix 3) the question “**To enhance the use of Irish in daily interactions with children, what Webinars would you find most useful?**” was asked and the tables below provide the ranking order of the individual support needs for the ELC and SAC and Childminder settings

Table 17: Centre-based settings: Webinars

Centre-based settings: Webinars					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
16%	13%	19%	11%	28%	13%

Table 18: Childminders: Webinars

Childminders: Webinars					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
29%	8%	18%	11%	16%	18%

Overall, 16% of centre-based respondents said that webinars were most useful, while 13% said they were least important. 29% of Childminders ranked webinars as most useful in comparison to 18% of responses stated that webinars were least useful.

Free-text responses indicated that respondents were looking for the Quality Regulatory Framework (QRF) webinars to be made available in Irish and they stated that any webinars currently available in English should be made available in Irish. Respondents also identified webinar topics for delivery through Irish such as children with additional needs, literacy, numeracy, interactions, bilingualism and immersion. Other topics included basic Irish, Irish phrases, activities/ games for school-age children, play and sport for children, and how to use Irish on a daily basis. Respondents also identified webinar topics for delivery through Irish such as bilingualism and immersion. Childminders requested any webinars currently available through English to be available through Irish, along with topics such as encouraging the use of Irish in a fun and interactive way and daily phrases to use with children, basic Irish, phrases, activities/ games for school-age children, and play and sport for children.

The findings highlight the differing needs of the settings inside and outside the Gaeltacht for the centre-based (ELC and SAC) and childminder/home-based settings. Among centre-based settings, 2% of Gaeltacht settings rank webinars as most useful whereas 21% of the settings outside the Gaeltacht rank them as most useful. 100% of childminders in the Gaeltacht rank webinars as most useful whereas 23% of childminders outside the Gaeltacht rank them as most useful, though the number of responses among childminders was low.

Other Supports

Within the survey, Question 12 (appendix 2) and Question 10 (appendix 3) the question “**To enhance the use of Irish in daily interactions with children, what Other Supports would you find most useful?**” was asked and the tables below provide the ranking order of “other support” needs for the ELC and SAC and Childminder settings

Table 19: Centre-based settings: Other Supports

Centre-based settings: Other supports					
Highest Priority	2 nd	3 rd	4 th	5 th	Lowest Priority
21%	8%	14%	8%	8%	41%

Table 20: Childminders: Other Supports

Childminders: Other supports					
Highest Priority	2nd	3rd	4th	5th	Lowest Priority
32%	5%	13%	5%	16%	29%

Overall, 21% of centre-based respondents said that other supports were most useful, compared to 41% who said they were least important. 32% of Childminders rank other supports as most useful in comparison to 29% of responses which stated that other supports were least useful.

The free-text responses under the heading of “other supports” reflected the support needs identified in the previous headings. Additional topics of interest were focused on community involvement, linking in and drawing on the skills of others as key. Visits from Irish speakers, facilitators providing mentoring, and topics such as storytelling and puppet shows were mentioned. Supports for parents who are raising their children through Irish, to allow them to avail of Irish language classes to continue the development of and expansion of their vocabulary, was mentioned. The recruitment of staff with Irish, and training opportunities for staff interested in working through the medium of Irish featured heavily in the responses. In-service days to provide networking opportunities were suggested. Accredited training courses available through Irish were proposed. These responses were reflective of the support needs identified from the questions asked about CPD, training and resource needs. Childminders identified a suite of other supports such as songs, games, books, and how to use Irish in the surroundings of the communities, along with supporting parents with resources to assist in engaging them in using Irish.

The findings highlight the differing needs of the settings inside and outside the Gaeltacht for the centre-based settings. In centre-based settings, responses identified that 6% of Gaeltacht settings rank other supports as most useful whereas 27% of the settings outside the Gaeltacht rank them as most useful.

Section 4: Summary/Conclusion

- The survey sought to identify the extent and geographical location of Irish-medium provision of ELC and SAC, both inside and outside the Gaeltacht. In total, 318 centre-based settings and 38 childminders responded to the survey. Of the 318 centre-based respondents, 283 reported that they use at least some Irish in their interactions with children. Of the respondents, 91 of the centre-based settings that use Irish in their interactions with children and 3 of the childminders were located in a Gaeltacht region. Of the 38 childminders who responded, 14 have the ability to work through Irish, however, only 9 childminders in total are working through the medium of Irish.
- It was not possible to ensure engagement from all Irish-medium (partial/wholly) settings. Therefore, while the data has provided valuable data on Irish-medium provision, it does not provide a complete national picture of the extent of Irish-medium provision. In addition, findings from the childminding survey should be treated with caution as the number of childminder responses was relatively low.
- An immediate positive outcome from this survey process is that an updated question based on this survey's profiling question will be included in the Pobal Annual Early Years Sector Profile to support yearly data collection in relation to the level of Irish-medium provision in ELC and SAC settings.
- The survey findings indicate that among those settings that answered the relevant questions in the survey, 6,255 children (in 230 settings) are taking part in some level of Irish-medium ELC provision, along with 2,921 children (in 99 settings) are taking part in some level of Irish-medium SAC provision. Across 258 settings, 936 early years educators are working with these children through the medium of Irish. It should be noted that not all respondents provided a response to these questions.
- Among survey respondents, Irish language courses/ classes were seen as the most important type of support for ELC/SAC settings within the Gaeltacht, and were also seen as a high priority among settings outside the Gaeltacht. The Irish language courses/ classes suggested by respondents varied from basic conversational classes to advanced level courses on grammar, for both the parents and the Early Years Educators and SAC practitioners. A number of respondents requested that CPD resources currently available in English should be made available also in Irish. The delivery methods suggested for the Irish language courses/ classes included blended learning, offering online and classroom based in-person opportunities.
- Among settings outside of the Gaeltacht, Resources were seen as the most important support. Webinars were ranked the least important type of resources across all cohorts apart from Childminders within the Gaeltacht who ranked it most important. CPD also featured strongly as a strong need for Childminders both within and outside of the Gaeltacht. (It should be noted that the number of responses among childminders was low.)
- A number of support needs were mentioned in free-text responses to multiple categories of support. In particular, comments on CPD, training opportunities, and resources, all involved requests for supports that are currently available in English also to also be made available through Irish. This was a dominant response identified as a means to addressing Irish language supports.
- A significant number of respondents identified that parents had to be considered in relation to responding to the needs of the settings and childminders, thus highlighting the importance of a comprehensive approach to the support needs of the sector. It is evident from the findings that the responsibility for the

development of Irish language in the ELC/SAC sector does not lie within the ELC, SAC and childminding settings alone, but is inclusive of families and wider communities.

- A number of respondents raised concerns about the time needed to avail of any Irish language supports.
- Some respondents had difficulty in naming their support needs, while others outlined the onus being placed on the setting to access resources, highlighting the need to balance the demands of working in the ELC, SAC and childminding sector full days, in addition to supporting the children, and their families. In contrast to this, some stated that no supports at all were required.

Appendix 1: Mapping Irish-Language Services Working Group Members

- Toby Wolfe (DCEDIY, Chair)
- Jacqui de Paor (DCEDIY)
- Eimear Carron (DCEDIY)
- Niall Bradley (DCEDIY)
- Martina O'Byrne (DCEDIY)
- Marie Uí Chualáin (DTCAGSM)
- Saera Ní Fhinneadhá (DTCAGSM)
- Cathal Ó Fainín (DTCAGSM)
- Noreen Fiorentini (Department of Education Inspectorate)
- Fionnuala McDonagh (Tusla Early Years Inspectorate)
- Siubhán Nic Grianna (Údarás na Gaeltachta)
- Carolina Silva (Pobal)
- Ela Hogan (Pobal)
- Clare Spáinneach (Gaeloideachas)
- Pattie Stundún (CNNG)
- Ray Mac Pháidín (CNNG)
- Bernadette Burke (Childminding Ireland)
- Mary Tynan (Childminding Ireland)
- Aileen Carey (Childcare Committees Ireland)
- Aisling Walls (Altram)

Appendix 2: Centre-Based Settings Survey Questions

Suirbhé ar Sholáthar Lán-Ghaeilge Suíomh Ionad-Bunaithe 2022/ Survey on Irish-Medium Provision of Centre-based Settings 2022

Fields marked with * are mandatory.

Tá an Roinn Leanaí, Michumais, Chomhionannais, Lánpháirtíochta agus Óige i gcomhoibriú le heagraíochtaí tacaíochta ag tógáil faoin suirbhé gairid seo, chun eolas a bhailiú ar shuíomh luathfhoghlama agus cúraim leanaí Lán-Ghaeilge agus cúraim leanaí aois scoile. Cabhróidh an t-eolas a roinnfidh tú linn, láidreacht ar na tacaíochtaí do na seirbhísí Lán-Ghaeilge a dhéanamh agus cabhróidh sé le forbairt ar an bplean cuimsitheach don eamáil, de réir an Phlean Gníomhaíochta 5 Bliana don Ghaeilge. (Tá suirbhé ar leith d'fheighlithe leanaí [ag an nasc seo](#))

Líon isteach suirbhé amháin do gach suíomh le do thoil

The Department of Children, Equality, Disability, Integration and Youth (DCEDIY) in collaboration with support agencies are carrying out this short survey to gather information on Irish-medium provision of early learning and care and school-age childcare. The information that you provide will strengthen supports for Irish-medium provision and will inform the development of a comprehensive plan for the sector, in line with the 5-Year Action Plan for the Irish Language. (There is a separate survey for childminders [at this link](#))

Please submit 1 response per setting.

Sonraí an tsuímh/ Setting Details

* Ainm an tsuímh:/ Name of setting:

Uimhir thagartha Tusla ELC: TU/ Early Learning and Care (ELC) Tusla reference no: TU

Uimhir thagartha Tusla SAC: TU/ School-Age Childcare (SAC) Tusla reference no: TU

* Cén Coiste Cúraim Leanaí Contae/Cathrach lena mbaineann an tsuíomh?/ Which County/ City Childcare Committee area are you located?

- Ceartharlach/ Carlow
- An Cabhán/ Cavan
- An Clár/ Clare
- Cathair Chorcaí/ Cork City
- Contae Chorcaí/ Cork County
- Dún na nGall/ Donegal
- Cathair Bhaile Átha Cliath/ Dublin City
- Baile Átha Cliath (Dún Laoghaire/ Ráth an Dúin)/ Dublin (Dun Laoghaire/ Rathdown)
- Baile Átha Cliath (Theas)/ Dublin (South County)
- Baile Átha Cliath (Fine Gall)/ Dublin (Fingal)
- Cathair & Contae na Gaillimhe/ Galway City and County
- Ciarraí/ Kerry
- Cill Dara/ Kildare
- Cill Chainnigh/ Kilkenny
- Laois/ Laois
- Liatroim/ Leitrim
- Luimneach/ Limerick
- An Longfort/ Longford
- Lú/ Louth
- Maigh Eo/ Mayo
- An Mhí/ Meath
- Muineachán/ Monaghan
- Uíbh Fhailí/ Offaly
- Ros Comáin/ Roscommon
- Sligeach/ Sligo
- Tiobraid Árann/ Tipperary
- Port Láirge/ Waterford
- An Iarmhí/ West Meath
- Loch Garman/ Wexford
- Cill Mhantáin/ Wicklow

- An bhfuil an suíomh i gceantar Gaeltachta?/ Are you located in a Gaeltacht area?

- Tá/ Yes
- Níl/ No

Soláthar lán-Ghaeilge i do shuíomh/ Irish-Medium Provision in Your Setting

Is é an sainmhíniú ar “suíomh lán-Ghaeilge” anseo ná suíomh ina bhfuil an caidreamh go leir leis na leanaí i nGaeilge./ An Irish-medium setting is defined here as one where all the interactions with children are in the Irish language.

- Roghnaigh as an liosta thíos an cur síos cuí ar do shuíomh./ Please select the relevant option from the list below which best describes your setting.

- Suíomh Lán-Ghaeilge/ A wholly Irish-medium setting
- Suíomh mheasctha, ina bhfuil cuid den suíomh trí Bhéarla agus cuid dó trí Ghaeilge/ A mixed setting where part of the setting is English-medium and part of the setting is Irish-medium

- Suíomh Lán-Bhéarla agus roinnt Gaeilge á úsáid agaibh/ An English-medium setting with some use of Irish
- Suíomh Lán-Bhéarla/ A wholly English-medium setting

- Cé mhéad páistí, más ann dóibh, atá ag freastal ar **sholáthar trí Ghaeilge i do shuíomh luathfhoghlama agus cúraim leanaí**?/ How many children, if any, are taking part in **Irish-medium early learning and care (ELC) provision** in your setting?

- Cé mhéad páistí, más ann dóibh, atá ag freastal ar **sholáthar trí Ghaeilge i do shuíomh cúraim leanaí aois scoile**?/ How many school-age children, if any, are taking part in **Irish-medium school-age childcare (SAC) provision** in your setting?

- Cé mhéad ball foirme, más ann dóibh, atá ag obair trí Ghaeilge leis na páistí i do shuíomh?/ How many staff members, if any, are working with children through the medium of Irish in your setting?

Tacaíochtaí/ Supports

Chun bun eolais a chur ar phleanáil maidir le tacaíochtaí amach anseo, cé hiad na tacaíochtaí is úsáidí chun cabhrú libh úsáid na Gaeilge a fheabhsú, in bhur gcaidreamh laethúil leis na leanaí.

To help inform the planning of future supports, please tell us what supports you would find most useful to help you enhance the use of Irish in daily interactions with children in your setting.

Cuir na tacaíochtaí in ord tosaíochta, agus 1 an tosaíocht is airde agus 6 an tosaíocht is ísle./ Please rank supports in order of priority, with 1 being highest priority and 6 being the lowest priority.

	1	2	3	4	5	6
• Pobail chleachtais/ Communities of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Deiseanna oiliúna nó CPD/ CPD training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Ranganna nó cúrsaí Gaeilge/ Irish language classes /courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Acmhainní/ Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Seimineáir ghréasáin/ Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Tacaíochtaí eile/ Other supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **Pobail chleachtais** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **Communities of Practice** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **deiseanna oiliúna nó CPD** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **CPD or training opportunities** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **ranganna nó cúrsaí Gaeilge** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **Irish language classes or courses** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **hacmhainní** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **resources** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **seimineáir ghréasáin** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **webinars** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **tacaíochtaí eile** is úsáidí daoibh? / To enhance the use of Irish in daily interactions with children, what **other supports** would you find most useful?

Go raibh míle maith agat an t-am a thógáil chun an suirbhé ceistneoir a líonadh isteach chun cabhrú le forbairt na dtacaíochtaí Gaeilge don earnáil/ Thank you for taking the time to complete this survey questionnaire to support the development of Irish language supports for the sector

Appendix 3: Childminder Survey Questions

Suirbhé ar Sholáthar Lán-Ghaeilge Feighlíochta Leanaí 2022/ Survey on Irish-Medium Provision of Childminding 2022

Fields marked with * are mandatory.

Tá an Roinn Leanaí, Míchumais, Chomhionannais, Lánpháirtíochta agus Óige i gcomhoibriú le heagraíochtaí tacaíochta ag tógáil faoin suirbhé gairid seo, chun eolas a bhailiú ar sholáthar Lán-Ghaeilge d'fheighlíthe leanaí. Cabhróidh an t-eolas a roinnfidh tú linn, láidreacht ar na tacaíochtaí do na seirbhísí Lán-Ghaeilge a dhéanamh agus cabhróidh sé le forbairt ar an bplean cuimsitheach don earnáil, de réir an Phlean Gníomhaíochta 5 Bliana don Ghaeilge. (Tá suirbhé ar leith do shuímh luathfhoghlama agus cúraim leanaí lán-Ghaeilge agus cúraim leanaí aois scoile [ag an nasc seo](#))

The Department of Children, Equality, Disability, Integration and Youth (DCEDIY) in collaboration with support agencies are carrying out this short survey to gather information on Irish-medium provision of childminders. The information that you provide will strengthen supports for Irish-medium provision and will inform the development of a comprehensive plan for the sector, in line with the 5-Year Action Plan for the Irish Language. (There is a separate survey for early learning and care and school-age childcare [at this link](#))

Sonraí an tsuímh/ Setting Details

* Cén contae ina bhfuil an suíomh?/ What county is your childminding service located?

- Ceartharlach/ Carlow
- An Cabhán/ Cavan
- An Clár/ Clare
- Corcaigh/ Cork
- Dún na nGall/ Donegal
- Baile Átha Cliath/ Dublin
- Gaillimh/ Galway
- Ciarraí/ Kerry
- Cill Dara/ Kildare
- Cill Chainnigh/ Kilkenny
- Laois/ Laois
- Liatroim/ Leitrim
- Luimneach/ Limerick
- An Longfort/ Longford
- Lú/ Louth
- Maigh Eo/ Mayo
- An Mhí/ Meath

- Muineachán/ Monaghan
- Uíbh Fhailí/ Offaly
- Ros Comáin/ Roscommon
- Sligeach/ Sligo
- Tiobraid Árann/ Tipperary
- Port Láirge/ Waterford
- An Iarmhí/ West Meath
- Loch Garman/ Wexford
- Cill Mhantáin/ Wicklow

• An bhfuil an suíomh i gceantar Gaeltachta?/ Are you located in a Gaeltacht area?

- Tá/ Yes
- Níl/ No

• An bhfuil an cumas agat do chuid oibre a dhéanamh trí Ghaeilge?/ Do you have the ability to work through the Irish language?

- Tá/ Yes
- Níl/ No

• An bhfuil tú ag obair trí Ghaeilge faoi láthair?/ Are you working through Irish at present?

- Tá/ Yes
- Níl/ No

Tacaíochtaí/ Supports

Chun bun eolais a chur ar phleanáil maidir le tacaíochtaí amach anseo, cé hiaid na tacaíochtaí is úsáidí chun cabhrú libh úsáid na Gaeilge a fheabhsú, in bhuir gcaidreamh laethúil leis na leanaí.

To help inform the planning of future supports, please tell us what supports you would find most useful to help you enhance the use of Irish in daily interactions with children in your setting.

Cuir na tacaíochtaí in ord tosaíochta, agus 1 an tosaíocht is airde agus 6 an tosaíocht is ísle/ Please rank supports in order of priority, with 1 being the highest priority and 6 being the lowest priority

	1	2	3	4	5	6
• Pobail chleachtais/ Communities of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Deiseanna oiliúna nó CPD/ CPD training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Ranganna / cúrsaí Gaeilge/ Irish language classes/ courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Acmhainní/ Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Seimineáir ghréasáin/ Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Tacaíochtaí eile/ Other supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **Pobail chleachtais** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **Communities of Practice** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **delseanna oiliúna nó CPD** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **CPD or training opportunities** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **ranganna nó cúrsaí Gaeilge** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **Irish language classes or courses** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **hacmhainní** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **resources** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **selmineáir ghréasáin** is úsáidí daoibh?/ To enhance the use of Irish in daily interactions with children, what **webinars** would you find most useful?

Chun úsáid na Gaeilge a fheabhsú sa chaidreamh laethúil leis na leanaí, cé hiad na **tacaíochtaí eile** is úsáidí daoibh? / To enhance the use of Irish in daily interactions with children, what **other supports** would you find most useful?

Más maith leat go ndéanfaí teagmháil leat maidir le tacaíochtaí, eolas agus acmhainní Gaeilge atá le teacht, cur síos do sheoladh ríomhphost anseo le do thoil./ If you would like to be contacted in relation to future Irish language supports and information and resources, please include your email here:

Go raibh míle maith agat an t-am a thógáil chun an suirbhé ceistneoir a líonadh isteach chun cabhrú le forbairt na dtacaíochtaí Gaeilge don earnáil/ Thank you for taking the time to complete this survey questionnaire to support the development of Irish language supports for the sector

Appendix 4: Data Table

County	Total Number of ELC and SAC Settings	Total Number Of Settings That Are Wholly Irish-Medium Or Mixed (Not including Childminders)	Total Number of English-medium Settings With Some use of Irish (Not including Childminders)	Total Number of Childminding settings Currently Working Through the Medium of Irish
Carlow / Ceatharlach	25	0	1	0
Cavan / An Cabhán	55	0	0	1
Clare / An Clár	59	5	12	1
Cork / Corcaigh	245	22	31	1
Donegal / Dún na nGall	86	39	41	2
Dublin / Baile Átha Cliath	539	27	41	3
Galway / Gaillimh	183	30	36	1
Kerry / Ciarraí	80	23	27	0
Kildare / Cill Darra	93	4	7	0
Kilkenny / Cill Chainnigh	50	3	4	0
Laois / Laois	61	0	4	0
Leitrim / Liatroim	27	0	0	0
Limerick / Luimneach	111	2	3	0
Longford / An Longfort	26	1	1	0
Louth / Lú	64	3	5	0
Mayo / Maigh Eo	72	12	14	0
Meath / An Mhí	85	3	3	1
Monaghan / Muineachán	49	4	4	0
Offaly / Uíbh Fhailí	32	3	4	0
Roscommon / Ros Comáin	38	0	2	0
Sligo / Sligeach	52	0	3	1
Tipperary / Tiobraid Árann	96	3	16	1
Waterford / Port Láirge	52	9	12	0
Westmeath / An Iarmhí	48	1	1	0
Wexford / Loch Garman	90	4	6	0
Wicklow / Cill Mhantáin	68	7	9	2

Sources of data in **Appendix 4: Data Table**

The **Total Number of ELC and SAC Settings** is sourced from the **Tusla Early Years Inspectorate Register**

Note: Other data is non-extrapolated data from the results of the survey. As not all settings responded to the survey, it is possible that not all Irish-medium settings were captured in the data.

