



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Strasbourg, 1 July 2005

MIN-LANG/PR (2005) 5
Annexes

EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Annexes to the Second Periodical Report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter**

UNITED KINGDOM

Table 10 Persons aged 3 and over by ability in Gaelic and Council area, 2001 and 1991

Council area	All persons aged 3 and over (=100%)		Able to speak language		Speak, read or write		Speak, read, write or understand ¹		
	2001	2001	Percentage		Percentage		Number	Percentage	
			2001	1991	2001	1991			
Southland	4,900,492	58,852	1.2	1.4	63,673	1.3	1.4	92,386	1.9
Aberdeen City	205,973	1,420	0.7	0.6	1,714	0.8	0.6	2,354	1.2
Aberdeenshire	219,385	875	0.4	0.4	1,088	0.5	0.5	1,843	0.8
Angus	108,158	488	0.5	0.5	583	0.6	0.5	934	0.9
Argyll & Bute	88,676	4,188	4.7	5.5	4,518	5.2	5.8	6,516	7.3
Charmaroneishire	48,528	303	0.7	0.6	346	0.8	0.6	517	1.1
Dumfries & Galloway	143,546	458	0.3	0.4	585	0.4	0.4	989	0.7
Dumfries City	141,443	845	0.5	0.4	833	0.6	0.5	1,295	0.9
East Ayrshire	118,454	389	0.3	0.3	438	0.4	0.4	730	0.6
East Dumfriesshire	104,873	683	0.6	0.6	1,031	1.0	1.0	1,488	1.4
East Lothian	86,819	337	0.4	0.4	429	0.5	0.4	690	0.8
East Renfrewshire	86,243	586	0.7	0.7	664	0.8	0.7	1,015	1.2
Edinburgh, City of	436,411	3,132	0.7	0.8	3,985	0.9	0.9	5,022	1.4
Edinburgh, City of	25,745	15,723	61.1	68.4	18,048	62.3	69.1	18,423	71.6
East Lothian	140,320	527	0.4	0.4	632	0.5	0.4	1,063	0.8
Fife	338,183	1,188	0.3	0.5	1,498	0.4	0.5	2,428	0.7
Glasgow City	568,139	5,731	1.0	1.0	6,576	1.2	1.1	9,941	1.8
Highland	202,281	12,988	6.3	2.5	13,585	6.7	7.8	18,383	9.1
Inverclyde	81,600	419	0.5	0.5	506	0.6	0.6	898	1.0
Inverclyde	74,014	246	0.3	0.3	314	0.4	0.3	501	0.6
Midlothian	84,122	480	0.5	0.6	561	0.7	0.6	829	1.1
North Ayrshire	131,620	558	0.4	0.5	694	0.5	0.5	1,103	0.8
North Lanarkshire	308,773	1,018	0.3	0.3	1,212	0.4	0.4	2,046	0.7
Orkney Islands	18,884	52	0.3	0.5	198	0.6	0.5	172	0.9
Perth & Kinross	130,802	1,453	1.1	1.2	1,727	1.3	1.3	2,480	1.9
Perth & Kinross	167,219	989	0.6	0.6	1,139	0.7	0.7	1,842	1.1
Perth & Kinross	103,572	377	0.4	0.5	489	0.5	0.5	820	0.8
Perth & Kinross	21,211	88	0.5	0.5	110	0.5	0.5	183	0.9
Perth & Kinross	108,948	423	0.4	0.4	514	0.5	0.5	816	0.7
Perth & Kinross	282,283	1,079	0.4	0.4	1,302	0.4	0.4	2,157	0.7
Perth & Kinross	89,438	948	1.1	1.1	1,101	1.3	1.2	1,587	1.8
Perth & Kinross	80,374	494	0.6	0.7	594	0.7	0.8	1,000	1.1
Perth & Kinross	152,499	573	0.4	0.4	728	0.5	0.4	1,165	0.8

¹ Users should not assume 'Speak, read or write' was a new response category in 2001.

ANNEX B-

Table 5: Census Returns. District Councils Census Data, 2001

		Total	Some knowledge of Irish	Percent
1	Antrim	46220	3637	7.8
2	Ards	70517	2128	3
3	Armagh	51875	7637	14.7
4	Banbridge	39643	2438	6.1
5	Belfast	267716	36317	13.6
6	B/mena	56422	2815	5
7	B/money	25759	1812	7
8	C/Fergus	36231	705	1.9
9	C/reagh	63951	2739	4.3
10	Coleraine	54135	3387	6.3
11	Cookstown	31203	4497	14.4
12	C/avon	77358	8073	10.4
13	Derry	100423	13812	13.8
14	Down	61272	5999	9.8
15	Dungannon	45598	8711	19.1
16	Fermanagh	55215	7111	12.9
17	Larne	29719	1309	4.4
18	Limavady	30972	3357	10.8
19	Lisburn	104163	8163	7.8
20	M/felt	37996	6664	17.5
21	Moyle	15279	2196	14.4
22	N/abbey	77043	3337	4.3
23	Newry &	83130	16965	20.4
24	N Down	73802	1973	2.7
25	Omagh	45811	7415	16.2
26	Strabane	36504	4293	11.8
	Total NI	1617956	167489	10.35

Annex C -

Table 1 – Knowledge of Irish (All persons)

Table population: All persons aged 3 and over (and column percentages)

	Understands spoken Irish but cannot read, write or speak Irish	36,479	
	Speaks but does not read or write Irish	24,536	
	Speaks and reads but does not write Irish	7,183	
	Speaks, reads, writes and understands Irish	75,125	
	Other combination of skills	24,167	

Has Some Knowledge of Irish		167,490	10.4%
Has No Knowledge of Irish		1,450,467	89.6%
All persons		1,617,957	100.0%

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.

Table 2 – Knowledge of Irish by Gender (All persons)

Table population: All persons aged 3 and over (and column percentages)

	Male	Female	All
Has Some Knowledge of Irish	79,858 (10.1%)	87,632 (10.5%)	167,490 (10.4%)
Has No Knowledge of Irish	707,038 (89.9%)	743,429 (89.5%)	1,450,467 (89.6%)
All persons	786,896 (100.0%)	831,061 (100.0%)	1,617,957 (100.0%)

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.

Table 3 – Knowledge of Irish by Age (All persons)

Table population: All persons aged 3 and over (and column percentages)

	3 to 11	12 to 15	16 to 24	25 to 39	40 to 59	60 to 74	75 and over	All
Has Some Knowledge of Irish	13,710 (6.1%)	25,662 (23.8%)	33,874 (16.0%)	39,784 (10.7%)	36,772 (9.0%)	12,735 (6.5%)	4,953 (4.9%)	167,490 (10.4%)
Has No Knowledge of Irish	209,420 (93.9%)	81,954 (76.2%)	177,608 (84.0%)	332,076 (89.3%)	370,185 (91.0%)	184,045 (93.5%)	95,179 (95.1%)	1,450,467 (89.6%)
All persons	223,130 (100.0%)	107,616 (100.0%)	211,482 (100.0%)	371,860 (100.0%)	406,957 (100.0%)	196,780 (100.0%)	100,132 (100.0%)	1,617,957 (100.0%)

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish

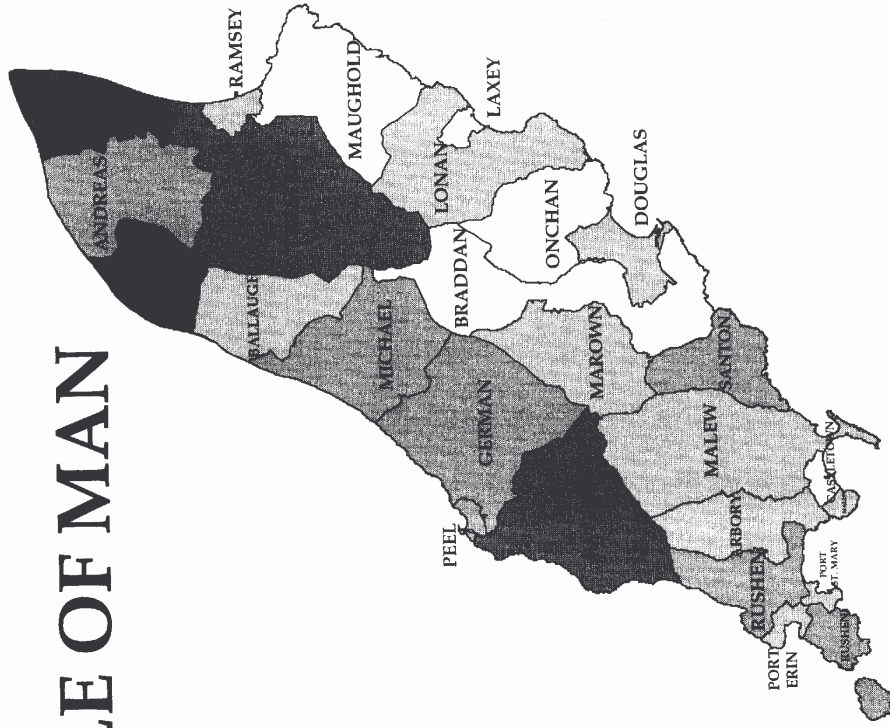
Table 4 – Knowledge of Irish by Religion (All persons)**Table population:** All persons aged 3 and over (and column percentages)

	Has Some Knowledge of Irish	Has No Knowledge of Irish	All persons (Row %'s)
Catholic	144,346 (22.2%)	505,316 (77.8%)	649,662 (100.0%)
Presbyterian Church in Ireland	3,608 (1.1%)	335,298 (98.9%)	338,906 (100.0%)
Church of Ireland	3,146 (1.3%)	246,881 (98.7%)	250,027 (100.0%)
Methodist Church in Ireland	634 (1.1%)	56,912 (98.9%)	57,546 (100.0%)
Other Christian (including Christian related)	1,331 (1.3%)	97,896 (98.7%)	99,227 (100.0%)
Other religions and philosophies	314 (6.5%)	4,518 (93.5%)	4,832 (100.0%)
No religion or religion not stated	14,110 (6.5%)	203,646 (93.5%)	217,756 (100.0%)
All persons	167,489 (10.4%)	1,450,467 (89.6%)	1,617,956 (100.0%)

TABLE 19 - RESIDENT POPULATION BY KNOWLEDGE OF MANX GAELIC AND AREA OF RESIDENCE 2001

Area of Residence	Speaks, Reads or Writes Manx Gaelic	Speaks Manx Gaelic	Writes Manx Gaelic	Reads Manx Gaelic
Towns				
Douglas	589	516	125	178
Ramsey	152	139	86	106
Peel	97	88	53	59
Castletown	59	57	34	38
Villages				
Port Erin	76	70	31	42
Port St Mary	46	42	34	38
Laxey	18	16	9	15
Onchan	140	123	61	87
Parishes				
Andreas	31	23	16	21
Arbory	39	35	20	21
Ballaugh	20	18	11	15
Braddan	47	42	22	31
Bride	18	17	9	10
German	28	28	15	21
Jurby	32	32	16	20
Lezayre	34	32	22	24
Lonan	30	28	17	20
Malew	47	42	24	32
Marown	38	37	20	25
Maughold	13	11	8	10
Michael	37	37	20	26
Patrick	43	43	25	33
Rushen	38	34	20	27
Santon	17	17	8	11
Total	1,689	1,527	706	910

ISLE OF MAN



PERCENTAGE OF RESIDENT POPULATION WITH KNOWLEDGE OF MANX GAELIC



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ANNEX E – Gaelic Bill

<http://www.scottish.parliament.uk/business/bills/pdfs/b25as2.pdf>

ANNEX F– Broadcasting Act 1990 (see sections 183, 184) & Broadcasting Act 1996 (see section 32)

http://www.hmso.gov.uk/acts/acts1990/Ukpga_19900042_en_1.htm

<http://www.hmso.gov.uk/acts/acts1996/1996055.htm>

ANNEX G – Communications Act 2003 (see sections 208-210)

<http://www.legislation.hmso.gov.uk/acts/acts2003/20030021.htm>

ANNEX H - see document MIN-LANG/PR (2005) 5 Annex H (Education (Scotland) Act 1980)

ANNEX I – Standards in Scotland’s Schools (see section 5) G

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2000/20000006.htm>

STATUTORY INSTRUMENTS

1986 No. 410 (S. 35)

EDUCATION, SCOTLAND

The Grants for Gaelic Language Education (Scotland) Regulations 1986

Made
4th March 1986

Laid before Parliament
11th March 1986

Coming into Operation
1st April 1986

The Secretary of State, in exercise of the powers conferred on him by sections 73(a) and (g) and 74(1) of the Education (Scotland) Act 1980(a), and of all other powers enabling him in that behalf, hereby makes the following regulations:-

Citation and commencement

1. These regulations may be cited as the Grants for Gaelic Language Education (Scotland) Regulations 1986 and shall come into operation on 1st April 1986.

Grants

2. The Secretary of State may, subject to the provisions of these regulations, pay grants to education authorities of such amounts as he considers necessary or expedient in respect of expenditure incurred or to be incurred by them for purposes approved by him in, or in connection with, the teaching of the Gaelic language or the teaching in that language of other subjects; and the purposes of any expenditure which is grant aided are hereinafter referred to as "grant aided purposes".

Payment of grants

3. Grants may be paid as one sum or by instalments on such date or dates as may be determined by the Secretary of State who may withhold or make a deduction from any grant if any of the requirements of these regulations is not fulfilled.

Requirements of the Secretary of State

4.(1) Education authorities seeking grants under these regulations shall inform the Secretary of State as to the purposes for which the grant is to be used.

(2) Applications for grants shall be made in writing to the Secretary of State by 31st July in the financial year preceding the financial year in which the grant or its first instalment is to be paid, and exceptionally, applications for grants

(a) 1980 c.44.

for the financial year ending 31st March 1987 shall be made in writing to the Secretary of State by 31st July 1986.

1986/410

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(3) Education authorities receiving grants under these regulations shall provide in such a form and at such time as the Secretary of State may require -

(a) a statement of accounts in respect of the expenditure of the grant;

(b) a report on the progress which has been made towards the achievement of the grant-aided purposes, and any such report shall contain such information relevant to the expenditure of the grant as the Secretary of State may require.

(4) Education authorities receiving grants under these regulations shall comply with such requirements as to the carrying out of the grant-aided purposes as the Secretary of State may in any case impose and, without prejudice to the foregoing generality, these may be imposed in relation to -

(a) the persons to be employed or otherwise engaged, and the terms on which such persons shall be so employed or otherwise engaged;

(b) the facilities and equipment to be used;

(c) the publication of any reports or results.

Recovery of grants

5. If any requirement imposed by or under these regulations is contravened or not complied with, the Secretary of State may recover the amount of the grant or such part of it as he thinks fit.

J. Allan Stewart, Parliamentary Under Secretary of State, Scottish Office.

New St Andrew's House, Edinburgh.

4th March 1986.

EXPLANATORY NOTE

(This Note is not part of the Regulations.)

These regulations provide for the payment of grants to education authorities for purposes approved by the Secretary of State in, or in connection with, the teaching of the Gaelic language or the teaching in that language of other subjects.

ANNEX K – Draft Guidance on Gaelic Education (issued under the Standards in Scotland’s Schools etc. Act 2000)

<http://www.scotland.gov.uk/Topics/Arts-Culture/gaelic/17909/GaelicEdGuidanceConsult>

ANNEX L - see document MIN-LANG/PR (2005) 5 Annex L (Report of the Select Committee on the Greater Use of Manx Gaelic)

ANNEX M - see document MIN-LANG/PR (2005) 5 Annex M (The Future Development of the Manx Language)

Annex N

Broadcasting Act 1993

12 Gaelic broadcasting

(1) A licence for a sound broadcasting service intended for reception wholly or mainly in the Island shall include a condition requiring the holder of the licence to include in the service such proportion of programmes in Manx Gaelic as may be specified in or determined in accordance with the licence.

(2) Where a licence is granted subject to a condition referred to in subsection (1), the Treasury shall after consultation with the Commission make payments, by way of grants or otherwise, to the holder of the licence or to any other person for the purpose of financing the making and inclusion in the service in question of programmes in Manx Gaelic.

(3) There is established a body called the Gaelic Broadcasting Committee ('the Committee'), consisting of a chairman and not less than 3 other members appointed by the Council of Ministers.

(4) Before appointing any member of the Committee the Council of Ministers shall consult the Commission and such persons having knowledge of Manx Gaelic as appear to the Council of Ministers to be appropriate.

(5) The members of the Committee shall hold office in accordance with the terms of their appointment.

(6) The functions of the Committee shall be to promote, and advise the Commission and the Treasury on, the making and broadcasting of programmes in Manx Gaelic.

(7) The Committee shall in each year report to the Council of Ministers on the work of the Committee during the previous year, and the report shall be laid before Tynwald.

In this subsection 'year' means a year ending on 31st March.

(8) In this section 'programmes in Manx Gaelic' includes programmes in English for teaching Manx Gaelic.

Education Act 2001

8 Curriculum

(1) The Department shall by order prescribe a curriculum for all registered pupils of compulsory school age at provided schools and maintained schools.

(2) The curriculum shall include provision for the following matters-

- (a) religious education in accordance with section 12;
- (b) the teaching of Manx Gaelic and the culture and history of the Island;
- (c) the assessment, at stages to be specified in the order under subsection (1), of the progress made by each pupil in any subject so specified;

- (d) preparation for public examinations set in the Island or elsewhere;
- (e) physical education.

(3) Except so far as the Department may otherwise direct in the case of a pupil with special educational needs, the education of every pupil at a provided school or maintained school shall be in accordance with the curriculum prescribed under this section.

(4) Before making any order under subsection (1) the Department shall consult such organisations representative of teachers, and such other persons and bodies, as it considers appropriate.

Annex O

BBC Northern Ireland- Irish Language TV Output

Year	Hours	Budget (£, thousands)
2002/03	3.5	213
2003/04	8.5	424
2004/05	5.2	450
2005/06 (forecast)	10.5	550

BBC NI normally gives output figures for financial years i.e. April-March. When series transmission patterns straddle financial year boundaries the year on year figures can sometimes be slightly misleading. Figures are for originations and do not include repeats.

Detail:

2002/03	Ceol	3.5 hrs	£213K	Music performance series
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In 02/03 Financial Year 3.5 hours of Irish language television output was transmitted. The hours relate to 7 episodes of a music series transmitted between 01/02 and 03/04.

2003/04	SRL	5.0 hrs	£300k	New magazine series
	Gaelic Passion	2.0 hrs	£124k	Observational documentary series
	Ceol	1.5 hrs	£0	Music series - funded previous year
Total TV		8.5 hrs	£424k	

In 03/04 the BBC continued the music performance series, CEOL I gCUIDEACHTA, produced a 4-part ob-doc on a GAA club, GAELIC PASSIONS and began our current magazine programme SRL.

2004/05	SRL	5.0 hrs	£300K	Magazine series
	Colin & Cumberland	0.2 hrs	£150K	Language learning multi-media project
Total TV		5.2 hrs	£450K	

In 04/05 the BBC produced a second series of SRL and developed with BBC Scotland and Wales a language learning multi-media project, Colin & Cumberland which will be delivered through high-quality TV animations, radio programming but mostly through a highly interactive website. BBC N Ireland will spend in excess of £300K on the project over 2-3 years so the spend given above for this year is indicative. The overall spend is increasing year on year but because some of the mix is of an expensive genre the actual output hours fell.

2005/06 (forecast)	SRL	5.0 hrs	£300K	Magazine Series
	Colin & Cumberland	0.5 hrs	£150K	Language learning multi-media project
	Other, to be confirmed	5.0 hrs	£100K	
Total TV		10.5 hrs	£550K	

In the year 05/06 the BBC will produce another series of SRL, deliver more of the multi-media language learning project (including a minimum of 30 minutes animation) and commission a minimum of 5 additional hours of output.

Further information:

Irish language radio figures for 2003/04 (have stayed fairly similar into this year):

Irish Lang Radio 256.04 hrs £238K

Ulster-Scots radio figures for 2003/04 (main change here year on year is that the radio figure would have increased to 10 hours in 2004/05. There will be a further increase in the radio output in the coming financial year, as yet to be specified).

Ulster-Scots Radio 6.0 hrs £21K

Ulster-Scots TV figures for 2003/04 (increased to 2.5 hours this year).

Ulster-Scots TV 1.5 Hrs £215k

Information provided by BBC Northern Ireland

Annex P

EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**GUIDANCE ON MEETING UK GOVERNMENT COMMITMENTS IN
RESPECT OF IRISH AND ULSTER SCOTS**

January 2004

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SECTION ONE

INTRODUCTION

1. The purpose of this circular, which has been agreed by the Inter Departmental Charter Implementation Group (ICIG), is to offer general policy advice, information and guidance on meeting the obligations in respect of Irish and Ulster-Scots. These obligations arise from commitments the UK Government made when the European Charter for Regional or Minority Languages (the Charter) was signed and ratified.
2. The Charter is an international convention designed to protect and promote regional and minority languages. The Charter does not establish any individual or collective rights for the speakers of regional or minority languages. The Charter's overriding purpose is cultural. It is designed to protect and promote regional or minority languages as a threatened aspect of Europe's cultural heritage.
 - The UK Government signed the Charter on 2 March 2000 and ratified on 27 March 2001. The Charter came into force on 1 July 2001.
 - It is binding upon each of the ratifying states. Thus it has implications for all Northern Ireland departments and associated bodies (see paragraph 35 for definition of 'associated body'), for Whitehall departments operating in Northern Ireland and for district councils.
 - In Northern Ireland it applies to Irish and Ulster-Scots.
 - It does not cover sign languages or the languages of the minority ethnic communities.
 - The UK Government must provide periodic reports to the Council of Europe Committee of Experts who report on each state's compliance with its Charter obligations.
3. The Guidance applies to all Northern Ireland Civil Service Departments and their associated bodies. An assessment of equality impact is included in Annex E. The Guidance is being piloted for one year after which it will be reviewed. The review will take account of comments from staff and departmental consultees including views of equality aspects. The Guidance will then be developed and updated as necessary taking account of the finalised equality impact assessment.
4. This circular comes into effect on ()
5. For further information on any Charter issues, contact your Interdepartmental Charter Implementation Group (ICIG) member.
6. This circular supersedes Central Secretariat Circular 1/95.

SECTION TWO STRUCTURE OF THE CHARTER

7. Three parts of the Charter are particularly significant:
 - *Part I – ‘General provisions’* covers issues such as definitions, undertakings, practical arrangements etc. It commits the UK Government to ensure that the authorities, organisations and persons concerned are informed of the rights and duties established by the Charter.
 - *Part II – ‘Objectives and Principles’ (Annex A)* applies to Irish and Ulster-Scots. It is dealt with in detail in Section Three.
 - *Part III – ‘Measures to promote the use of Regional or Minority Languages in public life’* contains detailed undertakings to support languages. Currently this only applies to Irish in Northern Ireland. **Annex B** lists the paragraphs that the UK Government has chosen to apply from Part III to Irish. This is dealt with in Section Four.
8. The full text of the Charter and Explanatory Document produced by the Council of Europe is at: <http://conventions.coe.int/Treaty/EN/cadreprincipal.htm> (treaty number ETS 148).

SECTION THREE PART II OF THE CHARTER

9. Part II of the Charter, *Objectives and Principles*, applies to Irish and Ulster-Scots. It contains some general provisions relating to all departments and their associated bodies and other provisions relating to specific areas such as research, education, training and the media.
10. Part II of the Charter highlights the need to base policies, legislation and practice on the principles of recognising, promoting and encouraging the use of Irish and Ulster-Scots to preserve and safeguard both languages. Departments and associated bodies should take account of the wishes of the language speakers as they plan their activity. Part II of the Charter places the onus on departments and their associated bodies to pro-actively encourage Irish and Ulster-Scots.
11. For example, Part II of the Charter undertakes to:
 - Eliminate restrictions on the use of languages,
 - Ensure that users of minority languages are not excluded from society
 - Include language users in the decision-making processes that affect their language
 - Take ‘resolute action’ to promote regional or minority languages
 - Ensure that languages are dealt with appropriately within the education system.

A full version of Part II is attached at **Annex A**.

12. Part II applies to all policies, legislation and practices of government, not just those that specifically refer to Irish or Ulster-Scots.

**SECTION FOUR
PART III OF THE CHARTER**

13. Part III of the Charter contains a list of specific actions that could be taken in support of a language. When a certain number and range of these are being fulfilled for a language, that language is said to have ‘reached Part III status’. This status reflects the development of a language, not its worth. Through the ‘resolute action’ taken under Part II languages can generally be expected to develop until they attain Part III status. Language development does not stop once Part III is reached, and further Charter obligations may be accepted once additional activity is underway.
14. Currently Part III applies to Irish in Northern Ireland and has implications for all Northern Ireland departments and associated bodies, for Whitehall departments operating locally and for district councils. Thirty provisions covering six Articles relating to the Northern Ireland administration apply to Irish. A further six apply to reserved matters. These are listed in **Annex B**.
15. Responsibility for implementing Part III (Articles 8– 14) in Northern Ireland is as follows:

PROVISION	SUBJECT	RESPONSIBILITY
<u>Part III</u>		
Article 8	Education	DE, DEL,
Article 9	Judicial authorities	DCAL
Article 10	Administrative authorities and public services	All departments
Article 11	Media	DCAL lead
Article 12	Cultural activities and facilities	DCAL lead
Article 13	Economic and social life	DCAL, DETI, DEL
Article 14	Transfrontier exchanges	NIO

For further information on implementing particular areas of Part III contact your departmental ICIG representative.

16. Most of the implications of the Charter for public servants in their dealings with the public arise from Part III, Article 10 (*Administrative authorities and public services*).
17. This provision extends to public services under public control (see paragraph 34). In that context the services need to be able to be provided in Irish and users of the language need to be able to submit requests to the services in Irish. Article 10 makes clear that this requires the authorities to have a capacity for Irish translation and interpretation.
18. Legal advice is that, in the context of the application of Article 10, administrative authorities must have:

- The capacity to use the regional form of the minority languages in question (i.e. Irish).
- The capacity to allow the use of regional or minority languages within their authorities.
- The capability to deal with the submission of applications in the languages.
- The ability to publish official documents in the languages both at the level of our regional administration and at local authority level i.e. district councils
- The ability to facilitate the use of such languages in the representative assemblies of the administration and local authorities debates.
- The ability to facilitate the use of family and place names etc. in regional or minority languages (not excluding the use of official languages).

SECTION FIVE CODES OF COURTESY

19. Officials in everyday situations where they interact with members of the public who want to do business in Irish or Ulster-Scots will need a code of courtesy to help them to fulfill their obligations. Individual organisations are best placed to judge what suits their staff and customers so the ICIG has agreed that departments and associated bodies will develop and circulate to their staff their own tailored Code of Courtesy.
20. Although the Charter details more specifically obligations in respect of Irish, departments and bodies should also apply to Ulster-Scots the principles of courtesy and respect which underpin the Charter. They are encouraged to respond positively to requests to use Ulster-Scots, in line with best practice for customer care within the spirit of Part II of the Charter.
21. Templates of Codes of Courtesy for Irish and Ulster-Scots are provided as **Annexes C and D**. The Irish Code is based on the Article 10 obligations, while the Ulster-Scots Code is based on an expert analysis of the provisions of Article 10 that could currently be applied to Ulster-Scots.

SECTION SIX ROLES, RESPONSIBILITIES AND OBLIGATIONS

22. Departments and their associated bodies have responsibility for drawing up and implementing their own strategies for meeting their Charter commitments. In developing these strategies departments and associated bodies must:
- Keep at all times within the spirit of the Charter, as reflected in Part II.
 - Fulfil the specific obligations that relate to them under Part III of the Charter.

 - Ensure all staff are familiar with those provisions of the Charter that apply to Irish and Ulster-Scots and know how their department will implement them.
 - Seek legal advice if there are difficulties with discretionary aspects of the Charter.
23. While the Charter creates legal obligations for departments and associated bodies, Parts II and III allow for some discretion and interpretation. It is essential that departments and associated bodies are clear and consistent in their decision-making. They should be able to explain their rationale for undertaking, or not undertaking, action in a particular area or with a particular language.
24. When reviewing or developing policies and programmes, and deciding how to exercise this discretion officials should consider:
- How policies and programmes can contribute to the Charter objectives of maintaining, safeguarding and promoting Irish and Ulster-Scots.
 - Demand for the use of Irish and Ulster-Scots
 - Value for money
 - Precedents established by their own organisation or by other departments and associated bodies.
 - How national administrative law, for example, human rights or equality legislation, may affect decisions. The Belfast Agreement may also have implications for decisions.
 - That decisions made by departments in relation to the Charter may be open to legal challenge.
 - How reasonable a particular course of action is, taking into account such factors as how much the language is used and the contexts in which it is used.

SECTION SEVEN FREQUENTLY ASKED QUESTIONS

In order to meet my obligations under the Charter:

Do I have to translate everything into Irish and Ulster-Scots?

25. No. You should give priority to documents which are likely to be of particular relevance to Irish or Ulster-Scots speakers, for example: language policy documents; documents which are likely to be read and used generally; or those

that will contribute to promoting, maintaining and safeguarding either language. There are currently no plans to produce statutory forms or technical documents in Irish or Ulster-Scots, although information supplied in Irish or Ulster-Scots on English language forms should be accepted.

What documents should I publish in Irish and Ulster-Scots?

26. Part III Article 9.3 - Judicial Authorities **obliges** the publication of ‘the most important national statutory texts and those relating particularly to users of these languages’.

It would be **good practice** to ensure key information is published in languages other than English. It is for each individual department to decide:

- The key messages they want to communicate to their various customers
- The most effective communication or marketing tools for putting their message across to the target audiences – paper based, internet, TV, radio, press, electronic. Publishing need not necessarily mean printing.
- What their customers are most likely to want to see in Irish or Ulster-Scots.

It would be useful to inform your decision by drawing on the expertise of staff in local offices, or by carrying out customer research to gain focused views of demand. Reports on general demand for a range of services and activities in Irish and Ulster-Scots are also available from DCAL (028 90 258979).

27. OFMDFM has prepared a guide for all NICS departments on “Making Information Accessible”. This will highlight good marketing and communication practice relevant to all languages including Irish and Ulster-Scots.

What type of documents have other people published in Ulster-Scots or Irish?

28. Publications already produced in Irish, Ulster-Scots or bilingually with English have included headline documents such as charters, corporate plans and equality schemes, as well as consultation documents and information leaflets. Summaries in Irish or Ulster-Scots of large documents containing key messages have also been produced.

How can I sign a document written in a language I don’t understand?

29. The English language version of any document produced by departments remains the authoritative version for all purposes. English versions should always be produced of Irish or Ulster-Scots language drafts that are particularly sensitive or complex or are likely to have legal implications. It is therefore in order to sign the English language version only.

How do I get a document translated into Irish or Ulster-Scots?

30. To get a document translated, or to book an interpreter, contact the NICS Central Translation Service facilitated by Linguistic Operations Branch - 028 90 258979.

31. Quality translation is a skill and branches preparing documents for issue in Irish or Ulster-Scots should allow plenty of time for the process. If you are producing a bilingual document talk to your designer at planning stage about the options.

What's the policy on signage in public offices and elsewhere?

32. Given the wording and the spirit of Part II and the findings of recent independent research into public attitudes, it would be reasonable to expect to see a certain degree of signage. Practice varies across departments and bodies with some departments, for example, using trilingual sign at the entrances to their buildings. Some District Councils have adopted bilingual or trilingual stationery.
33. Bearing in mind community sensitivities departments and associated bodies might find it helpful to consider trilingual i.e. English, Irish, Ulster-Scots signs in certain locations rather than bilingual Irish or Ulster-Scots -English signs. This is another area where local knowledge and expertise can be invaluable.

What should I do about addresses in different languages?

34. It would be in keeping with the Charter to use versions of addresses in languages other than English. When a person has used a lawfully¹ adopted Irish or Ulster-Scots language street name an official should use the Irish or Ulster-Scots form in replying to correspondence or while processing applications. Both the English and the Irish or Ulster-Scots forms of the street name should be noted on the official record.

When contact is being initiated, it would be in keeping with the spirit of the Charter to use both versions initially, and then continue using whichever language was used in the reply. Departments and associated bodies are encouraged to use versions in both languages in their documents and publications.

Where third parties may be involved i.e. where a document may need to be scrutinised (e.g. driving licence) or publicised (e.g. planning application) the English form of the street address should be shown as well as the Irish or Ulster-Scots version. There are no restrictions on using Irish or Ulster-Scots versions of other parts of an address e.g. townland, town, county or country.

The Charter applies to 'departments and associated bodies'. What is an 'associated body'?

35. The scope of the Charter extends to more than the departments in the Northern Ireland administration. Departments should each consider their range of functions in order to determine which bodies are bound by the Charter. The Explanatory Report of the Charter, along with Article 10, refers to three categories of situation:

¹ Local Government (Miscellaneous Provisions) (Northern Ireland) Order 1995, Section 11, see http://www.osni.gov.uk/paper/dual_lang.html

- Action by administrative authorities of the State - that is to say the normal acts of public authorities;
- Action by local and regional authorities (this includes territorial departments and local government);
- Actions by bodies providing public services whether under public or private law (as long as they remain under public control).

PART II OF THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES – OBJECTIVES AND PRINCIPLES PURSUED IN ACCORDANCE WITH ARTICLE 2, PARAGRAPH 1. APPLIES TO IRISH AND ULSTER-SCOTS IN NORTHERN IRELAND

Article 7 : Objectives and Principles

1. In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:
 - a. the recognition of the regional or minority languages as an expression of cultural wealth;
 - b. the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;
 - c. the need for resolute action to promote regional or minority languages in order to safeguard them;
 - d. the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;
 - e. the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;
 - f. the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;
 - g. the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;
 - h. the promotion of study and research on regional or minority languages at universities or equivalent institutions;
 - i. the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.
2. The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or

development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

3. The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.
4. In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups, which use such languages. They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.
5. The Parties undertake to apply, *mutatis mutandis* (with necessary changes), the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of the measures to be taken to give effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.

***PART III OF THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY
LANGUAGES - 36 PROVISIONS THAT THE UK GOVERNMENT HAS
APPLIED SOLELY TO IRISH IN NORTHERN IRELAND.***

Of the thirty-six paragraphs listed thirty paragraphs relate to matters that are the responsibility of the Northern Ireland administration. The remaining six paragraphs relate to reserved and excepted matters.

Article 8: Education

Paragraphs:

- 1a With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:
- (iii) to apply one of the measures provided for under i and ii above [i.e to make available *pre-school* education or a substantial part of pre-school education in the relevant regional or minority languages] at least to those pupils whose families so request and whose number is considered sufficient; or
- 1b (iv) to apply one of the measures provided for under i to iii above [to make available *primary* education or a substantial part of primary education *in* the relevant regional or minority language or to provide, within primary education, *for* the teaching of the relevant regional or minority languages as an integral part of the curriculum] at least to those pupils whose families so request and whose number is considered sufficient;
- 1c (iv) to apply one of the measures provided for under i to iii above [to make available *secondary* education or a substantial part of secondary education *in* the relevant regional or minority languages; or to provide, within secondary education, *for* the teaching of the relevant regional or minority languages as an integral part of the curriculum] at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;
- 1d (iv) to apply one of the measures provided for under i to iii above [to make available *technical and vocational* education or a substantial part of technical and vocational education *in* the relevant regional or minority languages or to provide, within technical and vocational education, *for* the teaching of the relevant regional or minority languages as an integral part of the curriculum] at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;
- 1 e (iii) if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii [to make available *university and other higher* education *in* regional or minority languages; or provide facilities *for* the study of these languages as university and higher education subjects] cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;
- 1f (ii) to offer such languages as subjects of adult and continuing education;
- 1g to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;
- 1h to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

- 2 With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

Total: 9

Article 9: Judicial authorities

Paragraph:

- 3 The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.

Total: 1

Article 10: Administrative authorities and public services

Paragraphs:

- 1 Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:
- 1 a (iv) to ensure that users of regional or minority languages may submit oral or written applications in these languages;
- 1c to allow the administrative authorities to draft documents in a regional or minority language
- 2 In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:
- 2b the possibility for users of regional or minority languages to submit oral or written applications in these languages;
- 2e the use by regional authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official languages of the State;
- 2f the use by local authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official languages of the State;
- 2g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.
- 3 With regard to public services provided by the administrative authorities or other persons acting on their behalf, the Parties undertake, within the territory in which regional or minority languages are used, in accordance with the situation of each language and as far as this is reasonably possible:
- 3 c to allow users of regional or minority languages to submit a request in these languages;
4. With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:

- 4a translation or interpretation as may be required;
- 5 The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

Total: 9

Article 11: Media

Paragraphs:

- 1: The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:
 - 1a to the extent that radio and television carry out a public service mission:
 - 1a (iii) to make adequate provision so that broadcasters offer programmes in the regional or minority languages;
 - 1b (ii) to encourage and/or facilitate the broadcasting of radio programmes in the regional or minority languages on a regular basis;
 - 1d to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages;
 - 1e (i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages; or
 - 1f (ii) to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages;
 - 1g to support the training of journalists and other staff for media using regional or minority languages;
 - 2 The Parties undertake to guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used in identical or similar form to a regional or minority language, and not to oppose the retransmission of radio and television broadcasts from neighbouring countries in such a language. They further undertake to ensure that no restrictions will be placed on the freedom of expression and free circulation of information in the written press in a language used in identical or similar form to a regional or minority language. The exercise of the above-mentioned freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

Total: 7

Article 12: Cultural activities and facilities

Paragraphs:

- 1 With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including **inter alia** the use of new technologies – the Parties undertake, within the territory in which such

- languages are used and to the extent that the public authorities are competent, have power or play a role in this field:
- 1a to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages;
 - 1d to ensure that the bodies responsible for organising or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing;
 - 1e to promote measures to ensure that the bodies responsible for organising or supporting cultural activities have at their disposal staff who have a full command of the regional or minority language concerned, as well as of the language(s) of the rest of the population;
 - 1f to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;
 - 1h if necessary, to create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing appropriate administrative, commercial, economic, social, technical or legal terminology in each regional or minority language.
- 2 In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.
- 3 The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.
- Total: 7

Article 13: Economic and social life

Paragraph:

- 1 With regard to economic and social activities, the Parties undertake, within the whole country:
 - 1d to facilitate and/or encourage the use of regional or minority languages by means other than those specified in the above sub-paragraphs.

Total: 1

Article 14: Transfrontier exchanges

Paragraphs:

- a which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education;
- b for the benefit of regional or minority languages, to facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form.

Total: 2

European Charter For Regional Or Minority Languages Code Of Courtesy For Irish

Introduction

Linguistic diversity must be regarded as a common cultural wealth. Everyone is entitled to respect and courtesy, which extends to their language. Every effort should be made to convey this respect even if it is not possible to deal with the person in the language of his/her choice.

Officers should become familiar with the provisions of the European Charter for Regional or Minority Languages that apply to Irish and the measures this Department has decided upon to implement them.

Personal Names

A person is legally entitled to assume any name he or she wishes – in English or in any other language. If he or she is generally known by that name, it is valid for purposes of legal identification. Unless it appears that he or she is not generally known by that name, staff must respect the wishes of anyone who wants to be known by the Irish version of their name, and should use only that name in official business. Care should be taken to avoid confusion and duplication if an individual is known by both Irish and English names. It may be useful to put a record of both versions on file.

If an officer believes that the person in question may also have been using an English form of their name, they might ask, “*Is this the form of your name you always use? I have to ensure that all your records are together*”.

If a person gives his/her name in Irish, and the officer dealing with the person has difficulty in writing or even pronouncing it, they should ask the person to help them spell it.

If the name includes an accent, this should present no problem. Practically all computer software packages cater for this.²

In short, a person may use whatever form of their name they choose. This right should never be questioned. Every effort should be made to write and/or pronounce a person’s name correctly. Don’t be embarrassed to seek that person’s help.

Face-to-Face Interviews and Meetings

If someone starts speaking in Irish to staff who do not speak Irish you should

² Vowels in Irish may have long accents, similar to the *accent aigu* in French. However, unlike French, the accent in Irish is also used in the case of capitals. When using Microsoft Word, the accent can be keyed in by pressing the *Alt Gr* key and then the vowel in question. In the case of capitals the *Shift* key should also be pressed. All such letters can also be accessed by using the *Insert –Symbol* facility.

explain this and offer the person the choice of:

- continuing the interview/meeting in English;
- giving written views in Irish
- making an appointment for a meeting when an interpreter is present.

If in doubt, clarify that the language in question is Irish.

If the service is being offered in a public office with a number of counters/hatches, and if only one officer available can speak in Irish, it might be advisable to indicate this, using a simple technique commonly used in bilingual Brussels – placing a card above his/her counter – ENGLISH/GAEILGE. This should ensure that people wishing to conduct their business in Irish would go straight away to the right counter.

Another Belgian technique for facilitating business in either Dutch or French is to have one telephone number or telephone extension for service in one language and another for service in the other. This helps to avoid delays and embarrassments.

If a person gives advance notice that they want to speak Irish, an interpreter should generally be arranged. This can be done through the NICS Central Translation Service, telephone Linguistic Operations Branch (028.902.58979). An exception to the general requirement to provide an interpreter might be recruitment interviews, where necessary testing of communication skills in English could not be carried out properly unless English was the working medium.

If no notice is given, the person should be offered the choice of -

- making their point in English
- giving written views in Irish.
- making an appointment for a meeting when an interpreter is present.

If a meeting is arranged, double-check beforehand that the interpreter is available.

Never
promise a service on which you cannot deliver.

Telephone Calls

If a caller begins the conversation in Irish the officer may respond in Irish (if they speak it) or English. If the officer does not speak Irish they should explain this and offer alternatives for dealing with the call. The following form of words may be helpful:

“I am sorry I cannot answer you in Irish. But I can offer you the following options for dealing with your call. You may:

- *continue the call in English*
- *write to us in Irish*
- *wait while I transfer you to an Irish speaking colleague*
(Note: only if the Department has identified Irish-speaking staff).

- *transfer you to our voice mail where you can leave a message in Irish.”*

To contact the **voice mail** phone – 028.90.2.58971. The Charter only requires acceptance of oral requests and applications in Irish. There is no obligation to respond in Irish but Irish-speaking staff may do so.

Procedures for use of Irish language voicemail

If a caller contacts the central switchboard or an individual department indicating that they wish to conduct their business in Irish, the official receiving the call will divert or direct the caller to the Irish language voice mail (028) 902-58971.

The voice mail is monitored by officials in Linguistic Operations Branch, Department of Culture, Arts and Leisure.

Messages received will be translated immediately or forwarded to an interpreter for translation.

Translated enquiries will be forwarded to the appropriate department / official for action.

MESSAGE ON IRISH VOICE MAIL FACILITY (IN IRISH)

“Welcome to the Northern Ireland Civil Service. If you would like to leave a message with us someone will come back to you as soon as possible. You can leave your message after the tone. To handle your call we need you to give us the following information:

- Your name
- Your address
- Your daytime telephone number
- The name of the person you would like to contact, if you know it
- The name of the department you would like to contact, if you know it.
- The nature of your business

We will try to get back to you as soon as possible but if your business is very urgent you are advised to contact the particular department directly in English.

Correspondence

The Charter obliges departments to accept written applications in Irish. If it seems that, taking translation into account, it will not be possible to provide a substantive reply by the relevant deadline, an acknowledgement should be issued in the normal way, explaining that the letter is being translated and that a substantive reply will follow. A positive gesture might be to issue at least the acknowledgment in Irish using a stock form of words.

The Charter does not oblige departments to acknowledge or reply in Irish to correspondence received in Irish, but officials are encouraged to do so, using the Central Translation Service where necessary. English translations of the original letter and response should be filed. For the avoidance of doubt officials issuing responses in Irish who have no Irish themselves may wish to sign the English

translation of a response and attach a copy to the unsigned Irish version.

Addresses

The Local Government (Miscellaneous Provisions) (Northern Ireland) Order 1995 provides that a District Council may place a version of a street name in another language alongside the English name. For up to date information on non-English street names adopted by District Councils go to http://www.osni.gov.uk/paper/dual_lang.html or contact Raymond Clements (rclements.osni@doeni.gov.uk). When a person has used a lawful Irish language street name staff should use the Irish form in replying to correspondence or while processing applications. Both Irish and English versions should be noted on the official record.

Where third parties may be involved i.e. where a document may need to be scrutinised (e.g. driving licence) or publicised (e.g. planning application) the English form of the street address should be shown as well as the Irish version. There are no restrictions on using Irish versions of other parts of an address e.g. townland, town, county, country.

When contact is being initiated, it would be in keeping with the spirit of the Charter to use both versions initially, and then continue using whichever language was used in the reply. Departments and associated bodies are encouraged to use both versions in their documents and publications.

Enquiries and Monitoring

Enquiries about this Guidance and further advice on requests to do business (oral or written) in Irish should be addressed to [insert Department's contact].

***European Charter For Regional Or Minority Languages
Code Of Courtesy For Ulster-Scots***

Introduction

Linguistic diversity must be regarded as a common cultural wealth. Everyone is entitled to respect and courtesy, which extends to their language. Every effort should be made to convey this respect even if it is not possible to deal with the person in the language of his/her choice.

Officers should become familiar with the provisions of the European Charter for Regional or Minority Languages that apply to Ulster-Scots and the measures the Department has decided upon to implement them.

Personal Names

A person is legally entitled to assume any name he or she wishes – in English or in any other language. If he or she is generally known by that name, it is valid for purposes of legal identification. Unless it appears that he or she is not generally known by that name, staff must respect the wishes of anyone who wants to be known by the Ulster-Scots version of their name, and should use only that name in official business. Care should be taken to avoid confusion and duplication if an individual is known by both Ulster-Scots and English names. It may be useful to put a record of both versions on file.

If an officer believes that the person in question may also have been using an English form of their name, he/she might ask, *“Is this the form of your name you always use? I have to ensure that all your records are together”*

If a person gives his/her name in Ulster-Scots, and the officer dealing with the person has difficulty in writing or even pronouncing it, they should ask the person to help them spell it.

If the name includes an accent, this should present no problem. Practically all computer software packages cater for this.³

In short, a person may use whatever form of their name they choose. This right should never be questioned. Every effort should be made to write and/or pronounce a person’s name correctly. Don’t be embarrassed to seek that person’s help.

Face-to-Face Interviews and Meetings

In the spirit of the Charter departments and associated bodies are encouraged to make provision for Ulster-Scots interviews and meetings. However at present it is

³ Some Ulster-cots spelling systems use accents to represent inflexion. When using Microsoft Word, the accent can be keyed in by pressing the *Alt Gr* key and then the vowel in question. In the case of capitals the *Shift* key should also be pressed. All such letters can also be accessed by using the *Insert –Symbol* facility.

not normally possible to facilitate face-to-face meeting in the Ulster-Scots language due to difficulty in ensuring appropriate quality assurance for interpreters. Further advice can be sought through the NICS Central Translation Service, telephone Linguistic Operations Branch (028.90.2.58979).

Telephone Calls

If a caller begins the conversation in Ulster-Scots the officer may respond in Ulster-Scots (if they speak it) or English. If the officer does not speak Ulster-Scots they should explain this and offer alternatives for dealing with the call. The following form of words may be helpful:

“I am sorry I cannot answer you in Ulster-Scots. But I can offer you the following options for dealing with your call. You may:

- *continue the call in English*
- *write to us in Ulster-Scots*
- *wait while I transfer you to an Ulster-Scots speaking colleague (Note: only if the Department has identified Ulster-Scots speaking staff).*
- *transfer you to our voice mail where you can leave a message in Ulster-Scots.”*

To contact the **voice mail** phone – 028.90.2.58924. Whilst the Charter does not require acceptance of oral applications in Ulster-Scots, this offers the opportunity to encourage and promote the language in line with Part II of the Charter.

Procedures for the use of Ulster-Scots language voice mail

If a caller contacts the central switchboard or an individual department indicating that they wish to conduct their business in Ulster-Scots, the official receiving the call will divert or direct the caller to the Ulster-Scots language voice mail (028) 902-58924.

The voice mail is monitored by officials in Linguistic Operations Branch (LDB), Department of Culture, Arts and Leisure.

Messages received will be translated immediately or forwarded to an interpreter for translation.

Translated enquiries will be forwarded to the appropriate department / official for action.

MESSAGE ON ULSTER-SCOTS VOICE MAIL FACILITY (IN ULSTER-SCOTS)

“Welcome to the Northern Ireland Civil Service. If you would like to leave a message with us someone will come back to you as soon as possible. You can leave your message after the tone. To handle your call we need you to give us the following information:

- Your name
- Your address

- Your daytime telephone number
- The name of the person you would like to contact, if you know it
- The name of the department you would like to contact, if you know it.
- The nature of your business

We will try to get back to you as soon as possible but if your business is very urgent you are advised to contact the particular department directly in English.

Correspondence

The Charter does not oblige departments to accept written correspondence in Ulster-Scots, however it would be in the spirit of the Charter to do so. If it seems that, taking translation into account, it will not be possible to provide a substantive reply by the relevant deadline, an acknowledgement should be issued in the normal way, explaining that the letter is being translated and that a substantive reply will follow. A positive gesture might be to issue at least the acknowledgment in Ulster-Scots using a stock form of words. Further advice can be sought through the NICS Central Translation Service, telephone Linguistic Operations Branch (028.90.2.58979).

Addresses

The Local Government (Miscellaneous Provisions) (Northern Ireland) Order 1995 provides that a District Council may place a version of a street name in another language alongside the English name. For up to date information on non-English street names adopted by District Councils go to http://www.osni.gov.uk/paper/dual_lang.html or contact Raymond Clements (rclements.osni@doeni.gov.uk). When a person has used a lawful Ulster Scots language street name staff should use the Ulster-Scots form in replying to correspondence or while processing applications. Both Ulster-Scots and English versions should be noted on the official record.

Where third parties may be involved i.e. where a document may need to be scrutinised (e.g. driving licence) or publicised (e.g. planning application) the English form of the street address should be shown as well as the Ulster-Scots version. There are no restrictions on using Ulster-Scots versions of other parts of an address e.g. townland, town, county, country.

When contact is being initiated, it would be in keeping with the spirit of the Charter to use both versions initially, and then continue using whichever language was used in the reply. Departments and associated bodies are encouraged to use versions in both languages in their documents and publications.

Enquiries and Monitoring

Enquiries about this Guidance and further advice on requests to do business (oral or written) in Ulster-Scots should be addressed to [insert departmental contact].

Equality Impact Assessment

Background: the equality duties

1. Section 75 of the Northern Ireland Act 1998, which came into force on 1 January 2000, states:
 “A public authority shall in carrying out its functions relating to Northern Ireland have due regard to the need to promote equality of opportunity;
 - (a) between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
 - (b) between men and women generally;
 - (c) between persons with a disability and persons without; and
 - (d) between persons with dependants and persons without.
2. Without prejudice to its obligations above, a public authority shall in carrying out its functions relating to Northern Ireland have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.”
3. In line with commitments in its approved equality scheme, the Department of Culture, Arts and Leisure (the Department) is committed to adhering to the principles of Section 75 of the Northern Ireland Act 1998 when reviewing and developing policy.

Equality Impact Assessment (EQIA)

4. The Department is conducting on behalf of the **Interdepartmental Charter Implementation Group** (the ICIG) an equality impact assessment of the guidance produced by the ICIG for public authorities in Northern Ireland advising them how they should meet their commitments under the **Council of Europe Charter for Regional or Minority Languages** (the Charter).

Background: The Charter

5. The Charter is an international convention designed to protect and promote regional and minority languages. It does not confer any rights on the users of these languages. The ICIG is a group with representatives from all Northern Ireland Government departments and UK departments active in Northern Ireland, which oversees activity to meet the UK’s Charter obligations in Northern Ireland
6. Two sections of the Charter, Parts II and III, are especially important. Part II of the Charter highlights the need to base policies, legislation and practice on the principles of recognising, promoting and encouraging the use of Irish and Ulster-Scots to preserve and safeguard both languages. Part III of the Charter contains a list of specific actions that could be taken in support of a language. When a certain number and range of these are being fulfilled for a language, that language is said to have ‘reached Part III status’. This status reflects the development of a language, not its worth.
7. The UK Government signed the Charter on 2 March 2000, recognising Irish, Scottish Gaelic, Welsh, Scots and Ulster-Scots for Part II, and ratified it on 2 March 2001, specifying Irish, Scottish Gaelic and Welsh for Part III. In March 2003 Cornish was recognised under Part II.
8. Under Part III, the UK Government undertook to apply to Irish 36 specific provisions relating to obligations on education, courts, public service, media, economic and social life and transfrontier exchanges. Ulster-Scots has not yet reached Part III status. The Charter came into force on 2 July 2001.

Aim of the ICIG Guidance on meeting the UK Government commitments in respect of Irish and Ulster-Scots

9. The ICIG has produced guidance aimed at helping public authorities operating in Northern Ireland meet their obligations to implement the Charter. This Guidance offers:

- information on the ethos of the Charter, the various provisions of the Charter and which of these the UK Government has ratified to apply in respect of Northern Ireland.
- advice and information for policy-makers in respect of their Charter obligations in relation to Irish and Ulster-Scots; and
- model codes of courtesy for Irish and Ulster-Scots aimed primarily at frontline staff dealing with members of the public who wish to interact with public authorities in Irish or Ulster–Scots.

10. Departments may tailor their individual codes of courtesy, if they decide to do so they should carry out an equality assessment of the differences between their tailored codes for Irish and Ulster-Scots and the codes of courtesy contained in this guidance.

Consideration of available data and research

11. In relation to use of Irish and Ulster-Scots we have available information from the 2001 Census (for Irish) and the Northern Ireland Life and Times Survey (1999) for both Irish and Ulster-Scots.

12. The Census recorded 167,490 people with some knowledge of Irish (see Table 1). This included at least 106,844 who could speak Irish. 1,450,467 people had no knowledge of Irish.

13. The Life and Times Survey was based on a representative sample of 2,200 adults. Two per cent of respondents identified themselves as Ulster-Scots speakers, so it is important to bear in mind that the profiles of Ulster-Scots speakers below are based on a small number of respondents.

Assessment of impacts

Gender

14. The Census revealed that very similar proportions of males (10.1%) and females (10.5%) had some knowledge of Irish (see Table 2).

15. The Life and Times Survey also revealed similar proportions of males (14%) and females (13%) who could speak Irish (see Table 5), and found that men (3%) were marginally more likely to speak Ulster-Scots than women (1%) (see Table 6).

Age

16. The Census found that the proportion of Irish speakers is highest in the younger

age categories; 24% of 12-15 year olds have some knowledge of Irish compared with 5% of those aged 75 and over.

17. The Life and Times Survey, which provided data for adults only, found that, broadly speaking, the younger the age group, the higher the proportion of Irish speakers (see Table 5). The youngest age group (18 to 24) was the most likely to speak Irish and people aged 65 and over were the least likely.

18. The same survey revealed that people aged 65 and over were the most likely to speak Ulster-Scots (3%) and the youngest group (18-24) was the least likely (1%)(see Table 6).

Religious belief

19. The Census showed that Roman Catholics were more likely to have some knowledge of Irish than Protestants (see Table 4): 22.2% compared to 1.2% of Protestants and 'other Christians'.

20. The Life and Times Survey also showed that Roman Catholics were more likely to speak Irish (29%) than Protestants (3%) (see Table 5), and it revealed that Protestants were more likely (2%) to speak Ulster-Scots than Roman Catholics (1%).

Political opinion

21. The Life and Times Survey indicated that nationalists (31%) were more likely to speak Irish than either unionists (2%) or those classified as neither nationalist nor unionist (12%) (see Table 5).

22. The same survey did not significantly indicate that unionists or nationalists were relatively any more or less likely to speak Ulster-Scots, although in absolute terms there were more unionists who spoke Ulster-Scots than nationalists (see Table 6).

23. We have no data on other political opinions held by Irish or Ulster-Scots speakers. The Census did not provide data on political opinion.

Race or ethnic origin

24. A higher proportion of respondents in the Irish Travellers category have some knowledge of Irish than other ethnic groups. You should be aware of the small base numbers in some of the ethnic groups (see Table 8).

People with or without dependants

25. The census only contains information about adults in households with dependant children who speak Irish. It does not contain information on any other type of dependent. Those with dependent children in the household were slightly more likely (11.5%) to have some knowledge of Irish than those with no dependents (8.2%), see Table 10.

Marital status

26. The Census shows that single people (12.8%) were more likely to have some knowledge of Irish than married people (8.8%). Widowed (5.5%), re-married (3.9%) and divorced people (7.3%) were less likely to have some knowledge of Irish (see Table 9).

27. The Life and Times Survey showed that single people (19%) were more likely to speak Irish than other groups. Divorced (10%) and widowed people (10%) were the least likely groups to speak Irish (see Table 5). Those living as married (4%) were the most likely group to speak Ulster-Scots, with widowed people (1%) the least likely (see Table 6).

Disability

28. Census information is available for those who speak Irish and have a 'limiting long-term illness', which covers any long-term illness, health problem or disability that limits daily activities or work. The Census found that those with a limiting long-term illness were less likely to have some knowledge of Irish (7.9%) than those without (11%), see Table 7.

29. The Life and Times Survey found that people without long-standing health problems or disabilities (14%) were slightly more likely to speak Irish than those with such problems or disabilities (11%) (see Table 5). Regarding Ulster-Scots speakers, it found no difference.

30. The survey asked 'do you have any long standing health problems or disabilities which limit what you can do at work, at home or in your leisure time?' *Long standing* was defined as 'having had a problem for three years or more or expecting a problem to last for three years or more'.

Sexual orientation

31. No data are available.

Conclusions

32. The data indicate that those speaking Irish tend to be Roman Catholic, nationalist and young, and that Ulster-Scots speakers are more likely to be older (over 45) and Protestant (although one quarter of Ulster-Scots speakers are Roman Catholic). We would again point out that the analysis of Ulster-Scots speakers is based on a small number of Ulster-Scots speakers.

33. There are no significant differentials in relation to gender, marital status or dependants, and we have no data in relation to sexual orientation.

34. Irish Travellers are more likely to speak Irish as are single people and people who are not disabled.

Assessment of impacts

35. It is our view that adherence to the Guidance has a positive impact on Irish speakers and Ulster-Scots speakers, and therefore indirectly on Roman Catholics, nationalists and younger people; and Protestants and older people; which are the groups most likely to speak Irish and Ulster-Scots respectively.

36. In particular:

- Adherence to the Guidance facilitates the use of Irish and Ulster-Scots whilst accessing public services, thus benefiting the above groups.
- Adherence to the Guidance should result in better public policy for speakers of Irish and Ulster-Scots.

37. In our view adherence to the Guidance will have no adverse impacts.

Consideration of mitigating measures or alternative policies

38. Although there have been differential impacts identified, the Department considers that they are all positive impacts and therefore mitigation or alternatives are not necessary.

Consultation

39. To enable us to complete an equality impact assessment of the Guidance, we are seeking views on its equality impact through this consultation process. This document is available in other formats and languages on request.

40. We are not assessing the impact of the Charter. The Charter is an international convention which has been ratified by the UK Government. Its terms must be implemented as they are written. Therefore, this Equality Impact Assessment only assesses the impact of the Guidance on implementing the convention.

41. Have your say:

- Are there any other data or information that might be drawn upon to help us to assess the equality impact of the Guidance?
- Do you consider that the Guidance has any positive or negative equality impacts on any of the groups included within Section 75 of the Northern Ireland Act 1998 and, if so, how?
- Do you consider that, taking account of the parts of the Charter to which the UK Government has signed up, there are alternative approaches to its implementation that would better promote equality of opportunity, and, if so, what are they?
- Do you feel the codes of courtesy properly meet the needs of Ulster-Scots and Irish users of public services? If not, how could they be improved, bearing in mind the provisions of the Charter to which the UK Government has committed?
- Do you have any other comments on the equality impact of the Guidance?

The closing date for comments is 1 September 2004

42. Please note that information supplied to the consultation may be disclosed in response to a request under the Code of Practice on Access to Government Information. If you consider that any such information is either confidential or commercially sensitive, you should identify the information to the Department and specify any reasons for its sensitivity. The Department will consult you about the information before making a decision on any request received.

Decisions and publication

43. This equality impact assessment will be completed, taking into account the outcome of this public consultation, one year following the date of issue of the Guidance. Any resulting amendments to the Guidance will then be made and the Guidance reissued. A report of the equality impact assessment will be published.

Table 1 – Knowledge of Irish (All persons)

Table population: All persons aged 3 and over (and column percentages)

	Understands spoken Irish but cannot read, write or speak Irish	36,479	
	Speaks but does not read or write Irish	24,536	
	Speaks and reads but does not write Irish	7,183	
	Speaks, reads, writes and understands Irish	75,125	
	Other combination of skills	24,167	
Has Some Knowledge of Irish		167,490	10.4%
Has No Knowledge of Irish		1,450,467	89.6%
All persons		1,617,957	100.0%

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.

Table 2 – Knowledge of Irish by Gender (All persons)

Table population: All persons aged 3 and over (and column percentages)

	Male	Female	All
Has Some Knowledge of Irish	79,858 (10.1%)	87,632 (10.5%)	167,490 (10.4%)
Has No Knowledge of Irish	707,038 (89.9%)	743,429 (89.5%)	1,450,467 (89.6%)
All persons	786,896 (100.0%)	831,061 (100.0%)	1,617,957 (100.0%)

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.

Table 3 – Knowledge of Irish by Age (All persons)

Table population: All persons aged 3 and over (and column percentages)

	3 to 11	12 to 15	16 to 24	25 to 39	40 to 59	60 to 74	75 and over	All
Has Some Knowledge of Irish	13,710 (6.1%)	25,662 (23.8%)	33,874 (16.0%)	39,784 (10.7%)	36,772 (9.0%)	12,735 (6.5%)	4,953 (4.9%)	167,490 (10.4%)
Has No Knowledge of Irish	209,420 (93.9%)	81,954 (76.2%)	177,608 (84.0%)	332,076 (89.3%)	370,185 (91.0%)	184,045 (93.5%)	95,179 (95.1%)	1,450,467 (89.6%)
All persons	223,130 (100.0%)	107,616 (100.0%)	211,482 (100.0%)	371,860 (100.0%)	406,957 (100.0%)	196,780 (100.0%)	100,132 (100.0%)	1,617,957 (100.0%)

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish

Table 4 – Knowledge of Irish by Religion (All persons)*Table population:* All persons aged 3 and over (and column percentages)

	Has Some Knowledge of Irish	Has No Knowledge of Irish	All persons (Row %'s)
Catholic	144,346 (22.2%)	505,316 (77.8%)	649,662 (100.0%)
Presbyterian Church in Ireland	3,608 (1.1%)	335,298 (98.9%)	338,906 (100.0%)
Church of Ireland	3,146 (1.3%)	246,881 (98.7%)	250,027 (100.0%)
Methodist Church in Ireland	634 (1.1%)	56,912 (98.9%)	57,546 (100.0%)
Other Christian (including Christian related)	1,331 (1.3%)	97,896 (98.7%)	99,227 (100.0%)
Other religions and philosophies	314 (6.5%)	4,518 (93.5%)	4,832 (100.0%)
No religion or religion not stated	14,110 (6.5%)	203,646 (93.5%)	217,756 (100.0%)
All persons	167,489 (10.4%)	1,450,467 (89.6%)	1,617,956 (100.0%)

Table 5 – Irish Speakers (from Northern Ireland Life and Times Survey – 1999)

	Speak Irish	Total	Percentage (%)
All	289	2200	13
Gender			
Men	128	940	14
Women	161	1260	13
Age			
18-24	49	243	20
25-34	77	441	17
35-44	65	444	15
45-54	31	352	9
55-64	29	291	10
65+	35	418	8
Marital Status			
Single	113	608	19
Married	113	1058	11
Living as married	9	56	16
Separated	19	122	16
Divorced	11	110	10
Widowed	24	246	10
Religion			
Catholics	239	830	29
Protestants	31	1070	3
No religion	15	207	7
Political opinion			

Unionist	16	871	2
Nationalist	183	600	31
Neither	81	671	12
Illness/ Longstanding health problems			
yes	42	394	11
no	247	1804	14

Table 6 – Ulster Scots Speakers

(from Northern Ireland Life and Times Survey – 1999)

	Speak U/S	Total	Percentage (%)
All	43	2200	2
Gender			
Men	25	940	3
Women	18	1260	1
Age			
18-24	2	243	1
25-34	7	441	2
35-44	9	444	2
45-54	7	352	2
55-64	5	291	2
65+	12	418	3
Marital Status			
Single	9	608	2
Married	23	1058	2
Living as married	2	56	4
Separated	4	122	3
Divorced	2	110	2
Widowed	3	246	1
Religion			
Catholics	10	830	1
Protestants	23	1070	2
No religion	7	207	3
Political opinion			

Unionist	20	871	2
Nationalist	10	600	2
Neither	11	671	2
Illness/ Longstanding health problems			
yes	9	394	2
no	34	1804	2

Table 7 – Knowledge of Irish by Limiting Long-term Illness (All persons)*Table population:* All persons aged 3 and over (and column percentages)

	Limiting long-term illness	No limiting long-term illness	All
Has Some Knowledge of Irish	26,802 (7.9%)	140,688 (11.0%)	167,490 (10.4%)
Has No Knowledge of Irish	313,939 (92.1%)	1,136,528 (89.0%)	1,450,467 (89.6%)
All persons	340,741 (100.0%)	1,277,216 (100.0%)	1,617,957 (100.0%)

*Source: Northern Ireland Census 2001

Notes:

1. An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.
2. Limiting long-term illness covers any long-term illness, health problem or disability which limits daily activities or work.

Table 8 – Knowledge of Irish by Ethnic Group*Table population:* All persons aged 3 and over (and column percentages)

	White	Irish Traveller	Mixed	Indian	Pakistani	Bangladeshi	Other Asian
Has Some Knowledge of Irish	166,314 (10.4%)	314 (19.4%)	276 (9.4%)	52 (3.5%)	22 (3.6%)	24 (10.3%)	17 (8.9%)
Has No knowledge of Irish	1,438,272 (89.6%)	1,302 (80.6%)	2,650 (90.6%)	1,453 (96.5%)	597 (96.4%)	209 (89.7%)	175 (91.1%)
All persons	1,604,586 (100.0%)	1,616 (100.0%)	2,926 (100.0%)	1,505 (100.0%)	619 (100.0%)	233 (100.0%)	192 (100.0%)

	Black Caribbean	Black African	Other Black	Chinese	Other Ethnic Group	All
Has Some Knowledge of Irish	21 (8.6%)	22 (4.8%)	59 (16.1%)	265 (6.6%)	103 (8.4%)	167,489 (10.4%)
Has No knowledge of Irish	224 (91.4%)	438 (95.2%)	307 (83.9%)	3,722 (93.3%)	1,118 (91.6%)	1,450,467 (89.6%)
All persons	245 (100.0%)	460 (100.0%)	366 (100.0%)	3,987 (100.0%)	1,221 (100.0%)	1,617,956 (100.0%)

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.

Table 9 – Knowledge of Irish by Marital Status*Table population:* All persons aged 3 and over (and column percentages)

	Single	Married	Re-married	Separated (but still legally married)	Divorced	Widowed	All
Has Some Knowledge of Irish	96,992 (12.8%)	54,702 (8.8%)	1,345 (3.9%)	5,072 (10.3%)	3,855 (7.3%)	5,524 (5.5%)	167,490 (10.4%)
Has No knowledge of Irish	659,968 (87.2%)	568,956 (91.2%)	33,080 (96.1%)	44,348 (89.7%)	49,148 (92.7%)	94,967 (94.5%)	1,450,467 (89.6%)
All persons	756,960 (100.0%)	623,658 (100.0%)	34,425 (100.0%)	49,420 (100.0%)	53,003 (100.0%)	100,491 (100.0%)	1,617,957 (100.0%)

*Source: Northern Ireland Census 2001

Note: An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.

Table 10 – Knowledge of Irish by Dependents**Table 10 – Knowledge of Irish by Adults in Households with/without Dependents***Table population:* All adults in households (and column percentages)

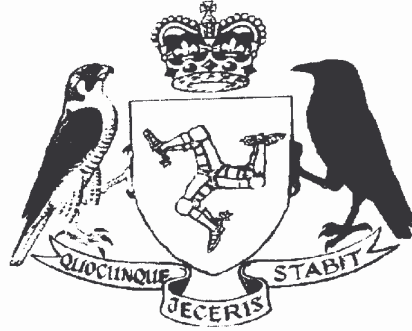
	Some dependent children in household	No dependent children in household	All adults in households
Has Some Knowledge of Irish	54,453 (11.5%)	59,784 (8.2%)	114,237 (9.5%)
Has No knowledge of Irish	420,785 (88.5%)	670,399 (91.2%)	1,091,184 (90.5%)
All adults in households	475,238 (100.0%)	730,183 (100.0%)	1,205,421 (100.0%)

*Source: Northern Ireland Census 2001

Notes:

1. An ability to speak, read or write Irish does not imply an ability to understand spoken Irish unless stated. Persons in these categories may or may not have the ability to understand Irish.
2. A dependent child is a person in a household aged 0-15 (whether or not in a family) or a person aged 16-18 who is a full-time student in a family with parent(s). The dependent child may or may not be a child of the adult.
3. An adult in a household is defined as a person who is not a dependent child i.e. an adult is someone aged 19 or over, or someone aged 16 to 18 who is not a full-time student living with their parent(s).

COUNCIL OF MINISTERS



ANNUAL REPORT

OF THE

GAELIC BROADCASTING COMMISSION

BING YMSKEAYLLEY GAELGAGH

Year ended 31st March 2004

Price band A : £0.70

BING 'MSKEAYLLEY GAELGAGH GAELIC BROADCASTING COMMITTEE

Report to the Council of Ministers for the year ended 31st March 2004

1. MEETINGS

The members of the Committee are Dr T B Stowell (Chairman), Mrs A. A. Ainsworth, Mr R. C. Carswell, Mr J. F. Cowle and the Secretary, Mrs J. E. Caine. Four meetings of the Committee were held during the year.

2. COMMISSIONING OF PROGRAMMES

The Committee continued its policy of commissioning and recording programmes for transmission on Manx Radio in 2003 - 04, and also of sponsoring the appearance of Manx on the Manx Radio website.

(a) Moghrey Jedoonee Dr Stowell prepares material and takes part in a live programme with Andy Wint of Manx Radio. The programme features readings in Manx and words and phrases, as well as historical and general interest content about Mann and its wider context. The programme represents the Committee's main on-going financial commitment, and is a considerable personal commitment for Dr Stowell. The programme elicits a good audience response.

(b) A birruv Manx at yer Dr Stowell prepared material which was broadcast on a daily basis by Mr Wint until January 2004.

(c) Traa dy Liooar Continued throughout 2003 as a weekly bilingual programme of 15 minutes at 9.45 pm on Wednesday. The programme was accompanied by an announcement that it was broadcast in association with the Gaelic Broadcasting Committee, which supplied the programme to Manx Radio and funded it. However, the programme came to an end in December 2003.

(d) Shiaght Laa With effect from Wednesday, 7th January 2004, Manx Radio amalgamated the Gaelic Broadcasting Committee's Traa dy Liooar and the Centre for Manx Studies' The Learning Curve, both of which were 15 minute programmes supplied to Manx Radio by the respective bodies. The new programme is 25 minutes long and is called Shiaght Laa. This is broadcast at 18.05 on a Wednesday evening, and is produced by Roy McMillan, who also provides interview material. Studio presentation of the programme is bilingual, usually by two members of a team of presenters consisting of Mr Carswell, Adrian

Cain, Fiona McArdle and David Fisher. The programme is funded by Manx Radio.

(e) News in Manx Dr Stowell provides regular news items in Manx on the Manx Radio website, with a brief outline of its subject matter in English.

(f) Shennaghys Jiu The Committee again sponsored a radio advertisement for Shennaghys Jiu, the youth festival of traditional culture in which the Manx language is an important element, not only in the programme and announcements, but also in material performed by those taking part.

(g) Manx Radio continues to hold copies of the proverbs, bi-lingual trails, personal and place names, language course and other material sponsored, written and recorded by or on behalf of the Committee. Manx Radio continues to use these from time to time as part of its normal programming.

3. OTHER MANX LANGUAGE CONTENT ON MANX RADIO

(a) Shoh Radio Vannin Manx Radio continues to make use of a Manx Gaelic element in its introductory jingle to hourly news summaries.

(b) Claare ny Gael Continued to be broadcast throughout the year. However, the programme was moved from a broadcast time of 18.30 to 19.45 on Sunday evening, to Wednesday evening from 20.30 to 21.00.

(c) Radio Vannin jingle During Claare ny Gael, a jingle is used which identifies Manx Radio in the Manx language. It was recorded by the Mollag Band and was originally produced and paid for by the Gaelic Broadcasting Committee, for Feailley Ghaelgagh, the Manx language festival organised by Yn Cheshaght Ghailckagh.

(d) Gaelg jiu, Gaelg jea, as Gaelg mairagh jingle A jingle, again produced for Feailley Ghaelgagh and paid for by the Gaelic Broadcasting Committee, and featuring recordings of the Lord's Prayer by Ned Maddrell, Annie Kissack and Kitty Gawne, is used at the start of Claare ny Gael.

4. WORLD WIDE WEB

The Committee would point out that its remit as set out in the Broadcasting Act 1993 is restricted to sound broadcasting only, whereas broadcasting technology has advanced considerably over the intervening ten years. However, the Committee is pleased to have the advantage of using the Manx Radio website to present material in and about Manx Gaelic. Manx Radio has received messages from listeners in the United States of America, for example, about its programmes with a Manx language content.

The website includes an Audio Vault sound archive which enables some programmes to be downloaded for listening to on demand for a week following their broadcast. Traa dy Liocar was formerly available in this way, and recordings of Claare ny Gael and Shiaght Laa can currently be accessed by this means.


Whilst Moghrey Jedoonee is not available in the Audio Vault, Dr Stowell provides regular news items written in Manx on the Manx Radio website and has also provided samples of spoken Manx which can be accessed at the website. However, there has been a difficulty for users of Macintosh computer technology in accessing sound files in the website archive.

5. CASSETTES

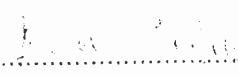
Whilst it is not part of the Committee's remit to undertake commercial production of cassettes, Manx Radio continues to make available commercially a set of three cassettes and an accompanying A5 booklet of the Manx Language Course written by Dr Brian Stowell and originally broadcast by Manx Radio.

..... Brian Stowell Chairman

..... J. Hensworth } Members of the
Committee

.....  }

..... }
..... }

.....  Hon. Secretary