

CYMRAEG



Llywodraeth Cymru
Welsh Government

Croeso!

Cymraeg 2050: A million Welsh speakers

Annual report 2018-19

Cymraeg 2050: A million Welsh speakers, Annual report 2018–19

Audience

Welsh Government departments; public bodies in Wales; third sector organisations in Wales; private sector companies in Wales; education institutions in Wales; organisations working to promote the use of Welsh; organisations working with families, children and young people, and communities; and other interested parties.

Overview

In order to fulfil the requirements of the Government of Wales Act 2006, *Cymraeg 2050: A million Welsh speakers* was launched in July 2017, when the previous strategy came to an end.

The Government of Wales Act 2006 requires an annual report to be published to monitor progress against the Welsh Language Strategy.

Further information

Enquiries about this document should be directed to:

Welsh Language Division

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

e-mail: UnedIaithGymraegWelshLanguageUnit@gov.wales

 [@Cymraeg](https://twitter.com/Cymraeg)

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Additional copies

This document is available on the Welsh Government website at www.gov.wales/welsh-language

Related documents

Welsh Language (Wales) Measure 2011; *Cymraeg 2050: A million Welsh speakers* (2017); *Cymraeg 2050: A million Welsh speakers, Work programme 2017–21* (2017); *Technical report: Projection and trajectory for the number of Welsh speakers aged three and over, 2011 to 2050* (2017); *Welsh in education: Action plan 2017–21* (2017)

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Ministerial Foreword

In this paper I present the second annual report on our implementation under the [Cymraeg 2050: a million Welsh speakers](#) strategy. It feels like quite some time has passed since we launched this document. The goal of reaching our target of a million speakers has caught the imagination and has become part of the discussion about minority languages, in Wales and beyond. However, it is also important to remember, as was the case with the first report, that only two years or so have passed since it was published, and that we are still in the early days.

It is important to note that what we describe in this paper is what we did during the financial year between April 2018 and March 2019. We continue to focus on laying the foundations in a number of areas in order to increase the number of speakers, increase the use of the language, and to create the infrastructure to enable that to happen. It is important to recognise that efforts to increase the number of speakers in any minority language don't succeed overnight. The intention is for the groundwork we have done during this initial period to lead to more progress during the next stage of the strategy, from 2021 onwards.

This report describes the steps taken against our main targets, from the early years, through statutory education provision, to the post-compulsory sector and Welsh for Adults, as well as plans and projects to increase the use of Welsh across all age groups. In this respect, we have opened 19 Cylchoedd Meithrin since the strategy began in 2017, in order to expand access to Welsh-medium education. Steps to increase the number of places in Welsh-medium education continue, as the capital funding provided through the 21st Century Schools and Education Capital Programme begins to see results, and early indications are that we are on the right track to reach the 2021 milestone of 24% of learners in Welsh education. In October 2018, I also announced our *Welsh Language Technology Action Plan*, which sets out our vision for the Welsh language to be easily available in the technological sphere, which is extremely important for language use in everyday life, and for future generations.

We acknowledge, of course, that some areas need more work. We know, for instance, that we need to get to grips with the number of children who progress between Welsh-medium primary and secondary education, as well as teacher recruitment, especially high school teachers (one cause of which may be the number of students taking courses through the medium of Welsh at A Level and at University, and in this respect it's important to remember that these things aren't unique to the Welsh language).

When reading this report, it is important to bear in mind that it is a snapshot of a period in time, and that things have of necessity changed and moved forward since the events described in this document. These more recent events include significant developments such as the *Welsh in Education Strategic Plans Regulations (Wales) 2019*, which were laid before the Assembly on 5 December 2019 and came into effect on 1 January this year. Another example is the Welsh Government's internal strategy which sets out a long term vision for the organisation to be a bilingual one by 2050. And of course, Prosiect 2050, a new multi-disciplinary unit which will work with partners across Wales and beyond to help plan our route to a million speakers;

to double the use of Welsh by creating new initiatives, and evaluate current initiatives; and to support policy areas across the Welsh Government to contribute to the maintenance of our Welsh-speaking communities and to the increased use of Welsh, in line with *Cymraeg 2050*.

I have also announced that a Memorandum of Understanding between the Welsh Government and the Welsh Language Commissioner has been agreed. The Memorandum clarifies the relationship between both organisations, and their responsibilities in working towards *Cymraeg 2050*.

As Minister for International Relations, I'm always looking for exciting opportunities for cooperation between the Welsh language and the international portfolio. You will have heard about our work celebrating the UNESCO International Year of Indigenous Languages last year, and the fantastic conference held in November in Aberystwyth under the banner "Ein Llais yn y Byd" ("Our Voice in the World"). This work will continue through our membership of networks such as the British-Irish Council, and the Europe-wide Network to Promote Linguistic Diversity.

We will report in more detail on these things, as well as other initiatives undertaken since the period described in this document came to an end, in the next annual report for 2019-20.

I am confident that we are on the right track. Annual Population Survey figures are encouraging (see Chart 2 below), and although these tend to be much higher than those from the Census (and the Census is the yardstick by which we will measure our success with *Cymraeg 2050*), they are useful for seeing patterns or trends. By continuing to work together, we will reach a million speakers.

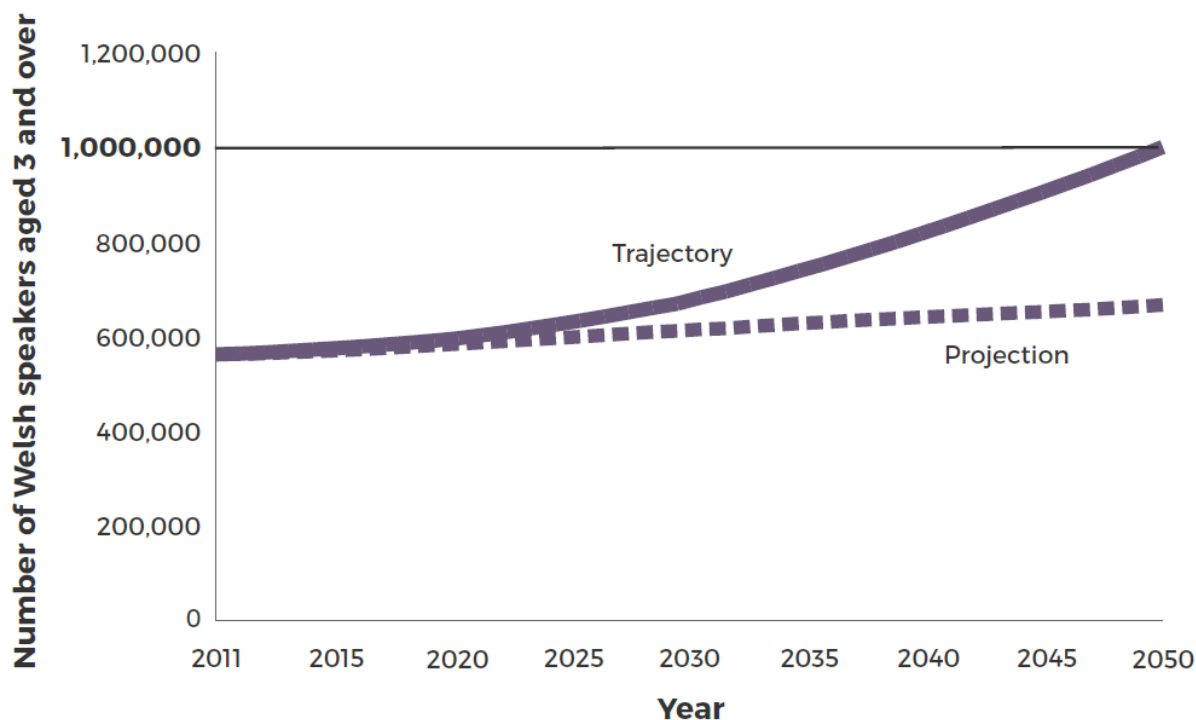
Eluned Morgan AM
Minister for International Relations and Welsh Language

Context – *Cymraeg 2050*

After each financial year the Welsh Ministers are required (under Section 78 of the Government of Wales Act 2006) to publish a report of how the proposals set out in the Welsh Language Strategy were implemented during that financial year, and how effective their implementation has been in promoting and facilitating the use of the Welsh language.

The report that follows details our progress during the 2018-19 financial year.

Chart 1: Projection and trajectory for the number of Welsh speakers



The lower line offers projections of the number of Welsh speakers, based on population projections and 2011 Census data. The projection is based on a scenario in which the policy context for the Welsh language and Welsh in education remain as it was before launching *Cymraeg 2050*.

The top line of the graph shows one potential trajectory of the progress towards a million, based on *Cymraeg 2050* policy objectives. As seen in the graph, during the strategy's first years, the level of progress envisaged is low, with greater progress becoming apparent towards the end of the first decade after launching the strategy.

Using this trajectory and the assumptions on which it is based, milestones were set for the journey towards a million Welsh speakers. For the first phase, the milestones to show that we are on track will be:

- a small increase in language transmission rates in families by the 2021 Census, continuing the trend seen between 2001 and 2011
- an increase in the percentage of learners in Welsh-medium education, from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 24 per

cent (around 8,400) by 2021, in order to be on course to reach 30 per cent (around 10,500 in each age group) by 2031, and then 40 per cent (about 14,000 in each age group) by 2050.

During the first years of implementing the strategy, much of our focus is therefore on advancing these two areas of work between now and 2021 in order to strengthen the foundations for the future.

To facilitate an increase in Welsh-medium education we have set the following aims:

- to aim to support the expansion of the Welsh language early years sector by 40 new nursery groups by 2021
- to support growth in the number of teachers in Wales who can teach Welsh or teach through the medium of Welsh by 2021 as follows:
 - 3,100 primary teachers who can teach through the medium of Welsh (from a baseline of 2,900 in 2015/16)
 - 600 secondary teachers who can teach Welsh (from a baseline of 500 in 2015/16)
 - 2,200 secondary teachers who can teach through the medium of Welsh (from a baseline of 1,800 in 2015/16).

We will also keep a close eye on indicators of language use associated with the target of increasing daily use from 10 per cent of the population to 20 per cent in 2050. Our first milestone will be to increase the target from 10 per cent to 11 per cent by 2021.

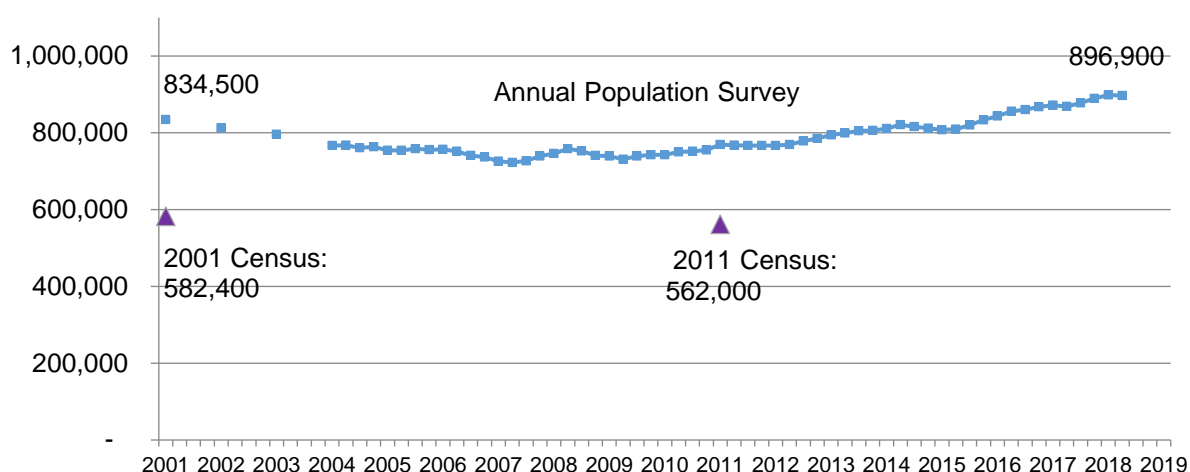
The report below sets out our activities in implementing the strategy during the 2018-29 financial year, and notes our progress where there are appropriate figures.

THEME 1: Increasing the number of Welsh speakers

The current situation – how many people can speak Welsh?

The Census is the source used to monitor progress towards our target of a million Welsh speakers. But as the Census is only held every 10 years, the Annual Population Survey is used to monitor the number of Welsh speakers more regularly¹, as it provides figures quarterly. Traditionally, however, the estimates produced by this survey have been far higher than Census estimates – see Chart 2 below:

Chart 2: Number of people aged 3 and over able to speak Welsh according to the Annual Population Survey and Census



Although the Annual Population Survey figures tend to be far higher than Census figures, they are useful in seeing patterns or trends in Welsh speaker numbers.

According to the Annual Population Survey, 896,900 people aged 3 and over were able to speak Welsh in the year ending 31 March 2019. Although the Annual Survey figures vary a little from year to year, the emerging trend is that the numbers seem to be increasing gradually since 2008.

Language transmission in the family

According to the 2011 Census, 14,907 children aged 3-4 lived in one family households where at least one adult could speak Welsh. Of these children, it was reported that 58% could speak the language. According to the Census, 82% of children aged 3-4 in couple households where at least two adults spoke Welsh, could also speak Welsh. This proportion decreases to 53% in lone-parent households where at least one adult in the household could speak Welsh, and to 45% in couple households where one adult could speak Welsh.

¹ More information on the Annual Population Survey in relation to the Welsh language is available at <https://gov.wales/welsh-language-data-annual-population-survey>

Following the publication of the research study, *Welsh Language Transmission and Use in Families* (the study is available at <https://gov.wales/welsh-language-transmission-and-use-families-0>), a series of workshops was held with relevant stakeholders during the year.

Based on that research study, we are developing a national policy outlining how we plan to ensure parents / carers are given the best possible support to introduce their children to the Welsh language. The plan is to publish a consultation on a draft policy during the first half of 2020.

A process evaluation of the Cymraeg for Kids programme was conducted during the year, and the final report was published by Government Social Research in February 2019. The evaluation's findings covered a number of areas, including the aims and objectives of the programme, structures and processes, and partnership working. The evaluation's recommendations were implemented as the programme was further developed from April 2019.

The Cymraeg for Kids programme continues to work with the NHS on a national and local level to ensure midwives, health visitors and other partners share messages with parents and parents-to-be in relation to language transmission. These messages are also shared with the families of each child born in Wales through a collection of resources, including the child's Personal Record.

The early years

The aim is to expand Welsh-medium provision in the early years as an access point to Welsh-medium education. This includes supporting work to create 40 new Welsh-medium nursery groups by 2021, in order to reach a figure of 150 more nursery groups by 2026-27.

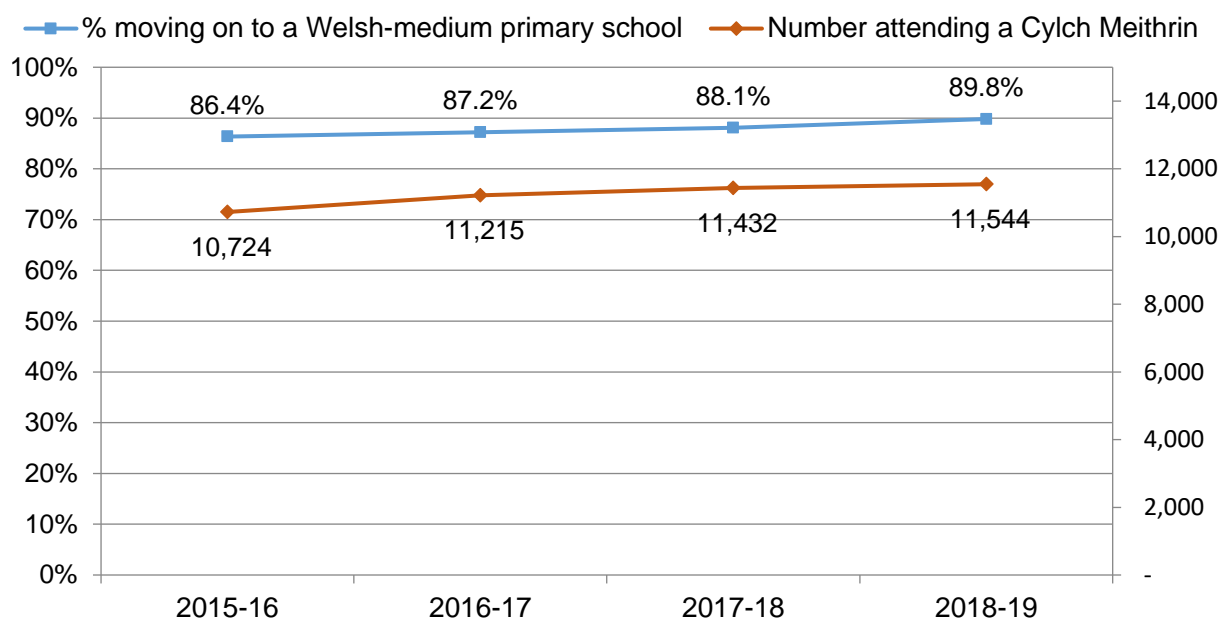
As a result of investing an additional £1m in the work of Mudiad Meithrin in 2018-19, support for members was expanded in order to strengthen Welsh-medium childcare provision across Wales. This additional investment also enabled Mudiad Meithrin to implement a specific programme to establish new Cylchoedd Meithrin in areas where Welsh-medium early years provision was lacking. 12 Cylchoedd Meithrin were established during 2018-19 as a result of this work.

Building on the support offered to members by Cwlwm, a consortium of five establishments in the areas of childcare and play, in order to expand services and ensure they are self-sufficient, additional support was provided during 2018-19 to develop a Welsh-medium and bilingual capacity across the childcare sector.

To facilitate progression between Welsh language nursery groups and Welsh-medium statutory education, through Welsh in Education Strategic Plans (WESPs), work has continued with authorities and local providers to improve early years Welsh-medium provision. With this in mind, as part of their data processes, comprehensive information has been gathered by Mudiad Meithrin on the number of children attending Cylchoedd Meithrin and their journey to statutory education. This information was shared with local authorities to help with their planning processes.

Chart 3 (below) shows the number of children attending Cylchoedd Meithrin, and the percentage of those who then move on to Welsh-medium education, has increased over the last three years.

Chart 3: Number of children who have attended a Cylch Meithrin and the percentage who move on to a Welsh-medium primary school



During the 2018-19 financial year, the Childcare Offer (a scheme enabling working parents of 3-4 year old children to receive government help with childcare costs) was extended to 12 additional local authorities. This meant the Offer was active in a total of 19 local authorities by March 2019.

In March 2019, a total of 11,131 children were accessing the Offer, with 30% doing so in Welsh-medium or bilingual settings. Information about families' use of Welsh-medium and bilingual services as part of the Offer was closely monitored, and local authorities were encouraged to improve parents' awareness of the language choices available to them in choosing childcare.

Statutory education

The *Welsh in education: Action plan 2017-21* continues to be implemented, and this annual report includes information about what has happened against the targets set.

Chart 4: Percentage of Year 11 learners registered for GCSE Welsh (first language and second language)

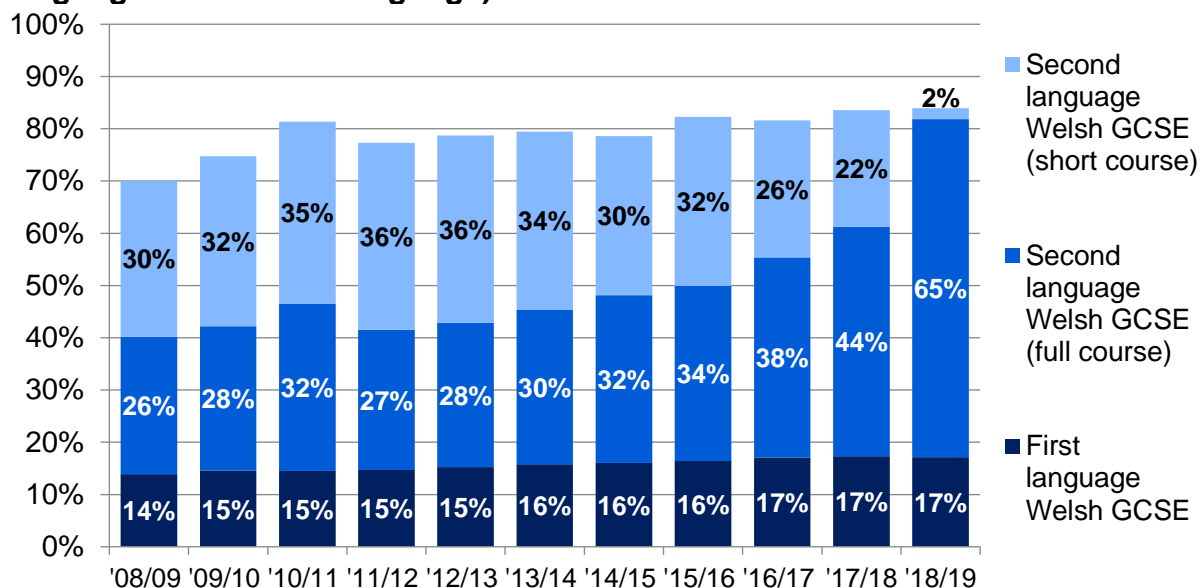


Chart 4 above shows an increase in the percentage of children sitting a first language and second language (full course) Welsh GCSE since 2008/09. There was a decline in the percentage sitting the second language short course between 2012/13 and 2017/18, and the short course was discontinued in September 2018. (The 2% that gained a Welsh second language GCSE via the short course during 2018/19 had sat the exam at the end of year 10 the previous year). Since the short course was abolished, there has been a significant increase in the percentage who register to sit a Welsh second language GCSE (full course). On the whole, 84% percent of children had registered to sit a GCSE in Welsh as a first or second language in 2018/19. This has increased over the past decade from 70% in 2008/09.

Welsh within the new curriculum

Welsh is a part of the new curriculum's Languages, Literacy and Communication Area of Learning and Experience. There will now be no separate study programmes for Welsh and Welsh second language.

Progress in each Area of Learning and Experience is based on the concept of a learning continuum. In terms of Welsh, this means that each pupil develops from having no language, or very little language, towards proficiency / fluency.

It is acknowledged that progress and depth will be different according to the language context. Some of the descriptions of learning, therefore, will differ in order to facilitate learning and teaching in different language contexts, but will be based on the concept of a continuum where pupils work towards proficiency in the relevant language.

A draft of the curriculum was developed by practitioners, and published in April 2019, so that other practitioners and stakeholders could give their feedback. The curriculum has been amended as a result of this, and the final version will be published shortly. Qualifications Wales are consulting on the high-level principles in

relation to the new curriculum's qualifications, with more specific consultations to follow, and we will provide further information in the next annual report.

Welsh in Education Strategic Plans

The Welsh in Education Strategic Plans Advisory Board was established between May 2018 and March 2019.

The Board's priority was to advise the Government on changes to strengthen the planning framework in order to expand Welsh-medium education provision through Welsh in Education Strategic Plans (WESPs). A report and recommendations were presented to the Minister for Education (*Improving the Planning of Welsh-Medium Education – Recommendations of the Welsh in Education Strategic Advisory Board*), and were published in May 2019.

Welsh in Education Strategic Plans Regulations

Following the publication of the Advisory Board's final report, the *Welsh in Education Strategic Plans (Wales) Regulations 2019* were amended along with the new *Draft guidelines* that would support the planning of Welsh-medium education provision through WESPs. This led to a consultation on the new proposals within the draft regulations between 30 May 2019 and 13 September 2019. Four public engagement sessions were held which were attended by over 100 individuals, and 72 responses to the consultation were received from a cross-section of individuals, local authorities, educational and public bodies, schools and Welsh language organisations.

On 7 November 2019, a report was published summarising the consultation responses². As a result, the *Welsh in Education Strategic Plans (Wales) Regulations 2019* were laid before the Assembly on 5 December 2019, and the Regulations came into force on 1 January 2020.

In response to the recommendations of the Advisory Board and the Rapid Review of the WESPs, the new WESP regulations require more purposeful planning by local authorities in relation to the early years. For example, the new proposals require local authorities to set out their plans to ensure suitable Welsh-medium nursery provision for children from 3 years old is available, and also to measure their success in line with 5 year olds / Year 1 learner data. The change in emphasis on early planning supports the *Cymraeg 2050* objective of driving an increase in the number of children receiving their education through the medium of Welsh. The new arrangements will also include the introduction of longer-term strategic plans (10 years) as well as plans prepared on the basis of clear, ambitious targets set by the Welsh Government. Targets have been set to correspond to the *Cymraeg 2050* education milestones.

Another change introduced in the regulations is the emphasis on strengthening partnerships. This acknowledges that WESP plans cannot be implemented without local and regional support or expertise. Guidelines on co-operation and

² A summary of the consultation responses is available at <https://gov.wales/draft-welsh-education-strategic-plans-regulations-wales-2019-and-guidance>

implementation will be introduced through local authorities' Welsh Education Planning Forums in order to make the ultimate use of local resources and expertise.

Capital funding

In order to create the demand for Welsh-medium education, during 2017-18 the Government announced that £30m was to be made available for capital projects to support and increase the use of the Welsh language in education. This was in addition to the allocation which was announced for Band B of the 21st Century Schools and Education Programme. The funding was allocated at a rate of 100% in order to promote developments that would not, otherwise, have been possible.

The capital projects that have been approved in principle will make a substantial contribution to Welsh-medium education across the country, and will promote the Welsh language locally. For example, as a result of the funding, new primary schools will open in the following areas:

Local authority	New places
Torfaen	210
Monmouthshire	210
Newport	420
Pembrokeshire	99
Merthyr Tydfil	210
Blaenau Gwent	210

Provision will also be expanded in current schools, for example:

Local authority	Additional places
Wrexham	105 – primary
Flintshire	51 – primary
Cardiff	105 – primary
Caerphilly	212 – primary
Merthyr Tydfil	67 – primary
Monmouthshire	30 – primary

Some of these projects have already started, but the majority will start over the next 12-18 months.

School categorisation

The work of the Advisory Board has also highlighted the need to review current definitions and school categories in Wales based on their linguistic nature and language provision, so that schools are in a better position to respond to the new curriculum.

As a result, the Minister for Education commissioned a review of school categories and definitions in Wales, with the aim of simplifying and developing new categories that can be used to help the school steer and plan for the curriculum.

A final report was received following the review in December 2019. The plan is to hold a formal consultation on proposals to introduce new draft categories in February 2020.

Proportion of learners in Welsh-medium education

During the Welsh in Education Strategic Plans Advisory Board's discussions, attention was also given to the need to increase the proportion of Welsh-medium teaching and learning in schools. It was recommended that the Welsh Government should work towards establishing a clearer picture of the needs in terms of teachers who are able to teach through the medium of Welsh, setting specific and ambitious targets for providers of initial teacher training in terms of recruiting Welsh speaking teachers.

The need to plan more purposefully alongside higher education institutions, local education consortia and local authorities was also identified. Steps are being taken to co-operate with relevant Welsh Government departments, to attract new teachers, improve teacher skills and offer support, and to plan the workforce with the aim of moving towards the targets.

In terms of latecomers, provision of late immersion opportunities continues to be noted within Welsh in Education Strategic Plans.

Marketing campaigns are one way of increasing the demand for Welsh education and, during the period in question, the Cymraeg for Kids programme has continued to raise awareness of Welsh education and the opportunities associated with bilingualism. During 2018-19, Cymraeg for Kids has been a part of a number of wider marketing activities – Welsh Language Music Day (Dydd Miwsig Cymru), for example, where officials were encouraged to conduct sessions using Welsh Language Music Day playlists for young children, with the aim of introducing parents to Welsh language music to use with their children. Music competitions were also arranged in order to encourage more people to like and follow Cymraeg for Kids Facebook and Twitter pages.

A number of case studies were drawn up of parents from different areas and backgrounds, and shared on the 'Cymraeg' website and on Facebook and Twitter. The aim was to show the advantages of attending the sessions and of using the Welsh language, and to encourage more parents to attend and use the language with their children as a first step on the journey towards Welsh-medium education. These case studies were some of the 'Cymraeg' website's most popular pages.

We have also continued to distribute maternity folders and scan cards in maternity units across Wales in order to introduce Cymraeg for Kids to parents before their child is born, and we have continued to promote the booklet on Welsh language education for parents. Furthermore, Cymraeg for Kids is part of a wider marketing strategy created for Welsh in education.

Chart 5: Percentage of Year 2 learners (7 years old) in Welsh-medium education per academic year

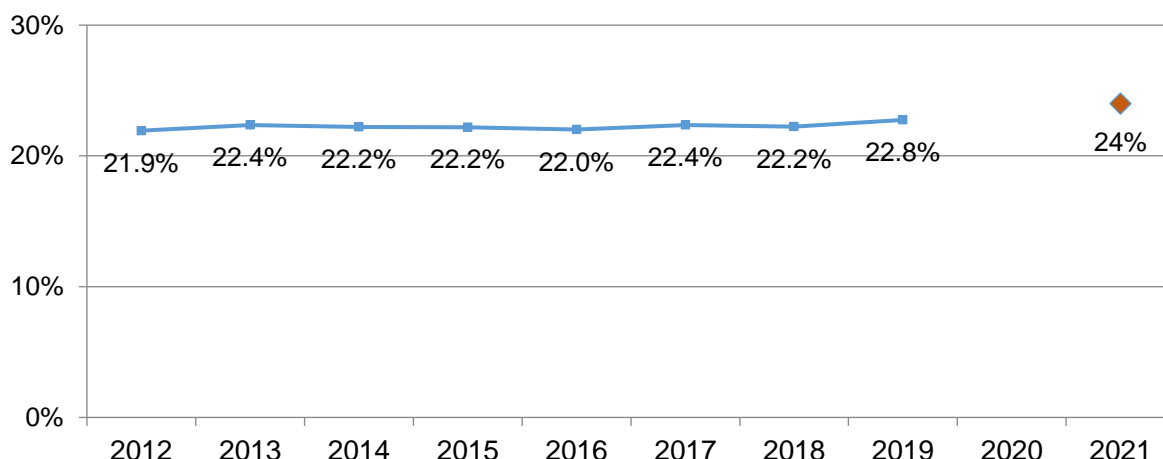
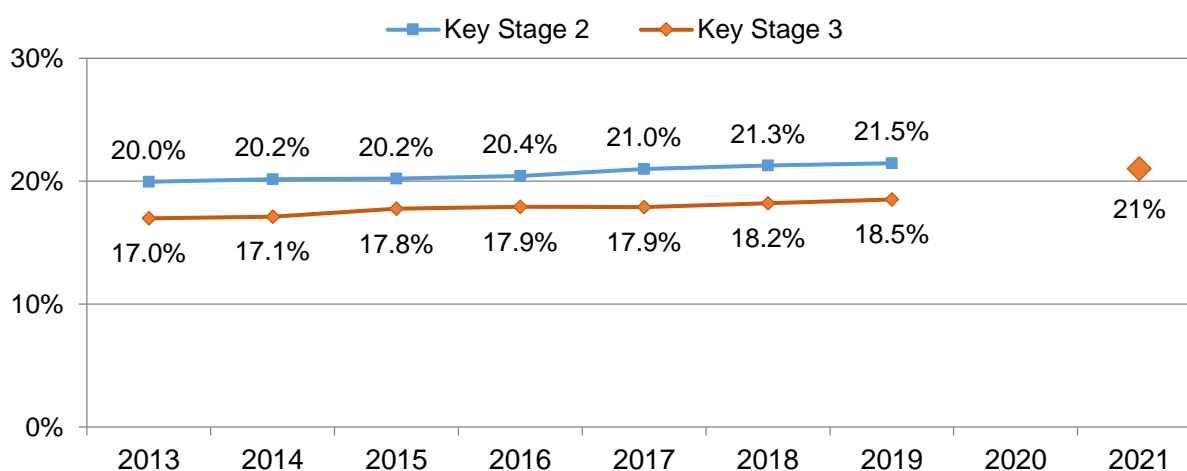


Chart 5 above shows that 22.8% of seven-year-old learners were in Welsh-medium education during academic year 2018/19.

As stated above, the target is to increase the percentage of seven-year-olds in Welsh-medium education from 22% to 24% by 2021. The current reception class cohort (in academic year 2018/19) will be the seven-year-old cohort in 2021. We do not have data on how many learners in the current reception class cohort study Welsh as a first language, but data for the current year 1 and year 2 classes suggest the percentage will be around 23% when 2020 data is available. Early indications suggest we are on track to reach the 2021 milestone of 24% learners in Welsh-medium education.

Chart 6: Percentage of learners at end of key stages 2 and 3 in Welsh-medium education per academic year



One of the targets in the *Welsh in Education* action plan was to increase the proportion of year 9 learners assessed in Welsh (first language) from 17.9% in 2016/17 to 21% by 2021. Chart 6 shows that the percentage of learners in Welsh-medium education has increased slightly since 2013 for those at the end of key stages 2 and 3.

Chart 6 also shows the tendency for the percentage of learners in Welsh-medium education at the end of key stage 2 (i.e. at the end of primary school) to be around 2 percentage points higher than at the end of key stage 3, three years later. Details on what we are doing to improve progression between phases of education are available on page 23 below.

Chart 7: Percentage of learners registered for the first language Welsh GCSE who are registered for at least two or five other Level 1/2 qualifications through the medium of Welsh

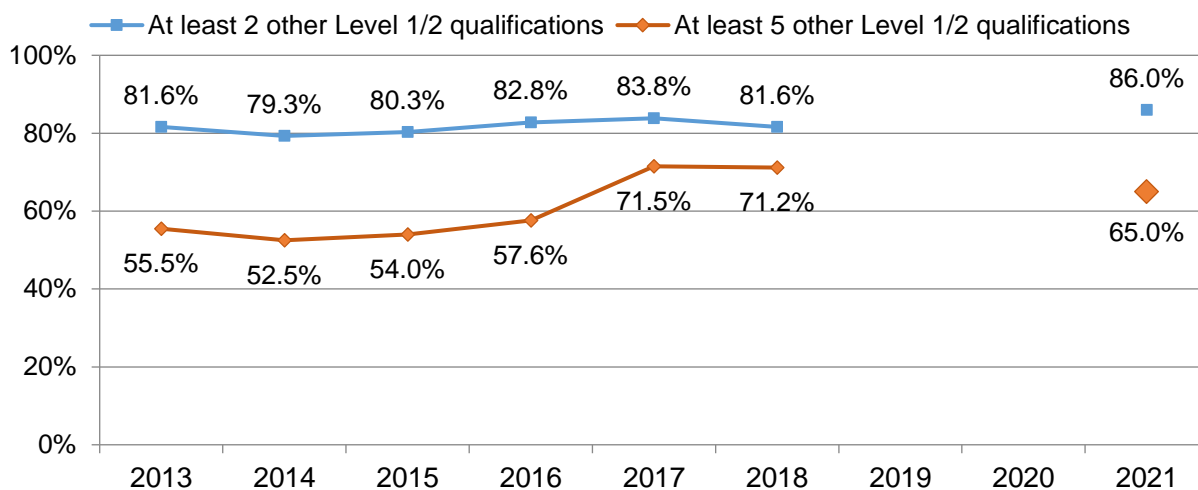


Chart 7 shows that 81.6% of learners registered for the first language Welsh GCSE are also registered for at least two other qualifications through the medium of Welsh. This has increased slightly since 2014, but has declined a little since 2017.

71.2% of learners registered for the first language Welsh GCSE are also registered for at least five other qualifications through the medium of Welsh. This percentage has increased substantially since 2016, and appears to have exceeded the target of 65% set for 2021.

The most likely reason for the decrease in the number of pupils who registered for at least two or five qualifications in 2018 is that more compulsory subjects were included within the curriculum (for example additional mathematics), which means there are less subjects for pupils to choose from. Across Wales, these compulsory subjects are more likely to be taught through the medium of English.

Post-compulsory education

According to Census results, the number of Welsh speakers drops substantially after 16 years old. A range of complex social factors influence young people, including post-16 training and study opportunities, social activities (including social media), the language of the home and employment opportunities.

Given the increase in the number who say they are learning Welsh at school, and the role of the education system in reaching a million Welsh speakers, we must ensure these individuals continue to find opportunities to speak Welsh so that they

continue to consider themselves Welsh speakers. Reducing this post-16 drop a little would help us reach a million speakers more quickly.

With this in mind, a Post-16 Planning Group was established by the Coleg Cymraeg Cenedlaethol, including representatives from the further education and work-based learning sectors to advise on forming an action plan, with the aim of increasing post-16 progression rates. As a result, the Coleg Cymraeg Cenedlaethol's *Further Education and Apprenticeship Welsh-medium Action Plan* was published in December 2018, and was launched by the Minister for Education in January 2019.

The plan sets out a short, medium and long-term vision focussing on six key pillars in developing the occupational sector:

- The learner's experience
- Staffing capacity
- Provision
- Resources
- Assessment and qualifications
- Engagement with employers

It also introduces a structure to support and target all further education and apprenticeship sector learners with interventions that will enable them to sustain and develop their Welsh language skills.

Resources for the further education sector were developed in the priority areas in response to needs that arose during the year, and specific projects were supported to develop bilingual learning.

Chart 8: A-level Welsh course enrolments as a percentage of GCSE Welsh course enrolments two years previously – first and second language

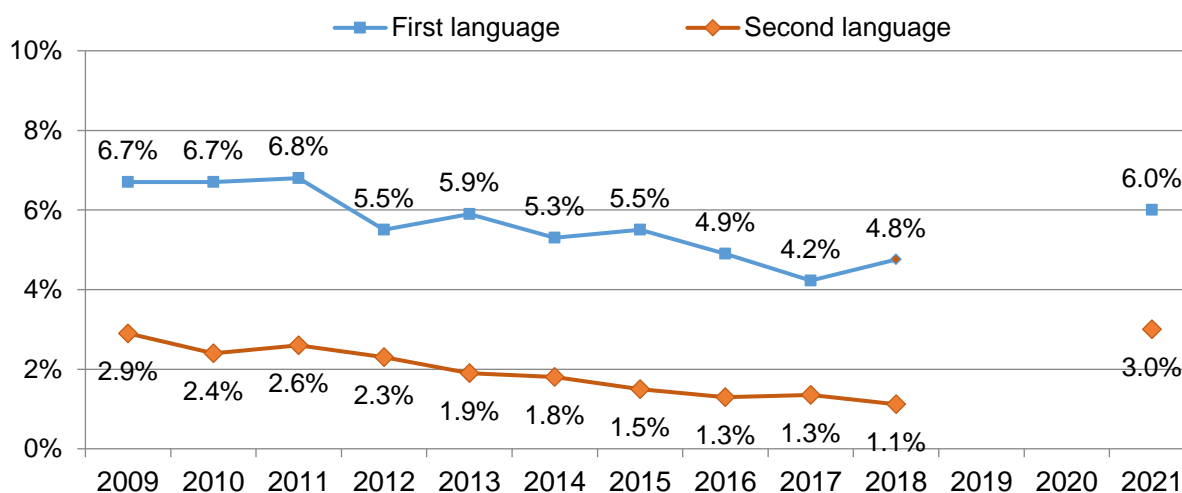


Chart 8 above shows that by academic year 2018/19, 4.8% of learners registered for first language Welsh GCSE were registered for first language Welsh A-level. And 1.1% of learners registered for second language Welsh GCSE were registered for second language Welsh A-level.

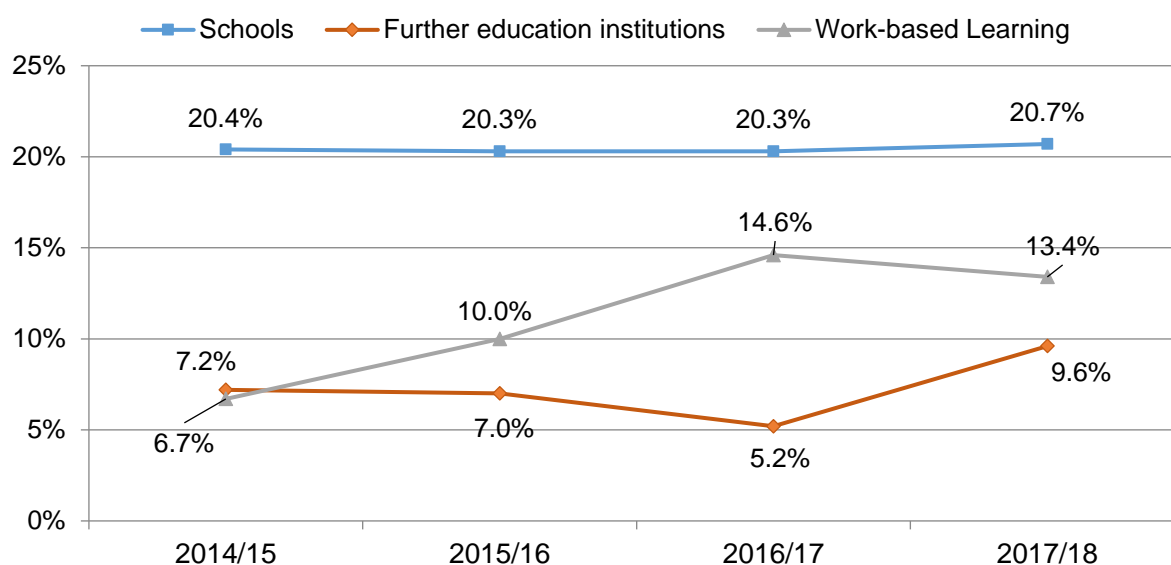
Generally, it appears that the increase in the percentage sitting the Welsh GCSE (see Chart 4) does not transfer to the number following the Welsh A-level.

Welsh in education: Action plan 2017-2021 contains a specific objective to address the challenge of increasing the numbers sitting the Welsh A-level. A stakeholder group, including the Coleg Cymraeg Cenedlaethol, Qualifications Wales, WJEC, Welsh departments within universities, the Urdd, regional education consortia and teachers, has been established to take the work forward.

Welsh is not unique in this respect. A number of A-level subjects have seen a reduction in students during recent years because of increasing choice in subjects open to school students. This has affected the number following the English A-level course for example, as well as the Welsh equivalent.

To develop Welsh-medium and bilingual provision within further education, we have continued to work with our partners to encourage an increase in the number of learners taking advantage of Welsh-medium and bilingual provision, monitoring the growth of that provision in conjunction with the Government's Post-16 Education Planning and Funding Branch. The Coleg Cymraeg Cenedlaethol's action plan will offer further direction and support to increase future provision.

Chart 9: Percentage of educational activities held in Welsh or bilingually according to type of provider



* Further analysis was undertaken to understand the reason for the decrease from 7.0% (2015/16) to 5.2%. Analysis showed that two further education institutions had seen a large decrease in their learning activity data, namely Grŵp Llandrillo Menai and Coleg Cambria. Both institutions revisited their data and identified that data had not been correctly inputted into the LA26 field (the LLWR field that records medium of delivery) during the year, and had not been properly scrutinised prior to finalising the data by the closing date. Grŵp Llandrillo Menai also suggested that, as more learners are re-sitting their GCSE English examinations, this has slightly affected the overall percentage of Welsh-medium and bilingual activities. Further analysis showed that, had the two institutions recorded their data correctly and if it had been similar to the 2015/16 data, the overall higher education learning activities for 2016/17 would have been 7.6%, a growth of 0.6 percentage points on the previous year.

The percentage of educational activities held in Welsh or bilingually in schools has remained fairly consistent over recent years. An increase was seen in the Welsh-medium and bilingual activities conducted in further education institutions over the past year, but a slight decline in the number available through work-based learning.

However, the percentage of educational activities conducted in Welsh or bilingually by the three providers has increased over the last four years.

We continue to work alongside the Government's Post-16 Education Planning and Funding Department to promote the growth of bilingual occupational education and training provision, and targets have been set for organisations in relation to priority areas.

The Coleg Cymraeg Cenedlaethol Post-16 Action Plan sets the direction for improving the infrastructure that will increase provision and opportunities to follow Welsh-medium and bilingual training.

We also continue to work alongside our partners to promote Welsh-medium and bilingual apprenticeships, influencing policy documents to ensure young people are aware of the opportunities available, and that providers increase provision in priority areas.³

Higher Education

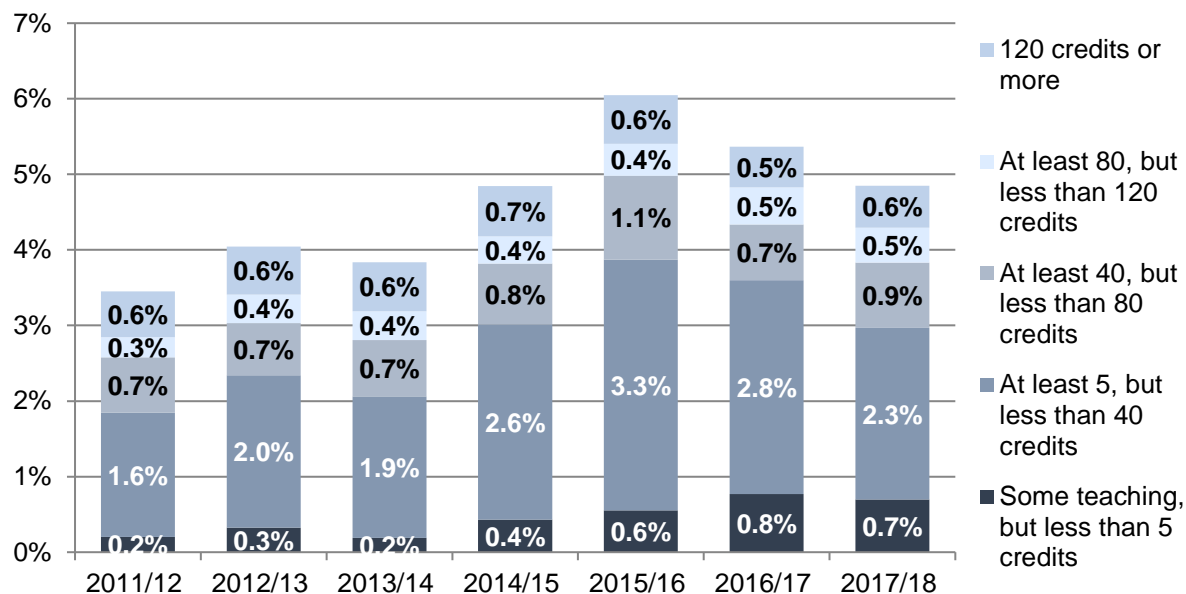
The Coleg Cymraeg Cenedlaethol is given support to develop the Welsh-medium higher education sector in partnership with the institutions working in the field. The work is divided into three categories:

- increasing Welsh-medium higher education provision of universities, ensuring linguistic progression
- supporting core activities including academic planning, promotion of Welsh-medium higher education, and supporting research, along with development of the Welsh Language Skills certificate
- the scholarship plan offering financial support to students completing some or all of their studies through the medium of Welsh.

Since the Coleg Cymraeg Cenedlaethol was established in 2011, the number of students registered in Welsh universities using at least some Welsh in their education has gradually increased over the years. The percentage following at least 40 credits in Welsh has remained fairly stable. See Chart 10.

³ Information about the Urdd apprenticeship scheme is available later in this report.

Chart 10: Percentage of students registered in Welsh universities using Welsh in their education



Source: HESA student record (2018/19 data will be published in July 2020).

Of the 5,315 students who studied at least 5 credits through the medium of Welsh, 2,410 studied at least 40 credits in Welsh, and 1,300 at least 80 credits in Welsh; and 710 studied a total of 120 credits in Welsh.

The number of staff who can teach through the medium of Welsh has increased 23 per cent between 2011/12 and 2017/18, but has declined in recent years. The number of teachers has in fact remained relatively stable since 2011/12, despite the increase in the capacity to teach through the medium of Welsh.

Welsh for Adults

12,680 learners succeeded in following a Learn Welsh course during the 2017-18 academic year (the 2018-19 academic year data will be published shortly).

As well as developing its mainstream provision, opportunities for adults to learn Welsh were expanded through the Work Welsh programme during 2018-19.

Work Welsh provided training for over 2,500 workers from a wide range of workplaces during 2018-19. The courses included bespoke training in relation to the needs of those who work in health and childcare. Over 4,000 workers also followed the online course 'Work Welsh – Welcome' to develop Welsh language skills for use at work.

It is encouraging to see that there is such worldwide interest in learning Welsh. As well as the valuable contribution made by the National Centre for Learning Welsh, an increasing number of people use other methods of learning Welsh such as Duolingo and Say Something in Welsh. The National Centre works in partnership with other providers to support learners in developing their language skills. In a world where

everyone is busy, it is important to use technology to enable people to learn Welsh wherever and whenever is best for the individual learner.

The education workforce, resources and qualifications

The early years workforce

Mudiad Meithrin continues to provide a broad range of support to its members and runs the continuous professional training programme 'Academi' for staff and volunteers in childcare settings across Wales.

The 'Croesi'r Bont' programme, which introduces Welsh language immersion methodologies to practitioners in Cylchoedd Meithrin, has been extended to new areas of Wales.

The Mudiad Meithrin training programme has also enabled current and future practitioners to qualify to be able to work confidently through the medium of Welsh.

Teachers

Chart 11: The number of teachers who are able to teach through the medium of Welsh

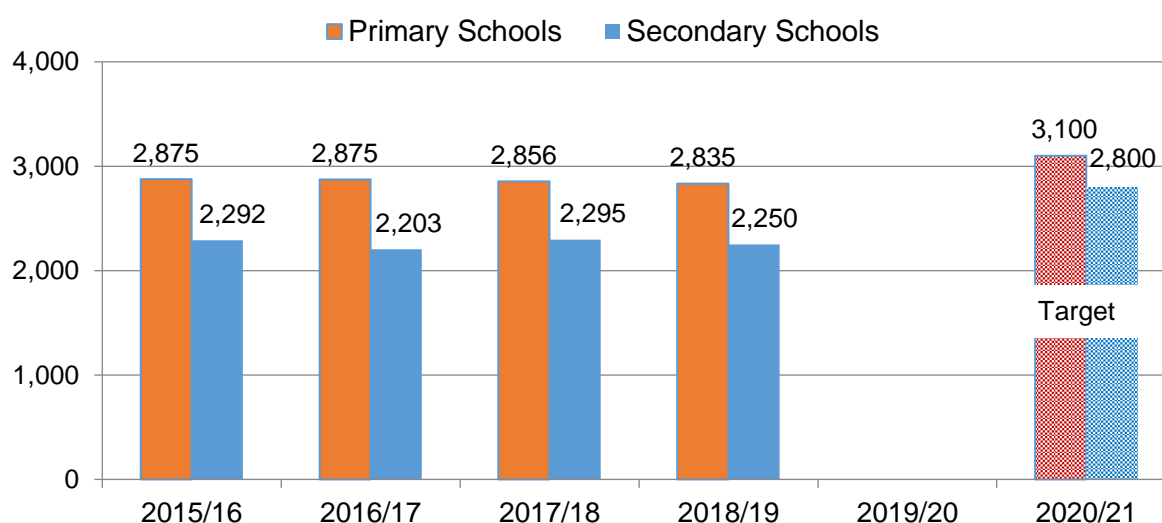


Chart 11 shows that the number of teachers able to teach through the medium of Welsh has remained relatively consistent since 2015/16.

- The numbers of Welsh-medium primary teachers recruited in order to continue along the pathway towards *Cymraeg 2050* targets to increase the Welsh speaking workforce were more or less adequate.
- In the 2018/19 academic year, there were 2,835 Welsh-medium primary teachers compared to the *Cymraeg 2050* target of 3,100 for 2021, i.e 265 (9%) below the target.

- 110 qualified as Welsh-medium primary teachers on Initial Teacher Education (ITE) courses in 2017/18. A proportion of these teachers would have moved on to teaching posts in 2018/19.
- 8 were training to be Welsh-medium primary teachers through the Graduate Teacher Programme during the 2018/19 academic year.
- If similar numbers qualify over the next 3 years, by 2021 there will be 150 more primary teachers than required by the target, without taking staff turnover into account.

Recruiting secondary teachers proved more challenging:

- In 2018/19, there were 2,250 Welsh-medium secondary teachers compared to the 2021 target of 2,800, which is 550 (20%) below the target.
- 75 qualified as Welsh-medium secondary teachers on ITE courses in 2017/18. A proportion of these teachers would have moved on to teaching posts in 2018/19.
- 24 were training to be Welsh-medium secondary teachers through the Graduate Teacher Programme during 2018/19.
- If similar numbers qualify over the next 3 years, we will be 200 (7%) short of the 2021 target, without taking staff turnover into account.

Steps are being taken to attract teachers, improve skills and offer support, and to plan the workforce purposefully with the aim of moving towards the targets (see details below).

1. School Workforce Annual Census

In order to learn more about the Welsh language skills of the education workforce, preparatory work was done during 2018-19 for an Annual Census of the School Workforce.

The census includes questions on the workforce's Welsh language skills and their ability to teach through the medium of Welsh.

The first census was introduced in November 2019. Schools have been recording the data and submitting it to the Welsh Government since then. Some schools are still submitting their data, and we will be closing the census for this year soon. We will then be analysing the data with a mind to publishing data from the first census during the summer of 2020.

Data gathered through the census, along with other data on numbers registered on ITE programmes and the number of graduates in Welsh, will help to create a fuller picture of the progress made towards *Cymraeg 2050* targets.

This information, along with that provided by local authorities in their Welsh in Education Strategic Plans, 21st century schools' business plans and school organisation proposals, will help to improve future workforce planning.

It should be remembered that a number of Welsh speaking teachers teach their subjects through the medium of English, or work in education settings where there is no opportunity to use their Welsh.

2. Training programmes and initial teacher education

Another aim is to ensure training programmes and initial teacher education foster an appreciation of the Welsh language and provide opportunities to develop a proficiency in Welsh and expertise to teach through the medium of Welsh.

With this in mind, from September 2019, accredited ITE programmes will provide at least 25 hours of Welsh language training to all trainee teachers, and will assess their Welsh language skills against one common framework.

The framework will also serve as a basis for professional learning programmes, and will enable practitioners to assess their progress against the relevant Professional Standards of the Professional Learning Passport. The framework will also be used in the School Workforce Census.

Assessing the ability of trainee teachers to teach Welsh to learners will be included as a core part of ITE programmes. Mentors will continue to be funded for a transition year, in order to ensure newly qualified teachers in Welsh-medium secondary schools are given adequate support to improve their Welsh language skills, and to develop the skills of learners.

3. Iaith Athrawon Yfory

Iaith Athrawon Yfory, which was launched in September 2018, offers a financial incentive to ITE students embarking on a Postgraduate ITE programme to teach at secondary level, enabling them to teach through the medium of Welsh or to teach Welsh as a subject. This incentive will continue in 2019/20 and eligible ITE students will be able to receive the following:

- (i) £2,500 on completion of an eligible secondary postgraduate ITE Programme in Wales which leads to QTS
- (ii) £2,500 on completion of an induction period at a maintained secondary school or bilingual school or teaching Welsh in any maintained secondary education setting in Wales.

4. Welsh Language Sabbatical Scheme

The Welsh Language Sabbatical Scheme provides intensive training for practitioners in both Welsh and English-medium schools across Wales to develop their Welsh language skills and the methodology of language learning.

During the 2018/19 academic year, 5 Welsh in a Year courses were provided at 4 settings across Wales, with 68 participants. In addition, courses at a range of levels were provided for a total of 143 participants.

A contract for an evaluation of the Sabbatical Scheme was awarded in April 2019. The final report will be published in the spring of 2020.

5. Work with the regional consortia

The regional consortia were given money from the Raising School Standards budget specifically to support the provision of Welsh and Welsh-medium training and professional development. In 2018-19, a total of £2,600,000 was allocated.

As part of the Raising School Standards grant conditions, the consortia drew up annual plans for providing professional learning, and examples of the activities offered by them include:

- Welsh language skills courses
- supporting the methodology of teaching Welsh by means of co-operation between schools
- developing resources to support the teaching of Welsh
- funding Welsh language leads in clusters.

Funding has also been provided through the Education Improvement Grant. The local authorities have been using this funding to support strands of the Welsh in Education Strategic Plans, eg funding for immersion centres.

6. £150,000 to encourage more to study Welsh at A-level

Increasing the number of teachers able to teach Welsh as a subject depends on the availability of a sufficient supply of university graduates who have a degree in Welsh, stemming in turn from a pool of learners who studied Welsh at A-level. The number of learners choosing to study Welsh at A-level has gradually decreased over the past decade, and the Welsh in Education Plan includes targets to reverse this trend.

Since June 2018, officials have been working with a number of our stakeholders, including the Coleg Cymraeg Cenedlaethol, schools, colleges, universities, the education consortia, Qualifications Wales, WJEC, CYDAG and the Urdd to develop a programme of activities aimed at increasing the number of learners who study Welsh as a subject at A-level and at university. The Education Minister has agreed to allocate £145,000 in 2019-20 to support the delivery of these activities.

7. Marketing Plan

The following are some of the highlights of the marketing of Welsh-medium education programme during the reporting period:

- A business initiative and a Seren and Sbarc competition – asking businesses to put Seren and Sbarc stickers in their windows to try and encourage children to use Welsh in local shops.
- Seren and Sbarc attended events all year, including the National Eisteddfod.
- Producing case study videos of parents who go to Cymraeg for Kids sessions to be used on our social media channels and by Cymraeg for Kids officials.
- A social media campaign to promote local Cymraeg for Kids pages on Facebook.

- Welsh Language Music Day 2019 – Seren and Sbarc rebranded to give them a new look and a new approach to be more appealing to the target audience. Creating a special Seren and Sbarc comic and a music video and song for Welsh Language Music Day. A boombox tour to 10 schools across Wales.
- Cymraeg for Kids maternity folders and scan cards sent to hospitals.
- A follow-up campaign with content on our website and case studies.
- Attending WESP consultations to get a better insight regarding what local authorities need in terms of marketing and messages.
- The first Seren and Sbarc book was launched in partnership with the Welsh Rugby Union – the launch, free copies for every school, a video featuring Scott Williams, a social media campaign.
- Seren and Sbarc competitions, for example a drawing competition and the Christmas competition.
- Working on a marketing strategy for Welsh in education with experts in the field.

8. Education Workforce Council grant letter

The Welsh Government issues an annual grant offer letter to the Education Workforce Council (EWC) to cover any activities we wish them to undertake on our behalf that sit outside their main functions (EWC functions are set out in law under The Education Workforce Council (Main Functions) (Wales) Regulations 2015).

In terms of recruitment of Initial Teacher Education students, the Welsh Government issues annual high level targets to EWC who then allocate these to provider partnerships at subject and phase level. For 2020/21, the Welsh Government included a paragraph in its letter to EWC regarding allocations and Welsh-medium recruitment expectations. This included a requirement that Partnerships should work towards ensuring that 30% of recruitment to all ITE Programmes should be student teachers learning to teach through the medium of Welsh. If monitoring returns do not evidence an increase in the number of Welsh-medium students then Partnerships may be required to provide written evidence of their actions to achieve this (it should be noted that the 30% referred to does not include those training to teach Welsh as a subject).

9. A project to encourage progression from the primary to the secondary sector

The Welsh Government has been piloting a scheme since the autumn to support local authorities with specific aspects of their WESPs, including matters relating to promoting Welsh-medium education, providing support to parents, or progression from one key stage to another. Bridgend County Council agreed to work with the Welsh Government on this pilot, and have been discussing joint-planning with experts in the fields of language planning, education and the Welsh language, as well as with its Welsh Education Planning Forum, in order to recognise the county's challenges and strengths in this area.

10. The Open University's Initiative regarding the Welsh Language

The Open University won the contract to develop new alternative teacher training pathways in schools, in partnership with the University, leading to a new generation of teachers from more diverse backgrounds. We will ensure that the requirements of the Welsh-medium sector are fully represented, and that these key pathways continue to supply teachers to the sector. Two pathways are offered under this new programme.

It is intended that the part-time Postgraduate Certificate of Education (PGCE) course will enable trainees to maintain their current commitments including employment and income whilst studying part-time to be a teacher. We foresee that this pathway will provide opportunities for up to 100 students to study each year when it is fully operational. There will be no restrictions on the number of Welsh-medium students who can access this programme.

The second programme will be the In-Service Pathway, where trainees will be employed at a school and studying part-time for Qualified Teacher Status – it will be available at both primary and secondary levels. The Welsh Government will pay the training fees for this programme and also contribute to the trainees' salaries in the secondary sector. We foresee that a maximum of 150 trainees per year will be able to undertake this programme, with the possibility that up to half that number may do so through the medium of Welsh. The pathways will be introduced gradually from April 2020 onwards.

The Post-16 Workforce

As part of the Work Welsh scheme, the National Centre for Learning Welsh provided intensive training to over 180 practitioners in 11 further education establishments during the year, to increase the sector's capacity to learn and assess through the medium of Welsh.

Educational resources

During the year, the Bilingual Educational Resources Stakeholder Group met four times to discuss options for creating a national infrastructure for developing and producing relevant resources in a timely manner to support the future needs of the curriculum and the qualifications. The work of exploring the possible options in detail will continue in 2019 but with a smaller group of stakeholders. Advice regarding this was presented to the Education Minister during the year, for her consideration.

Initial work has commenced with the pioneer school group, regarding identifying the resources needed for the six Areas of Learning and Experience.

The work of commissioning resources for 3-19 year olds continued during the year. The focus was on resources to support general and post-16 qualifications along with resources that would be suitable for both the current and new curricula. Panels were convened with teachers during the summer of 2018 to identify needs for Welsh at secondary schools, Welsh as a second language, mathematics at secondary school and physical education. We also consulted teachers of computer science in order to

move forward with the provision of suitable resources for teaching and learning with regard to the GCSE qualification.

A new grant agreement was set up for the WJEC to provide Welsh language versions of textbooks to support the new qualifications, and 40 new titles were published through that arrangement in the course of the year. The Coleg Cymraeg Cenedlaethol completed the task of assessing the provision and identifying needs in post-16 subjects, ranging from specific textbooks to teaching resources for practitioners. The work of providing those resources has begun.

Research has commenced into the use teachers, learners and parents make of resources. The research findings will contribute to decisions made in future, regarding which resources are needed and in what format. The work will be completed during 2019-20.

Funding was provided to add more print and digital titles to a series of reading books which help children in Key Stage 2 with learning difficulties to master literacy in Welsh.

Discussions were held with a publishing firm regarding translating an early screening test for dyslexia. We expect an agreement will be reached to carry out the work in 2019-20.

A contract was awarded to RNIB Cymru to provide Welsh versions of resources in formats suitable for blind or partially-sighted learners (Braille, large print, DAISY, MP3 files).

THEME 2: Increasing the use of the Welsh language

One aspect of our vision is to move to a situation where there are a million Welsh speakers. However, a thriving language is a language which is used. We therefore want Welsh to be used as a routine part of everyday life, so that speakers at all levels feel confident to use it in formal and informal situations, and that products and services are offered proactively in Welsh.

People need opportunities to use Welsh in a variety of situations which reflect their way of life. These include opportunities within the family, in the workplace, in local activities, or in wider interest networks and communities which can span continents.

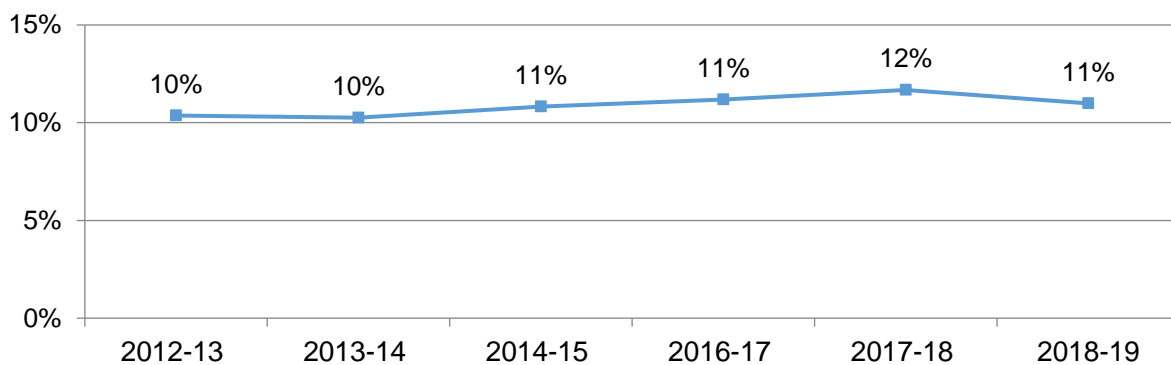
The current situation – how many people use Welsh?

One of the principal targets for *Cymraeg 2050* is to increase the percentage of people 3 years old and over who speak Welsh daily, and can speak more than just a few words of Welsh⁴, from the 10% recorded in the 2013-15 Welsh Language Use Survey to 11% per cent by 2021 (and 20% by 2050).

It is very difficult to measure language usage. One way to attempt to do so is by conducting language use surveys. The latest [Welsh Language Use Survey](#) was held in 2013-15 and preparations for the next are already in train (the survey will take place between July 2019 and March 2021).

Therefore, Language Use Surveys will be used to monitor progress towards this target. However, in order to get results more regularly, we will also use the results of the National Survey for Wales for adults 16 years of age and over.

Chart 12: The percentage of people aged 16 years and over who speak Welsh daily and can speak more than just a few words of Welsh according to the National Survey



According to the National Survey, the percentage of people 16 years of age and over who speak Welsh daily and who can speak more than just a few words of Welsh has remained quite stable for the past 5 years. In 2018-19, the percentage stood at 11%.

⁴ This is also one of the national indicators set to assess progress against the aims for well-being in the Well-being of Future Generations (Wales) Act.

The workplace

One of the aims of the strategy is to increase the use of Welsh in the workplace. The strategy notes that: *“The workplace is central to our day-to-day lives... [and] provides opportunities to use, practise and learn Welsh.”*

In order to monitor the use of Welsh in the workplace, questions were included in the National Survey for Wales 2018-19 about the use of Welsh with colleagues and with people outside the organisation as part of their work, as well as opportunities provided by employers for their employees to learn Welsh. The survey found that:

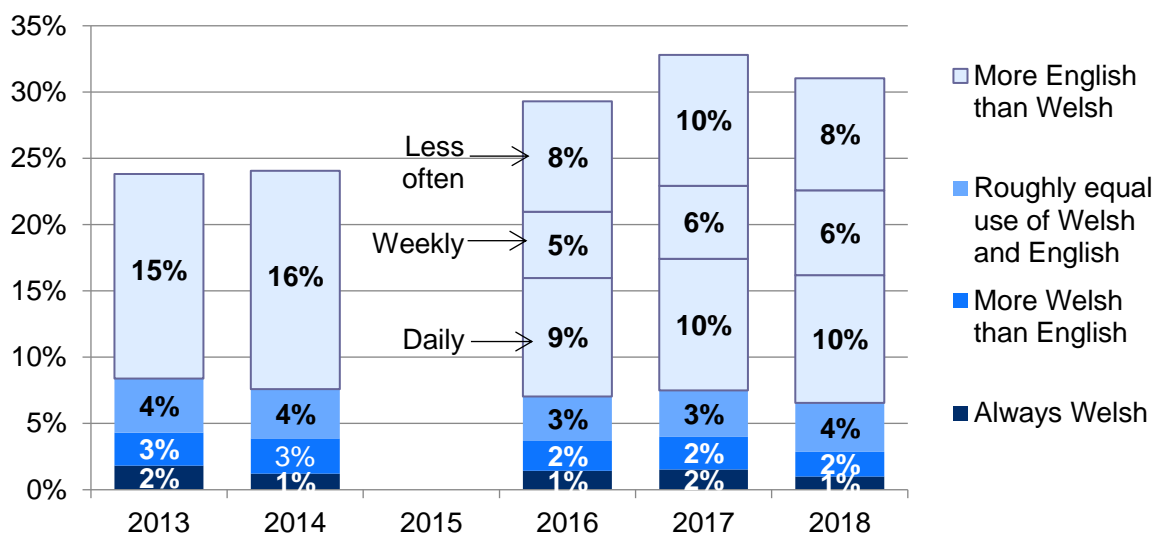
- 80% of Welsh speakers speak Welsh with at least some of their colleagues
- Fluency played a significant role in deciding to speak Welsh to colleagues. 93% of fluent Welsh speakers said that they spoke Welsh with at least some of their Welsh speaking colleagues, compared to 38% of those who aren't fluent
- 93% of employees who are fluent in Welsh speak at least some Welsh with people outside their organisation
- Slightly under a third of employees said that their employer offered opportunities for staff to learn Welsh.

The Welsh language within the Welsh Government

Our aim is to increase the use of Welsh in the workplace across every sector. As such, it is important that the Welsh Government leads by example by promoting and facilitating increased use of Welsh by our own workforce.

Following a busy period of scrutinising best practice in other public bodies in Wales, such as Rhondda Cynon Taf County Borough Council, Isle of Anglesey County Council, South Wales Police and the Welsh Assembly Commission, the focus moved on to finding agreement on a vision for promoting the Welsh language within the Welsh Government between the present and 2050. As well as gathering evidence and discussing best practice, an update paper was prepared for the Welsh Government Board giving details of other organisations' work and suggesting a vision for adoption by the Welsh Government. The Permanent Secretary and her Senior Management Team are currently considering a draft policy for internal use of the Welsh language. The intention is to agree on an ambitious long-term vision for the organisation, as well as setting specific aims for the next five years (between 2020-2025). Our hope is that it will have been published and be operational by the end of the current reporting period.

Chart 13: The percentage of the government's workforce who use Welsh to do their work, by frequency of use (a)



(a) The survey was not held in 2015, and in 2016 the 'More English than Welsh' category was divided into three further categories which are 'more English than Welsh' but speaking Welsh daily, weekly, or less often than weekly.

The chart shows that the percentage of staff who 'always speak Welsh' or more Welsh than English has remained fairly stable since 2013. In 2016, 22% said they used some Welsh in their work but more English, and 24% were saying this by 2018. The possible answers were amended slightly in 2016 to give the option to say 'More English than Welsh' – but using the potential answers 'using Welsh daily / weekly / less often than weekly'. It is likely that presenting these 3 sub-options has changed how people answer the question. Despite this, it appears that one in three of the Government's staff (31%) used some Welsh in their work in 2018 and 16% used it at least daily.

In terms of the wider public sector, tenders were extended for a national training programme, *Leading in a Bilingual Nation*, which aims to establish awareness of the Welsh language and workforce planning as an integral part of services in the public sector. At the time this report was compiled, the tenders were being appraised. The intention is to use these tenders to launch a pilot scheme in 2019-20, on the basis of preparatory work undertaken in previous years.

In the area of health and social services, an independent company was commissioned to carry out an evaluation of *More Than Just Words (Mwy na Geiriau)* in August 2018. The aim of the evaluation is to assess how and to what degree *More Than Just Words* has achieved its aims to promote and support the Welsh language in this area.

An initial report was presented in February 2019, and the next step will be putting together a "change theory" report and a final report in the autumn of 2020.

The work carried out so far has included desktop research and holding interviews with a number of stakeholders, including some members of the Health and Social Care Welsh Language Partnership Board. These interviews focussed on the

opportunities and challenges with respect to achieving the main objectives of *More Than Just Words* and which key points should be addressed as part of the evaluation.

The Partnership Board was given updates regarding the work during the reporting year, and a *More Than Just Words* workshop was held in January 2018 when the attendees had the opportunity to provide input into the development of the change theory.

Work Welsh

There is crucial work to be done to expand Welsh-medium training opportunities in the workplace. In order for Welsh to thrive across every sector, it is necessary to ensure that learners can get training and support in the workplace. As mentioned previously, the opportunities for adults to learn Welsh via the Work Welsh Programme were expanded during 2018-19, with the programme providing training for over 2,500 workers in a wide variety of workplaces, including health and childcare. In addition, over 4,000 workers followed the online course, 'Work Welsh – Welcome' to develop Welsh language skills to use at work.

The use of Welsh in business

Another priority regarding workplaces is encouraging businesses and third sector organisations to welcome bilingualism, and to this end the new *Welsh for Business* network was established in August 2017.

The network employs 10 officers and one manager who work across Wales to provide services to businesses and charities to increase their use of Welsh. They focus on specific interventions to increase the amount of Welsh which is visible and is being used, to help businesses identify existing Welsh language skills in the workplace, and to go about recruiting and marketing bilingually.

The network has continued in 2019-20 and is concentrating on the retail and food and drink sectors (as well as running a pilot programme to increase the use of Welsh by parts of the medical sector). The work has melded with the work on the Welsh Language Point of Contact, due to be launched in 2020, and which will tailor the network's activity on the basis of the evidence and business intelligence provided by the Point of Contact.

A system of indicators was jointly devised with Welsh Government officials to examine the target companies' situation before, during and after the Business Welsh officers' involvement with them. These indicators will be available electronically, so the project's progress can be seen 'live'.

Welsh Language 'Point of Contact'

Considerable preparatory work took place during the year to establish a Welsh language 'point of contact' to help the private and voluntary sectors increase their use of Welsh. This is a very large project and it is managed by the Welsh Government's Welsh Language Division with the help of the Government's Business

Wales Division. It will be possible to contact the project by phone, email or text and, in time, by other means.

The service will offer free translations of up to 500 words and will offer a text checking service for documents in Welsh. It will also answer queries of all kinds about the Welsh language and will direct people to useful sources of help in relevant organisations.

The point of contact is closely linked to the call centre computer system within Business Wales. It will be launched early in 2020 and will use business intelligence systems to report on trends in the enquiries and to identify gaps which can be addressed through the business officers' work.

Welsh language services

Improving the Welsh language's position in the workplace will also facilitate our efforts to provide more and better services in Welsh.

In this context, one set of the Welsh Language Standards Regulations came into force during the reporting period, i.e. Welsh Language Standard Regulations (Number 7) which set standards for local health boards, NHS trusts, the Board of Community Health Councils, and Community Health Councils. These bodies have already received compliance notices from the Welsh Language Commissioner and have been complying with the Standards since May 2019. These Regulations, and their implementation by health bodies, have given citizens rights when using health services in Wales.

The process of developing more Welsh Language Standards Regulations was paused while the Welsh Language Bill was being developed. A decision was made in February 2019 not to take the Bill forward. Since then, the work of developing regulations has re-started, with priority given to Standards for the Health Regulators and Water Companies.

Social use of Welsh

Our aim is to establish positive language use practices, supported by formal and informal opportunities to use Welsh socially.

A Promotion Programme was set up during the year, including establishing a group of external stakeholders as a Planning Board to steer the work. The Planning Board included experts who helped us prepare to produce a programme of activities to increase the use of Welsh e.g. projects mentioned elsewhere in this report, such as Understanding Bilingualism, the Business Welsh Network, the Welsh Language Transmission Policy and the Point of Contact. Our Welsh Language Technology Action Plan was launched in October 2018, and information about the plan can be found below.

In order to foster stronger connections between schools, youth organisations and community groups, our objective is to produce a meaningful framework which encourages positive language behaviour amongst children and young people. The grants allocated to our grant partners in 2018-19 include informal opportunities for

young people to use Welsh socially. Funding from the grant scheme was awarded to the Urdd, Young Farmers Clubs, Mentrau Iaith (Welsh language initiatives), and Maes B at the National Eisteddfod, and the opportunities provided by these partners are aimed at 11-25 year olds.

Last year we reported that an exercise was underway to map the provision of opportunities through the medium of Welsh for young people. The grant partners are continuing this work, acting upon the results of the mapping exercise and the County Framework development plan for increasing the use of Welsh amongst children and young people. The ongoing collaboration between our grant partners enables them to identify new opportunities to work together or to develop new services to encourage positive language behaviour amongst children and young people.

During the reporting period, an external company was commissioned to undertake a review of the Siarter Iaith. This review will report during 2020.

Grants

Grant support continued to be given to organisations carrying out activities which promote and facilitate the use of Welsh. This is the third year of the grant round, and a grant worth in excess of £4m was awarded to our partners: Wales Young Farmers' Club, Cymdeithas Eisteddfodau Cymru, the National Eisteddfod of Wales, Merched y Wawr, Mentrau Iaith Cymru, the Mentrau Iaith, the Urdd and the Papurau Bro (community newspapers).

With this financial support, the partners listed above succeeded in providing over 29,000 activities, with more than 893,000 attending and participating in activities through the medium of Welsh.

In addition, 9,594 children and young people attended the Young Farmers' Club's community events. The National Eisteddfod in Cardiff succeeded in attracting more visitors than ever before by holding an open, inclusive, unfenced festival in Cardiff Bay in August 2018. It is estimated that 500,000 people visited the 'maes' (Eisteddfod site) during the festival. The Urdd Eisteddfod in Brecon and Radnor in 2018 was visited by 88,000 people. And over 40,000 people came through the turnstiles of the Tafwyl festival in Cardiff.

Turning to the Papurau Bro, they have a monthly circulation of 45,000, with over 3,000 volunteers working hard to make this possible.

Ras yr Iaith visited North-east Wales and the Llangollen International Eisteddfod for the first time during summer 2018 before making its way across North Wales and along the coast of West Wales before reaching the end of its journey in Caerphilly on the third day. In all, 17 towns were visited.

Government officials have been working closely with Mentrau Iaith Cymru to continue building on Raising the Stakes – a development programme which encompasses improving services to customers and regularising the expected levels of service across Wales. During this reporting year, the focus was on training and

supporting the Mentrau Iaith as they worked towards gaining the PQASSO quality mark.

Three meetings of the Promotion Group were held, which includes our grant partners as well as other key partners. Amongst the agenda items at the meetings were presentations regarding helping non Welsh speakers to have access to material in Welsh, Informal Learning for Learners, Radio Cymru, Language Transmission and the Siarter Iaith.

Encouraging children to use Welsh outside the classroom

Various opportunities for families to use Welsh outside the classroom were funded through our grant scheme.

During 2018/19, an analysis was made of the targets of grants in relation to families in order to share information and resources effectively. At a meeting in November, the information was shared with early years partners, Cymraeg for Kids and Mudiad Meithrin. The analysis showed that there was a wide variety of opportunities for families to use Welsh with their children.

Examples include weekly clubs, Magi Ann's tour, the Doti a Fi club, sessions such as Sblash a Chân and 'Siglo a Wiglo' which combine sessions for raising parents' confidence in Welsh with fitness activities for parents and children. In addition, there were a variety of activities, visits, and other sessions which appealed to parents and children.

The third sector

Our aim is to strengthen our links with third sector organisations in order to improve their ability to provide Welsh language services, as well as to attract and retain Welsh speaking volunteers. During the National Eisteddfod in Cardiff, a meeting took place between the Minister for International Relations and the Welsh Language and the Chief Executive of the Welsh Council for Voluntary Action (WCVA) to discuss how the third sector can realise the objectives of *Cymraeg 2050*. The Welsh Government worked closely with the Welsh Language Commissioner's Office, Mentrau Iaith Cymru and the WCVA to plan and support the third sector's capacity to provide services in Welsh and to attract Welsh-speaking volunteers.

New Welsh speakers

Following a successful pilot scheme, the National Centre for Learning Welsh ensured that the 'Siarad' programme was extended to each part of Wales from September 2018 onwards in order to give learners an opportunity to use their Welsh in an informal context. Learners were paired with more experienced speakers and were expected to spend at least 10 hours together using Welsh. The aim is to improve learners' confidence by giving them an opportunity to practise through informal conversations with fluent Welsh speakers, and introducing them to leisure and cultural activities in Welsh in their areas. By now, 400 volunteers a year are part of the 'Siarad' project.

Understanding Bilingualism Programme

The aim of this programme, which includes a variety of projects, is to facilitate and normalise the Welsh language, to increase relevant critical awareness of it, to challenge prejudice and, consequently, to increase the use of Welsh.

The main objectives are to:

- Understand and analyse different groups' attitudes towards and narratives about the Welsh language.
- Learn lessons from the work done by equalities groups in other areas, in challenging prejudice and facilitating normalisation.
- Increase the understanding of opinion-formers and individuals in 'influential' positions of:
 - i) the status or role of Welsh in our society
 - ii) their relationship with the Welsh language
- Create a long-term programme to get to grips with anti-Welsh language behaviours, to improve attitudes towards the Welsh language and to increase the use made of it.

Several projects are already underway or at the point of launching, under the banner-heading 'Understanding Bilingualism'. These include:

- What is the Welsh language's 'Brand' and narrative? This qualitative project delves deeper than the detailed attitude statistics we have regarding Welsh, and it analyses how we discuss the language, what narratives are used about it, when and by whom.
- ARFER (Bangor University): a project which uses scientific 'before and after' measures to statistically calculate the use of Welsh in offices where there are a number of Welsh speakers who do not speak Welsh to one another. At the project's core is the scientific theory of behaviourism which shows that using 'promises' is a constructive way to effect longlasting changes in language behaviour. This project started out as part of a series of *Cymraeg 2050* grants. The project will be expanded during the spring.
- The objective of the Siarter Iaith is to establish and measure progress in behaviours and positive attitudes to the language. This is done by measuring the increase of the informal use of Welsh by children and young people both in and outside school by using the computer system 'Y We Iaith', bringing other partners together to implement it. Using this system both in the curriculum and in wider activities will contribute towards ensuring each child and young person has the opportunity to become completely bilingual.
- The Siarter Iaith is the subject of an external evaluation at present. Its objectives are to ensure that pupils are:
 - confident to use their Welsh language skills
 - developing positive attitudes towards the language
 - making more use of the language both in and outside school.

- There are related projects for English-medium primary schools (Cymraeg Campus), and for Welsh-medium secondary schools (PCAI - the language behaviour support project).
- Leading in a Bilingual Nation: this critical language awareness programme will focus in the first instance on developing senior leaders in the public sector in Wales. The programme uses the structures of Academi Wales.
- The Welsh Language Transmission Policy (for a more detailed discussion, see page 6 above): work was carried out with internal and external stakeholders regarding this policy. The drafting process has started and we foresee that behavioural theory will be used to increase the numbers transmitting the language and, perhaps, a series of experiments, using random sampling to ascertain the precise influence of any policy intervention developed. This work is based on Government Social Research which was commissioned by the Welsh Government by Cardiff University and published in June 2017. We will invite international partners to work with us to draft the final document.

Welsh Language Music Day (*Dydd Miwsig Cymru*)

The aim of Welsh Language Music Day is to introduce Welsh language music to new people and to encourage Welsh speakers to support the Welsh language music scene. It is also an opportunity to increase the language's visibility, increase interest in learning Welsh, change perceptions of the language and give young people opportunities to use it.

During the reporting period the campaign took place on 8 February 2019. This was the third year the Welsh Government has run the campaign, and this was the most successful year so far. Some of the major highlights are listed below:

- 4,330 people attended events across Wales. A total of 183 businesses and 318 schools took part in activities / events.
- References to the day in the press directed 28,577 individuals to the *Cymraeg* website (the Welsh Government's website), over 14 times more than was set as a target.
- The day had 88 comment pieces in the press, in print, online or broadcast – over 4 times the target set. NME, BBC Breakfast, BBC Wales, BBC Radio 3, BBC Radio 4, ITV Wales News, S4C and more published original tweets about the day.
- The campaign's objective was to reach over 5 million people using the hashtags #DyddMiwsigCymru #WelshLanguageMusicDay – the hashtags reached over 74 million people.
- Over 1.8 million watched our bilingual video content across Twitter, Facebook and Instagram.
- The hashtags were used by businesses across the UK, governing bodies, community groups, large businesses, expatriate Welsh communities, musical and cultural organisations, including Cardiff Council, Welsh Water, EE, the Welsh Arts Council and Peter's Pies.
- 74% of the people questioned said that the event had motivated them to learn Welsh. 94% of those questioned said they thought music was a good method of getting more Welsh speakers.

- The events were an opportunity to create and strengthen social networks and to secure social capital through the medium of Welsh.

Pyst

Under the Welsh Language Music Day label, a new project, Pyst, was funded to create a digital service to distribute and promote labels and artists in Wales. It consists of two posts – one focussing on distribution of the artists' content and the other provides support to bands with arranging tours, looking for suitable venues and promoting their material. Since the project started:

- 25 small labels now use Pyst's services
- The 25 labels represent 205 artists
- The total Welsh language music streamed has exceeded 2 million since the project was set up.

PYST AM is currently being developed. It is a multi-platform digital player that works as a website and app (ios and android) and it will reflect Welsh music as well as create new content from artists and labels. It will be a community-based platform for Wales as well as a platform to show Wales to the world. It will also pull in other Welsh businesses and 'bigger' Welsh artists to make it a totally inclusive platform. The AM Platform will offer a number of possibilities for Welsh creative talent of all kinds to find a home where their talent can be showcased.

Promoting apprenticeships – the Urdd

The aim of the project is to enable the Urdd to increase its provision of apprenticeships internally and externally across Wales. To achieve this, the Urdd is training staff to be assessors and internal quality assessors, and is also developing its current apprentices' skills so they can be the tutors of the future, building the organisation's infrastructure. To date, the Urdd employs 22 apprentices internally with 7 of those being on their second year, they also employ 27 external apprentices from 12 different organisations – all at level 3 and being trained in youth work and as sports leaders. A number of the apprentices are in the Rhondda Valley, following tailor-made targets as part of the South Wales Valleys Taskforce Area scheme, and are working as classroom assistants in Welsh-medium primary schools. The intention is to extend the scheme to other valley areas where more classroom assistants are needed.

THEME 3: Creating favourable conditions – infrastructure and context

The aim of the actions in Theme 3 of the strategy is to support our efforts to increase the number of Welsh speakers and the use of Welsh. This is about creating suitable conditions and an environment where the Welsh language and its speakers can thrive.

Although there are targets for increasing the number of Welsh speakers and the number of people using the language, neither one nor the other can be achieved without a suitable infrastructure.

Community and economy

Communities with a high density of Welsh speakers face a variety of challenges and these communities are very often located in rural areas. In the wake of demographic changes and the challenges rural communities face as local services are centralised, it is essential that appropriate attention is given to strengthening the economic base of these communities. Naturally, Brexit is a major factor in our considerations in this field. As the uncertainty about Brexit continues, especially as regards some of the strongholds of the Welsh language (due to the potential effects on the agricultural sector, for example), we are determined to offer more support to use the Welsh language in more work settings and socially. The budget will be reviewed mid-year when we know what Brexit will mean.

Our aim in this respect is to develop the economy to provide a firm footing for Welsh communities. The Welsh Government's *Economic Action Plan* was published on 12 December 2017.

The plan aims to address the challenges and opportunities facing the Welsh economy by taking appropriate steps to build stronger foundations for growth, develop future industries and empower regions to become more productive and competitive. The plan sets out a new economic development model that seeks to achieve inclusive growth by creating better jobs closer to people's homes. The action plan is available below.

https://gov.wales/prosperity-all-economic-action-plan?_ga=2.58170794.1276274152.1579183783-1483184020.1552659942

The Economic Action Plan includes the establishing of an Economic Contract, a framework to form a new relationship with businesses hoping to gain access to Government finance or support. The economic contract requires businesses to demonstrate their commitment to growth, providing fair employment, ensuring employees' health and skills and reducing their carbon footprint, reflecting the kind of business behaviour recognised by many successful and responsible businesses.

Another key element of the Plan is the introduction of Chief Regional Officers heading teams of officers who will engage widely with partners within and outside the Welsh Government, with the aim of bringing a stronger regional dimension to economic development. The regional teams are developing Regional Economic

Frameworks, and these will be an important element in contextualising our activities and work alongside communities, local authorities, colleges, businesses and others to improve economic outcomes.

In February 2018, the Minister for Economy and Transport announced funding of £2m to set up the Arfor innovation scheme within the local authorities of Ceredigion, Carmarthen, Gwynedd and Anglesey. The Arfor scheme aims to encourage and facilitate numerous innovative schemes in order to create jobs and strengthen the local economy in the Welsh language strongholds and thus support its continuation and growth.

Arfor will focus on those areas where the agricultural and foundational economies are vital; and on market and university towns where low incomes remain an issue. This funding, which will be made available to the four local authorities, will be used to facilitate new and innovative approaches to economic development in the region by:

- promoting enterprise and supporting business growth in areas where a high percentage of the population are Welsh speakers
- encouraging well-paid good quality jobs to keep local people in these areas and to entice those who have left to return
- promoting the value of speaking Welsh and bilingualism in business, creating an exciting sense of place
- encouraging businesses and people who move to rural areas to appreciate and use the Welsh language.

In February 2019, the Minister for International Relations and Welsh Language announced the intention to hold a round-table discussion with Local Authority leaders, Economists and practitioners implementing economic projects in west Wales. The purpose of the meeting is to look at the relationship between the Welsh language and the economy as well as considering the challenges facing the area and what opportunities exist to ensure the prosperity of the Welsh language and the rural economy.

Town and Country Planning and the Welsh Language

Since publishing TAN 20, planning authorities are expected to consider the Welsh language when they adopt their Local Development Plans. TAN 20 outlines what planning authorities should bear in mind in the context of the Welsh language.

Work is also ongoing to create a National Development Framework to set the strategic direction for the key priorities in Wales through the planning system. The National Development Framework is a long-term spatial plan for Government policy, actions and investment, and for other bodies with which the Government works. The Welsh Government consulted on the draft document in the summer of 2019 with a view to publishing a finalised version later in 2020.

One of the biggest economic developments during the reporting period, located within an area with a high density of Welsh speakers, was the Wylfa Newydd scheme on Anglesey. But Hitachi announced in January 2019 that it would delay the development of Wylfa Newydd. As a result, the work of developing an impact

measurement framework has come to a halt for the time being. Nevertheless, we will revisit these guidelines in 2019-20.

Culture

The Welsh language is an important facet of Welsh culture, and something we celebrate as a nation. We are aware of the importance of ensuring that cultural, arts and sports organisations in Wales have access to the support they need to promote the Welsh language.

Cultural institutions

Through our sponsorship activity, we aim to increase the use of the Welsh language, both at cultural events and in the everyday work of our cultural organisations.

Each year, Arts Council Wales commissions independent research, the Wales Omnibus, to assess what is happening to arts attendance and participation in Wales. The findings of the Wales Omnibus Survey for 2018 show that there was a small decrease in the number of Welsh speaking adults attending or participating in the arts once a year or more (attendance 87%, participation 43%). However, the Children's' Omnibus Survey for the same period shows an increase in the number of Welsh speaking children attending and participating in the arts once a year or more (attendance 94%, participation 92%).

As of March 2019, the total number of schools involved in the Lead Creative schools scheme was 576. Of these, 119 are Welsh-medium schools and 378 are English-medium schools. The remainder are dual stream, bilingual or English with significant Welsh. This represents 21% of the number of Welsh-medium schools (119 out of 576). There are currently 233 Creative Agents working in Lead Creative Schools, with a total of 80 Welsh speaking Creative Agents across the scheme.

The Arts Portfolio Wales (APW) Survey for 2018-19 shows an increase in attendance for some Welsh language activities, including film screenings and performances at presenting venues. Welsh language participation in APW activities has decreased for the same period.

ACW will:

- continue to ask APW clients to increase the number of Welsh language targeted events and participatory activities
- monitor progress against individual Welsh Language Development plans and through the monitoring of future survey returns
- continue to monitor and review APW progress around Welsh language targets for staff and Boards identified within individual action plans, identifying barriers and supporting development where possible.
- develop, pilot and launch a bilingualism promotion pack for the arts sector in Wales in cooperation with the Welsh Language Commissioner's Office
- ask organisations in their applications for funding to address how they will reflect the bilingual nature of the community in which they operate and the audiences they are targeting.

Night Out performances data for 2018/19 provides a more consistent picture with previous years' figures, with 28% of performances being in the Welsh language and 9% bilingual. ACW will continue to promote the Welsh language as a community language by ensuring that targeting Welsh language provision is a priority area, whilst also promoting and advocating the scheme to Welsh Language communities and performers. ACW will also support the development of new Welsh language work aimed at enhancing opportunities for Night Out audiences.

Both the National Library and the National Museum ensure that the Welsh language is visible and relevant in all of their day-to-day activities. For the visiting public, this approach is supported extensively by bilingual information and signage, bilingual interpretation, bilingual marketing materials, and bilingual event programmes.

Wales and the wider world

UNESCO

During the reporting year, the Government began to develop a new narrative on the position of the Welsh language internationally using the UNESCO International Year of Indigenous Languages 2019 as a platform for doing so. We worked with numerous partners, with Wales Arts International taking a leading role in organising events for the launch of the Year to stimulate debate about the role of Welsh and other indigenous languages internationally. As part of the activities at the beginning of the Year, a gig was held at the Senedd to celebrate Dydd Miwsig Cymru which was streamed worldwide on the internet.

International links

During the Minister for International Relations and Welsh Language's visit to the USA in February – March 2019, the Minister spoke at the World Bank in Washington DC highlighting our global role model in demonstrating how indigenous languages can thrive. In New York, in conjunction with representatives from the Basque Country, Flanders and Quebec, the Minister also held a session at the UN, highlighting our work in promoting multilingual societies in our respective societies.

The 'Wales' Brand

The Welsh language has been used extensively this year to promote Wales and to attract tourism and investment.

The Welsh language is an integral part of the Cymru Wales brand – the brand is bilingual, and the font was inspired by the Welsh language.

Welsh was used in major campaigns for tourism and investment in London and Japan. The Japanese campaign included live events that discussed and celebrated the Welsh language and culture.

We will continue to do more to showcase the Welsh language in our campaigns over the coming years, including on social media.

Tourism and visitors

As a Government, we recognise the importance of leading by example, promoting the Welsh language on the world stage and embracing the benefits of being a bilingual country. We do this by influencing all Government marketing and communications campaigns so that our status as a bilingual country is seen as a unique selling point in the wider world.

The Welsh language is an integral and visible part of our campaigns to promote Wales on a global stage, and the message about bilingualism in Wales is also shared on relevant platforms. A good example of this is on the Wales.com website – Wales' leading digital portal, which includes specific articles on the Welsh language and a bilingual Wales; and this message also permeates much of the content we feature across our various websites.

Other national projects such as The Wales Way and the thematic tourism years also provide a platform for the Welsh language and our industry guidance emphasises the importance of the Welsh language as part of the unique experience of Wales.

Doing more of this is a major part of our Priorities for the Visitor Economy 2020-2025: with the emphasis on striking a balance between Wales (the local, and the Welsh) and the world.

In order to make the Welsh language more visible to tourists and to make it easier for them to encounter the language and to learn it, during the previous reporting period (2017-18), the *Welcome to Wales / Welcome to Welsh* pack was launched jointly with Anglesey County Council. In 2018-19, the process of trialling the intervention was extended to Carmarthenshire. This highlighted difficulties in reaching the target group, and as a result, discussions have taken place with GP practices and Local Authority council tax departments to consider ways to introduce the package when registering with a local doctor or arranging a council tax payment.

Beyond Wales' borders

The Welsh Government gives an annual grant of £90,000 to the London Welsh School. This school promotes Welsh in London and provides Welsh-medium primary education for children, a number of whom return in due course to the Welsh-medium education system in Wales.

The Welsh Language Project continues to promote and develop the Welsh language in Patagonia. As a result of the British Council's work, in conjunction with the National Centre for Learning Welsh, the Urdd, Cymdeithas Cymru Ariannin and other partners, three development officers spent time in Patagonia teaching the language to children and adults and supporting activities to use the language. Over 1,200 individuals were given the opportunity to attend Welsh language courses in Patagonia during 2018.

Radio and television

We have continued to stress the importance of S4C and Radio Cymru's provision of Welsh language services to the UK Government and Ofcom, as well as to the BBC. They continue to play an important role in achieving our aim of reaching one million speakers. We will continue to work with S4C and BBC Cymru Wales and to fulfil our aspirations for the language.

We have also continued to regularly raise with Ofcom, including our response to the consultation on Ofcom's annual report for 2019-20, the need to consider linguistic factors when radio licences are awarded or revised for stations in Wales, by setting out in the agreement that a specific number of hours will be broadcast in Welsh, as well as a statement about Welsh language content on the web, such as text, streaming and video clips.

When awarding and regulating services for Wales, language diversity should be set as a target, especially with regard to the Welsh language in services in Wales.

Welsh publications

The Welsh Government's financial support via the Welsh Books Council ensured that it was possible to continue to assist publishers to produce books and magazines for adults and children.

The Welsh Government continues to fund Golwg360 through the Welsh Books Council. The average figure for individual daily visits was 14,537; page visits stood at 160,361; Twitter followers increased from 12,133 to 13,248; and Facebook followers from 3,211 to 3,596.

The Council worked widely to realise the recommendations of the survey of the children and young adult book market. A course was run in conjunction with Literature Wales, at Tŷ Newydd, for authors and illustrators of story and picture books for young children and some of the results of that course made it onto the market. A survey was undertaken of the needs of non-Welsh speaking parents purchasing Welsh language books for their children, new leaflets and catalogues were created that better met the needs of schools, professional links were forged with the Booktrust and teacher training courses and we continued to work with libraries, and more original titles reached the shelves.

A successful magazines tender took place which retained the portfolio, and which also added two new titles: *Cara* (a women's magazine) and *Lysh* (a digital service for teenage girls). One-off funding was given to Mam Cymru (an online service for mothers) and Parallel Cymru (a website for Welsh readers and learners).

Twenty books for learners were published, edited to match the standards of the National Centre for Learning Welsh. They have been very well received and more have been incorporated into the publishers' usual publishing programmes to add to the series.

The Council worked to deliver the first stages of the Reading Well scheme. Translators and publishers were commissioned, the books were edited and a good number of the dementia books were published. The scheme continues in 2019/20 with the remaining dementia books and mental health books. This has filled an important gap in the market and has prompted authors to consider original provision through the medium of the Welsh language.

Welsh for All

A specific programme was implemented by the National Centre for Learning Welsh during 2018-19 to extend the reach of the Learning Welsh programme. As well as running free courses for specific target audiences, the Centre has worked in collaboration with a number of partners, including the Welsh Refugee Council, on a Welsh for All programme aimed at ensuring that individuals of all backgrounds are able to learn Welsh and develop their confidence to use the language.

Digital technology

A comprehensive Welsh Language Technology Action Plan was launched in October 2018 and will remain in operation until the end of 2021. We have identified three specific areas the Plan will address:

1. Welsh Speech Technology
2. Computer-aided translation
3. Conversational Artificial Intelligence

Here are details of some of the related projects:

Bangor University continues to enhance its skilled personal assistant Macsen, which 'hears' spoken questions on specific topics in Welsh and provides useful answers. It will soon be possible to identify and transcribe the 2,500 most commonly spoken and written Welsh words.

With the support of the Welsh Government's Cracking the Code, 105 Code Clubs have been registered by the Code Club organisation (April 2019) in Welsh-medium and bilingual schools. During the same period, 699 Code Clubs were registered across Wales as a whole, so this would represent 15% of the general total.

Leading technology companies

In addition to holding discussions with several technology companies, the focus of our work has been on developing the Welsh language's technological infrastructure. It will be possible for companies of all kinds to use the components which are created to support Welsh speakers.

We have been working with Google on Google Classroom and Microsoft on Microsoft Office 365 to make sure that their suite of products is available bilingually on Hwb. The coding learning resources from Code Club, Technocamps and others are also available bilingually on Hwb.

Companies in receipt of grants

Technology and marketing targets were included in the allocation of the grant to encourage and promote the use of Welsh. All of our grant partners use electronic methods to market their work.

Wikipedia

The National Library of Wales was given a grant for a project called WiciPobl, which has increased the number of Welsh language articles about well-known people from Wales. As a result of the campaign, almost 1,500 new articles in Welsh were created on Wikipedia. WiciPobl was used as a case study for Europeana as an example of good practice regarding the arts having a positive effect on citizens' lives.

Linguistic infrastructure

The work done on Welsh language technology sits alongside and reinforces our efforts to develop the language's linguistic infrastructure. During the reporting year, work continued on the task of assessing how to best develop Welsh language infrastructure, including dictionaries, terminology, corpora, and the translation profession, to better coordinate the different elements and to provide a better service for users.

Over the next period, we will be further developing the policy, as well as taking action regarding technology and the Welsh language. The aim is to be innovative and better coordinate the linguistic infrastructure in Wales and ensuring that the area progresses strategically to the benefit of Welsh speakers of all abilities.

The Welsh Government provides grant funding for the Geiriadur Prifysgol Cymru (GPC) project, which contributes to a number of the steps noted in the *Cymraeg 2050* strategy, including creating conditions which are favourable to the language, creating digital technology and promoting the use of Welsh. This funding also acknowledges the importance of GPC as a linguistic cornerstone of the Welsh language.

The education terminology, y Termiadur Addysg, continues to develop, with the recent emphasis being on supporting the reform of the revised Health and Care and Childcare qualifications which was first taught in September 2019.

To help translators and interpreters to meet the increasing demand for their services, the Welsh Government continued supporting Cymdeithas Cyfieithwyr Cymru. This is the body that maintains, quality assures, and promotes professional standards in translation by improving and developing translators' skills and knowledge.

***Cymraeg 2050* Programme Board**

The *Cymraeg 2050* Programme Board was established within Government during the reporting year. The purpose of the Board is to scrutinise progress, offer advice and guidance and assurance in the implementation of *Cymraeg 2050*. Among other things, the Board will:

- be responsible for providing advice on work to mainstream the Welsh language across Government
- look at the strategic overview of the Programme's performance, including risk management
- make decisions where there is policy, resource and / or budgetary conflicts between different policy areas
- ensure that appropriate governance and accountability measures are in place.

The Board meets every term, or more often should the need arise.

Research and evaluation

An independent evaluation of the Cymraeg for Kids programme was held during the year, and the final report was published by Welsh Government Social Research in February 2018. The evaluation findings covered a number of areas, including the aims and objectives of the programme, structures and processes, and working in partnership. The recommendations of the evaluation have been implemented as the programme is developed further from April 2019.

Two further evaluations and one research study were commissioned during the year. Evaluations of the Language Charter and Sabbaticals for education practitioners have been implemented, and these projects are ongoing.

Another core element of the Evidence Plan 2018-19 was to mainstream the Welsh language into Government research activity. Knowledge and Analytical Services continued to collaborate with research officers across policy areas, to mainstream the Welsh language in social research.

The development of an Evaluation Framework, to support the evidence planning process beyond 2018–19, is currently under way.

A programme has been developed to support three doctoral scholarships exploring aspects of Welsh and languages in education. This occurred in the wider context of maintaining partnerships with researchers in higher education.

Exploring ways of adding to our understanding of speakers' linguistic experiences over their lifetime

In order to develop our evidence base on how people use the Welsh language, Knowledge and Analytical Services collaborated with policy officials to consult with external stakeholders to identify the information requirements for conducting a new Welsh Language Use Survey. Questionnaires have been developed for adults and children, which include questions about how often, where and when they use the language. The self-completion questionnaires were given to those who said they could speak Welsh in the National Survey for Wales. This was the methodology used for previous language use surveys in 2004-06 and 2013-15. The 2019-21 Welsh Language Use Survey began in July 2019 and will continue until the end of March 2021, with initial results due to be published in October 2020.