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Gwasanaeth Democraidd
Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Cyfarfod / Meeting

PWYLLGOR IAITH
LANGUAGE COMMITTEE

10.30AM, DYDD MERCHER, 15 IONAWR, 2014

10.30AM, WEDNESDAY, 15 JANUARY, 2014

Lleoliad / Location

***YSTAFELL GLYDER FAWR, SWYDDFA PENRALLT,
CAERNARFON**

*Nodwch y lleoliad ogydd / *Please note venue

Pwynt Cyswllt / Contact Point

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(DOSBARTHWYD / DISTRIBUTED 8/01/14)

PWYLLGOR IAITH LANGUAGE COMMITTEE

AELODAETH/MEMBERSHIP (15)

Plaid Cymru (8)

Y Cynghorwyr/Councillors

Craig ab Iago

Elwyn Edwards

Alan Jones Evans

Dyfrig Jones

Liz Saville Roberts

Mair Rowlands

Gareth Thomas

Mandy Williams-Davies

Annibynnol/Independent (4)

Y Cynghorwyr/Councillors

Tom Ellis

Eric M. Jones

Eirwyn Williams

Elfed Williams

Llais Gwynedd (3)

Y Cynghorwyr/Councillors

Gweno Glyn

Alwyn Gruffydd

Gruffydd Williams

Aelodau Ex-officio/Ex-officio Members

Cadeirydd ac Is-gadeirydd y Cyngor / Council Chairman and Vice-chairman

Aelod Arall a Wahoddir / Other Invited Member

Y Cynghorydd / Councillor Ioan Thomas – Aelod Cabinet – Y Gymraeg / Cabinet Member – The Welsh Language

AGENDA

1. APOLOGIES

To receive apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

3. URGENT BUSINESS

To note any items that are a matter of urgency in the view of the Chairman for consideration.

4. MINUTES

The Chairman shall propose that the minutes of the last meeting of this committee held on 10 October, 2013 be signed as a true record (copy attached).

5. LANGUAGE STANDARDS: UPDATE

To consider the report of the Equality and Language Officer (copy attached).

6. DEPARTMENTAL PRESENTATION – HUMAN RESOURCES

To receive a presentation by the Head of Human Resources on the Council's recruitment statistics in the context of the Welsh language (paper to be distributed at the meeting).

7. GWYNEDD LANGUAGE STRATEGY 2014-2017 DRAFT

To consider the report of the Democratic Services Manager (copy attached).

8. WELSH IN EDUCATION STRATEGIC PLAN 2014-2017

To consider the report of the Head of Education (copy attached).

9. LANGUAGE COMPLAINTS

To consider the report of the Equality and Language Officer (copy attached).

LANGUAGE COMMITTEE, 10.10.13

Present: Councillor Liz Saville Roberts (Chair).

Councillors: Craig ab Iago, Elwyn Edwards, Tom Ellis, Alan Jones Evans, Alwyn Gruffydd, Dyfrig Jones, Eric Merfyn Jones, Mair Rowlands, Gareth Thomas, Eirwyn Williams, Elfed Williams, Gruffydd Williams and Mandy Williams-Davies.

Officers: Gareth Jones (Senior Planning Service Manager), Sion Huws (Compliance and Language Manager), Nia Davies (Planning Manager – Policy), Ruth Richards (Equality and Language Officer) and Eirian Roberts (Member Support and Scrutiny Officer).

Observer: Councillor Ioan Thomas (Cabinet Member – The Welsh Language).

Apology: Councillor Gweno Glyn.

1. VICE-CHAIR

RESOLVED to elect Councillor Gweno Glyn as Vice-chair of this committee for 2013/14.

2. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

3. URGENT ITEM – PROCUREMENT SCRUTINY INVESTIGATION – INPUT OF THE LANGUAGE COMMITTEE

This item had not been included on the agenda but the Chair agreed to discuss it as an urgent item under Section 100B (4) (b) of the Local Government Act 1972 as the Sustainable Procurement Scrutiny Investigation would be recommending to the Corporate Scrutiny Committee and the Cabinet Member in January that the Language Committee examines the use of the Welsh language within the main departments which prepared tenders.

By virtue of her post as Group Chairman, Councillor Mair Rowlands explained that the group had been examining the appropriateness of the sustainable procurement policies and guidance and that the group were of the opinion that the current position did not reflect the importance of the language guidance.

RESOLVED to include the matter on the agenda of the Language Committee for the January meeting.

4. MINUTES

The Chair signed the minutes of the previous meeting of this committee held on 27 June, 2013 as a true record.

5. THE LANGUAGE COMMITTEE'S WORK PROGRAMME

Submitted – the report of the Equality and Language Officer requesting the committee to approve the work programme and to add to it as required.

During the ensuing discussion on the item, the following main points were noted:-

- (i) It was noted that things were not improving and that something major was wrong on a corporate level with the current attitude towards the Welsh language. The most recent statistics showed clearly that the Council's care of the linguistic and cultural heritage of the county had deteriorated and that there was a wave of apathy towards the language within the Council. As examples of this, it was noted that the application form to close the square in Tremadog for the Christmas Fair had been received in English only and the forms for registration of electors sent out recently had been folded so that the English version was uppermost. The message this was giving the public demeaned the Welsh language and the Council should always put the Welsh language first.
- (ii) It was suggested that a letter be sent to the Cabinet encouraging them to appoint a Welsh Language Champion within the Council.
- (iii) It was suggested that the housing allocation policy in Gwynedd should give priority to Welsh speakers as the influence of non-Welsh speaking children playing on estates was far more destructive to the future of the language than a few non-Welsh letters arriving through the post. The Compliance and Language Manager agreed to examine the legal position alongside housing allocation management and he would bring information back to the committee.
- (iv) It was noted that outsiders were given priority over Welsh people for housing and also the construction of unnecessary housing would kill the Welsh language.
- (v) It was noted that the Council continued to use meaningless English versions of street names, e.g. West End for Maes Aberesistedd in Cricieth.
- (vi) The proposal for the committee to receive presentations from departments was welcomed.
- (vii) It was emphasised that grants and licences given to businesses / companies etc. should be the subject of conditions regarding the use of the Welsh language. As an example of this, it was noted that every sign for Caernarfon market all the way from Bangor to Pwllheli, were in English only. The Welsh language had to be made more visible and it was the little things that were important. The Chair suggested that the item on "*third parties using Council assets*" which had been programmed for the meeting next June, could examine the wider use made of conditions. In response to a suggestion that people were not being held to account for not complying with grant conditions, the Equality and Language Officer explained that conditions could only be imposed in connection with whatever the money was being used for. However, every company / organisation receiving any type of grant was encouraged to see the value of bilingualism and to see the value of the Welsh language as a marketing tool. She noted also that efforts were being made to push the boundaries as far as possible but money was not given directly to anything that would not comply with the Council's language requirements.

RESOLVED to accept the revised work programme.

6. THE WELSH LANGUAGE COMMISSIONER'S RESPONSE TO GWYNEDD COUNCIL'S ANNUAL LANGUAGE MONITORING REPORT 2012-2013

Submitted – the report of the Equality and Language Officer, presenting the Commissioner's comments on Gwynedd Council's Annual Language Monitoring Report 2012-13, and the Council's response to the request for further information on some aspects of the report.

Specific attention was given to the following matters:-

- (i) In response to a question, the Equality and Language Officer noted that there was no formal procedure for monitoring the success of the language awareness training sessions for staff, however, no complaints had been received about the service of the Youth Justice Team since their staff had received the training in June 2012. The Chair suggested that a procedure could be established of asking staff who had received the training, say within six months, to explain how that training had influenced their behaviours / what they did.
- (ii) It was noted that the procedure of monitoring Social Services contracts was not working as there were non-Welsh speaking carers visiting people who had different linguistic needs. It was enquired how this could be overcome and whether it was proposed to provide a linguistic skills determination tool for businesses which offered services for the Council. The Equality and Language Officer responded that the Social Services Department had identified this as a priority field and that they were currently implementing the recommendations of the review commissioned by the Language Planning Centre of the Council's requirements and practice in providing care homes and home care services. She added that it was rather soon to be able to say how much difference this would make but it was something that should be re-visited. In terms of the tool, she noted that she was not in a position to make any comment on that as the pilot had only been held recently. However, she was of the opinion that it had merit and she suggested that this would be something that could be raised with the Head of Human Resources Department at the next meeting.

It was suggested that if the tool had been developed for a pilot and that it had worked, then there was a need to proceed urgently to use it in the Council as it was crucial that people received care in their own language. The Chair responded by stating that the tool was owned by the WJEC and it was they who were piloting it but this Council could raise the point of the need for it to be expanded.

It was suggested that if the Council had piloted the tool for the WJEC, then it should ask for it to be used again.

RESOLVED to accept the response of the Welsh Language Commissioner and the Council's response to the request for information.

7. PLANNING AND THE WELSH LANGUAGE

The Senior Planning Service Manager and the Planning Manager – Policy were welcomed to the meeting.

Prior to providing an overview of the content of the report of the Head of the Regulatory Department, the Senior Planning Service Manager informed members that the new Technical Advice Note (TAN) 20 had been published the previous day. He explained that

the new TAN 20 provided more flesh on the bones than the original TAN 20. He noted that the new TAN 20 did not go as far as the officers had anticipated but preparing the Joint Local Development Plan provided an opportunity, if there is sufficient evidence, to challenge a few things and to try to push the boundaries in terms of planning. The emphasis in the new TAN 20 was on ensuring that the linguistic considerations were addressed in the process of preparing the Joint LDP in the context of Gwynedd. In terms of individual planning applications, the new TAN 20 stated, as the Council had given consideration to the language when preparing the plan, that there was no need to give further consideration to this when planning applications were submitted. The planning officers had concerns regarding this and the situation would have to be examined in the context of the Joint LDP and also the Supplementary Planning Guidance which ultimately would provide flesh on the bones whatever that policy would be. However, the timing was ideal in terms of the process of preparing the Joint LDP as there was an opportunity to address these matters in the plan.

The Senior Planning Service Manager noted further that he had sought the opinion of the Council's Legal Department regarding how to deal with planning applications in the context of the new TAN 20 and he had had a verbal opinion noting that although the new TAN 20 would be a material planning consideration, the Joint LDP had not yet been adopted and that the Gwynedd Unitary Development Plan was the adopted plan. Therefore, the method of dealing with planning applications would remain the same and the information in Part 1 of the report of the Head of Regulatory Department would continue to be relevant until the Joint LDP had been adopted, hopefully in 2016. In the context of the new TAN 20, Part 2 of the report was the most important because this was an opportunity to influence Gwynedd's policy for the next 15 years up until 2026.

Members were given an opportunity to ask questions and to offer their observations. During the discussion the following main matters were highlighted:-

- (i) In response to an enquiry, the Senior Planning Service Manager noted that the statement in the original TAN 20 that the occupancy of houses should not be given for linguistic reasons was still relevant in the new TAN 20 and was included in paragraph 3.7.4. He explained that there were legislative matters in the context of this statement and no one could be forced or directly influenced on the grounds of language, race etc. He added that the new TAN 20 placed more emphasis on the fact that the Welsh language was a material planning consideration and he explained what planning authorities were expected to do in order to address language matters. He did not explain how this should be achieved but it was understood that there were other guidelines in the pipeline that would provide more details regarding this as part of the process of preparing the Joint LDP. He added that the way in which the Joint LDP had been prepared thus far in the context of language and community impact assessments complied with the requirements of the new TAN 20.
- (ii) Concern was expressed that there would be no change in the way planning applications were dealt with for at least two to three years and in the meantime the detrimental effect on the language would have been done. In response, the Senior Planning Service Manager noted that the Council had an adopted plan and during the next two years, until the Joint LDP had been adopted, the Welsh language would be a material planning consideration in the context of every planning application, subject to the thresholds in the Supplementary Planning Guidance. Consequently, in view of what was stated in TAN 20, perhaps there was no urgency in bringing TAN 20 into force for dealing with planning applications because it stated that language matters should not be re-assessed in the context of planning

applications after the Joint LDP had been adopted. Therefore, for the next two years, the current procedure would continue with linguistic matters assessed side by side with all the other planning considerations for each individual application where that was relevant.

- (iii) Concern was expressed that the new TAN 20 stated clearly that language impact assessments should not be undertaken on individual applications as it duplicated work. However, the advice given was that the language impact assessments undertaken on individual applications were right until the Joint LDP had been adopted. Therefore, the language assessments were not being discarded but it was very important that the content of the Joint LDP was in place properly for Gwynedd.
- (iv) Concern was expressed that the language assessments were not independent assessments and it was emphasised that they should be commissioned by the Council so that they were unbiased. In response, the Senior Planning Service Manager noted that there was no policy which sought an independent assessment and even if that were the case, who would undertake the independent assessment? He added that there were several planning considerations associated with every application and several assessments were part of those applications. He explained that the Service, through the Joint Planning Policy Unit, which specialised in the field of language and community, assessed and challenged linguistic and community statements, and in the same manner, the Service assessed and challenged, if necessary, all the information submitted by each applicant in the context of all the other relevant material planning considerations. He explained that dealing with planning applications meant weighing up several relevant planning considerations in the context of the UDP in arriving at a recommendation.

It was enquired whether the Council had a legal right to ask for an independent assessment. It was noted also that members never saw the assessments or had an opportunity to challenge them. In response, the Senior Planning Service Manager noted that the current policies did not state that it was expected for the applicant to bear the cost of an independent assessment. He noted also that all the assessments for each planning application were available for every member of the Planning Committee and every member of the Council and for anyone who had an interest in an application. It was not practical to include the entire assessments in the Planning Committee's agendas and the planning reports were detailed and included all the relevant planning matters, including language and community matters. In terms of the legal right to ask for an independent assessment, the Compliance and Language Manager agreed to look into the matter and to report back at the next meeting.

- (v) It was noted, although welcoming the new TAN 20 in general, the Welsh Local Government Association had stated that the Council did not scrutinise planning policies sufficiently.
- (vi) Discontent was expressed because the language would not be relevant to individual applications according to the latest TAN 20. In response, the Senior Planning Service Manager noted that the timing was good in terms of preparing the Joint LDP and methods had to be examined of ensuring that the new TAN 20 worked to satisfy the aspirations of Gwynedd people. He added that evidence was needed to establish grounds for considering individual planning applications after the Joint LDP had been adopted, with supplementary information to be included in a new Supplementary Planning Guideline. He referred to the work of collecting evidence for the LDP referred to in paragraph 3.13 of the report, such as the housing and

language project and the local market housing project, as examples of the work on-going to address linguistic and community matters.

- (vii) Referring to the Housing and Language Project (second bullet point under paragraph 3.13 of the report), the local member noted that she had not been informed beforehand that the ward of Diffwys a Maenofferen had been chosen to receive a questionnaire and she expressed her concern that an opportunity had been missed here to raise awareness locally of the importance of returning the questionnaires. The Senior Planning Service Manager apologised for this oversight.
- (viii) It was emphasised that it was important to secure planning policies that promoted the Welsh language in the strongholds.
- (ix) It was noted that although attempts could be made to push the boundaries by means of the legal procedure, they had to be realistic about what could be achieved.
- (x) It was suggested that the Cabinet Member should be asked to establish a working group to develop a planning policy to safeguard the Welsh language within the communities in the Joint LDP in view of the new TAN 20 and the results of the 2011 Census.
- (xi) It was noted that the Council had a duty to establish a baseline and that there was an opportunity for the working group, under the leadership of the Cabinet Member, to use experiences to contribute towards this.

The Planning Manager – Policy noted that there was a methodology for assessing the effect of the Joint LDP on the Welsh language and culture of the area in place and that it was being applied. The timetable was challenging in terms of establishing the whole plan and if it was intended to establish a working group, this had to be done immediately and a procedure had to be in place for planning officers to be able to contribute to the information for that working group.

In response to an enquiry, the Planning Manger – Policy explained that the new TAN 20 required authorities to undertake a sustainability assessment of their plans and that the language assessment would be included in the sustainability assessment. She noted that Gwynedd had undertaken this already as the sustainability framework and aims had already been established. One of those aims was to maintain, safeguard and enhance the opportunities to promote and develop the Welsh language in the area and as the Joint LDP was already being developed, this question would be asked at every step.

The Chair noted that this was the starting point of the working group's work and she suggested that members of the working group should be members of this committee who had a background in the planning field.

RESOLVED in view of the new TAN 20 and the results of the 2011 Census, to ask the Cabinet Member to establish a working group to contribute towards meeting the strategic aims of Gwynedd Council with regard to the Welsh language by providing an input into the process of developing the Joint Local Development Plan's planning policies.

8. LANGUAGE COMPLAINTS

Submitted – the report of the Equality and Language Officer detailing the latest complaints to hand involving the Council, partners or third party organisations.

The Equality and Language Officer noted that an additional complaint had been received since the agenda was prepared that self-addressed envelopes sent out by the Council's Elections Unit referred to "Registration Officer" and "Shirehall Street". After discussing this with the officers, it was understood that an old supply of envelopes had been sent out in error. To avoid such a situation in future, the envelopes would be addressed from now on for the attention of the Elections Unit, Council Offices, Caernarfon LL55 1SH, without any reference to the street name.

Specific attention was given to the following matters:-

- (i) Dissatisfaction was expressed regarding the response to a complaint that planning officers had presented their case to a planning appeal through the medium of English and the documents prepared by them were also in English only. It was noted that the decision to hold the appeal in question had been made five months beforehand and that there was no excuse for not preparing the documents in Welsh.

The Senior Planning Service Manager noted that he had nothing to add to what had been included in the response.

The Compliance and Language Manager suggested that the various departments could be asked to state when making their presentations to this committee, whether they had any policies regarding bilingualism, for example, in courts.

It was noted that there was a need to examine the whole issue of the Welsh language on a corporate level in the Council and there was a need to urgently change the policy of sending documents in English if the appellant was a monoglot English person. People should not have the choice of receiving everything in English and every document should be in Welsh rather than the chosen language of the person.

The Compliance and Language Manager noted that this was a matter that this committee could examine, either when a specific department came before it, or as a separate matter.

Concern was also expressed that the planning officers had submitted their case in English although there was a translator present. It was suggested that staff should be reminded that they should take advantage of the translation service. It was noted that this was a constant message to be given to people as they came before the committee.

- (ii) It was noted that the Electoral Register continued to list the English version of street names in the Cricieth, Porthmadog and Pwllheli areas.

RESOLVED to accept the report.

The meeting commenced at 10.30am and concluded at 12.10pm.

MEETING:	LANGUAGE COMMITTEE
DATE:	JANUARY 15 2013
TITLE:	LANGUAGE STANDARDS: UPDATE
AUTHOR:	EQUALITY AND LANGUAGE OFFICER
PURPOSE OF REPORT:	FOR INFORMATION

1. Background

- 1.1. The Language Commissioner has given notice that she will be informing Local Authorities and National Parks in Wales of a Standards Investigation on January 6 2014. The ultimate aim of the Language Standards is to standardize Welsh language provision across the public sector in Wales. Unlike Welsh Language Schemes, Standards will be imposed upon organizations, rather than agreed upon.
- 1.2. Because of the Language Committee's timetable, this Report had to be produced before the correspondence was received from the Commissioner; however, a copy has been appended for Members' attention.
- 1.3. Also appended is a copy of the Proposed Standards Relating to the Welsh Language published by the Welsh Government at the same time as the correspondence received from the Commissioner. The Standards Investigation will be based upon this draft.

2. Next Steps and Timetable

- 2.1. From January 27 2014, all Welsh Local Authorities and national Parks will be expected to take part in the Standards Investigation. The purpose of this is to ascertain what whether an organization needs to comply with the Standards, and if, so, which particular ones are relevant. The Investigation will take the form of a Questionnaire to define our situation regarding Welsh language provision, and the process will take 12 weeks.
- 2.2. As outlined above, Local Authorities and National Parks are the first to be targeted, with, with other organizations being part of the process in due course. The commissioner estimates that all relevant organizations will be working to the Standards within two and a half years.
- 2.3. Following the Investigation into the work of Local Authorities and national Parks, The Commissioner will share and discuss a Standards Report with the Welsh Ministers before Draft Regulations are imposed towards the end of 2014. Having received the Standards, each organization will have 6 months to comply.

3. The Committee is asked to

3.1 Note the contents of the report and the appendices.



Harry Thomas
Prif Weithredwr
Cyngor Gwynedd
Swyddfa'r Cyngor
Stryd y Jêl
Caernarfon
LL55 1SH

06/01/2014

Annwyl Brif Weithredwr

**RHAN 4, PENNOD 8 MESUR Y GYMRAEG (CYMRU) 2011
YMCHWILIADAU AC ADRODDIADAU SAFONAU**

HYSBYSIAD RHAGYMCHWILIO

(1) Cyflwyno hysbysiad rhagymchwilio

Yn unol ag adran 62 Mesur y Gymraeg (Cymru) 2011, cyflwynir yr hysbysiad rhagymchwilio yma, dyddiedig 6 Ionawr 2014 at sylw Cyngor Gwynedd.

(2) Ystyr a phwrpas hysbysiad rhagymchwilio

Hysbysiad ysgrifenedig sy'n datgan bwriad Comisiynydd y Gymraeg i gynnal ymchwiliad safonau, a sy'n pennu pwnc yr ymchwiliad safonau, yw hysbysiad rhagymchwilio.

Ni chaiff y Comisiynydd gynnal ymchwiliad safonau oni bai iddi roi hysbysiad rhagymchwilio i bob person perthnasol o leiaf 14 o ddiwrnodau cyn dechrau ar yr ymchwiliad.

(3) Person(au) perthnasol

Mae Adran 61(2) y Mesur yn caniatáu cynnal ymchwiliad safonau mewn perthynas â pherson penodol neu â grŵp o bersonau.

Comisiynydd y Gymraeg
Siambrau'r Farchnad
5-7 Heol Eglwys Fair
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0845 6033 221
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Croesewir gohebiaeth yn y Gymraeg a'r Saesneg

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Welsh Language Commissioner
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Cardiff CF10 1AT

0845 6033 221
post@welshlanguagecommissioner.org
Correspondence welcomed in Welsh and English

welshlanguagecommissioner.org



Comisiynydd y
Gymraeg
Welsh Language
Commissioner

Bydd yr ymchwiliad safonau yma mewn perthynas â chynghorau sir a chynghorau bwrdeistref sirol yng Nghymru.

(4) Pwnc yr ymchwiliad safonau:

Mae safon a bennir gan Weinidogion Cymru o dan adran 26(1) yn gymwysadwy i Gyngor Gwynedd os yw'n perthyn i ddsbarth o safonau a bennir yng ngholofn (2) o gofnod Cyngor Gwynedd yn Atodlen 6.

At y diben hwnnw, mae pob un o'r canlynol yn ddsbarth o safonau –

- safonau cyflenwi gwasanaethau
- safonau llunio polisi
- safonau gweithredu
- safonau hybu
- safonau cadw cofnodion

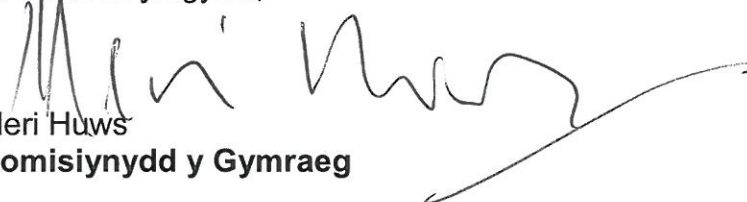
Pwnc yr ymchwiliad safonau hwn yw dyfarnu ar ba safonau (os o gwbl) a ddylai fod yn benodol gymwys i Gyngor Gwynedd (p'un a yw'r safonau eisoes wedi eu pennu gan Weinidogion Cymru o dan adran 26(1) ai peidio.

(5) Dyddiad cychwyn ymchwiliad safonau:

Cychwynnir yr ymchwiliad safonau ar **27 Ionawr 2014** a bydd dogfennaeth bellach yn cael ei ddarparu ar y dyddiad hwnnw. Bydd y ddogfennaeth yn egluro trefn yr ymchwiliad a'r dystiolaeth y dymunwn ei dderbyn fel rhan o'r ymchwiliad.

Nid yw methiant person i gymryd rhan yn ymgynghoriad y Comisiynydd yn atal y Comisiynydd rhag cynnal yr ymchwiliad safonau.

Yr eiddoch yn gywir,


Meri Huws
Comisiynydd y Gymraeg

cc. Dyfed Edwards – Arweinydd Gweithredol Cyngor Gwynedd



Harry Thomas
Chief Executive
Gwynedd Council
Council Offices
Shirehall Street
Caernarfon
LL55 1SH

06/01/2014

Dear Chief Executive

**PART 4, CHAPTER 8 WELSH LANGUAGE MEASURE (WALES)
STANDARDS INVESTIGATIONS AND REPORTS**

EXPLORATION NOTICE

(1) Attention:

In accordance with section 62 Welsh Language Measure (Wales) 2011, the Welsh Language Commissioner presents an exploration notice to Gwynedd Council dated 6 January 2014.

(2) Meaning and purpose of exploration notice:

An exploration notice is a notice in writing which states the Commissioner's intention to carry out a standards investigation, and specifies the subject matter of the standards investigation.

The Commissioner may not carry out a standards investigation unless she has presented an exploration notice to each relevant person, at least 14 days before commencing the investigation.

(3) Relevant person(s):

Comisiynydd y Gymraeg
Siambrau'r Farchnad
5-7 Heol Eglwys Fair
Caerdydd CF10 1AT

0845 6033 221
post@comisiynyddygyymraeg.org
Croesewir gohebiaeth yn y Gymraeg a'r Saesneg

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Welsh Language Commissioner
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0845 6033 221
post@welshlanguagecommissioner.org
Correspondence welcomed in Welsh and English

welshlanguagecommissioner.org



Comisiynydd y
Gymraeg
Welsh Language
Commissioner

Section 61(2) of the Measure allows a standards investigation to be carried out in relation to a particular person, or a group of persons.

This standards investigation will be carried out in relation to county borough councils and county councils in Wales.

(4) Subject matter of the standards investigation:

A standard specified by the Welsh Ministers under section 26(1) is potentially applicable to Gwynedd Council if it belongs to a class of standard that is specified in column (2) of Gwynedd Council's entry in the Schedule 6 table.

For that purpose, each of the following is a class of standard—

- service delivery standards
- policy making standards
- operational standards
- promotion standards
- record keeping standards

The subject matter of the standards investigation will be to determine which standards (if any) should be specifically applicable to Gwynedd Council (whether or not the standards are already specified by the Welsh Ministers under section 26(1)).

(5) Standards Investigation start date:

The Standards Investigation will commence on **27 January 2014** and further documentation will be provided on this date. The documentation will explain the investigation procedure and the evidence which will be requested as part of the investigation.

The failure of a person to participate in the Commissioner's consultation does not prevent the Commissioner from carrying out a standards investigation.

Yours sincerely,

Meri Huws
Welsh Language Commissioner

cc. Dyfed Edwards – Executive Leader of Gwynedd Council

Number: WG18848



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

Welsh Government

Consultation Document

Proposed standards relating to the Welsh language

Date of issue: 6 January 2014

Proposed standards relating to the Welsh language

- Audience** This document is aimed at county borough councils and county councils in Wales, national park authorities and Welsh Ministers. The document will also be of interest to users of services provided by these organisations.
- Overview** These proposed standards have been developed to enable the Welsh Language Commissioner to impose duties on county borough councils and county councils in Wales, national park authorities and Welsh Ministers.
- Action required** This document will form the basis for the Welsh Language Commissioner's standards investigation and the Welsh Government's exercise to collect evidence to prepare a Regulatory Impact Assessment.
- Further information** Enquiries about this document should be directed to:
Welsh Language Unit
Department for Education and Skills
Welsh Government
Cathays Park
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Introduction

The Welsh Language (Wales) Measure 2011 modernises the legal framework regarding the use of the Welsh language in the delivery of public services.

The first set of standards proposed in this document are focused on county borough councils and county councils in Wales, national park authorities and the Welsh Ministers.

The Welsh Language (Wales) Measure 2011 enables the Welsh Ministers to specify standards of conduct relating to the Welsh language. Standards will gradually replace the existing system of Welsh language schemes provided for by the Welsh Language Act 1993.

The Welsh Ministers can, by regulations, specify five types of standards.

- A **service delivery standard** will be a type of duty imposed to promote or facilitate the use of the Welsh language or to ensure that the Welsh language is treated no less favourably than English in the following circumstances: when persons that are subject to the standard deliver services to others, or when they deal with others in connection with the delivery of those services.
- A **policy making standard** will be a type of duty which will require persons to consider the effect of their policy decisions upon opportunities for other persons to use the Welsh language, or upon treating the Welsh language no less favourably than English.
- An **operational standard** will be a type of duty imposed to promote and facilitate the use of the Welsh language in relation to the carrying out by a person of their functions, business or other undertaking.
- A **promotion standard** will be a type of duty imposed in respect of taking steps to promote and facilitate the use of the Welsh language more widely.
- A **record keeping standard** will be a duty imposed in respect of keeping and maintaining details regarding compliance with the other four standards as well as any other complaints concerning the language.

The standards have been prepared with the principles which guided the development of the Welsh Language (Wales) Measure 2011 in mind. They included:

- to see clear rights established for Welsh speakers, with regard to Welsh language services. In this context we have developed standards that are clear and precise
- to ensure that the standards are as clear as possible about what organisations will need to do on a practical level to ensure they comply, so that persons are as clear as possible about what to expect with regard to Welsh language services
- to ensure more consistency between organisations, especially within the same sectors, with regard to the provision of Welsh-language services
- to ensure that any duties imposed on organisations in accordance with Welsh language standards are reasonable and proportionate
- to ensure effective enforcement of standards.

The standards have been drafted with the principles of reasonableness and proportionality in mind. With regards to some services, we have developed a selection of standards that vary in terms of the level of provision that must be provided.

The Welsh Language Commissioner will carry out a standards investigation in relation to county borough councils and county councils in Wales, national park authorities and Welsh Ministers. In accordance with the requirements of the Welsh Language (Wales) Measure 2011, the Welsh Language Commissioner will issue an exploration notice to relevant organisations at least 14 days before beginning the investigation. This notice will state that the Welsh Language Commissioner is proposing to carry out a standards investigation, as well as specify the subject matter of the standards investigation.

Service delivery standards

Introduction

1. In accordance with the Section 28 of the Welsh Language (Wales) Measure 2011 a 'service delivery standard' means a standard that:
 - relates to a service delivery activity, and
 - is intended to promote or facilitate the use of the Welsh language, or to work towards ensuring that the Welsh language is treated no less favourably than the English language, when that activity is carried out.
2. In the Welsh Language (Wales) Measure 2011, 'service delivery activity' means a person:
 - delivering services to another person, or
 - dealing with any other person in connection with delivering services:
 - to that other person, or
 - to a third person.
3. Service delivery standards are intended to promote or facilitate the use of Welsh, or to work towards ensuring that the Welsh language is treated no less favourably than the English language.
4. When the Welsh Ministers make a service delivery standard specifically applicable to a person, they must provide that all service delivery standards relating to the activities in Schedule 9 that (and to the extent that) the person carries out must be made specifically applicable to that person. The Schedule 9 activities are:
 - correspondence
 - telephone calls
 - helplines and call centres
 - personal meetings
 - public meetings
 - publicity and advertising
 - public exhibitions
 - publications
 - forms
 - websites and online services
 - signage
 - reception of visitors
 - official notices
 - awarding grants
 - awarding contracts
 - raising awareness of Welsh-language services that are available.
5. In preparing this document, we have assumed that all of the activities listed in Schedule 9 are activities which are undertaken by the Welsh local authorities, the

Welsh national parks and the Welsh Ministers. We have therefore proposed standards for each of those activities. We have also included standards for services in addition to those listed in Schedule 9 that are provided by these organisations. Those services are:

- public events
- corporate identity and branding
- courses
- public address systems
- databases.

6. The service delivery standards proposed in this document will apply only in relation to an organisation's service delivery activities. For the purpose of proposed standards within this standards investigation document, the word 'organisation' will be used for the 'person' that is delivering services. Those who are receiving services will be called 'person' or 'persons'.

Proposed standards for correspondence

Commentary: For the purposes of these standards, 'correspondence' includes correspondence by letter, text message, e-mail, or by text using social media. Where enclosures are created by the organisation to which these standards apply and are included in correspondence, they should be issued in accordance with any standards relating to 'publications' that apply to the organisation. Enclosures which have not been created or generated by the organisation will not be covered by the standards for 'correspondence' nor by any standards that apply to the organisation for 'publications'.

a) Replying to correspondence

Proposed standard:

[1] Any correspondence received by the organisation, which is written in Welsh must be answered in Welsh if an answer is required, unless the person has indicated that they would prefer not to receive a reply in Welsh.

b) Initiating correspondence

(i) Corresponding with one person:

First scenario: to cover circumstances where the organisation has been required to comply with the standards **[84]** and **[85]** [a standard requiring the organisation to keep a record of persons who have indicated that they wish to receive services in Welsh] and the records maintained to comply with that standard show that the person wishes to receive correspondence in Welsh or that includes a Welsh version.

Proposed standards:

[2] The correspondence must be issued in Welsh where the person has indicated that he or she wishes to receive correspondence in Welsh.

[3] The correspondence must be issued in a form which includes a Welsh version where a person has indicated that he or she wishes to receive correspondence that includes a Welsh version.

Second scenario: to cover circumstances where the organisation has not been required to comply with the standards [84] and [85] [a standard requiring the organisation to keep a record of persons who have indicated that they wish to receive services in Welsh] and therefore the organisation may not know whether or not the person wishes to receive correspondence in Welsh or that includes a Welsh version:

Proposed standard:

[4] Where the person has not indicated that he or she wishes to receive correspondence in Welsh, when correspondence is issued in English, the organisation must ensure that it is also issued, at the same time, in Welsh.

(ii) Corresponding with several persons (e.g. issuing a circular letter)

Proposed standard:

[5] Where correspondence is issued in English it must also be issued, at the same time, in Welsh.

c) General standards relating to correspondence

Proposed standards:

[6] The Welsh version of the letter must be signed.

[7] Where an e-mail is issued and it contains an electronic signature, that signature must be in Welsh.

[8] The organisation must state that it welcomes Welsh language correspondence and will correspond through the medium of Welsh. It must state that writing to it in Welsh will not, of itself, lead to a delay in dealing with the correspondence. This wording must be displayed on:

- the website homepage
- correspondence and forms
- signage in reception areas
- official notices and publications that invite responses from persons.

Proposed standards for telephone calls

Commentary: The following standards relate to calls made to an organisation's switchboard or reception area, and/or calls made directly to an employee or worker not working on a switchboard or reception area.

a) Incoming calls to an organisation's main switchboard

Proposed standards:

[9] Incoming calls must be dealt with in Welsh by the switchboard when the service is open.

[10] The organisation must provide a switchboard that will deal with incoming calls in Welsh.

[11] All answering services must enable persons to leave a message in Welsh.

b) Direct incoming calls to staff members

Proposed standards:

[12] The organisation must prepare and implement a plan outlining how employees and workers will deal with incoming calls in Welsh.

[13] The organisation must provide a switchboard that will deal with incoming calls in Welsh.

c) Referring incoming calls to staff members

Proposed standards:

[14] The organisation must prepare and implement a plan outlining how the switchboard and other employees and workers will refer callers that wish to receive a Welsh language service, ensuring that the Welsh language is treated no less favourably than the English language.

[15] The organisation must provide a switchboard that will deal with incoming calls in Welsh.

ch) General standards relating to incoming calls

Proposed standard:

[16] The organisation must state that persons are able to use Welsh when contacting the organisation by telephone. This wording must be displayed on:

- the website homepage
- correspondence and forms
- signage in reception areas

- official notices and publications that invite persons to contact the organisation by telephone.

d) Outgoing calls

Proposed standard:

[17] Phone calls to persons must be conducted in Welsh where the language preference of the person has been recorded to show that they wish to receive services in Welsh.

dd) Automated response to telephone calls

Commentary: This standard deals with systems established by the organisation to deal with telephone calls by using an automated system to guide the person through a set procedure, where the person is asked by a recorded message to, for instance, press different numbers on a keypad in order to choose different options.

Proposed standard:

[18] The organisation's automated telephone response systems must provide the complete service in Welsh.

Proposed standards for helplines and call centres

a) Hours of service

Proposed standards:

[19] Incoming calls to helplines and call centres must be dealt with in Welsh when the service is open.

[20] The organisation must prepare and implement a plan outlining how helplines and call centres provide a Welsh-language service.

[21] Helplines and call centres must ensure that the first message persons hear on contacting the helpline or call centre is a message in Welsh explaining the hours that the Welsh-language service is operational.

b) General standards relating to helplines and call centres

Proposed standards:

[22] References to Welsh-language helplines or call centre services must be included wherever the organisation advertises its helplines or call centre services.

[23] The Welsh-language service must share the same number as the English-language service.

[24] The Welsh-language service must have the same performance indicators as the equivalent English-language service.

c) Automated response to telephone calls

Commentary: This standard deals with systems established to deal with telephone calls by using an automated system to guide persons through a set procedure where a person is asked by a recorded message to, for instance, press different numbers on a keypad in order to choose different options.

Proposed standard:

[25] The organisation's automated telephone response systems must provide a complete service in Welsh.

Proposed standards for personal meetings

Personal meetings are defined, for the purpose of these standards, as meetings that take place between the organisation and a person.

a) Standards relevant to meetings

Proposed standards:

[26] The organisation must make it clear that it welcomes the use of Welsh in meetings. This wording must be displayed on:

- website homepage
- correspondence and forms
- signage in reception areas
- invites and publicity materials for meetings.

[27] Where the person has indicated that they want a personal meeting in Welsh, the organisation must conduct that meeting in Welsh.

[28] Where the person has indicated that they want a personal meeting in Welsh, the organisation must arrange simultaneous translation from English to Welsh and Welsh to English.

[29] Where the person has indicated that they want a personal meeting in Welsh, the organisation must arrange consecutive translation from English to Welsh and Welsh to English.

Proposed standards for public meetings

a) Meetings to which specific persons are invited

Commentary: For the purposes of the standards, these are meetings to which persons are invited and asked to indicate if they will attend.

Proposed standards:

[30] Invitations to attend public meetings, where persons will have an opportunity to contribute to the meeting, must ask if they wish to use Welsh.

[31] Any persons who will contribute to the meeting must be asked if they wish to use Welsh.

[32] Simultaneous translation must be provided at meetings where the persons that wish to use Welsh will attend.

[33] Simultaneous translation must be provided at meetings if any of the following conditions are met:

- more than five persons have indicated that they wish to use Welsh
- more than five per cent of persons proposing to attend have indicated that they wish to use Welsh
- Welsh will be used by any person making a presentation, or giving a speech, at the meeting, or chairing or hosting the meeting.

b) Meetings which are open to persons

Commentary: For the purposes of the standards, these are meetings that have been publicised locally. Persons are not required to let the organisers know beforehand if they propose to attend.

Proposed standards:

[34] All meeting publicity published by the organisation must make it clear that the use of Welsh will be welcomed and facilitated.

[35] Any persons who will be asked beforehand to contribute to the meeting, must be asked if they wish to address the meeting in Welsh.

[36] Simultaneous translation must be provided at the meeting.

c) General issues relating to public meetings

Proposed standards:

[37] Any invitations to attend public meetings must be issued in Welsh.

[38] Any text displayed by the organisation at the meeting must be displayed in Welsh.

Proposed standards for public events

Commentary: These standards are applicable to events that are arranged and funded solely by the organisation which these standards apply. The standards are

not applicable for events arranged by another party or sponsored partly by the organisation.

Proposed standards:

[39] The organisation must treat Welsh no less favourably than English in relation to publicity, signage and audio announcements for public events arranged by it.

[40] The organisation must treat Welsh no less favourably than English in information and assistance they provide for persons at a public event, whether verbally or in writing.

Proposed standard for publicity and advertising

Commentary: For the purposes of this standard, activities are defined as follows.

- ‘Publicity’ means activities (apart from activities covered by standards relating to publications) undertaken to disseminate information to gain interest and/or provide information through the means of broadcast media, print media and social media.
- ‘Advertising’ means activities undertaken to draw attention to, for instance, a product, service or campaign, usually by means of paid advertisements or announcements placed in newspapers or magazines, on the radio or television, or on billboards or other advertising media.

Proposed standard:

[41] Any publicity or advertising material must be in Welsh. The Welsh version must be treated no less favourably than the English version.

Proposed standard for public exhibitions

Commentary: For the purposes of this standard a ‘public exhibition’ means an organised presentation and/or display, designed to inform persons about matters related to the work of the organisation.

Proposed standard:

[42] Any exhibition material must be displayed in Welsh. The Welsh version must be no less prominent or accessible than the English version, and treated no less favourably than the English version.

Proposed standards for publications

Commentary: For the purposes of these standards ‘publications’ means documents produced by the organisation that are made available to other persons, by the organisation. They include consultation documents, guidance documents, booklets, leaflets and posters. They can be published as hard copy documents, or as electronic documents. They do not include correspondence, forms, signage, or materials covered by standards relating to publicity and advertising.

These standards are not applicable to notices and licenses where there is a prescribed form of the English and Welsh notice. This would exceed the powers in the Welsh Language (Wales) Measure 2011 for the Welsh Ministers, which are framed by the National Assembly's legislative competence under Part 3 of the Government of Wales Act 2006.

Proposed standards:

[43] All publications produced by the organisation from the categories below must be made available in Welsh:

- cabinet papers
- agendas, minutes and other papers, for meetings, conferences or seminars which are open to persons
- licences
- certificates
- bills (e.g. council tax)
- brochures
- leaflets
- pamphlets
- documents to be distributed to, or at, schools
- policies
- strategies
- plans
- press releases.

[44] If the publication is outside the scope of the above list, the organisation must apply the following criteria in assessing whether a Welsh version of the publication is required.

- Does the subject mean that a Welsh publication is required?
- Does the anticipated audience, and their expectations, mean that a Welsh publication is required?

[45] The Welsh publication must be treated no less favourably than the English with regards to font, format, colour, size, legibility and prominence.

Proposed standards for forms

A 'form' is a document (whether in hard copy or electronic) that requires persons to submit information in relation to accessing services. Forms are mostly used to:

- make a payment
- submit an application or an order
- inform the organisation
- submit a complaint or a point of view to the organisation
- register for access to a service.

A form includes any explanatory material printed on the form to help persons completing the form understand how to do so. However, any separately published explanatory material accompanying a form must be dealt with under the standards dealing with publications.

These standards are not applicable to forms where there is a prescribed form of English and Welsh. This would exceed the powers in the Welsh Language (Wales) Measure 2011 for the Welsh Ministers, which are framed by the National Assembly's legislative competence under Part 3 of the Government of Wales Act 2006.

Due to being covered by other standards, these standards do not apply in relation to:

- forms related to recruitment (which will be covered in operational standards)
- forms used by persons applying for a contract (those forms are covered by standards [70] and [71])
- forms used by persons to apply for grant support (those forms are covered by standards [66] and [67]).

Proposed standards:

[46] Any form published applicable to the following categories must be made available in Welsh:

- make a payment
- submit an application or an order
- inform the organisation
- submit a complaint or a point of view to the organisation
- register for access to a service.

[47] If the form is outside the scope of the above list, the organisation must apply the following criteria in assessing whether a Welsh version of the form is required.

- Does the subject mean that a Welsh form is required?
- Does the anticipated audience, and their expectations, mean that a Welsh form is required?

[48] The Welsh version must be treated no less favourably than the English version with regards to timing of publication, deadline of submitting the form, time of response if necessary, font, format, colour, size, and legibility.

[49] When information is pre-entered by an organisation on a Welsh language version of a form that is sent by post or e-mail to a person, the information must be entered in Welsh.

Proposed standards for websites and online services

Commentary: These standards do not apply to material provided, posted or submitted to an organisation's website or online service by any third parties.

For the purpose of this standard, 'website' means a set of interconnected web pages prepared and maintained by an organisation, as a collection of information for use by

persons. 'Website' includes 'interactive pages' as defined below.

'Website' does not include documents or other material published on the website (including video and audio clips). Decisions about the language in which documents and other material should be published must be made in accordance with the standards dealing with publications, forms, and publicity and advertising material.

'Interactive page' means a facility which enables persons to submit information electronically to the organisation concerned.

'Website' does not include information submitted by persons via an 'interactive page' which is published on the website, such as a comments section or a discussion forum.

a) Websites

Proposed standards:

[50] All web pages must be made available in Welsh and the Welsh language must be treated no less favourably than English with regards to the font, format, colour, size, legibility and prominence.

[51] All new web pages must be made available in Welsh the Welsh language must be treated no less favourably than English with regards to the font, format, colour, size, legibility and prominence.

b) Standard relating to apps

Commentary: For the purpose of this standard an 'app' is a software application designed to undertake a specific task. It is designed to run on electronic devices.

Proposed standard:

[52] All apps published by the organisation must function fully in Welsh.

Proposed standards for signage

Commentary: These standards are relevant to electronic signs as well as other signs.

Proposed standards:

[53] Any new, replacement, or temporary sign erected must contain the information to be conveyed by the sign in Welsh.

[54] Welsh text on signs must be treated no less favourably than the English text with regards to the font, format, colour, size, legibility and prominence.

[55] Where a sign in Welsh is erected in circumstances where there is a sign in English conveying the same information, the Welsh-language sign must be the same size as the English-language sign and the information conveyed in the Welsh-language sign must be presented in the same font and font size as the English-language sign.

[56] Where a sign contains the Welsh language as well as the English language, the Welsh language text must be positioned so as to be read first.

[57] All reasonable steps must be taken by the organisation to ensure that Welsh text on signs are treated no less favourably than the English text with regards to the accuracy of the information, linguistic accuracy and terminological consistency.

Proposed standard for the reception of visitors

Commentary: For the purpose of these standard 'reception area' means an area in an organisation where persons are received.

Proposed standards:

[58] The organisation's reception area must be able to offer a service in Welsh at all times.

[59] The organisation must ascertain the language preference of persons when arranging a visit or appointment which involves attending a reception area.

[60] The organisation's reception area must deal with a person in Welsh if they have made a prior arrangement to attend and have indicated that they would wish to receive a Welsh-language service.

[61] The organisation's reception area must provide a telephone line allowing persons to receive a Welsh-language service.

[62] The organisation must provide an employee or worker to attend the reception area when a person attends and wishes to receive a Welsh-language service.

Proposed standards for official notices

Commentary: 'Official notices' means any notice that an organisation publishes as part of its business informing persons about service delivery activities or changes to service delivery activities.

These standards are not applicable to official notices where there is a prescribed form of the English and Welsh notice. This would exceed the powers in the Welsh Language (Wales) Measure 2011 for the Welsh Ministers, which are framed by the National Assembly's legislative competence under Part 3 of the Government of Wales Act 2006.

Proposed standards:

[63] An official notice must be published in Welsh, and must be treated no less favourably than the English with regards to font, format, colour, size, legibility and prominence.

[64] Where an official notice contains the Welsh language as well as the English language, the Welsh-language text must be positioned so as to be read first.

[65] Where an official notice in Welsh is published or displayed in circumstances where there is an official notice in English conveying the same information, the Welsh must be treated no less favourably than the English with regards to font, format, colour, size, legibility and prominence.

Proposed standards for awarding grants

Proposed standards:

[66] Application forms and associated explanatory material must be published in Welsh.

[67] Persons must be able to apply for grant support in Welsh.

[68] Applications for grants in Welsh must be treated no less favourably than applications made in English with regards to a deadline for receiving applications, and the timing of receiving a decision on the application.

[69] Applications for grants in Welsh must receive a decision regarding the grant application in Welsh.

Proposed standards for awarding contracts

Commentary: These standards can only apply where the law does not prescribe which languages could be used for particular contracts.

Proposed standards:

[70] Invitations to tender must be published in Welsh.

[71] Tenderers must be able to submit tenders in Welsh.

[72] Tenderers that submit tenders for contracts in Welsh must be treated no less favourably than applications made in English with regards to a deadline for receiving tenders, and the timing of receiving a decision on the tender.

[73] Tenderers for contracts in Welsh must receive a decision regarding the tender application in Welsh.

Proposed standards for raising awareness of Welsh-language services that are available

Proposed standards:

[74] The organisation must state the Welsh-language services that they make available by means of:

- the website homepage
- a link from the homepage to the dedicated webpage

- a dedicated leaflet to be made available in the organisation's publically-accessible buildings
- a poster to be displayed in the organisation's buildings accessible to persons
- a notice to be published in newspapers or newsletters published by the organisation that is made available to the public.

[75] The standards that must be complied with must be published on the organisation's website and made available for inspection at any of the organisation's offices which are open to persons.

[76] The organisation must make it clear to persons:

- in reception areas
- in correspondence
- on forms
- and when contacting a service user by telephone

that a particular service they require can be delivered in Welsh.

[77] The organisation must ask persons if they wish to be:

- greeted in reception areas
- receive correspondence
- receive forms
- contacted by telephone

in Welsh

Proposed standard for corporate identity and branding

Commentary: For the purpose of this standard, 'corporate identity' means the way an organisation presents itself to persons by means of visual statements. It is conveyed by the use of devices such as the name used by the organisation (which may not be its legal name), logos, branding, slogans and stationery.

'Brand' includes the name, logo, slogan, design, symbol or any other element that identifies an organisation or activity, which helps to distinguish it from other organisations or activities.

This standard does not apply to circumstances where the law makes provisions requiring the use of an organisation's legal name.

Proposed standard:

[78] The organisation's corporate identity and/or brand must treat the Welsh language no less favourably than the English.

Proposed standards for courses

Commentary: For the purposes of these standards, a 'course' means any seminar, training, workshop or similar provision provided for persons. This includes education courses (e.g. courses to teach additional languages, IT skills), and training courses for children and young people (e.g. swimming lessons and theatre workshops). A 'course' does not include activities provided within the school curriculum as required by relevant statutes.

Proposed standards:

[79] All education or training courses must be offered in Welsh.

[80] Education or training courses must be offered in Welsh if they are aimed specifically at persons aged 18 or under.

[81] When an education or training course is arranged by an organisation, they must assess the need to provide it in Welsh.

Proposed standards for public address systems

Proposed standards:

[82] Any audible messages must be made in Welsh.

[83] Any audible messages must be made in Welsh first.

Proposed standards relating to a database

Proposed standards:

[84] The organisation must ascertain the language preference of persons that wish to use service delivery activities.

[85] The organisation must create and maintain a database of persons that are known to the organisation to wish to use service delivery activities in Welsh.

Policy making standards

Commentary

Section 29 of the Welsh Language (Wales) Measure 2011 states that ‘policy making standard’ means a standard that relates to a policy decision, and is intended to secure, or to contribute to securing, one or more of the following results:

- that the person making the policy decision considers what effects, if any, (whether positive or adverse) the policy decision would have on:
 - (a) opportunities for other persons to use the Welsh language, or
 - (b) treating the Welsh language no less favourably than the English language.
- that the person making the policy decision considers how the decision could be made so that the decision has positive effects, or increased positive effects, on:
 - (a) opportunities for other persons to use the Welsh language, or
 - (b) treating the Welsh language no less favourably than the English language.
- that the person making the policy decision considers how the decision could be made so that the decision does not have adverse effects, or has decreased adverse effects, on:
 - (a) opportunities for other persons to use the Welsh language, or
 - (b) treating the Welsh language no less favourably than the English language.

It also states that, in section 29, a reference to positive or adverse effects is a reference to such effects whether direct or indirect.

A ‘policy decision’ to which the standard must relate means a decision by a person about the exercise of the person’s functions, or the conduct of the person’s business or other undertaking.

Proposed standard relating to considering the effects of a policy on the Welsh language

Proposed standards:

[86] An organisation making a policy decision must assess what effect, if any, whether positive or adverse, a policy decision would have on the opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[87] An organisation making a policy decision must assess how the policy decision could be made so that the decision has positive effects, or increased positive effects on the opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[88] An organisation making a policy decision must assess how the policy decision could be made so that the decision does not have adverse, or has decreased

adverse effects on the opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[89] Consultation documents about a policy decision must discuss, and seek views on, the effects that the policy under consideration would have on opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[90] Consultation documents about a policy decision must discuss, and seek views on, whether the policy under consideration could be made so that it has positive effects, or increased positive effects, on opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[91] Consultation documents about a policy decision must discuss, and seek views on, how the policy under consideration could be made so that it does not have adverse effects, or has decreased adverse effects, on opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[92] The organisation must assess what effects the awarding of a grant would have on opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[93] The organisation must assess how the awarding of a grant would have positive effects, or increased positive effects, on the opportunities to use the Welsh language, or treating the Welsh language no less favourably than the English language.

[94] The organisation must assess how the awarding of a grant would have adverse effects, or has decreased adverse effects, on opportunities for persons to use the Welsh language, or treating the Welsh language no less favourably than the English language.

Operational standards

Introduction

Section 30 of the Welsh Language (Wales) Measure 2011 provides that an 'operational standard' means a standard that:

- (1a) relates to the relevant activities of a person (A), and
- (b) is intended to promote or facilitate the use of the Welsh language:
 - (i) by A in carrying out A's relevant activities,
 - (ii) by A and another person in dealings between them in connection with A's relevant activities, or
 - (iii) by a person other than A in carrying out activities for the purposes of, or in connection with, A's relevant activities.

- (2a) 'relevant activities' means:
 - (i) functions, or
 - (ii) a business or other undertaking
- (b) a reference to the carrying out of relevant activities is to:
 - (i) the exercise of functions, or
 - (ii) the conduct of a business or other undertaking.

Proposed standards regarding the use of Welsh in internal administration

Proposed standards:

[95] The following documents must be provided in Welsh if required by the employee or worker, and organisations must not treat the Welsh language less favourably than English. Documents include contracts, forms, and correspondence regarding the below, but do not include supporting evidence that would be considered at disciplinary or grievance procedures:

- contract of employment
- a worker's contract for services
- documents produced by the organisation setting out an employee's or worker's job description and/or job objectives
- documents outlining an employee's training requirements
- documents outlining an employee's performance objectives for any given period
- documents setting out or recording an employee's career plan
- documents relating to leave policies and application forms for leave
- documents in relation to a grievance procedure brought by, or in relation to, an employee
- documents in relation to a disciplinary procedure brought against an employee or in relation to which the employee is providing evidence.

[96] The organisation must publish policies regarding the following in Welsh:

- conduct of employees and/or workers in the workplace
- health and well-being
- pay and benefits
- performance management
- absence from work
- working conditions
- working patterns.

[97] Where an employee or worker has indicated that they want a meeting in relation to a grievance procedure brought by, or in relation to, them in Welsh, the organisation must conduct that meeting in Welsh.

[98] Where an employee or worker has indicated that they want a meeting in relation to a disciplinary procedure brought against them or in relation to a disciplinary procedure in which they are providing evidence, in Welsh, the organisation must conduct that meeting in Welsh.

[99] Where an employee or worker has indicated that they want a meeting in relation to a grievance procedure brought by, or in relation to, them in Welsh, the organisation must offer to provide simultaneous translation from English to Welsh and Welsh to English.

[100] Where an employee or worker has indicated that they want a meeting in relation to a disciplinary procedure brought against them or in relation to a disciplinary procedure in which they are providing evidence, in Welsh, the organisation must offer to provide simultaneous translation from English to Welsh and Welsh to English.

Proposed standards regarding ICT and support materials

Proposed standards:

[101] The organisation must prepare a plan outlining how it will provide employees and workers with resources to facilitate and support the use of Welsh in ICT systems. The plan will include:

- how it will make available Welsh-language spell checkers and grammar checkers;
- how it will make available Welsh-language interfaces for software where such an interface exists.

[102] The organisation must provide its intranet pages in Welsh.

[103] The organisation must provide all new intranet pages in Welsh.

[104] The organisation must provide the interface and menu choices on its intranet pages in Welsh.

Proposed standards regarding Welsh language skills – workforce planning and training

Proposed standards:

[105] The organisation must prepare a strategy outlining how the organisation will:

- assess the Welsh language skills of employees and workers for the purpose of complying with standards
- assess the need for Welsh language skills before advertising vacant or new posts
- deploy employees and workers to comply with standards made applicable to the organisation
- enable employees and workers to acquire Welsh language skills for the purpose of the organisation complying with standards
- provide training through the medium of Welsh in the following fields:
 - recruitment and interviewing
 - performance management
 - grievance and disciplinary procedures
 - induction training
 - dealing face to face with the public
 - health and safety
- provide training through the medium of Welsh on issues concerning the effective use of Welsh in:
 - meetings
 - interviews
 - grievance and discipline procedures.

[106] The organisation must provide opportunities for employees and workers to attend Welsh language training during work hours.

[107] The organisation must provide opportunities for employees and workers who have attended Welsh language training during work hours to attend additional training to develop their Welsh language skills.

[108] The organisation must provide training courses to allow employees and/or workers to gain:

- an understanding of awareness of the Welsh language
- an understanding of the requirements on the organisation to operate in accordance with Welsh language standards
- an understanding of using Welsh in the workplace.

[109] The organisation must provide information to raise awareness of the Welsh language to employees and/or workers in all induction courses for new employees and/or workers.

[110] The organisation must provide Welsh-speaking employees and/or workers, with a wording to be included in e-mail signatures which will enable others to identify them as Welsh speakers or Welsh learners.

Proposed standards regarding recruitment

Proposed standards:

[111] The organisation must include the Welsh language skills required when advertising any new or vacant post.

[112] Information conveyed in the following documents must be provided in Welsh, and organisations must not treat the Welsh language less favourably than English with regards to:

- application forms
- job descriptions
- explanatory material regarding the application process
- information on the recruitment process
- information regarding interviews or other means of assessment.

[113] The organisation must ensure that application forms allow the candidate to indicate that they would require an interview through the medium of Welsh.

[114] The organisation must conduct the interview in Welsh if the candidate has indicated in their application form that they require an interview in Welsh.

[115] Where the candidate has indicated that they require an interview in Welsh, the organisation must offer to arrange simultaneous translation from English to Welsh and Welsh to English.

Proposed standards regarding signage

Proposed standards:

[116] Any new or replacement sign erected must contain the information to be conveyed by the sign in Welsh.

[117] Welsh text on signs must be treated no less favourably than the English text with regards to the font, format, colour, size, legibility and prominence.

[118] Where a sign in Welsh is erected in circumstances where there is a sign in English conveying the same information, the Welsh-language sign must be the same size as the English-language sign and the information conveyed in the Welsh-language sign must be presented in the same font and font size as the English-language sign.

[119] Where a sign contains the Welsh language as well as the English language, the Welsh-language text must be positioned so as to be read first.

Proposed standards regarding audible announcements and messages

Proposed standard:

[120] Any audible messages must be made in Welsh first.

Promotion standards

Section 31 of the Welsh Language (Wales) Measure 2011 states that ‘promotion standard’ means a standard (relating to any activity) that is intended to promote or facilitate the use of the Welsh language more widely.

Proposed standards:

[121] The organisation must assess the demographic profile of the Welsh language within the communities it serves.

[122] The organisation must assess the opportunities currently available to use Welsh, and whether more opportunities to use Welsh need to be provided and supported.

[123] The organisation must assess the need to fund activities designed to promote and facilitate the use of Welsh.

[124] The organisation must prepare, and publish on the organisation’s website, a strategy setting out how it proposes to promote and facilitate the use of the Welsh language more widely.

[125] The organisation must revise the strategy and publish a revised strategy within five years of the publication date of the previous strategy.

Record keeping standards

Proposed standards:

[126] The organisation must keep a record, of actions that are being implemented to ensure compliance with standards that have been made specifically applicable to the organisation in relation to:

- correspondence
- telephone calls
- helplines and call centres
- personal meetings
- public meetings
- publicity and advertising
- public exhibitions
- publications
- forms
- websites and online services
- signage
- reception of visitors
- official notices
- awarding grants
- awarding contracts
- raising awareness of Welsh language services that are available;
- corporate identity and branding
- courses
- public address systems
- database.

[127] The organisation must keep a record of:

- Welsh language skills of employees and workers
- assessments of the Welsh language skills requirements of vacant and new posts
- actions taken to plan the workforce according to the Welsh language skills of employees and workers in order to comply with standards
- training offered through the medium of Welsh, and the numbers attending those courses.

[128] The organisation must keep a record of actions that are being implemented to ensure compliance with standards that have been made specifically applicable to the organisation in relation to policy making standards.

[129] The organisation must keep a record of actions that are being implemented to ensure compliance with standards that have been made specifically applicable to the organisation in relation to operational standards.

[130] The organisation must keep a record of actions that are being implemented to ensure compliance with standards that have been made specifically applicable to the organisation in relation to promotion standards.

[131] The organisation must keep a record of written complaints (hard copy or electronic) it receives regarding its compliance with service delivery standards that have been made specifically applicable to the organisation.

[132] The organisation must keep a record of written complaints (hard copy or electronic) it receives regarding its compliance with policy making standards that have been made specifically applicable to the organisation.

[133] The organisation must keep a record of written complaints (hard copy or electronic) it receives regarding its compliance with operational standards that have been made specifically applicable to the organisation.

[134] The organisation must keep a record of written complaints (hard copy or electronic) it receives regarding its compliance with promotion standards that have been made specifically applicable to the organisation.

COMMITTEE	Language Committee
DATE	15 January 2014
REPORT TITLE	Gwynedd Language Strategy 2014 - 2017 Draft
AUTHOR	Debbie Anne Williams Jones Democratic Services Manager
PURPOSE OF REPORT	The Language Committee has a responsibility to fulfil a consultative role on language promotion strategies within the county. The purpose of the report is to seek the opinion of members on the Draft Gwynedd Language Strategy 2014-2017
RECOMENDATIONS	The Members are asked to: - present their comments on the following parts of the Strategy: <ul style="list-style-type: none"> • Strategic Fields • Outcomes • Indicators • Strategic Actions - submit any other general comments and observations to the attention of the consultant as part of the consultation period at the end of January 2014.
CABINET MEMBER	Ioan Thomas

1. BACKGROUND

1.1 Hunaniaith is responsible for setting the strategic direction for promoting the Welsh language in Gwynedd.

1.2 Hunaniaith's work programme derives from 2 places:

- Welsh Government Grant Programme
- Gwynedd Council Strategic Plan

1.3 One of the commitments within the hunaniaith work programme for 2013/14, funded by the Welsh Government grant, is to draw up a Draft Language Strategy and Operational Plan for Gwynedd for 2014-2017.

1.4 During the summer of 2013, a brief was drawn to commission an independent consultant to write the Gwynedd Welsh Language Strategy 2014-2017 and Draft Operational Plan on behalf of hunaniaith. Following a tendering process, a consultant was appointed to start the work in September 2013.

2. GWYNEDD LANGUAGE STRATEGY 2014-2017 DRAFT

2.1 The draft Strategy presented is based on the findings of the 2011 Census, as well as qualitative data and evidence gathered as part of numerous discussions held over the last few months between the consultant and major stakeholders; individuals, organisations, groups and establishments.

2.2 Based on these discussions, the consultant and hunaniaith identified 6 main strategic fields to be included in the draft document, which are:

- The Family
- Children and Young People
- Communities
- Welsh Language Service Provision
- The Workplace
- Infrastructure

2.3 These strategic fields give details as to the kind of outcomes hunaniaith would like to achieve for the Welsh language in Gwynedd, some indicators that could be measured during that period, as well as suggestions for strategic action that could be implemented in order to achieve the outcomes in every field.

2.4 The Language Committee has a duty to fulfil a consultative role on language promotion strategies within the county. As a result, the purpose of presenting the draft Language Strategy to the Language Committee is to seek the opinion of members on the above matter. This will allow hunaniaith and the consultant to consider and incorporate the comments before publishing the final draft document for consultation at the end of January 2014.

2.5 As part of the consultation arrangements on the final draft document at the end of January 2014, there will be a further opportunity for the members to individually submit general comments and observations to the consultant.

3. RECOMENDATIONS

The members are asked to:

- Present their comments on the following aspects of the draft Strategy:
 - Strategic Fields

- Outcomes
 - Indicators
 - Strategic Action
- Submit any other general comments to the attention of the consultant as part of the consultation period at the end of January 2014.

Gwynedd Language Strategy 2014 - 2017

Hunaniaith

Promoting Welsh in Gwynedd

Promoting the Welsh Language in Gwynedd

Foreword

CONTACT

For any further information regarding the work of Hunaniaith, or how you could contribute towards promoting the Welsh language contact:-

The manager....

Phone:

e-mail:

ACCESSIBLE VERSIONS OF THE GWYNEDD LANGUAGE STRATEGY 2014-2017

If so desired on application accessible versions of the Gwynedd Language Strategy can be obtained, they include:

- Large Print Version
- Version on Tape
- Braille Version
- British Sign Language Version

Contact

CONTENTS

Gwynedd Language Strategy 2014-17

Introduction to the Strategy

Nationally over the past decade Welsh speaking communities have declined in strength and in number. Communities which used to be nearly totally Welsh partly due to lack of employment, social opportunities, lack of affordable housing for the young that move away to seek employment and also the in-migration of non Welsh speaking people to these areas.

The 2011 Census gives us a more contemporary picture of the Welsh language situation across Wales and Gwynedd. This allows for comparisons of the situation between 1991, 2001 and 2011. However, the picture provided by the Census is very specific and it is important that this Strategy considers the opinions of communities and individuals, possible actions especially examples of good practice in Gwynedd, Wales and beyond.

According to the 2011 Census, 65.4% of Gwynedd's population (age 3+) can speak Welsh. This is the highest percentage of any county in Wales. This was down from 69% in the 2001 Census, which was in itself a decline from the 1991 Census. Between 1991 and 2011 Gwynedd saw a decline of -3.1% in Welsh speakers. It should be stressed that it is important not to over-simplify the reasons for this keeping in mind that factors such as the economy, employment, housing as well as ex-migration and in-migration that are all important factors in an area such as Gwynedd, can contribute and make the situation more complicated.

In Gwynedd it is believed that about 83% of Welsh speakers are fluent in the language. This is the highest percentage in all the Welsh counties. The proportion of Welsh speakers is at least 30% of the population in all but two electoral wards in Gwynedd.

Comparing Gwynedd with the rest of Wales, the situation continues to be relatively positive. However the decline has been higher in some areas more than others. It is anticipated probably that there would be a lower number of Welsh speakers in the coastal districts since it is to these areas that immigrants are primarily attracted. But there are signs of changes even in the language's strongholds.

The information at ward level is therefore important to assess so as to plan a suitable response to the situation including a response to those communities that have fallen below the 70% of speakers. For example, between 2001 and 2011, the number of areas in Gwynedd with over 70% of the population able to speak Welsh declined from 61 Electoral Districts in 1991 to 42 Electoral Districts in 2001 falling again to 39 in 2011. The 3 communities that went under the 70% threshold according to the 2011

Census is: Y Felinheli, Dolbenmaen and South Dolgellau. Furthermore, there are a number of other communities that have significantly declined in percentage of Welsh speakers, such as Llanaelhaearn and Llanberis and are by now verging on this 70% threshold.

On a positive note the 2011 Census again shows an increase in the percentage able to speak Welsh in the 3 – 15 age group Gwynedd that is an indicator of the success of the county's education policy and Sure Start schemes in the county. (See data appendix 1)

Therefore a fundamental question crucial to the Strategy is: Is the Welsh language in Gwynedd today as strong as it was in the past and what can this Strategy do to contribute towards the enhancing and safeguarding the well-being of the Welsh language in the future?

Further data and information can be seen in Appendix 1 and 2

This data is a component of the information used to decide on the priorities specified by this Strategy

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The vision: Integrated Language Strategy

National and international evidence suggests that where one language predominates over another, the weaker language can flourish provided that there is specific planning. We know that bilingualism is a threat to a minority language when it competes against an international language. But it also appears that when rigorous boundaries are laid down with each language dominating a specific domain of social life, the field of work etc., then true bilingualism can be established.

The Basque country experience indicates that a language will flourish where the population sees a value in it:

“It is necessary for a community wishing to give new life to its language to comprehend, internalise and truly feel its language’s value”.

Enhancing and promoting the value of the Welsh language in Gwynedd within all age groups is an important aim for this Strategy. This is attempted across all the thematic programmes.

It is therefore important for this Strategy to focus specifically on promoting the Welsh language rather than bilingualism in areas where the language appears to be strong but is still under threat.

The use of language is a complex matter with many constituent factors within an international world and bilingual community. There is an intrinsic complexity in language usage which includes the language use at home, self valuation of language, confidence in language usage and the opportunities to use a language day to day naturally. Linguistic behaviour and attitudes towards a language is the product of a combination of various diverse factors. As speakers attain and develop their linguistic skills their experiences influence how fluent they will become and how confident they are as they come to contact with the Welsh language in formal and informal contexts.

Since the 1970s, many attempts have been to develop models to revive a language (Joshua Fishman Reversing Language Shift 1991). Strubell’s ‘Catherine Wheel’ (2001) has adapted Fishman’s work showing the strong link that exists between the following factors:-

- **Linguistic ability**
- **The social use made of a language**
- **The products and services available in the language and call for them**
- **The motive to learn a language and use it**

In Policy to Outcome Pathway Grin and Moing (2002) it is considered necessary to achieve a combination of three conditions to attain linguistic vibrancy:

the ability to use a language,

the opportunities to use a language

the desire to use a language.

The Welsh Government has identified a Conceptual Framework with the relevant relationship between usage context, linguistic skills and attitude towards the language. We have added an infrastructure for this model, and suggest that local and national policies are key influential factors on the language as well.

Hunaniaith's role would be to support and promote the Welsh language in every possible aspect of life and shows the way to strengthen the language within a bilingual area. Gwynedd Language Strategy recognises this framework and attempts to weave the Strategy around the following concepts.

Measuring Framework

(Policy to Outcome Model Grin & Moing 2002)

Opportunities to Use

- The Home/Family
- Years
- Early Years/Educational Provision
- Leisure/ Informal
- Social Networks and Community Participation
- Administration and Official Situations
- Workplace

Ability

- Linguistic Confidence
- Fluency
- Practice

The Infrastructure

Planning, Housing and Language
The ability to use core services in Welsh
Economic and Regeneration Policies
Technology, Media

Desire to use

- Perception of usefulness and relevance of the language
- Eagerness to use the language
- Welsh as an indicator of identity

Communities

Evidence shows that a high intensity of language speakers is necessary for a language to become the normal language of a community. As stated many communities where over 70% speak Welsh had declined in Gwynedd and many are close to that threshold. The table below lists the information about those communities on the verge of the 70% threshold and those that have gone below it since the 2001 Census

Table 1: Wards that have declined under the 70% threshold (or decline close to threshold)

Ardal	Ward	2001 Census (%)	2011 Census (%)
Arfon	Llanberis	80.5	74.7
	Penisarwaun	74.1	70.6
	Talysarn	71.9	70.7
	Tregarth a	69.8	69.0
	Mynydd Llandegai		
	Y Felinheli	72.1	64.3
Dwyfor	Dolbenmaen	70.0	67.6
	Llanaelhaearn	78.1	73.8
	Morfa Nefyn	77.1	72
	Porthmadog/Tremadog	69.7	66.8
Meirionnydd	South Dolgellau	73.1	67.1
	North Dolgellau	67.5	61.8
	Llandderfel	72.7	70.8

Low number of Welsh speakers and /or substantial decline since 2001

Ardal	Ward	Census 2001(%)	2011 Census (%)
Arfon	Menai (Bangor)	27.3	18.6
	Deiniol	30.5	22.5
	Garth	46.4	30.4
	Hirael	52.9	37.7
	Marchog	54.5	50.2
	Hendre	52.2	45.3
	Glyder	55.3	51.7
	Dwyfor	Abersoch	50.5	43.5
Gorllewin Porthmadog		64.8	57
Aberdaron			
Botwnnog		75.3	74.2
Meirionnydd		77.1	75.9
	Aberdyfi	42	35.5

	Tywyn	40.8	37.5
	Abermaw	43.8	41.5
	Dyffryn Ardudwy	48.8	47.4
	Bryncrug	53.8	52.1
	Harlech	59	54.1
	Corris	60.6	55.8

The above information clearly shows that it is the wards in Bangor area are the ones that have the lowest number of Welsh speakers in the county. It is usually stated that the influence of student numbers is the cause of this, BUT it is important to note that according to the 2011 Census, that the percentage of Welsh speakers in the 3-15 age group in the Bangor wards is substantially lower than in the rest of Gwynedd. In Gwynedd, generally 80% to over 90% of children in this age group can speak Welsh, compared to 56% to 72% of children able to speak Welsh in Bangor. This suggests the need to focus specifically on the **Bangor area** to correct this deficiency and / or to enhance the value of speaking Welsh in this area.

The in-migration and ex-migration profile seen in Appendix 1 shows the continual effects of these factors on the Welsh language on the coastal areas of the Llŷn Peninsula and Meirionnydd. Table 1 above shows the wards with the lowest number of Welsh speakers and those that have declined substantially. In the field of language promotion, these coastal areas have not received much attention over the last few years, and there are signs that work should be done in some areas of Meirionnydd to raise awareness amongst children and parents of the benefits and the value of the Welsh language for them.

Hunaniaith Structure and Operation

The main elements of the Strategy would be accomplished by working strategically and in close co-operation with specific communities. This would imply that the Welsh language and the promotion of its use would become a natural policy component and become an integral part of schemes involving the economy, regeneration, affordable housing, education as well as any specific campaigns to promote the language within the community itself.

The Strategy would need to measure how effective integrating these components prove to be; how other policies contribute to the well-being of Welsh and identify and influence policies that impair or facilitate the language.

By operating in this mode Hunaniaith can work in partnership across a range of organisations, sectors and communities to achieve its goal.

The Context of the Strategy

Legislation and National Policy

In 1993 a Welsh Language Act was passed which established the Welsh Language Board to promote linguistic developments. In 2003 the Welsh Assembly Government issued its first strategic framework for the promotion of Welsh; *laith Pawb: A National Plan for a Bilingual Wales*.

The official status of Welsh was confirmed by the Welsh Language (Wales) Measure 2011 and a new legislative framework was set up for the language.

In October 2011 a Welsh Language Commissioner was appointed, and in April 2012 an office to serve the Commissioner. The Commissioner is responsible for the new Welsh Language standards and these will set out the obligations for a wide range of institutions to provide services through the medium of Welsh and becomes an integral component in policy development and to increase the use of Welsh in the workplace.

In April 2010, a Welsh-medium Education Strategy was published following this the Coleg Cymraeg Cenedlaethol (National Welsh Language College) was established formally.

Since the Gwynedd Language Strategy 2010-13 was written, the role of new electronic media has increased significantly. In 2011, the first Welsh e-books appeared for Kindle and App and on iPad for the *Golwg* magazine. Digital developments should be considered as a vital core component of the economy, community developments and every day life in Gwynedd.

The minister at the time, Leighton Andrews, stated in his introduction to "A living language; a language for living" 2012-17:-

"Its protection cannot depend on those who are professionally employed in its development or promotion. We must also ensure that we are encouraging people to use the language skills that they have – and not to contribute to a climate in which they feel that less than perfect Welsh language skills are a barrier to participation."
(2)

This is an important realisation that arises in a number of research documents and is often referred to by individuals as an issue that could be a hindrance.

Quite a few schemes and projects for the furtherance of Welsh have been put into action over the past 20 years in Wales, and similar schemes in other countries for languages in comparable situations. The Government recognises that it is difficult to find empiric evidence on the effects of individual schemes and the increase of the

use of Welsh or other minority languages. During the process of developing “IaithFyw: IaithByw” 2012-17, the Welsh Government considered what evidence existed to measure how effective some activities had been in increasing the use of Welsh, and looked for evidence in the case of other minority languages outside Wales. Generally this research resulted in a lack of clear evidence as to how effective any measures had been.

NOTE: It is therefore important for the Gwynedd Language Strategy to develop to establish an evaluation framework to compliment the Strategy and Work Programme. This should be done in tandem with national developments so as to be able to contribute evidence to a national overview.

The main conclusions to the evidence suggested the following:-

- The segment of the population that was prone to abandon the Welsh language is the families that had only one parent/ carer able to speak Welsh.
- That a child’s language “community” such as parent/carers, grandparents, siblings, teachers, inevitable influence the language he or she speaks.
- The language used to interact with friends is strongly linked to the language a child consistently speaks.
- Schemes like TWF have succeeded in bringing bilingualism as part of the remit of midwives and health workers.
- Early Years provision could play a more active role by providing more intensive help for parents / carers, in so doing promoting and facilitating the use of Welsh in the home and raising the awareness of the advantages of bilingualism.
- That it is necessary not only to speak the language at school but also supported at home and by providing more social and cultural activities in Welsh.
- That lack of confidence is one of the main obstacles that prevented staff from using language skills in the workplace and that there was a need for more training on linguistic consciousness and skills.
- There was little evidence that the provision of services in the minority languages caused an increase in their use or status. A body of evidence indicates that languages thrive if there are opportunities to use them in all aspects of life.
- That the potential of new technology of the internet and social media should be used to the utmost.
- That it was important to promote and market the advantages of using the Welsh language including the employment and economic value.

We will be compiling the evidence from the 2012 research carried out by the Welsh Government under every thematic heading and further information in Appendix 1 and 2

In July 2013, Beaufort Research was commissioned by the Welsh Government to research to the use of S4C and BBC and gauge what degree Welsh speakers live their lives through the medium of Welsh. The research aimed to understand more of the language patterns in Wales on a daily basis, including in social life, and the use of the media. The findings of the research confirmed findings from previous researches such as:

- 84% of the sample stated that they would welcome the opportunity to use more Welsh if the option was open to them with 92% of the less fluent group stating this.
- 61% said that they would like to be able to speak better Welsh.
- Lack of confidence and a fear that their standard of Welsh was not sufficiently high was an impediment for some.
- Lack of awareness of what the Welsh media provided and the availability of Welsh services on line were factors and that a devoting of the social media would be beneficial.
- It was necessary to increase Welsh activities for the younger generation and heighten their awareness of the value of the language.

The research discerned that on a daily basis the main factors that facilitated and promoted the use of the language by Welsh speakers included the following:-

- Welsh as the language of the home
- Opportunities to use Welsh in the local community e.g. shops, pubs
- Initial usage of Welsh in a relationship e.g. friends
- Formal and informal opportunities to use Welsh in the workplace
- Informal opportunities to use Welsh e.g., Welsh books, text messages, news websites
- Availability and quality of Welsh television and radio programmes

Some key changes in the lives of some individuals are catalysts to changing their attitude towards the language and hence their use of it. For some it was having children, others was being employed in a situation where Welsh was used on a regular basis – this effected their own use and their perception of the language.

Obstacles

- 36% of the 16-24 age group stated they always or usually spoke Welsh with friends. The corresponding percentage for all speakers was 55% and this increased even further to 61% of those aged over 60.
- It was noted that after leaving school the use of Welsh for an individual usually decreased.
- Lack of confidence to use Welsh
- Less fluent in Welsh compared to English
- Lack of opportunity or lack of awareness of opportunity to use Welsh
- More convenient to use English rather than Welsh

Whilst the 2010-2013 Strategy was formulated the main source of data was the 2001 Census. By now we have extensive information derived from the 2011 Census as a source for analysing the current situation of the Welsh language in Wales in Gwynedd and at community level.

THE GWYNEDD LANGUAGE STRATEGY VISION AND ACTION 2014-17

NEW LANGUAGE STRATEGY

This is the second Strategy and will be building on the successes of the 2010-13 Strategy looking forward for the next four years.

Our Vision is: **“Seeing Welsh thrive in Gwynedd”**

Hunaniaith is a combination of partners co-operating to achieve the stated vision: statutory, voluntary, independent partners and the communities themselves

During the next 4 years we would like to achieve the following aims:

- Welsh being a natural language of communication within Gwynedd communities and an increase in the number that use Welsh
- Welsh Communities being strengthened and the decline in some specific communities being halted
- Children, young people and families using Welsh as a natural mode of communication in all parts of their lives and having a high evaluation of the language
- A wide array of services available in Welsh and an ability to use them unimpeded and conveniently
- Being able and having the opportunity to use Welsh in the workplace
- Welsh being naturally integrated into economic, housing and planning schemes locally and nationally
- Confidence in the use of Welsh instilled by a positive attitude towards the language in all aspects of everyday living within the county with a general heightened awareness of the value of Welsh

To coincide with the vision a quantitative long term target was included within the 2010-13 Strategy, this also to be an quantitative aim for the new Strategy as well i.e.:-

Aiming for a 5% increase in the percentage of the population able to speak Welsh in Gwynedd by 2021...

STRATEGIC RESPONSES

The Strategy is based on six strategic areas. The strategic areas are to be combined with three conditions that allow for linguistic vibrancy, namely: the ability to use a language, the opportunities to use a language and thirdly the willingness to use a language.

Strategy 1: The Family

Strategy 2: Children and Young People

Strategy 3: The Community

Strategy 4: Providing Welsh Services

Strategy 5: The Workplace

Strategy 6: The Infrastructure

RESULTS

- An increase in the number of families where Welsh is used as the main language with children
- An increase in the use of Welsh amongst children and young people
- An increase in the percentage of children and young people in the Bangor ward that are able to speak Welsh
- An increase in the number of people using Welsh in Gwynedd and specifically within targeted communities
- More Welsh speakers using Welsh in the workplace
- An increase in the use of Welsh services available to the public
- A better understanding of the advantages of Welsh amongst targeted groups (parents, managers, students, employers)
- More social, leisure, play and cultural provisions through the medium of Welsh
- Bodies and services defaulting to naturally co-operating to include Welsh within their activities and policies

STRATEGY 1: The Family

Aim:

Promoting Welsh within the Family

Result

An increase in the number of families where Welsh is the main language used with the children

Indicator

% children who are 4 years old, reception class, who are able to speak Welsh

It appears that the role of the home is central in “language transfer” (Study by Fisherman 1991) with the transfer from one generation to the other being an essential component for language growth and survival. Evidence shows (Jones 2008) that living in a home where everyone can speak Welsh means that there is a 2.5 fold chance that Welsh would be in daily usage.

The home is a particularly important social resource from a linguistic perspective. It is here that the language pattern is established between parents and children at a very early stage, and these established patterns are retained through all the early years.

According to the 2001 Census 2001, in Gwynedd when two parents can speak Welsh at home then 89.7% of the children were able to speak Welsh. This percentage declines to 73.4% in homes where there is a single parent speaking Welsh and reduces further to 55.7% when only one of two parents can speak Welsh, reducing again to 34.6% in a home with no parents able to speak Welsh. (2001 Census).

The number of children speaking Welsh from families without a Welsh speaker has generally increased across local authorities but in Gwynedd it has stayed static.

Evidence shows that it is necessary to measure a number of factors that allows children to practice language and gain bilingual skills- reading stories, playing games, identifying letters. The quality of the Home Learning Environment makes a difference. Proficiency is strongly linked with the level of input in a language in the home. A way to address this in the Welsh context would be to give support to parents to immerse children at a very young age in the language using pre-school facilities to do this.

There has been a marked increase in one parent households in Gwynedd and it would be beneficial to identify these circumstances and to be able to offer support where there is one non Welsh speaking parent getting difficulty to support children linguistically.

Twf project is one of the main interventions that attempts to influence language transfer in the family .The programme gives advice and support to pregnant mothers, new mothers and their families on the advantages fo bilingualism and the use of Welsh within the household. In Gwynedd there are 3 part time Twf officers working across the county.

Learning Welsh and confidence in Welsh is important amongst young families and to this end a course named “Welsh for the Family” was launched in 2012. This course had been designed to ensure that parents on entry level learn appropriate language to support the child and have the opportunity to use their Welsh with their children from the start There is a close relationship between the Welsh for Adults Centres in Bangor and Aberystwyth and these courses and the Gwynedd Primary Schools Language Charter.

MudiadMeithrin plays a key role in Gwynedd with nursery groups across the county offering care and education sessions daily for children from 2 to 5 years old. This gives the opportunity for children to learn through play through the medium of Welsh in the nursery groups The “Gwynedd Ni” figures show tat there were 53 “Ti a Fi” groups across the county with two integrated centres supporting the early years provision promoting use of the Welsh, one in Caernarfon and the other in Blaenau Ffestiniog

Within early intervention programmes such as “‘Flying Start’ and the Language and Play Scheme, there are multi-disciplinary teams able to offer a range of Welsh activities for parents and their children, story telling, singing nursery rhymes, sachau stori, dance and swimming. These teams do a lot of work across the countywith parents to emphasise the importance of theWelsh language, displaying the various possibilities for language transfer for a child in the early years.It should be noted that the number of these schemes have been operational only in under privileged areas, and that more could be done to extend this type of service to other areas as well.

The development of skills and parental attitude is therefore a key factor

Strategic Actions

- **Promote the advantages of transferring Welsh in the family and the advantages of Welsh for their children ensuring a consistent message across the sector** (*Desire*)
- **Extend the informal opportunities for parents and their babies to develop confidence in their use of Welsh** (*Ability*)
- **Extend the Welsh for Adults provision in order to increase confidence and the skills of parents and their use of the Welsh language.**(*Ability*)
- **Raise awareness of the importance of activities for families through the medium of Welsh** (*Desire*)

STRATEGY 2: Children and Young People

Aim:

Increase the use of the Welsh language amongst children and young people, their awareness of the value of Welsh and improve access to social activities and Welsh medium services available for them.

Result:

Children and young people using Welsh and perceiving a value in the language

Indicator:

Number of primary school children that have shown an increase in their use of Welsh at the end of the primary school period.

% of pupils Year 11 who study 2 or more qualifications through the medium of Welsh

% of pupils Year 11 who study 5 or more qualifications through the medium of Welsh

% students 16-19 years old who study their courses through the medium of Welsh

The number taking advantage of Welsh language activities and events organised for children and young people, including those paid for by Welsh Government grants.

According to the 2011 Census, there are 16,866 children and young people between the ages of 3-15 living in Gwynedd, i.e. 14.3% of the county's resident population.

There are 2,734 children aged 3-4 with 909 of 3 year olds being able to speak Welsh and 1,088 4 year olds.

This amounts to 73% of 3-4 year olds who are able to speak Welsh

Data also shows that the Gwynedd Education Policy does have an influence on producing more Welsh speakers and fluent Welsh speakers but the Census of course cannot tell us of the use made of the Welsh language daily outside the school and how often the language is used. We know, if Welsh is to survive in Gwynedd, then it has to be the chosen medium for children and young people in their day to day lives.

As part of the work with the secondary schools, it is intended that a similar review will be undertaken to the review conducted in the primary schools so as to identify the social use of the Welsh amongst children and young people of that age group.

In Gwynedd there are 46 youth clubs across the county and 17 young farmers clubs.

Research by the former Welsh Language Board indicates that there is a strong tendency towards using English in areas where there are no firm counterbalances for that not to happen. In situations of this kind always without exception English is the language of peer groups. The challenge in such areas is to sustain significant Welsh speaking peer groups so as to normalise the use of the language.

Strategic Actions

- **On the basis of a base-line, implement actions in the secondary schools to increase the use of the Welsh language socially.**
(Opportunity)
- **Improve the awareness of young people of the value of Welsh***(Desire)*
- **Raise the awareness of youth workers and those in leisure and sport so that they instil a positive attitude among young people towards the language** *(**Opportunity)*
- **Support communities and young people themselves to develop social activities through the medium of Welsh consulting with young people and supporting them as part of the development.***(Opportunity)*
- **Develop leadership skills among young people so that they develop as leaders within their communities***(Opportunity and Skills)*
- **Market career opportunities available by developing skills in Welsh and having bilingual skills***(**Opportunity)*
- **Support teachers to provide Welsh medium extra curricular activities through the medium of Welsh.** *(Ability and Opportunity)*

STRATEGY 3: Communities

Aim:

Empower communities and help them to strengthen the position of Welsh

Result:

Number of communities with over 70% Welsh speakers who have been supported

Halting the decline within communities that have declined below the 70% threshold

Indicator:

The number who participate in Welsh language activities, including ones that have received Welsh Government grants)

The number of Welsh language activities within targeted communities.

It has already been stated in the introduction that the population density of Welsh speakers is a key component if the language is to thrive. Ex-migration and in-migration can have a harmful effect on the language and careful planning is required where the Welsh looks strong but may still be under pressure.

Hunaniaith will operate on two levels, namely promoting and empowering communities and increase the Welsh language community activities, to input opinion to any relevant local and national policy, and secondly, on a strategic and holistic level to include issues such as affordable housing, employment and jobs, as well as ensuring that Welsh is an integral part of any regeneration schemes.

To achieve this, Hunaniaith will use its linguistic planning expertise and work hand in hand with communities and relevant bodies in order to take advantage of opportunities and support community action.

Hunaniaith and its “team” of language planning experts in Gwynedd can be seen as an important resource to support targeted communities and as language leaders when working with polisi and service developers .

The new Strategy will make specific use of the team and its skills and will target specific communities; those referred to in the introduction to be supported as well as working with other sectors to integrate Welsh into policies and plans such as:

- Planning and Local Development Plan
- Housing and community housing schemes / affordable housing

- Jobs and employment including a brokership with employers and skills' development
- Regeneration and rural regeneration schemes
- Servicesleisure and sport

Linguistic profiles were carried out for many areas of Gwynedd including: Y Bala, South Dolgellau, Blaenau Ffestiniog, DyffrynOgwen, DyffrynNantlle, Y Felinheli, Bangor, Pwllheliand district. The findings that came from these reviews are quite consistent and create a profile of communities that would like services in Welsh locally, wanting to strengthen the provision for children andyoung people and influence the language used by the younger generation, extend the value of Welsh wider and specificallywithinlocal businesses, employment, affordable housing and promote Welshness and language transfer in the home.

As for the tensions emerging in the responses the main comment was on the lack of Welsh language activities for the younger generation in some areas. The cost of translation was also a reason why some community groups turned to operate in English. Some of the non-Welsh speakers felt that Welsh was not very accessible with more need of formal and informal provisions for learners and a review of the structure of adult education so as to be a more flexible provision.

Based upon the information already gathered, the following are recommended:

- A focus on communities that have dropped below the 70%, i.e. **Dolbenmaen, Porthmadog/Tremadog, Y Felinheli** and **South Dolgellau** and consider the influencing factors.
- Focus specifically on thecommunities whereWelshis spoken as the main day to day language or where the percentage of speakers is rapidly declining and this primarily to enable those communitiesto work structurally to halt further decline and, where possible, to trial policies that could be a blueprint for othercommunitiesin the county.
- Focus on some of the main areas where there is a substantial decline and where there is a low usage of Welsh.
- Target areas such as **Tywyn** gives a new opportunity where developments in the field of education give a particular option to work with parents , children and young people to raise levels of awareness and as a result the use of Welsh in these areas.

Strategic Operation

- **Ensure a standard linguistic profile in all targeted communities and other communities as required including where a housing programme is to be implemented and affordable housing schemes.** *(Opportunity)*
- **Empower communities to develop their action plans for supporting the Welsh language.** *(Opportunity)*
- **Specific support for community language initiatives (Mentraulaith) to action their plans to promote the Welsh language** *(Opportunity)*
- **Increase Welsh language activities in the coastal belt in South Meirionnydd** *(Opportunity)*
- **Support groups and community committees to hold meetings through the medium of Welsh and bilingually.** *(Ability)*
- **Maintain linguistic planning expertise that will be available to support communities and to include such as linguistic profiling, developing language policies, empowering linguistic activities within the community, set targets, evaluating and monitoring progress and advancing good practice.** *(Opportunity)*

STRATEGY4:Providing Welsh Services

Aim:

Promoting the use and enhancing Welsh services available locally

Result:

More services available in Welsh to the public

More use being made of those services

Attention given to the Welsh language in partnership working

The relevant language standards in operation

Indicator:

- The use made of a specific services that are available in Welsh
- Number of bodies that conform with the required standards pertaining to Welsh

The Welsh Language Act (1993) set a statutory obligation on public bodies that serve the public in Wales to deal with Welsh and English on an equal basis when they provide services. There is little evidence that providing services bilingually and in Welsh has any effect on language use or estimation. But there is evidence indicating that if opportunities arise where a language can be used in all aspects of life that a language will then thrive. Grin(2002) notes that providing services are such an opportunity and using the language in the workplace being a key component of a policy to promote and extend language usage.

The Welsh Language (Wales) Measure was published in 2011. Amongst many aspects the Measure are these:

- giving official status to Welsh in Wales
- established the post of Commissioner for the Welsh language
- made provisions for the promotion and facilitating the use of Welsh
- set up a framework for statutory provision for the standard of services in Welsh

The measure also sets a framework for placing duties on some private companies and the third sector to conform to standards and gives the Commissioner power to force a company or institution to conform to the required standard.

The previous Welsh language plans will be ultimately replaced with standards, with the intention to clarify the situation for Welsh speakers as to what service they can expect in Welsh as well as making the services provided consistent across institutions.

The relevant bodies take it for granted by now that they have a duty to provide services to conform to their own customers' linguistic preferences. But there are more employers as well identify that the workplace, where everyone is treated gracefully and with respect and where skill are appreciated, makes for a happier and more productive workplace. The right to be allowed to work through the medium of Welsh will be a duty for many bodies under the new standards. It can be argued that the ability to use Welsh within the institution's management and administration creates an environment of respect and where it is possible to give a customer better service, but where respect towards Welsh and the right to use the language within the institution can also extend beyond the institution itself. Ensuring a successful linguistic relationship between people in the workplace is a good start for success in the wider community.

Even in the present financial climate, this is a message that bodies that are part of Hunaniaith can copy, leading the way for others to follow.

As a body that has already operated project on behalf of the Local Services Board Hunaniaith is in a situation locally to instruct the Local Service Board on issues concerning Welsh, on operating the new standards and on creating commissioning models that will ensure that Welsh services are available.

It is important to strengthen Welsh services in areas such as further and higher education, health and care as these services are either key ones for vulnerable people or a key component to developing skills for bilingual services in the future.

Hunaniaith is in a pivotal and firm position to build on its role in partnership to jointly plan programmes that will promote bilingual skills, such as the Skills Academy offering programmes to boost confidence amongst employers, managers and staff and public campaigns to promote services in Welsh.

Strategic Operation

- **That bodies that are part of Hunaniaith work towards the Service Standards and plan good practice jointly. (Opportunity)**

- **Agree partnership conditions for a framework that defines use of Welsh when setting contracts and allocating grants to public and voluntary bodies.***(Ability)*
- **Develop guidance that will be available to employers (especially bodies within the Local Services Board) on providing services in Welsh. This to include staff recruitment and bilingual senior managers, define the bilingual requirement for differing levels, preparing bilingual documents, simultaneous translation and training for staff and managers.***(Ability)*
- **Promoting the value of Welsh among employers and their managers.***(Desire)*
- **Identify posts where there is a deficiency of bilingual staff within the bodies that are part of Hunaniaith and raise awareness among the public and young people of the requirements.***(Opportunity)*

STRATEGY 5: The Workplace

Aim:

Increase the opportunities for people to use Welsh in the workplace

Result

More using Welsh in the workplace

Indicator:

Percentage staff of Hunaniaith's partners using Welsh in the workplace

According to the Conceptual Framework, one of the places where Welsh can be used on a daily basis for a substantial amount of time is the workplace. This gives individuals the opportunity to practice their Welsh and sets an appreciation of bilingual skills and pride in being able to speak Welsh. On the other hand as well, it gives employers the opportunity to provide services through the medium of Welsh and bilingually. In Gwynedd the status of Welsh within the workplace is important as a follow up to Welsh medium education and the attaining of bilingual skills that is encouraged and promoted by the county's policy.

Gwynedd council's language policy is perceived as a pioneering policy where the internal administration is conducted in Welsh. This gives an opportunity to normalise the Welsh language in a key field of every day life.

There is a deficit of research in this area, resulting in a scant amount of evidence to quantify what activities contribute towards what helps sustain a bilingual workplace. But we know, from recent research that there are obvious factors influencing the use of English:-

- Lack of ability in Welsh and in Gwynedd also a lack of confidence amongst people considering that their Welsh is "not good enough"
- The institution's culture either facilitating or impeding the Welsh
- Managers' support for their staff

According to "Living in Wales" 2004-2006, surveys from the responses from people that could speak Welsh and were in employment, 52% said that their employer was supportive of Welsh.

In Gwynedd, a Residents' Panel survey is on the verge of being completed concerning the use of the Welsh in Gwynedd. An analysis of opinions should be available from December 2013.

In a survey by the Welsh Language Board in 2010 the bodies questioned noted that there was a skills gap and a lack of public confidence was one of the main obstacles against the use of Welsh in the workplace.

A review of the Language Broker scheme in Pwllheli, Caernarfon goes a step further and suggests that different levels of linguistic skills amongst the population impedes people from applying for posts in the first instance. This being a general assumption that their Welsh was not "good enough".

Strategic Operation

- **Increasing the information available about staff's linguistic ability and the staff's commitment towards Welsh within the bodies in co-operation with Hunaniaith.** *(Opportunity)*
- **An increase in understanding in the business sector / private sector of the value of Welsh within business in Gwynedd and a recognition that speaking Welsh is a skill in the workplace.** *(Opportunity)*
- **Increasing skills in Welsh and an awareness of the value of this amongst local managers.** *(Desire)*
- **Heightening the awareness amongst managers and ones responsible for posts and employment of the importance of Welsh as a key skill when recruiting for employees.** *(Desire)*
- **A Labour Market Scheme**

STRATEGY6:TheInfrastructure

Aim

Bodies and services co-operating to integrate Welsh within their policies and activities

Result:

The Welsh language integrated into housing, economic development and regeneration plans.

Indicator:

Number of economic and regeneration programmes that promote the Welsh language

Number of housing programmes that promote the Welsh language

One of the messages that came across regularly with professional individuals and community representatives whilst this Strategy was formulated was the importance of the link between the economy, housing and the Welsh language.

The Government, through its economic and housing structural plans has a key role to play in the promotion of the Welsh language by mainstreaming Welsh within national plans. The linguistic consideration was very weak within Objective 1 and Convergence programmes. In Gwynedd many schemes have been developed specifically to promote the Welsh language. See more details in the information in the Appendix.

There is also a concern within communities of the detrimental effect of overdevelopment. Recently this has been expressed in the Bangor and Bethesda areas.

There is a continual problem regarding affordability and average house prices being beyond the means of local people. House prices in Gwynedd are on average 5.7 times more than the average salary with the average house prices in the rural counties being 10% higher than the national average.

Gwynedd and Anglesey Councils are co-operating on a Local Development Plan as part of the requirement for all local authorities in Wales. This process deals directly with planning issues as well as indirect issues such as the Welsh language.

The policy contexts note the components of sustainable communities: “that our future depends on the vibrancy of our communities as attractive places to live and work within them”.

It is recognised that it is necessary that “regeneration should consider historical cultural and linguistic character of communities”. (Gwynedd and Anglesey Local Development Plan 2013)

The Gwynedd Language Strategy 2014-17 has a role to play by adding and strengthening the evidential base, whilst also operating in a pioneering way by working with planners, communities and developers to make very detailed profiles of targeted communities as to language and cultural and communal activities, and then help to develop responses that would promote the Welsh language.

During October a November 2013 a housing survey was conducted by Gwynedd Council, Anglesey Council and the Snowdonia national Park Authority. The survey was conducted by residents’ questionnaire with the intention of having detailed information about housing in the area and on the Welsh language and considers the possible effects of new developments on the language and Welsh communities. An analysis of this information should be available early in 2014 and available also to formulate relevant work programmes.

Strategic Operation

- **That there are consistent and standardised arrangements in place to assess linguistic impact of planning and housing schemes and to set out arrangements to minimise the effects if so required. (*Opportunity*)**
- **Ensure that a detailed language and community profile is obtained for all planning applications to build houses on the open market, social housing and affordable housing (*Opportunity*)**
- **Work with the Planning Team to develop a consistent methodology for linguistic profiling and profiling community activities and establishing a consistent set of guidelines for measures to minimise effects. (*Opportunity*)**
- **Formulate a detailed profile on a systematic basis for the Planning Committee as constant independent information when receiving applications to build houses. (*Opportunity*)**

- **Empower communities to help them provide a view on housing plans with developers** (*Ability*)
- **Ensure the consideration of the Welsh language as part of economic and regeneration plans** (*Opportunity*)

APPENDIX 1: Background Information

Below there are more details relevant to the Gwynedd Language Strategy 2014-17

1. The Demographic Profile

The National Picture

1.1. The 2011 Census by now gives a more up to date picture and allows for a comparison between 1991, 2001 and 2011. The results of the 2011 Census showed that 19 % of the population of Wales can speak Welsh (562,000 people). Although higher than the 1991 figure (18.7 % and 508,100 people), the count showed a drop since the 2001 Census (20.8% and 582,400 population).

1.2. There was therefore a 20,000 drop in the number of Welsh speakers in Wales. As part of the gathering of base evidence for the Welsh language strategy "Iaith Fyw: Iaith Byw" for the Welsh Government concluded that between 1,200 and 2,200 net fluent Welsh speakers are currently lost annually in Wales. It was noted that this was primarily because of the difference between the number of fluent Welsh speakers that leave Wales and the number that in-migrate.

1.3. There was a reduction in the number of Welsh speakers in 18 of the 22 local authorities across Wales, with an increase in Cardiff, Caerphilly, Monmouthshire and the Vale of Glamorgan only. The western local authorities: Anglesey, Gwynedd, Conwy, Powys, Ceredigion, Carmarthenshire, Pembrokeshire, Swansea and Neath-Port Talbot all saw a drop in the number of speakers.

1.4. An increase was seen in one important age group that of children 3-4 years old able to speak Welsh in 2011 compared with 2001, that suggests that Mudiad Meithrin and TWF as well as Welsh medium education over the past ten years has influenced the language that parents choose for their children across Wales. It is possible that the increase is due to the fact that the language transfer rate in families where there was one Welsh speaking parent out of two from 40% in 2001 to 45% in 2011 reflects that increase in the number of children 3-4 age group that could speak Welsh.

1.5. As noted the 2001 Census shows a reduction in the numbers and percentages of Welsh speakers in the Western counties.

Change in the percentage Welsh speakers

Local Authority	% Welsh speaking 2001	% Welsh speaking 2011	Change (%)
Gwynedd	69.0	65.4	-3.6
Anglesey	60.1	57.2	-2.9
Ceredigion	52.0	47.3	-4.7
Carmarthenshire	50.3	43.9	-6.4

Source: 2011 Census

1.6. In-migration is a crucial factor regarding the situation of the Welsh language in the communities where there are a higher percentage of Welsh speakers. There was an increase of 153,000 in the population of Wales between 2001 and 2011 and this can be mostly accounted for by in-migration into Wales. Carmarthenshire saw an increase of 6% (10,300), Conwy an increase of 5% (5,700), Gwynedd an increase of 04% (4,700), Anglesey an increase of 3% (2,100) and Ceredigion did stay the same.

1.7. Over Wales the reduction in the number of children had an effect on the percentage of Welsh speakers also, and this has obligations as to the potential to transfer language within the family and to the future. There was a reduction of 5% in the number of children in the 5-15 age groups in Wales between 2001 and 2011, but the reduction was much higher in Ceredigion (13%), Anglesey (10%) and Gwynedd (8%). There are implications if the numbers in younger groups declines and they are the highest users of the language.

The Picture in Gwynedd

1.8. The Welsh language is an integral part of daily life in Gwynedd it is in this county that there is the highest percentage of the population in able to speak Welsh in all of Wales. According to the 2011 Census, 65.4% of the over 3 year's old population can speak Welsh in Gwynedd. There is a wide variance in the number able to speak Welsh across the county, with the highest percentages in Llanrug (87.8%) and Peblig in Caernarfon (87.4%). The percentages then drop going towards Bangor (36.4%) and the coastal areas, especially on the coast of Meirionnydd, with 35.5% Welsh speakers at Aberdyfi.

1.9. Gwynedd of course remains with the highest percentage of people able to speak Welsh through Wales; i.e. 65.4%.

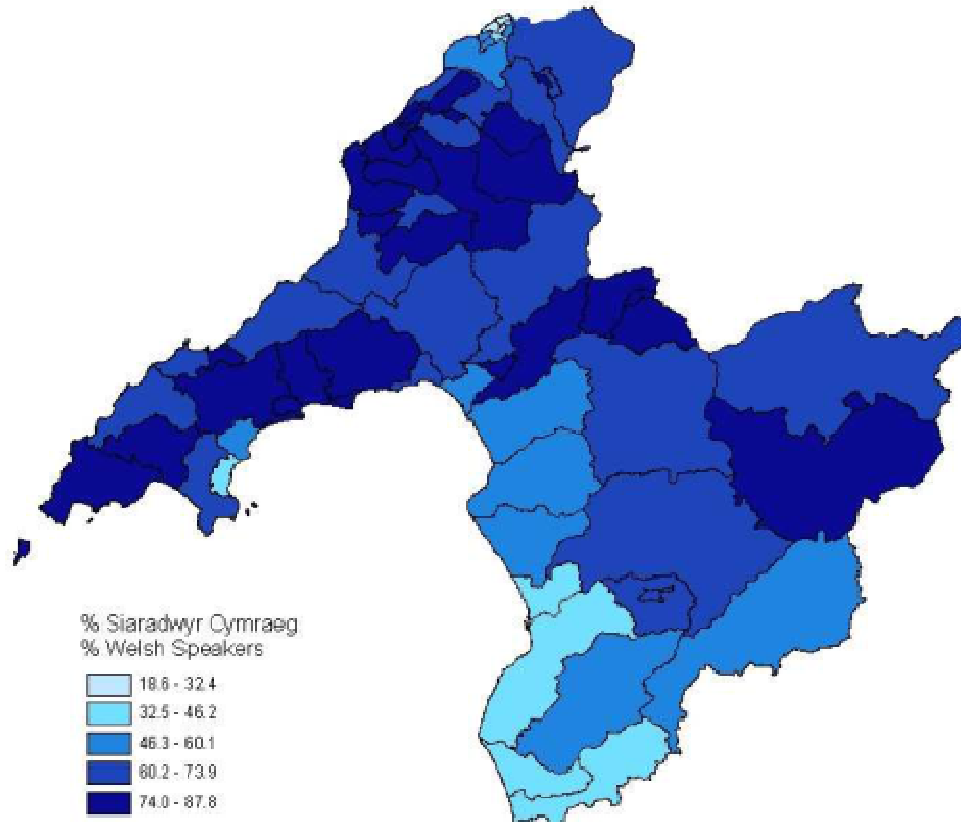
Skills in the Welsh language (2011)

	Population over 3 years old	Speak Welsh but cannot read nor write Welsh	Speak and read Welsh but cannot write in Welsh	Speak, read and write Welsh	Another combination of skills	No knowledge of Welsh
		%	%	%	%	%
Gwynedd	117,789	5.8	3.4	5.6	1.51	26.5
Wales	2,955,841	2.7	1.5	14.6	2.5	73.3

In Gwynedd, it is believed that about 83% of Welsh speakers in the county are fluent - the highest percentage in all of Wales. Linguistic use surveys 2004-2006, by the Welsh Language Board that 90% of fluent speakers speak Welsh every day; again the highest percentage in all the Welsh counties.

The proportion of Welsh speakers varies considerably within the county. Welsh speakers represent at least 30% of the permanent population in all but two wards in Gwynedd. The exceptions are the Bangor wards Menai (18.6%) and Deiniol (22.8%). There are high proportions of Welsh speakers in Caernarfon and adjoining area.

% Welsh speakers in Gwynedd wards (2011)

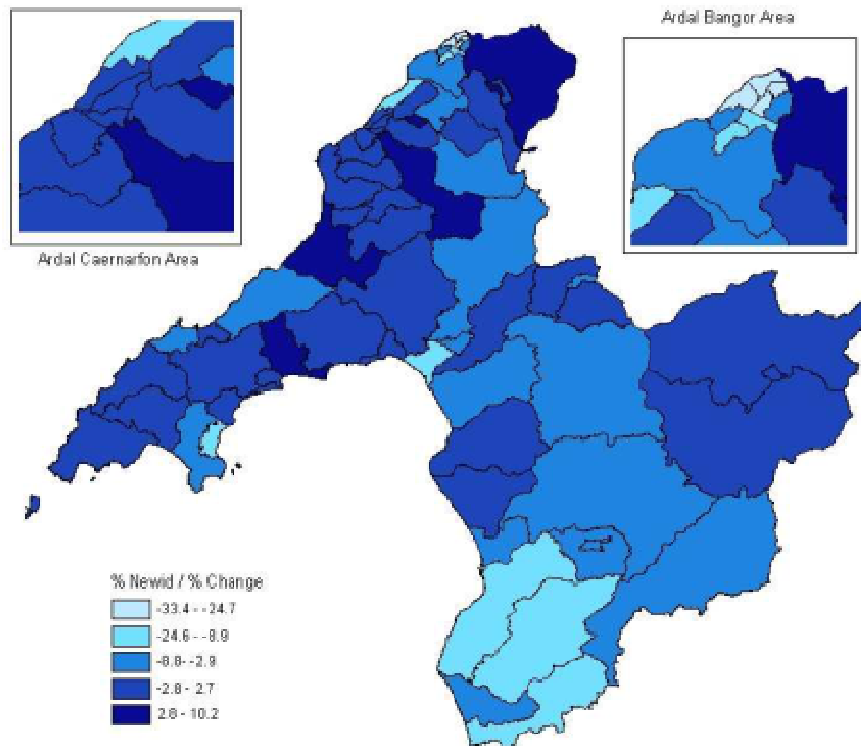


1.10. As well as this, between 1991 and 2011, there was a decline in the Gwynedd wards with over 70% of the population able to speak Welsh, from 61 wards in 1991, to 41 ward in 2001 and then to 40 in 2011. The figure below compares the changes seen in individual wards within the county between 2001 and 2011.

It is seen that the proportion of Welsh speakers has reduced in several areas between 2001 and 2011 especially in the Bangor area and substantial areas on the Meirionnydd coast. In Bangor a decline was seen in Deiniol (-24.8%) Garth (-33.4%), Hirael (-27.2%), Menai Bangor (-31.8%). Significant decline was also seen in other wards: West Porthmadog (-11.3%), Abersoch (-12.4%) and Aberdyfi (-14.5%) A number of areas saw an increase in percentage Welsh speakers such as Clynnog (10.2%), Waunfawr (5.5%) and Arllechwedd (3.7%). It is also important also to identify what factors were influencing this increase.

1.11.

% change in the population 3 years and over that speak Welsh, 2011-2011



(Cynllun Datblygu Lleolar y Cyd Gwynedd a Mon: Mai 2013 Papur Testun)

Welsh speakers by age group

Age	1991 (%)	2001 (%)	2011 (%)
3-4	72.8	70.9	
5-15	90.6	91.8	
16-24	79.0	67	
25-39	69	71.2	
40-59	65.8	62.3	
60+	67.4	62.8	

Source: Census

1.12 As seen Frome the above table the highest percentages of Welsh speakers in Gwynedd is in the 5-15 age groups. A small increase was also seen in the percentages that can speak Welsh in the 25-39 age groups. This is to be welcome considering also that they are more likely to rear children. The density of this group's Welsh speakers is to be found in South Arfon, the Llŷn Peninsula and rural Meirionnydd.

1.13. It is seen that a substantial decline has occurred in the percentage of the population over 60 that Welsh speakers. This suggests a pattern of immigration of non-Welsh speaking had older people having moved into the county.

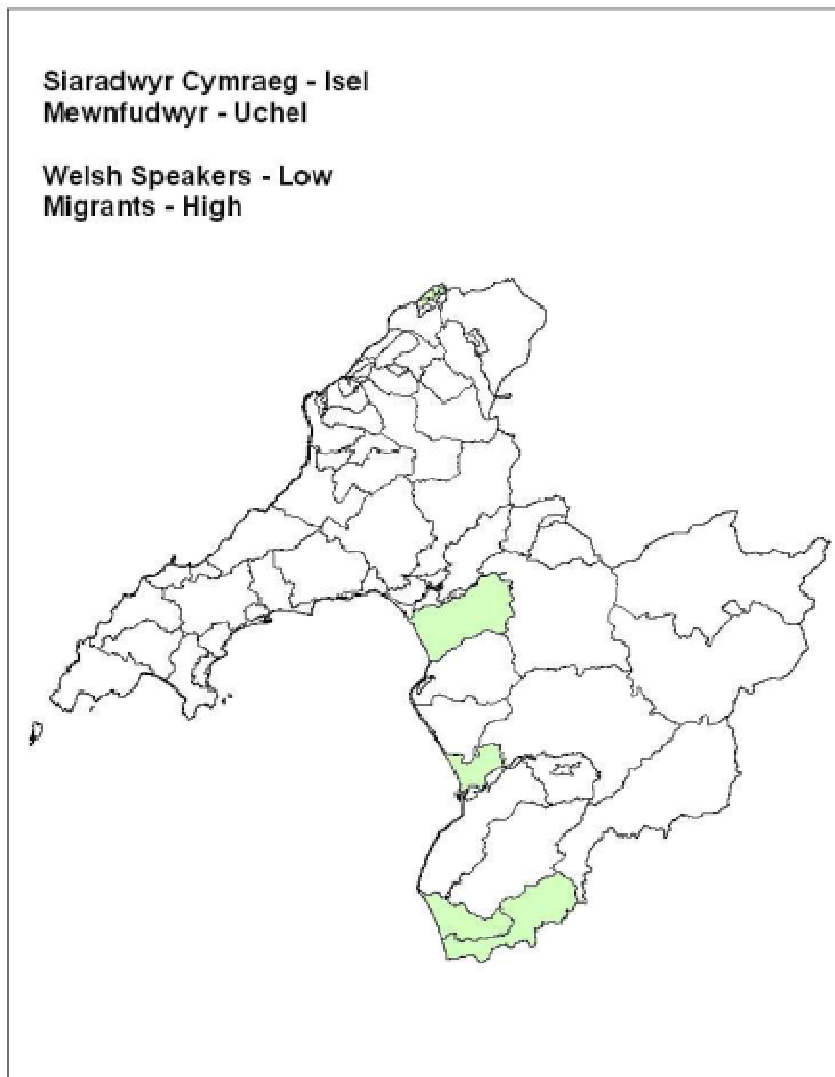
The above data is all of significance whilst also keeping in mind the change in age structure of Gwynedd's population...

Gwynedd Population according to 2011 Census: 121, 523
A population increase of 4.0% between 2001 and 2011** (i.e. 4,679)
Population: distribution 17.7% Urban, 82.3% Rural (2004)
Population changes between 2001 and 2011: 0-15 (-7.7%) 16-64 (+4.6%) over 65 (+13.9%)

1.4. Between 1998 and 2011 more people have moved into Gwynedd than have moved out. Generally, a net reduction is seen because of ex-migration in the group of people in their twenties, with a net increase in the population within 50-59 age groups with a net decrease in 25-44 age groups and net increase in 45-64 groups...

The map below shows those wards in lower quartile as to population percentage able to speak Welsh as well as being within the highest quartile as to the proportion of the population that are in-migrants.

****The Gwynedd wards within the lower quartile as to the proportion of population that can speak Welsh as well as being within the highest quartile as to the proportion of the population that are in-migrants (2010)**



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Uned Polisi a Pherfformiad, Adran Rheoleiddo - Cyngor Gwynedd
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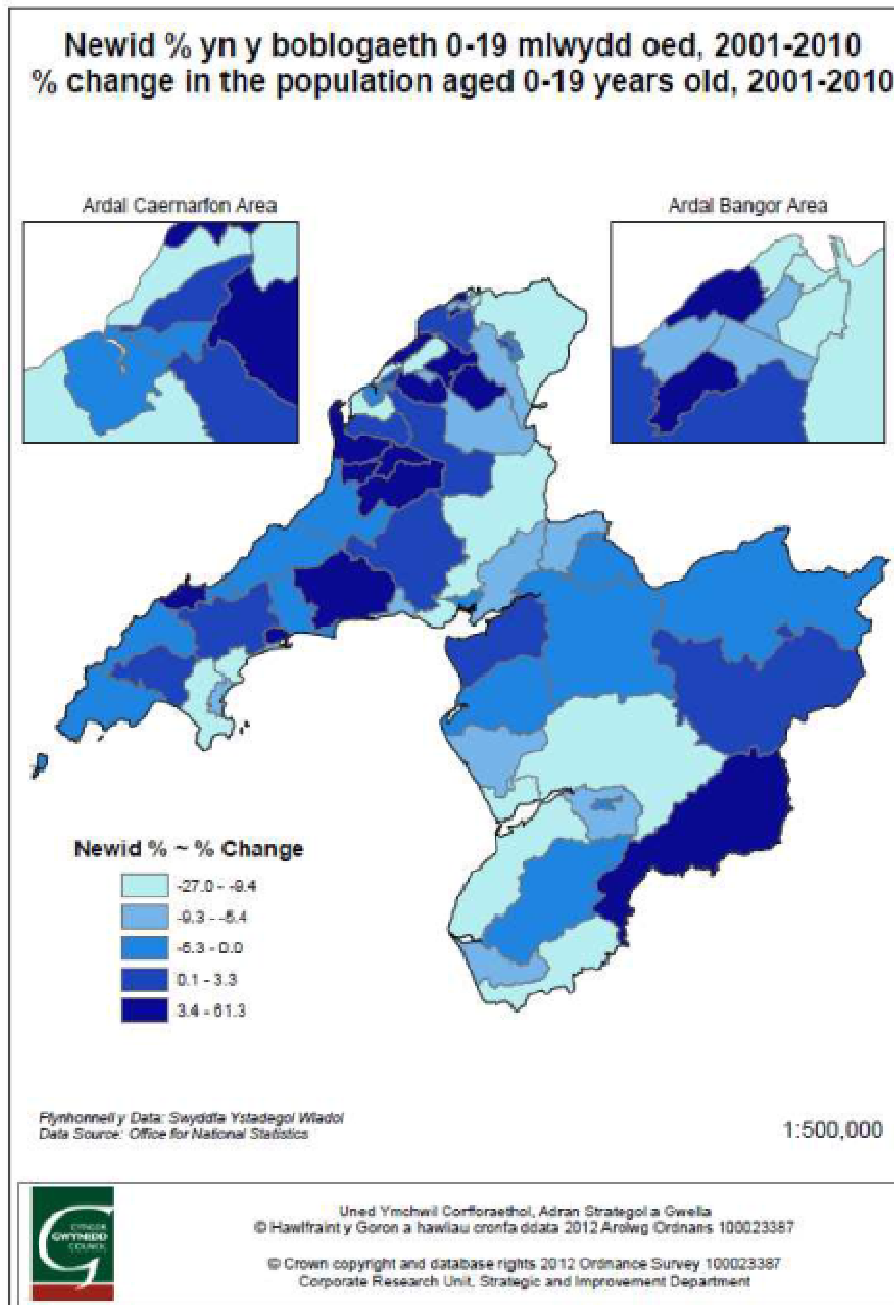
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1.15. Age is a key factor from when considering inward migration into Wales. Linguistic usage surveys by the Welsh Language Board show that of the fewer than 11 year old in-migrants to Wales that 33% could speak Welsh fluently. This compared to 14% of those in the 11+ age group coming into Wales.

The 2010-2013 Strategy recognised that Gwynedd was a county that had experienced in-migration on a significant and constant scale and this persists as a pattern that has been established in many areas. The question still needs to be asked how well are we able to integrate the second and third generation of these in-migrants to Gwynedd.

But further to this, the loss of Welsh speakers gives the message that families, children and young people do not always choose to use Welsh as part of their lives from day to day.

1.16. Ex-migration out of the county is more obvious in the 0-19 age group. The map below shows that there is a large drop occurring in many areas especially some rural areas and coastal areas of the Llŷn Peninsula and Meirionnydd.



Percentage change in the 0-19 age group population, 2001-2010

1.17. Even though that the population between 20-34 has increased by 2.4% between 2001 and 2010 there has been a decline in substantial areas of Gwynedd especially rural areas and coastal areas in the Llŷn Peninsula e.g. Botwnnog (-22%), Abersoch(-36.5%), Abererch (-24.4%). This most likely is an indicator of ex-migration due to lack of employment and affordable housing and confirms what has been previously stated that there was a key linkage between housing, language and employment with the need for firm infrastructure consideration to be an integral part of any Language Strategy.

Appendix 2. Thematic Information

1. Language within the Family

1.1. The Welsh Government's Language Strategy document "Iaith Fyw: Iaith Byw" notes the importance of the family in linguistic planning as well as education. It is seen that the language transfer from one generation to the other is crucial to ensure that Welsh thrives.

According to the report: "Increasing the number of communities that use the Welsh language as the main language", Welsh Government, "the language profile of the community and the status of the language within that community are significant factors for language transfer within the area. The findings in a report *Impact Assessment: Twf and Onwards* by Bangor University suggests that there is a link between these two factors and the likelihood that parents show a willingness to transfer the language*.

1.2. In research by Dr Kathryn Jones and Dr Delyth Morris on families in Gwynedd, Denbighshire and Carmarthenshire 2004-2005, it was concluded that there were 5 main influencing factors to be considered as to linguistic transfer within the family, namely:

- nature of the relationship between parent and child
- relationship between mother and father
- relationship amongst siblings
- role and influence of extended family
- linguistic values of parents and relationship between them**

It is also true from the evidence that individuals tend to use the language most familiar to him or her or the language used with partner.

1.3 . The tables below explain the situation in families with children in 3-4 age groups and compares the data with other counties:

Table 1 Percentage of children 3-4 age group able to speak Welsh in one family household in the counties with the higher percentages of Welsh speakers (2001)

Sir	Family couple 2+ Welsh speaking adult	Family couple, 1 Welsh speaking adult	Family with one parent, with at least 1 Welsh speaking	No Welsh speaking adult	Total

			adult		
Anglesey	79	49	70	18	55
Gwynedd	90	56	74	35	72
Ceredigion	88	53	66	28	56
Carmarthenshire	85	48	61	16	42

Source: 2001 Census

Table 2: Percentage of children 3-4 age group able to speak Welsh in one family households in the counties with the highest percentages of Welsh speakers (2011)

Sir	Family couple 2+ Welsh speaking adult	Family couple, 1 Welsh speaking adult	Family with one parent, with at least 1 Welsh speaking adult	No Welsh speaking adult	Total
Anglesey	80	47	61	22	54
Gwynedd	90	63	82	35	74
Ceredigion	83	59	63	34	59
Carmarthenshire	85	57	56	25	46

Source: 2011 Census

The number of children able to speak Welsh in families where there is no speak Welsh adult generally has increased across these local authority areas, but in Gwynedd has remained the same.

1.4. Twf project is one of the main interventions that attempts to influence within the field of language transfer in the family. The programme gives advice and support to pregnant mothers, new mothers and their families as to the advantages of bilingualism and the use of Welsh within the household. In Gwynedd there are 3 part time Twf officers working across the county.

1.5. In some areas in the South-west a project called ** “*Mae dy Gymraegdi’n grêt*” was established to raise confidence and increase the use made of Welsh amongst parents lacking confidence in their Welsh and were not using Welsh with their children nor socially. The evaluation reports for this project showed that holding sessions of this kind were successful in changing language habits the attendees by the end of the period with an increase of 90% in the use of the Welsh amongst attendees and their children.

1.6. A course named “Welsh for the Family” was launched in 2012. This course had been designed to ensure that parents on entry level learnt appropriate language and had the opportunity to use their Welsh with their children from the onset. By now there is a close relationship between the Welsh for Adults Centres in Bangor and

Aberystwyth and these courses work with the Gwynedd Primary Schools Language Charter.

1.7. Mudiad Meithrin plays a key role in this field in Gwynedd with nursery groups across the county offering care and education sessions daily for children from 2 to 5 years old. This gives the opportunity for children to learn by playing through the medium of Welsh in the nursery groups and they also hold “Ti a Fi” groups across the county. According to the figures provided in “Gwynedd Ni” there were 53 “Ti a Fi” groups across the county with two integrated centres supporting the early years provision promoting use of the Welsh, one in Caernarfon and the other in Blaenau Ffestiniog

2. Education

2.1. Gwynedd education policy is very positive for developing Welsh and bilingual skills within the schools with Welsh Strategy Plan in Education 2013-14. The Education Department’s language policy sets an ambitious aim to ensure that all pupils in the county should gain adequate bilingual skills in Welsh and English, so as to enable them to be complete members of a bilingual society that they are part of”. The authority’s policy (except in two schools) is to offer part time nursery provision to children in their school catchment in the September following their 3 year birthday. The authority pays a grant to 73 locations in the sector where there is no nursery education for 3 year olds.

2.2. The number of pupils in Gwynedd that receive Welsh medium education in Gwynedd has fallen BUT this is due to the fact that there is a decrease in the number of children within the county. This is an important fact to take heed of whilst analysing the decline in Welsh speakers’ numbers within the county: a reduction in the number of children, deaths and non-Welsh immigrants. Even so the percentage has increased.

Table: Number of pupils receiving Welsh medium education

	2002 (Number)	2012 (Number)	2002- 2012 (Number)		2002 (%)	2012 (%)	2002- 2012 (%)
Gwynedd	1249	1181	-68		93.2	98.4	5.2
Anglesey	570	510	-60		77.6	75.2	-2.3
Conwy	262	251	-11		21.5	23.7	2.3

2.3. Studies also indicate that where children get assessed in Welsh as the first language, they remain still considering themselves as Welsh speakers in 10 years time. This is an important message for schools as they influence parents and children of the value of studying through the medium of Welsh. It is important in the context of education in Welsh to retain a continuity is defined as “Continuing to study First Language Welsh and subjects through the medium of Welsh”. This is a national

priority and part of the Welsh Government's Education Strategy. Generally a number of pupils are not retained linguistically when transferring from primary to secondary and while they go up the age ladder to further and higher education. This also is a consideration as to university / hospital towns becoming evident at Bangor in Gwynedd. This is a factor that gets detailed attention by Gwynedd Education Authority with several initiatives in place by now to analyse the areas primary and secondary education.

2.4. Also as part of Gwynedd's programme there are latecomers' centres providing intensive courses in Welsh for immigrants so as to enable them to integrate to a bilingual society and partake fully of a bilingual education experience. There are 4 primary centres: Caernarfon, Llangybi, Dolgellau and Penrhyndeudraeth and a secondary centre at Porthmadog. Between 2005 and October 2012 1,056 primary pupils and 358 secondary pupils have profited from these language centres. In co-operation with Hunaniaith and finance from the Welsh Language Board a project was developed *Living in Wales* to integrate parents. An evaluation of this scheme shows it has been successful with the wish and the need for it to be expanded to all relevant schools.

2.5. Through the support of the Welsh Government and Gwynedd Council a new post was created to extend the language Charter's programme to the primary sector. Through the Council's strategic plan work has begun to set a baseline for children's social use of Welsh in the secondary schools. It is clear from the evidence that this is a key area to support.

2.6. Within the vocational and further education fields the Welsh Government has financed the **Sgiliaith** programme. It has been in operation in Gwynedd since 2010 and has now been extended for another 3 years. It supports those 14-19 age group in further education as well as some that do vocational training within the workplace. The purpose of the programme is to train staff to be able to teach bilingually, raise staff confidence and ensure that Welsh resources are being developed. Language facilitators are based in every further education college working closely with the schools and employers. There are a number of components to the programme including linguistic awareness packages, packages to motivate students to follow courses through the medium of Welsh. According to a national officer these packages are adequate to transfer to the workplace.

According to Sgiliaith officers many factors persist to create obstacles it was specifically noted that there was a need for a campaign to raise awareness among employers of the advantages of a bilingual workforce in Gwynedd so that the customer can choose to be catered for through the medium of Welsh.

2.7. In 2008 the *Linguistic Impact Assessment for the Reorganisation of Gwynedd Primary Schools* was commissioned. Included within this report was detail of the language used in all of Gwynedd's primary schools beyond formal lessons. This

information significantly reflects the linguistic profile of the county. To add to the depiction comments were obtained from young people in the process of consultation whilst compiling the Draft Gwynedd Language 2010-2013 Action Plan that highlighted that Welsh was merely an educational language in some parts of Gwynedd; this was especially so in some areas of Meirionnydd and that there were not enough social opportunities to use the language with friends socially. This was confirmed in areas such as Dolgellau during 2013 when work was done on the linguistic profile of the area. In Dolgellau, young people said that there were two separate linguistic communities with very little opportunities to socialise in Welsh without leaving the area.

2.8. Whilst considering studies on the Catalan and Basque languages it was shown that language ability, because of education, had improved among youngsters but not necessarily in social use. There are similar conclusions in Wales (Welsh Language Board 2005) where it was shown that the wishes of non-Welsh speaking parents for their children to learn Welsh through the education did not of necessity lead to an increase in social use. The language has to be supported in the home and through other wider social and cultural factors.

2.9. During the consultation process of the *Gwynedd Language Strategy 2010-13 Draft Plan*, it became apparent that there were social tensions between young Welsh speakers and non-Welsh speakers, and that the language of a circle of friends was a key factor in the context of language use. In fact the attitude of a peer group on language use creates a counterpoint to the general attitude of the community as well as confirming an attitude, especially in teenage years.

S4C has commissioned SPECTRUM to hold opinion sessions in some secondary schools across Wales. With a facilitator, a national hero attends to share experiences of growing up. The sessions also sound opinions on S4C programmes. The purpose of the sessions is to find young people's opinions in the sixth form on issues that concern them or hinder them. Amongst the issues that touch on young people's lives and their opinion of S4C and its programmes, it appears that the Welsh language is discussed quite often and causes a rift in opinion in some areas among young people, with some of them fighting strongly to promote Welsh, others perceiving it as a restriction holding back their development at school.

It also became apparent that there was a need to support the Welsh language strongholds since traditional Welsh communities face difficulties to ensure that the Welsh language survives. One element that came to the fore was the need to nurture leadership skills among young Welsh speakers. Good examples of this were seen in areas such as Blaenau Ffestiniog

2.10. During discussions and consultation work for the Gwynedd Language Strategy 2014-17, one of the main messages that have arisen several times is the need to boost people's confidence in their linguistic skills in the use of Welsh. This

corresponds to what was said during consultation 2010-13 when it was stated that there was a need to nurture skills and confidence in children and young people and less emphasis on formal language teaching so as to enable children and young people to be able to talk to each other outside formal lessons. It is necessary to create the desire to use Welsh face to face contact and as well as whilst using new technology and social networks.

Initial research work was commissioned to specifically focus on children's attitudes towards Welsh. It was noted that the use of the language and attitudes towards the language – positive or negative- are formed at a very early age, and that these attitudes are firmly entrenched by the age of seven.

3. Community Initiatives in Gwynedd

3.1. Despite the vulnerable position of Welsh, it is important to note that in Gwynedd there are numbers of Welsh language activities across the county, obviously being stronger in some places as opposed to others. Social and cultural activities and the value placed on traditional communities is important. This wealth should be recognised and appreciated and that belonging to a specific "bro" or area is important.

3.2. Institutions such as yr Urdd, Young Farmers' Clubs, local eisteddfodau and societies such as Merched y Wawr play a key role in Welsh communities and safeguard the language. These institutions encourage the development of local leadership, provide volunteers and offer essential social activities through the medium of Welsh.

3.3. There is a framework of formal Mentraulaith across Wales, that are financially supported by the Government. In Gwynedd Hunaniaith receives the corresponding Government funding

There are a number of initiatives and community / area regeneration schemes at present in Gwynedd that have either been established directly to promote Welsh or that the language is central to their operation. In a number of communities an assessment has been made of linguistic requirements having been completed by the Welsh Government's Local Action Framework.

Below is a summary of community linguistic plans that will be operational through the Strategy period:

Scheme/ Programme	Community
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Cynllun Datblygu Gwledig (Llwyddo yng Ngwynedd)	Sustainable Communities -Cymydaen, Botwnnog -Dinas Mawddwy -Penllyn, Y Bala -Dyffryn Ogwen
**Welsh Government Area Language Action Plan	Y Bala and Corwen Meirion/Dwyfor including Pwllheli Dolgellau and Bro Ddyfi South Arfon (agreement with Hunaniaeth until the end of March 2014)
Hunaniaith Language Development Officers in Gwynedd	Officer 1 - Arfon (Bangor, Felinheli) Officer 2 – Dwyfor (Dolbenmaen) Officer 3 – Meirionnydd (Dolgellau)
Community language ventures** Mentrauiaith	-Dyffryn Ogwen -Dyffryn Nantlle -Y Felinheli -Bangor
North Wales ** Mentraulaith	Open Air Training Plan Welsh for Adults Community Translators

3.4. When discussing issues with societies and local groups whilst formulating the Strategy, one obvious challenge that faces societies and local movements is to hold their activities through the medium of Welsh, whilst at the same time stretching out to include individuals unable to speak Welsh. It is worth noting as well that the lack of confidence amongst some Welsh speakers causes them not to use their Welsh and that it was necessary to bridge this gap.

3.5. Research work carried out for the Welsh Language Board in 2006 “*Young People’s Social networks and Language Use*”, and that was presented to The European Research Centre (Wales) and Cwmnilaith, offering further analysis from the viewpoint of young people about social networks and the use of language by young people between 13 and 17 years old. This work included work on the Pwllheli and Y Bala areas in Gwynedd. The main conclusions noted:

- That the main determining factor for the language used by young people is the language of the home
- That there were 3 types of linguistic communities noted based on the relationship between members of different linguistic groups - (Communities that integrate, defined linguistic groups, integrated communities)

3.6. We know that outward migration from Gwynedd is at its peak at 19 years old; we also know that movement is a factor that changes linguistic demography on a community level. The fact that we have Welsh speakers leaving their own area is damaging and has a detrimental effect on the vibrancy of a Welsh speaking community. It is necessary for this Strategy to recognise and work on this relationship between the local economy and attempting to lessen the need to ex-migrate, developing social ventures** mentrau and integrate newcomers.

3.7. The research seen in *Effeithiau Twristiaeth ar yrlaith Gymraegyng Ngogledd-Orllewin Cymru* by Dylan Phillips and Catrin Thomas in 2001 highlighted the link between tourism and in-migration and especially so in coastal areas of Meirionnydd and Dwyfor.

4. Services and the Workplace

4.1. There is ample evidence that the population of Wales is supportive of 'n services provided in Welsh. Nine out of every ten Welsh speakers, (with varying degrees of fluency) across Wales are of the opinion that providing services in Welsh is important to keep the language alive.

Evidence shows that a lack of use of services generally due to lack of confidence amongst speakers that are not fluent enough, as well as the lack of awareness that services are available in Welsh. These include banking services, services on line and on the phone.

There is a substantial change in models for providing services especially in the public sector and third sector with the proven models moving towards commissioning and procurement. There are obvious obligations linked with this as to the way Welsh language services can be ensured.

4.2. In April 2013, a survey was conducted by Gwynedd Council of Welshin co-operative and partnership agreements. On the basis of this research, that looked on the fields of Education, Social Services and 4 of the county's main partnerships, several recommendations emerged to improve the way in which bodies promote the Welsh language and ensure consumers' rights to get a service in their chosen language. These are some of the relevant recommendations:-

- Senior managers should show firm commitment as they lead with the co-operation arrangements and ensure that linguistic requirements should appear in all partnership agreements
- Linguistic requirements should be identified and assessed in a standardised form in all service provision agreements

- Sufficient attention should be taken of the staff linguistic skills as may be required in the post
- There should be a heightened awareness amongst partners of the gains of operating in Welsh or bilingually for the purpose of the consumer
- Assistance in translation should be offered
- A campaign to raise awareness of bodies should be undertaken emphasising the professional benefits of having staff that can offer bilingual service
- Staff should be educated to operate bilingually and how to establish office arrangements that would support and develop the skills of non-Welsh speaking staff

4.3. Peblig Language Broker Scheme, Caernarfon

This was a pilot scheme to “research and trial new ways of promoting the language and work and drawing together work and services that already exist. There was an emphasis on co-operating between all the employment and linguistic services.

In July 2012 an appraisal was carried out of the scheme and a model was given for extending the work done. Without going to detail on the proposals noted below are some of the main conclusions that also appear as conclusions in assessments of other communities.

- Linguistic skills may be used as an important component of the support process to gain employment
- People’s lack of confidence with their language skills is more central than any commitment to use them.
- There is a need to increase language awareness significantly before being able to consider mainstreaming
- It is a long term process to change linguistic / social attitudes that are deeply entrenched.

The main conclusions of the Language Brokerage Scheme for promoting Welsh:

- Making language brokerage (promoting Welsh) an integral part of any regeneration or economic activity
- So as to prepare some employment, basic linguistic skills are required specifically tailored to a certain community.

- The need to increase language awareness with the bodies that are willing to co-operate and individually targeted marketing.
- Setting out skills in Welsh within job requirements (within framework levels) is important to all employers.
- Working with bodies that deal with jobs and employment to operate adequately promoting the need for skills in the Welsh language.

The Welsh Language Board research suggests that training language awareness had been a successful way to nurture a positive attitude towards Welsh and that having enthusiastic and pro-active leaders was crucial.

4.4. Linguistic skills for the workplace

Nationally and also in Gwynedd, the Sgiliaith programme was financed to promote bilingualism within further education colleges, schools and workplace for those in the 14-19 age group primarily. This includes supporting teaching staff developing resources and raising awareness of language as a skill. There is a language facilitator in each college that also co-operates with employers that train staff. Sgiliaith also has an agreement through the Language Commissioner's office to maintain a "language awareness" provision in the third sector and amongst private businesses. The Sgiliaith officers recognise that there are a number of factors to be surmounted, namely: staff lacking in confidence, lack of bilingual education, lack of teaching resources, lack of awareness of the importance of language and lack of opportunities to use Welsh socially for those learning and in need of developing confidence.

4.5. It was said following detailed research conducted by Cwmni Trywydd, that the sessions on psychology of language seemed to have been very successful on the basis of changing attitude.

4.6. Anglesey Council has lately completed a questionnaire survey with its staff to find their staff's linguistic skills, the use of Welsh in the workplace and staff commitment to the Welsh language.

5. The Infrastructure, the Economy and Housing

5.1. The report "*Welsh speaking communities: report and work plan: Task and Finish Group Report*", by the Welsh Government in 2013 summarises in part 4 the governing arrangements and linguistic policies in areas with linguistic minorities, Spain, Canada, the Netherlands, Finland (where there is legislation to support the Swedish speaking minority). It shows that there are geographical variances in some cases such as in the Gaeltacht in the Irish Republic. The concept of a

Gaeltacht came into being before the end of the 1920s. The report states that the demographic changes and the economic influences are reasons for the consistent decline of the Irish in the Gaeltacht.

The report also states that according to evidence gathered it seems that denoting a different linguistic status to places with higher percentages of Welsh speakers within a wider linguistic territory is not a preferred way of operating. Even though it states that there should be more specific targeted measures in areas with higher percentages of Welsh speakers to increase the numbers of such communities.

5.2. But economic developments have a profound impact on a language and are as important as any governmental promotion to support a language. Unemployment varies across Gwynedd areas using the language. The dependence on sectors such as tourism with low salaries and a dependency on the public sector, local government, education and health and small businesses in the private sector.

There are obvious tensions involved with tourism with an increase in holiday homes across some areas of the county.

5.3. The Government, through its economic and housing structural plans, a key constructive role to play in the promotion of the Welsh language by mainstreaming Welsh within national plans. The linguistic consideration was very weak within Objective 1 and Convergence programmes. In Gwynedd many schemes were developed specifically to promote the Welsh language. See more details in the information in the appendix.

5.4. Cynllun Datblygu Gwledig

In Gwynedd, under the Rural Development Plan there are plans named "Llwyddo yng Nghwynedd". The programme has been shared into 4 projects with Sustainable Communities as being one of them. Originally 5 communities had been supported to hold a linguistic physical and human community audit and then to develop ideas. The communities are Dinas Mawddwy, Botwnnog, Penllyn (Y Bala), Dyffryn Ogwen and Y Felinheli.

In Botwnnog Menter Cymydmaen Cyf was established to create a food and local produce hub by allowing people to venture and experiment in the food sector. This builds on the project "Tai, Gwaith, Iaith" in Congl Meinciau, Botwnnog where a building site was bought and 12 affordable houses built and a Venture Centre containing 12 Business Units.

In Dinas Mawddwy there is a plan to buy a building to provide community and business services.

Dyffryn Ogwen Partnership wish to establish a centre to offer space for bodies to offer advice or service with an opportunity as well to offer local services to tourists as a One Stop Shop.

The intention of MenterPenllyn (, Y Bala) is to create a multi-purpose centre for self supporting social ventures and creating a range of drop-in services and bilingual advice.

All these communities will be operating totally bilingually but emphasising Welsh. The question has been asked whether a language facilitator is needed to work with these communities to support and develop plans to promote Welsh.

6.5. There is also a concern within communities of the detrimental effect of overdevelopment. Recently this has been expressed in the Bangor and Bethesda areas.

There is a continual problem regarding affordability and average house prices being beyond the means of local people. House prices in Gwynedd are on average 5.7 times more than the average salary with the average house prices in the rural counties being 10% higher than the national average.

Gwynedd and Anglesey Councils are co-operating on a Local Development Plan as part of the requirement for all local authorities in Wales. This process deals directly with planning issues as well as indirect issues such as the Welsh language.

The policy contexts note the components of sustainable communities: “that our future depends on the vibrancy of our communities as attractive places to live and work within them”.

It is recognised within the document that it is necessary that “regeneration should consider historical cultural and linguistic character of communities”. (Gwynedd and Anglesey Local Development Plan 2013)

Within the policy context see the draft TAN 20: Planning and the Welsh language (2011) recognises that the planning system that deals with land usage should bear in mind the needs and health of Welsh but it could be argued that there are opportunities to promote Welsh by defining whilst defining economic and economic regeneration requirements with the assessment of the local housing market also considering the community profile to include linguistic profile. There is a demand to promote Welsh within specific communities whilst developing open market housing and affordable housing. The Local Development Plan takes consideration of the welfare of the Welsh language. It is important to adopt various policy modes conditional on the state of the language in an area, to put policies in place to promote Welsh. On 21 March 2011, the Welsh Government published a draft advisory Tan 20. Technical Advisory Notes do not give specific guidance as to how to assess what type of dwellings / areas are best able to cope with developments based on linguistic impact.

Gwynedd Language Strategy needs to help develop arrangements and systems that can be useful to measure impact and response.

5.6. The Gwynedd Language Strategy 2014-17 has a role to play by adding and strengthening the evidential base, whilst also operating in a pioneering way by working with planners, communities and developers to make very detailed profiles of targeted communities as to language and cultural and communal activities, and then help to develop responses that would promote the Welsh language.

5.7. Gwynedd Council's 3 Year Business Plan 2011-14 notes that it strives to achieve "a supply of adequate housing in the county. The document clearly notes that there is a link between housing and economic regeneration, the importance of affordable housing and empty houses and the ability to improve the quality of life and to enable people to remain in their communities. The document does not specifically refer to the role that planning and the economy play in promoting Welsh, help to combat the decline of Welsh in some communities and pro-active activities to halt further decline. The Language Strategy has a key role by co-operating directly with those dealing with housing and planning in Gwynedd...

5.8. There are ... social houses in Gwynedd under the control of a number of associations such as Cymdeithas Tai Eryri, North Wales Housing Association, Cymdeithas Tai Clwyd and Chartrefi Cymunedol Gwynedd. The housing associations have an important influence on social housing development and on community development plans around them. It is important that Hunaniaith works hand in hand with the housing associations and supports developments that promote the language, and the relationship with the community linguistic plans.

5.9 During October and November 2013 a housing survey was conducted by Gwynedd Council, Anglesey Council and the Snowdonia National Park Authority. The survey was conducted by residents' questionnaire with the intention of having detailed information about housing in the area and on the Welsh language and considers the possible effects of new developments on the language and Welsh communities. An analysis of this information should be available early in 2014 and available also to formulate relevant work programmes.

6. Consultation

6.1. Up until now the draft Strategy has been based on the details obtained from the 2011 Census, wider sourced data, research, reviewing current programmes, discussions with community representatives and professional officers, Hunaniaith members and representatives of key bodies and movements.

Below is a summary of the main messages gathered from the various sectors?

The draft Strategy will be widely distributed across Gwynedd so as to gather input opinions and information. Based on all received a final complete Strategy will appear at the end of March 2014.

6.2. Sector Opinions

Sector / Network	Main Messages
Pre school	<ul style="list-style-type: none"> • The need to increase awareness of language amongst parents • Marketing the benefits of Welsh • Staff training • Better backing for parents to obtain language training at convenient times • In some areas parents chose to send their children to nurseries where there is no Welsh
Education	<ul style="list-style-type: none"> • The need to work with parents to raise awareness of the value of Welsh to their children and family • Welsh for Adults relevant to parents • Language awareness within the staff and training as to how to promote Welsh socially and within and outside the curriculum • The use of Welsh outside the classroom and social activities in Welsh • Further develop playground games
Further Education	<ul style="list-style-type: none"> • Lack of language awareness and not enough marketing and promoting the advantages of bilingual skills across the sector with learners, parents and employers. • The need to co-operate between various sectors to ensure continuity for bilingual learner • The need for more bilingual teaching practitioners with sufficient confidence to educate through the medium of Welsh/bilingually • Employer demand for bilingual skills not sufficient, the comprehension of the need to provide bilingual services to customer /client has not penetrated sufficiently to the vocational learner. • The need for more varied, contemporary and interesting learning facilities as well as resources to train and recruit bilingual staff • The need to develop a more Welsh ethos across institutions and not enough Welsh being used generally within the curriculum (various subjects) • The need to develop more Welsh in leisure activities, social activities etc. • It appears that learners cannot “chose” to continue with Welsh since the skill it is not perceived as valuable
Voluntary sector	<ul style="list-style-type: none"> • The need for cheap translation services for voluntary

	<p>sector and community councils</p> <ul style="list-style-type: none"> • Develop confidence amongst people and their ability to use Welsh whilst focusing on not excluding anyone because their Welsh seemed "not good enough" • Use simple, clear and understandable Welsh • Using social networks and being proud that they are used • Ensure that nursery groups get the necessary support to provide a service in Welsh • Developing leaders in services such as language heroes within institutions such as in the health sector • Develop commentary plans and learners' activities more flexibly and locally
Housing Sector	<ul style="list-style-type: none"> • The need for community enterprises to promote Welsh sustainably • Community grants to support indigenous groups • The need for ameliorating measures to integrate language with community developments • Develop marketing campaigns jointly for skills that are scarce, higher level skills and marketing jobs that have a local scarcity of those with Welsh / bilingual ability (technological, project management) • A building / planning brokerage to ensure a focus on linguistic response • A lead for housing associations regarding the social role and the Welsh language (a welcoming pack for new tenants) • The need to invest in the evaluation of plans so as to see what difference they would make
Economy and Regeneration	
Business	<ul style="list-style-type: none"> • The cost of bilingualism
Health and Care	<ul style="list-style-type: none"> • Ability to recruit Welsh speakers staff skills • Staff training
Community and Democracy	<ul style="list-style-type: none"> • The need to support community activities • Supporting <i>papurau bro</i>, modes of communication and local technological information networks • Promoting entertainment and Welsh sports clubs • Providing cheap translation facilities for communities • Being spatially careful as to how new housing is built so as to promote viable communities • A better link with the regeneration provisions so as to ensure a focus on Welsh in all schemes and promoting a Welsh speaking workforce

	<ul style="list-style-type: none"> • Supporting communities to sustain local language profiles • Focusing on provisions for young people and working on developing a Welsh mentality with bodies e.g. leisure and sport • Supporting integrating into Welsh and supporting the strongest areas as a lead for other areas • Focusing on early intervention, children and young people and parent awareness • Revisit the adult education provision -learners that have not got the flexibility at times • Campaign to heightening awareness within shops and local businesses • Advanced Welsh lessons for businesses • Develop local networks for young people with young people leading, supporting Urddae/wydydd (including in secondary schools) • Main bodies to co-operate to visibly market the role and importance of Welsh for them and that it is a key skill • Develop community pride in the Welsh language and establish local champions • Housing Brokerage / planning and language
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6.3. Elected Members' Opinion

In March 2013, a seminar was held to Gwynedd Council's elected members to discuss the results of the 2011 Census. The situation in Arfon, Dwyfor and Meirionnydd were discussed on the basis of data on a national, county and district level. 5 main factors were identified relating to change (positive and negative):

- Migration
- The Economy
- Education policy
- Planning policy
- Language usage choices

Two questions were asked:

"What has changed or not changed since 2001?" and

"What is responsible for the changes?"

It was seen from the discussions that the same themes came up across all groups:

- The use of the language and the confidence to use it
- In-migration and Ex-migration patterns
- the role of schools and the education system to promote Welsh
- Housing and Planning Issues
- Raising awareness of the Welsh language
- Influencing other bodies

ITEM 8

MEETING	COUNCIL LANGUAGE COMMITTEE
DATE	15 January 2014
TITLE	Welsh in Education Strategic Plan 2014-17
PURPOSE	Consider the contents of the draft version of the Plan and submit comments
RECOMMENDATION	For approval
REPORT BY	Dewi R Jones, Head of Education
CABINET MEMBER	CLlr Sian Gwenllian

Introduction and context

In December 1996, Gwynedd Council published a Welsh Language Plan in compliance with the requirements of the 1993 Welsh Language Act. It was approved by the Welsh Language Board, and it states how the Council, in its dealings with the public, gives equal treatment to Welsh and English.

Under Section 1 and Section 2 of the 1993 Welsh Language Act, the LA was required to provide a Welsh Language Plan that specifically deals with Education [Welsh Education Plan]. Gwynedd Council's initial Welsh Education Plan received approval in November 1998. Following a three year implementation phase of the Welsh Education Plan, a second plan was prepared that was approved in August 2004. A review of the plan was held in 2010 and this Welsh Education Plan was approved by the Welsh Language Board on 30 June 2011. Following this, the Welsh in Education Strategic Plan for 2013-14 was prepared and approved.

This year, the School Standards and Organisation (Wales) Act (2013) became law in Wales on 4 March 2013. The Act places a statutory requirement on local authorities to prepare and introduce a **Welsh in Education Strategic Plan** to the Welsh Government. The first plans under the new statutory arrangements will be implemented from 1 April 2014 and will cover a period of 3 years up to March 2017. These plans will outline how local authorities intend to achieve the Welsh Government's objectives and targets that are set out in the Welsh-Medium Education Strategy.

This Strategy is interpreted within the context of Gwynedd Council Language Policy and thus achieve the outcomes. The authority will ensure that the principal elements are reflected and receive due focus in the Strategic Plan.

Welsh in Education Strategic Plans

The Plans will enable the Welsh Government to monitor how LA's respond to the requirement to implement the Strategy's objectives and contribute towards them through:

- ensuring that every step of local authority education processes includes full consideration of Welsh-medium education;
- extending provision where a need is identified on the basis of improved planning;
- ensuring the delivery of Welsh-medium support services on the basis of consortia.;
- improving standards and extending the use of Welsh by children and young people; and,

- demonstrating progress against the specific targets in the Welsh Medium Education Strategy.

The aim of the Strategic Plan is to:

- expect that local authorities to be accountable to the Welsh Government for planning Welsh-medium and Welsh-language education provision;
- reflect the aims of the Strategy;
- illustrate the current situation, outline appropriate activities and demonstrate improvement;
- be manageable and useful to the local authority; and
- demonstrate clear progress annually **over 3 years** in each local authority and consortium area towards achieving the WMES targets.

The targets contained in the Welsh Medium Education Strategy are the focal-point of the Strategic Plan:

- more seven-year-old children being taught through the medium of Welsh as a percentage of the Year 2 cohort;
- more learners continuing to improve their language skills on transfer from primary school to secondary school;
- more learners studying for qualifications through the medium of Welsh;
- more learners aged 16-19 studying Welsh and subjects through the medium of Welsh; and
- more learners with improved skills in Welsh.

Recommendation

A drafft copy of the 'Gwynedd Welsh in Education Strategic Plan 2014-17' is appended for the attention of the Language Committee members for their comments as part of the consultation process before presenting the drafft version to the Government by 20 January 2014.

List of Contents

1. Introduction to the Welsh in Education Strategic Plan
2. Section 1: Vision and objectives for Welsh medium education
3. Section 2: The Action Plan
4. Section 3: Commentary and additional notes (Appendices 1 to 6)

DRAFT

1. Introduction to Welsh in Education Strategic Plan

In December 1996, Gwynedd Council published a Welsh Language Plan in compliance with the requirements of the 1993 Welsh Language Act. It was approved by the Welsh Language Board, and it mentions how the Council, in its dealings with the public, gives equal status to the Welsh and English Language.

Under Part 1 and Part 2 of the 1993 Welsh Language Act, the LA was required to provide a Welsh Language Plan that specifically dealt with Education [Welsh Education Plan]. Gwynedd Council's initial Welsh Education Plan was approved in November 1998. Following the three year implementation of the Welsh Education Plan, a second Plan was prepared that was approved in August 2004. The Plan was reviewed in 2010 and this Welsh Education Plan was approved by the Welsh Language Board on 30 June 2011. Following this, the Welsh in Education Strategy Plan for 2013-14 was drawn up and approved.

This year, the Wales Schools Standards and Arrangements Act (2013) came into force in Wales on 4 March 2013. The Act places a statutory duty on LA's to prepare and present a **Welsh in Education Strategic Plan** for the Welsh Government. The initial plans under these statutory arrangements will be implemented from April 1 2014 for a 3 year period until March 2017. These plans will outline how LA's intend to achieve Welsh Government objectives and targets that are outlined in the Welsh Medium Education Strategy.

The Strategy is outlined within the context of Gwynedd Council Language Policy and thus achieve the outcomes. The LA will ensure that the principal elements are reflected and receive due attention in the Strategy Plan.

The objective of the Language Policy [1996] is to ensure that all pupils in the County possess age-related balanced bilingualism so as to equip them to become well-rounded members of the bilingual community to which they belong. Age-related bilingualism implies that pupils possess appropriate language skills in Welsh and English.

As well as developing pupils competence in both languages, all the County's educational establishments are expected to reflect and strengthen the Language Policy in their administration, their social life and pastoral arrangements as well as in their curricular provision.

Although the Policy's overall objective is bilingualism, the balance is in favour of Welsh during the early years so as to establish firm foundations for further development. At the other key stages, schools are expected to plan purposefully so as to develop pupils grasp of Welsh.

This well matches the principal objectives of the Welsh in Education Strategic Plan, namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards.

Any shortcoming as regards Welsh and ensuring progression from one key stage to the next will be subject to the arrangements noted in the **Partnership Agreement** established between the Authority and the schools and the nursery groups. In relation to this, the attention of the locally elected members and Chair of Governors is drawn to any matters of concern that are relevant to lack of implementation of the contents of the Language Policy or that of the Welsh in Education Strategy Plan.

Additional information on "The Welsh in Education Strategic Plan 2014-17" can be obtained from - Dewi R. Jones, Head of Education, Gwynedd Council, CAERNARFON, Gwynedd, LL55 1SH. Tel 01766 771 000. Fax 01286 677 347. dewirjones@gwynedd.gov.uk

Section 1: Our vision and aim for Welsh-medium education

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the county possess appropriate language skills in Welsh and English, to enable them to become full members of the bilingual community to which they belong. This well matches the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards and promote our children and young people's use of Welsh as a social language.

To achieve this ambitious programme, every establishment is expected to address the following matters.

- Establish firm foundations in Welsh in the Early Years, ensuring that pupils from an English speaking background have an opportunity to learn Welsh as soon as possible.
- At the Foundation Phase, build on the foundation laid at the nursery and reception stage through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that the majority of schools will commence introducing English as a subject in the final term at the end of the Foundation Phase, focussing on developing reading, oracy and writing skills in that language. Welsh will be the official language of assessment at the school at the end of the Foundation Phase.
- At KS2, continue to develop pupils grasp of Welsh focussing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.
- At KS3, ensure that every pupil achieving level 3+ at the end of KS2 continues to follow Welsh as First Language to ensure appropriate progression and continuity.
- At KS4, ensure that every pupil studies Welsh as a subject until the end of Y11 and is assessed in Welsh at the end of KS4.
- At KS3 and KS4, use the information on previous achievement to ensure that every pupil continues to develop skills in Welsh and English through using both languages as learning medium.
- Ensure that pupils who learn Welsh at KS2 and KS3 learn Welsh as soon as possible and use Welsh as a learning medium.
- Improve pupils knowledge and understanding of the cultural, economic, environmental, historical and language features of Wales.
- Develop the pupils to be responsible citizens so that they make a significant contribution to their bilingual community.

Following a thorough review of the 2013-14 Strategic Plan, it was agreed that this **Statutory Strategic Plan (2014-17)** would focus on the following aspects from the perspective of Welsh as a language and as a medium setting them as clear objectives for our three year work programme.

- Establish firm foundations for Welsh during nursery education and the early years. 98.6% of seven year olds taught through the medium of Welsh)
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3. (100% of pupils continue to improve their language skills when transferring from primary to secondary school.)
- Ensure progression in Welsh as a subject and as a learning medium from KS3 to KS4.
- Strengthen implementation in the areas/establishments/schools where data indicates the need equipping our headteachers and training our workforce to fully achieve the Scheme's objective.
- Strengthen the use of the language cohorts as a progression planning tool at secondary schools.
- Develop Welsh Baccalaureate at levels 1, 2 and 3 at the secondary schools.
- Confirm implementation of the Language Charter in each of our primary schools, giving due attention to workforce training developing medium elements and methodology.
- Promote use of Welsh as the social language of young people at our secondary schools through establishing and developing a scheme similar to the primary schools Language Charter.

If this is successfully achieved during the next three years, it is envisaged that the whole education system can contribute towards development of Welsh (language and medium) and quality of education and the experiences of our children and young people.

Section 2: The Action Plan

Outcome 1: More seven-year-old children being taught through the medium of Welsh <i>You should also complete Appendix 2</i>																																																																																																						
A. Objective	B. Current performance (Questions to be answered)	C. Targets	D. Progress																																																																																																			
Increase the number of seven-year-old children taught through the medium of Welsh	<p>The County does not define primary schools according to language categories as the same Language Policy is implemented at every school. The same emphasis is placed on bilingualism, namely provide an opportunity for all pupils in the County to be confidently bilingual.</p> <p>Indicated below are pupil numbers in the KS1 cohort (The Foundation Phase from 2012) and the number assessed in Welsh as First Language.</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>1193/1218</td> <td>1124/1145</td> <td>1152/1156</td> <td>1108/1126</td> <td>1181/1200</td> <td>1290/1325</td> </tr> </tbody> </table> <p>The numbers above compare very favourably with the other authorities in Wales.</p>		2008	2009	2010	2011	2012	2013	KS1	1193/1218	1124/1145	1152/1156	1108/1126	1181/1200	1290/1325	Ensure that every pupil is assessed in Welsh as first language at the end of KS1 and KS2.																																																																																						
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	<p>Gwynedd Cymru</p> <p>(*awaiting Stats Wales data)</p> <p>Schools receive additional support in those areas where further developments are required - through additional visits, specific courses for Developing Welsh in the areas where further developments are required, and through providing appropriate resources.</p> <p>In November 2011, a comprehensive adequacy assessment was prepared of child care provision in Gwynedd. The assessment indicated that the vast proportion of child care provisions were services provided through the medium of Welsh, or Welsh principally with some use of English (90%). Only 1% of the providers noted that they made provision through the medium of English only, with somewhat more (9%) noting that they provided their service mainly in English with some use of Welsh. 2008 In addition, 4% of the parents and carers who responded to the questionnaire expressed a wish to see an improvement in the provision through the medium of Welsh. <i>Information on the latest adequacy assessment will be available</i></p>																																																																																						

<p>provision. Act promptly on the findings of parental surveys.</p>	<p><i>in January 2014.</i></p> <p>The LA's policy is to offer a part-time nursery place to children in their catchment-area school from the September following their third birthday. This is implemented at every school throughout the county except in two [Llanbedr and Dyffryn Ardudwy]; in the case of these schools, there are no appropriate resources available to provide nursery provision (an application was presented to the Assembly to change this arrangement). In these places, the LA, through the Early Years Unit, collaborates with the voluntary organizations, Mudiad Ysgolion Meithrin and Wales Pre-school Play Groups to ensure free nursery places for the children. Appendix 3 notes 3 lists of Nursery Groups who provide Nursery Education across the County.</p> <p>The Early Years Unit are planning to ensure that the Authority fulfils the statutory requirement of ensuring a nursery place for every child from the term following his 3rd birthday. From September 2013, the nursery education provision is provided at 69 placements throughout the county. The Authority provides a termly grant for these provisions. There are 32 placements in Arfon, 16 in Dwyfor and 21 in Meirionnydd namely Welsh medium and bilingual placements that are maintained by the Authority to meet the requirements of providing Nursery Education for the pupils. The entire placements, including those of voluntary organizations, are regularly monitored. Part of this monitoring involves ensuring that they comply with the County's Language Policy requirements.</p> <p>The Authority provides an Annual core grant for the Mudiad Ysgolion Meithrin. This grant is used as support to support the posts of the three development officers and the three language officers. Collaboration also occurs to support the leaders training programme. The Authority also provides a core grant for Wales Play Groups Association towards employing an officer.</p> <p>An opportunity was also provided for leaders of non-supported groups, who do not speak Welsh or who lack confidence in the language, to attend a course so that they promote bilingualism in the groups.</p> <p>By now, the size of the foundation phase/nursery support team has grown to a senior Foundation Phase teacher, 3 full-time teachers and 2 part-time teachers.</p>	<p>receives a skills assessment in Language, Literacy and Communication in Welsh on entry to and at the end of part-time nursery education and at the end of the Foundation Phase. January 2014</p>
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	<p>This implies more support for leaders of non-supported groups and termly training. Within Flying Start, there is a senior Flying Start teacher, a part-time teacher and a full-time teacher will start in January 2014. At the training sessions and during site visits, the need has been emphasised to establish firm foundations for Welsh during the Early Years. Every effort has been made to ensure that the basic assessment provides a school with initial information on every child's language situation. This is an important step as regards progression planning.</p> <p>As regards statistics for 'Gwynedd Ni' November 2013, there are 54 Ti a Fi Groups across the County. In Arfon there are 26 Groups, 8 in Dwyfor and 20 in Meirionnydd.</p> <p>The two integrated centres that support the early years provision are located within the county, with the Education Department in charge of one, Plas Pawb at Caernarfon and the other is under the care of Barnardos, Caban Bach Blaenau Ffestiniog that are wholly bilingual. A high number of child care staff have received ELKLAN accreditation to promote understanding and use of language with young children. Substantial input is received from Flying Start language therapist to promote language development.</p> <p>Following Flying Start Scheme input, the child care placements on these sites have received quality accreditation and provide free child care for 2 to 3 year olds within the Scheme's boundaries. 5 of the new provisions (1- since September 2011) (4 October 2013) need to give a commitment to work on receiving accreditation, 2 placements need to renew the accreditation and one placement has received quality accreditation for the second time. New future accreditations will commit to the quality accreditation. All the agencies involved with Flying Start promote Welsh and bilingualism in its work by working with the children and their families e.g. Family Support Team, Key Workers, Health Team, Flying Start Language Therapist.</p> <p>There are 4 Language and Play Officers and by now they have put down roots throughout Gwynedd, focussing a good deal on holding groups in Gwynedd Communities First areas. In recent years, the officers have worked with local artists through imitating 'Engage Cymru' work at several pre-school placements at Pwllheli, Caernarfon, Bangor and Caernarfon. These workshops have assisted to develop the</p>	
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<p>Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium</p>	<p>children's language, literacy and communication skills encouraging them to speak and listen through offering exciting and participatory experiences to refer to and explore new vocabulary.</p> <p>Since 2012, there are full-time Key Workers in each of the Flying Start catchment-areas. They have developed from their roles as Basic Skills officers that provide a variety of Welsh sessions for Flying Start parents and children. Language and Play sessions are offered, story sessions, lullaby singing sessions, story sacks and movement sessions - 'Jabadao' Yoga sessions following accreditation training and massaging sessions. These officers distribute a pack of bilingual books for Flying Start 3 year olds. These book packs are in addition for Flying Start children. In addition, Gwynedd Library Service forms part of the Flying Start scheme. With every scheme, every toddler receives a free Flying Start pack on his health assessment between 8-12 months from his health visitors and an Early Years pack on his 24 months health assessment. The books pack contains an invitation for parents/carers to provide their child with membership of the library (as the child becomes a member, he will receive another free book from the Gwynedd Library Service). The staff are trained to implement ELKLAN to promote understanding and the use of language.</p> <p>Evidence shows that these multi-disciplinary teams including the Health Visitors and Twf officers do a considerable amount of work throughout the County to work with parents to present the importance of the Welsh Language displaying the possible methods of transferring the Welsh Language early in a child's life.</p> <p>As the Language Policy emphasises bilingualism and the need to establish robust foundations for Welsh during the early years, and develop this at the following key stages, it goes without saying that there is a demand.</p> <p>As mentioned above, there is the same expectation as regards Welsh for every school, namely provide an opportunity for all pupils in the County to be confidently bilingual. Consequently, any new plans presented, such as proposals for 21st C Schools, are subject to Language Policy requirements.</p> <p>The framework and strategic basis adopted for Schools re-organization within 21stC</p>		
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<p>education.</p>	<p>Schools Programme places the Welsh Language as one of the main principals and considerations when drawing up proposals.</p> <p>During schools re-organisation in areas where the Welsh Language holds its ground, ensuring a robust and sustainable education provision in future within these areas contributes towards stabilizing and solidifying the situation as regards the language.</p>	
<p>Ensure collaborative working through consortia.</p>	<p>The contents of this Plan and that of the Education Language Policy is a core consideration when establishing any new provision or any collaborative arrangement established.</p> <p>In the Improving Schools Service Outline Business Plan, for North Wales authorities, the following is noted as a basis for the key functions of the new entity namely GwE: <i>'The key functions of the new entity will be based on the core principle of providing strategies for the Welsh Language locally and nationally and to increase the excellence in pedagogy and Welsh medium/bilingual education in communities throughout North Wales.'</i> Gwynedd Authority commission for the Service will convey this expectation wholly clearly in all aspects of GwE workforce involvement with all our schools.</p> <p>The cross-authority strategy group is led by the Head of Education that focuses on Welsh, Welsh medium and building upon capacity in every Authority. Hopefully this group can have an impact as regards the discussion on the language continuum having a substantial impact on the status of Welsh at every school and quality of its teaching as a language and its further use as a learning medium.</p>	
<p>Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for</p>	<p>The objective of the Language Centres is to provide an intensive course in Welsh for immigrants to enable them to assimilate into the bilingual community and fully participate in bilingual education experiences. This provision has a core role in assisting primary and secondary schools to implement the current Language Policy.</p> <p>There are now four primary centres and one secondary centre, that is wholly unique in Wales. The primary centres are located at Caernarfon, Dolgellau, Llanybi and Penrhyndeudraeth, and the secondary centre is located at Porthmadog.</p>	<p>Ensure the continuation of the current provision and that there is a firm arrangement for monitoring progression at primary and secondary schools.</p>

<p>latecomers.</p>	<p>Between 2005 and October 2013 a total of 1188 primary pupils and 424 from secondary schools have benefited from attending the language centres.</p> <p>A recent exciting development has been the Project for Assimilating Parents, under the Government's auspices. The provision was audited and parents gave a very positive feedback.</p> <p>So as to ensure appropriate progression at the schools, the centre's teachers will provide after-care for every pupil upon their return to their schools.</p> <p>An Immersion Scheme has been established at Ysgol Tryfan. This provides a taster period for Y5 primary school pupils with a follow-up of intensive attention at the start of secondary school for pupils who have little grasp of Welsh. This is proving to be a success and enables pupils who would perhaps not have chosen Welsh in the secondary to continue their education through the medium of Welsh/bilingually.</p> <p>Number of pupils who attended the immersion course between 2007-2013:</p> <table border="1" data-bbox="770 683 842 1758"> <thead> <tr> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>o 17</td> <td>o 24</td> <td>o 20</td> <td>o 17</td> <td>o 35</td> <td>o 39</td> <td>o 25</td> </tr> </tbody> </table>	2007	2008	2009	2010	2011	2012	2013	o 17	o 24	o 20	o 17	o 35	o 39	o 25	
2007	2008	2009	2010	2011	2012	2013										
o 17	o 24	o 20	o 17	o 35	o 39	o 25										
<p>Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.</p>	<p>As mentioned above, the entire work of the Council and Education Department is driven by the requirements of the Education Language Policy and the Council's Language Plan. Within this context, all the Council's activities and deliberations and specifically Gwynedd and Isle of Anglesey Children and Young People Partnership prioritises the requirements of the Welsh language.</p> <p>A working group was established that contains representatives from amongst officers, GwE, headteachers, primary school language co-ordinators, secondary school language co-ordinators as well as the Cabinet member for Education to steer the development of the Strategic Plan. This group will also be responsible for monitoring the Plan's implementation.</p> <p>Likewise, the Council Language Committee's contribution will be crucial in the process of monitoring progress against the priorities.</p>															

<p>Provide information for parents/carers</p>	<p>The LA provides parents with general information regarding the county based provision. It is distributed to the parents of primary school pupils in January and to the parents of secondary school pupils in November. It contains information about the admissions policy. The schools prepare their own prospectus.</p> <p>The services provided by the educational welfare service are available in Welsh and English as the ability to use both languages is an essential requirement for these posts.</p> <p>An independent conciliation service, on SEN, is currently available through an arrangement with SNAP Wales, that again provides a Welsh and English medium service.</p>		
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Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school
You should also complete Appendices 2/3

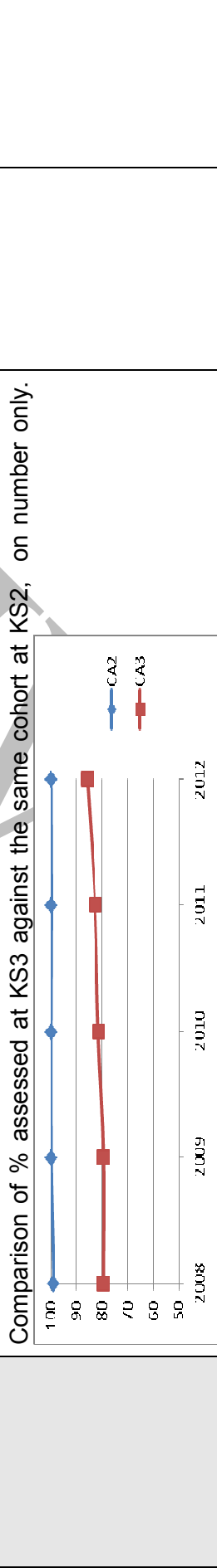
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress
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Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)

Shown below are pupil numbers in KS3 cohort as well as % assessed in Welsh as First Language.

	2008	2009	2010	2011	2012	2013
KS3	1150/1441	1135/1426	1054/1290	1185/1427	1154/1341	1095/1328
Gwynedd	80%	80%	82%	83%	86.1%	82.5%
Wales	5800/36266 (16%)	5594/35221 (15.9%)	5550/34717 (16%)	5862/35903 (16.3%)	5787/34520 (16.8%)	

*number in the cohort/number assessed



The % assessed in Welsh as First Language at the end of KS3, in comparison with other authorities, is good. However, there is a desire to increase the % through impacting on practices at a school that contributes substantially to pupil numbers who are not assessed in Welsh as First Language at the end of the key stage. Discussions on how best to impact these practices have already been held with this school's catchment-area language co-ordinator, it is intended to enhance this discussion to a group of the catchment-area's primary school headteachers in January 2014.

Percentage assessed in Welsh as First Language at the end of KS3		2007	2008	2009	2010	2011	2012	2013
1	83.0	79.8	79.6	81.7	83.0	86.1	82.5	
2	71.6	71.4	65.9	66.3	63.3	64.9		
3	59.4	59.8	63.8	63.8	61.2	70.7		
4	30.2	33.1	36.9	35.5	35.4	36.5		
5	19.8	20.5	18.7	20.1	20.7	18.8		
6	16.7	17.8	18.0	17.0	17.0	18.7		
7	15.3	16.0	15.9	16.4	16.4	17.2		
8	14.0	14.1	15.7	16.0	16.3	16.8		
9	11.5	13.1	12.7	13.7	12.7	13.8		
10	10.8	11.1	11.9	11.2	12.2	13.7		
11	10.7	10.6	9.9	10.6	11.5	11.0		
12	10.2	10.1	9.2	10.6	10.7	11.0		
13	8.8	9.9	9.2	10.1	9.6	10.6		
14	8.7	9.5	9.1	9.6	9.4	10.4		
15	8.6	9.3	9.1	9.1	9.0	10.3		
16	8.4	9.0	8.1	8.7	8.9	9.7		
17	7.2	8.8	7.8	8.4	7.5	8.4		
18	4.9	5.0	5.3	4.6	6.9	5.9		
19	.	.	.	.	6.0	4.6		
20	.	.	.	.	.	.
21	.	.	.	.	.	.
22	.	.	.	.	.	.
23	.	.	.	.	.	.

Gwynedd
Cymru

(Data Stats Wales not published)

Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4.

The Language Policy places an emphasis on bilingualism and the need to establish firm foundations for Welsh in the early years and build on that during the following key stages.

See Appendix 2 on number and percentage of pupils attending non maintained Welsh medium placements and funded non maintained Welsh medium placements that provide the foundation phase who transfer to Welsh medium and bilingual schools.

Shown below are pupil numbers at KS1 cohort (and the foundation phase) and KS2 and the number assessed in Welsh as First Language.

	2008	2009	2010	2011	2012	2013
CA1/CS	1193/1218	1124/1145	1152/1156	1108/1126	1182/1200	1290/1325
CA2	1384/1387	1313/1313	1272/1277	1264/1269	1227/1238	1128/1139
CA3	1150/1441	1135/1426	1054/1290	1185/1427	1154/1341	1095/1328

*number in the cohort/number assessed

The table below shows the number of pupils who have sat Welsh as First Language examination during the past five years as well as the % who achieved grade A*-C.

	2009	2010	2011	2012	2013
Number in the cohort	1419	1425	1420	1422	1394
Number/% of entrants	1119 (78.9%)	1120 (78.6%)	1122 (79%)	1125 (79.1%)	1126 (80.8%)
% achieving A*-C	813 (72.7%)	813 (72.6%)	814 (72.5%)	818 (72.7%)	817 (72.6%)

The % sitting an examination in Welsh as First Language has reached 80% since 2009, that is a very positive figure. The % achieving grade A*-C is also good. However, it is envisaged that improving progression at KS3 will have a positive impact on the % who go on to sit a GCSE examination in Welsh as First Language. It is expected that the outcomes of the discussions in the catchment-area mentioned above will have a positive impact on this.

Promote a higher proportion of Welsh-medium provision within bilingual schools.

The table below shows the increase in the number and % of pupils who have reached level 3+ at the end of KS2 over the past 5 years.

	2008	2009	2010	2011	2012	2013
Level 3+	1295/1378 (94%)	1255/1307 (96.0%)	1208/1272 (95%)	1201/1264 (95%)	1168/1228 (95.1%)	1094/1130 (96.8%)

The county does not define secondary schools according to language categories due to their being the same expectation as regards the Language Policy, namely provide all pupils within the county with an opportunity to be confidently bilingual. The one exception is at Bangor as two secondary schools, Ysgol Tryfan and Ysgol Friars share the same catchment-area. There is a common expectation on both schools to provide a Welsh as First Language progression at KS3 for those pupils who achieved level 3+ [level 3 or above] at the end of KS2. What varies between both schools is the cross-subject provision; all the subjects are offered through the medium of Welsh at Ysgol Tryfan whilst the long-term expectation for Ysgol Friars is to ensure that sections of the curriculum are available bilingually.

The table below shows the % of pupils who achieved **level 3+ or above** at KS2 who received a Welsh as First Language assessment at the end of KS3.

% of pupils achieving level 3+ or above at KS2 who received a teacher assessment in Welsh as first language at the end of KS3						
	2008	2009	2010	2011	2012	2013
Gwynedd	1066/1222 (87.2%)	1066/1213 (87.9%)	985/1111 (88.7%)	1113/1238 (89.9%)	1104/1205 (91.6%)	1047/1163 (90.0%)

The % continuing with Welsh as first Language and who are assessed at the end of KS3 is good. This is to be commended but the figures are not as good at a secondary school where the pupils do not follow Welsh as First Language if they have not reached level 4 or above at the end of KS2. Encouraging the school to increasingly progress towards the target will be one of the Strategy Plan's priorities and will be a principal field for the discussions to be held within the Ysgol Tryfan / Ysgol Friars catchment-area as regards how best to have a positive impact on this.

As regards progression in use of Welsh as a medium, confirmation will be required of the expectation that every school focus on using the language cohorts as a basis to track language development during the life-span of this Plan. This action is now strengthened through the work of the catchment-area language co-ordinators and the secondary school language co-ordinators and this field will receive due focus in the already mentioned catchment-area.

The secondary schools receive information about every pupil's **language cohorts** from the catchment-area Language Co-ordinator, as they transfer from the primary to the secondary school. This will be of assistance as they decide on the most appropriate provision for them as regards language and subjects medium, and to ensure progression and continuity.

An audit was conducted in 2010 to discover information about the curriculum medium and examinations at the secondary schools. The situation remains unchanged.

Curriculum Medium

Welsh	English	Formal Bilingual	Use of both languages
6	1	2	5

Examinations Medium

Welsh	English	Use of both languages
3	2	9

In the teaching and learning, **formal bilingual** refers to a modular system where it is ensured that the teaching, the materials, the tasks and discussion occur in the language appropriated for an unit. This situation is managed by the teacher.

At those schools where **use of both languages** is mentioned, although it is not as structured as the above, both languages are used to reinforce the learning, and an emphasis is placed on purposeful concurrent use of language tasks, namely deal with a resource in one language and respond to it in another language.

It is emphasised that priority is given to the contents, medium and the entire

	<p>arrangements of curriculum presentation rather than the examination papers medium.</p> <p>There is a need to continue to raise awareness of the requirement to expand the provision for subjects through the medium of Welsh and to formalize the situations where both languages are used. This aspect will be focussed upon through the work of the Catchment-area Language Co-ordinators and the Secondary schools Language Co-ordinators who hold regular meetings.</p>		
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Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh																											
Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning																											
You should complete Appendix 4																											
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress																								
<p>Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh</p>	<p>The table below shows the % of Y11 pupils studying for 2 or more qualifications through the medium of Welsh:</p> <table border="1"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>1074/1454 (73.9%)</td> <td>1121/1361 (82.4%)</td> <td>1090/1395 (78.1%)</td> <td>1083/1375 (78.8%)</td> <td>988/1249 (79.1%)</td> <td>1141/1392 (82.0%)</td> </tr> </tbody> </table> <p>The table below shows the % of Y11 pupils studying for 5 or more qualifications through the medium of Welsh:</p> <table border="1"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>870/1454 (59.8%)</td> <td>870/1361 (63.9%)</td> <td>848/1395 (60.8%)</td> <td>890/1375 (64.7%)</td> <td>837/1249 (67%)</td> <td>993/1392 (71.3%)</td> </tr> </tbody> </table>	2008	2009	2010	2011	2012	2013	1074/1454 (73.9%)	1121/1361 (82.4%)	1090/1395 (78.1%)	1083/1375 (78.8%)	988/1249 (79.1%)	1141/1392 (82.0%)	2008	2009	2010	2011	2012	2013	870/1454 (59.8%)	870/1361 (63.9%)	848/1395 (60.8%)	890/1375 (64.7%)	837/1249 (67%)	993/1392 (71.3%)		
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<p>Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009</p>	<p>All the schools respond to the Learning and Skills Act requirements and have utilised collaborative partnerships.</p> <p>Across the secondary schools, 153 different qualifications are provided through the medium of Welsh/bilingually for 10,883 (59%) candidates in the current Y11. 22 of these qualifications are provided through the medium of Welsh only for 2542 candidates.</p> <p>Development of bilingual education is still promoted as one of the principal strategic priorities of the 14-19 Network and appropriate language progression is ensured as a core aspect of the Network's operational groups remit.</p>																										

<p>Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools</p>	<p>There is an expectation that every 14-16 course that is funded through the grant be available bilingually [only in rare exceptions is consideration given to support courses that are available in one language only].</p> <p>4 of the 6 post-16 collaborative occupational courses provided by Coleg Menai for schools in the Arfon area are provided bilingually and are followed by 39 students. Dseveral of the collaborative courses between schools are also provided through the medium of Welsh or bilingually. The collaborative courses include the collaborative provision with schools on Isle of Anglesey, where the maximum is limited to 15 learners per course across both areas.</p> <p>In the short term, bilingual interactive e-teaching resources will continue to be developed through the work of the 14-19 Network e-teach Centre (Y GRe) that is funded through 14-19 grant funding. Use of these resources is promoted through a Users Group that contains representatives from every school and through an annual training programme. Through regional collaboration, bilingual training is provided on the use of these resources.</p> <p>Every school ensures that every KS4 pupil utilizes the individualized Learning Pathway Scheme that is available bilingually to record his learning pathway (including the courses of study that he is entitled to study and the personal support available).</p>																		
<p>The table below shows the % of 16-19 year old students studying subjects through the medium of Welsh.</p>	<table border="1"> <thead> <tr> <th>% 16-19 year olds studying subjects through the medium of Welsh in schools.</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Number 16-19</td> <td>717</td> <td>729</td> <td>748</td> </tr> <tr> <td>C=Welsh</td> <td>254 (35.4%)</td> <td>274 (37.6%)</td> <td>290 (38.8%)</td> </tr> <tr> <td>P=Bilingual</td> <td>374 (52.2%)</td> <td>368 (50.5%)</td> <td>424 (56.7%)</td> </tr> </tbody> </table>	% 16-19 year olds studying subjects through the medium of Welsh in schools.	2010	2011	2012	Number 16-19	717	729	748	C=Welsh	254 (35.4%)	274 (37.6%)	290 (38.8%)	P=Bilingual	374 (52.2%)	368 (50.5%)	424 (56.7%)		
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R=Two languages in the same class	275 (38.4%)	297 (40.7%)	248 (33.2%)
E=English	398 (55.5%)	421 (57.8%)	408 (54.5%)

	2013
Number 16-19	698
C=Welsh	293 (42.0%)
P=Bilingual	431 (61.7%)
R=Two languages in the same class	212 (30.4%0
E=English	356 (51.0%)

There are some limitations on the data. There are four codes for Welsh Medium Learning Activity, namely [C] (Welsh), [E] (English), [P] (Bilingual) and [R] different language groups in the same class). [C] and [P] are included in the above analysis but not [R] as the Welsh/English medium cannot be differentiated in the same group. Note that every subject UG/A [including BAC a SHC] are included.

The 14-19 Network utilises a 14-19 revenue grant to promote post-16 Welsh/bilingual medium provision. Language progression is ensured for the KS4 occupational collaborative provisions [except in Computer Games Creative Mediums].

Use is promoted of the range of very high quality bilingual inter-active e-teaching resources that has been developed through the work of the 14-19 Network e-teach Centre (Y GRE) and supporting aspects of flexible pedagogy through 'Moodle' developments.

The 16+ Learning Partnership is in the vanguard of the strategic planning work as regards the Transitional agenda requirements. One of the main work streams will be to identify the likely impact of the collaborative model on Welsh/bilingual medium provision. Focus is also placed on identifying the principal factors that impact the choice of 16+ learning medium.

From January 2013, the 16+ Learning Partnership identified requirements for Gwynedd and Isle of Anglesey 16-19 Learning Consortium Lead Board (Stage 1) giving consideration to data on language medium when preparing strategy priorities for Stage 2 (Setting out expectation and direction).

The need has been identified to reconcile the processes for admitting learners on post-16 courses in the area to ensure that they receive information and language medium through which a course is taught. IN addition, a framework of measures for bilingualism needs to be established so that post-16 provision including vocational courses are monitored and to identify gaps in Welsh medium provision. A questionnaire system will be provided by the Consortium for the Voice of the Learner so as to identify how learners select language medium on post-16 courses.

Another element of the Consortium's work will be to identify opportunities in the economy where use of Welsh is essential in the workplace.

Year	2009	2010	2011	2012
n2+	461	439	442	506
N	722	717	729	748

Further attention needs to be given to:

- Percentage of 16-19 learners who study 2 or more subjects through the use of Welsh/bilingually e.g. elements of qualifications/modules
- Opinion on this percentage and whether specific action in partnership with schools to maintain or increase this, is required.

This will be developed to measure performance as part of Stage 1 of the Consortium's Planning and Implementation Cycle namely the Data and Evidence to identify gaps in the provision.

<p>Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision</p>	<p>Through increasing collaboration with Isle of Anglesey 14-19 Network, a series of bilingual vocational courses is provided for KS4 pupils and 16+ students.</p> <p>At a regional level, the North Wales Welsh Medium Education Forum's work is supported thus promoting the work of Ffora Wales. Through purposeful use of Learning Pathways funding, the cross boundary collaboration has been expanded and several local partners have been supported to provide support, advice and guidance for an establishment beyond an area. This collaboration includes provision of Welsh medium courses and developing resources for Welsh medium provision.</p>		
<p>Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships</p>	<p>The 14-19 Network through its partnership groups plans for post-16 Welsh medium provision in compliance with agreed protocols.</p> <p>The 16+ Learning Partnership focuses when planning on the likely impact of a collaborative model on Welsh/bilingual medium provision and in identifying the principal factors that impact the choice of 16+ learning medium.</p> <p>As part of the preparations towards establishing Gwynedd and Isle of Anglesey 16-19 Learning Consortium, a focus is placed on creating a more effective local data gathering systems that will then be able to impact planning of post-16 collaborative provisions.</p> <p>As previously mentioned, the above forms a core role of the Consortium's work. The Consortium's Implementation and Monitoring Group commenced in November 2013 and there is a need to develop a framework of constant measures for all providers who offer a range of courses on use of Welsh as a learning medium.</p> <p>In the collaborative provision with the Isle of Anglesey, the number who are able to jointly follow courses is limited to a maximum of 15 pupils per course.</p>		

There is collaborative provision between schools in Arfon that provides access to Welsh medium academic courses : PE, Sociology, Drama, Geography, History, Psychology. In some instances, this provision is implemented across the Môn/Menai area.

Ensuring an appropriate linguistic progression is an integral part of the terms of reference of the Partnership Group and 14-19 Network Planning Sub-group and data concerning the number of courses/number of learners will be discussed during the year to check compliance and to gauge progress.

The table shows the number and percentage of students studying the BAC through the medium of Welsh (C), Bilingually (P), in a mixed-language class (R) and English (E).

	2009	2010	2011	2012	2013
N	722	717	729	748	
C	38 (5.3%)	73 (10.2%)	84 (11.5%)	91 (12.2%)	
P	154 (21.3%)	158 (22%)	134 (18.4%)	205 (27.4%)	
R	62 (8.6%)	64 (8.9%)	86 (11.8%)	127 (17%)	
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	

Outcome 5: More learners with higher skills in Welsh You should also complete Appendix 4																																									
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress																																						
Improve provision to address literacy in Welsh	<p>The Authority focuses on improving standards of literacy in Welsh by:</p> <ul style="list-style-type: none"> • challenging performance [and trends in performance] in the FP/KS2/KS3/KS4/KS5 as part of a termly monitoring visit [Visit 1] • challenging performance [and trends in performance] in the reading tests as part of a termly monitoring visit [Visit 1] • challenging the quality of achievement/staff feedback as part of the termly monitoring visit [Visit 2] • identifying and encapsulating the principal matters requiring further attention from schools and commissioning further support for specific cases/situations • introducing an annual training programme for intervention programmes, e.g. 'Dyfai Ddnc' • identifying excellent/good practices at a regional level and ensuring that those practices are appropriately cascaded • facilitating the work of the Assistant Partners regarding targeting support and guidance in the field of Welsh literacy • supporting the national support programme [CfBT] and monitoring the response of schools 																																								
Improve provision and standards of Welsh First Language	<table border="1"> <thead> <tr> <th colspan="4">% of Foundation Phase pupils attaining outcome 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Level 2+/Outcome 5+</td> <td>1076/1222 (88.1%)</td> <td>1044/1121 (93.1%)</td> <td>1044/1148 (90.9%)</td> <td>1023/1106 (92.5%)</td> <td>1035/1182 (87.6%)</td> <td>1120/1290 (86.8%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">% of KS2 pupils attaining level 4+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% level 4+</td> <td>909/1255 (72.4%)</td> <td>1084/1378 (78.7%)</td> <td>1076/1307 (82.3%)</td> <td>1066/1272 (83.8%)</td> <td>1046/1264 (82.8%)</td> <td>1034/1228 (84.2%)</td> <td>983/1130 (87%)</td> </tr> </tbody> </table>	% of Foundation Phase pupils attaining outcome 5+ for teacher assessments in Welsh					2008	2009	2010	2011	2012	2013	Level 2+/Outcome 5+	1076/1222 (88.1%)	1044/1121 (93.1%)	1044/1148 (90.9%)	1023/1106 (92.5%)	1035/1182 (87.6%)	1120/1290 (86.8%)	% of KS2 pupils attaining level 4+ for teacher assessments in Welsh					2007	2008	2009	2010	2011	2012	2013	% level 4+	909/1255 (72.4%)	1084/1378 (78.7%)	1076/1307 (82.3%)	1066/1272 (83.8%)	1046/1264 (82.8%)	1034/1228 (84.2%)	983/1130 (87%)		
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Level 2+/Outcome 5+	1076/1222 (88.1%)	1044/1121 (93.1%)	1044/1148 (90.9%)	1023/1106 (92.5%)	1035/1182 (87.6%)	1120/1290 (86.8%)																																			
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	2007	2008	2009	2010	2011	2012	2013																																		
% level 4+	909/1255 (72.4%)	1084/1378 (78.7%)	1076/1307 (82.3%)	1066/1272 (83.8%)	1046/1264 (82.8%)	1034/1228 (84.2%)	983/1130 (87%)																																		

	<table border="1" data-bbox="225 703 384 1794"> <thead> <tr> <th colspan="7">% of KS3 pupils attaining level 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% level 5+</td> <td>890/1159 (76.8%)</td> <td>857/1150 (74.5%)</td> <td>885/1135 (78.0%)</td> <td>808/1054 (76.7%)</td> <td>984/1185 (83.0%)</td> <td>996/1154 (86.3%)</td> <td>987/1095 (90.1%)</td> </tr> </tbody> </table> <table border="1" data-bbox="416 730 576 1794"> <thead> <tr> <th colspan="7">% of KS4 pupils attaining grades A*-C in Welsh GCSE</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% A*-C</td> <td>798/1107 (72.1%)</td> <td>829/1117 (74.2%)</td> <td>803/1119 (71.8%)</td> <td>777/1147 (67.7%)</td> <td>808/1117 (72.3%)</td> <td>752/1017 (73.9%)</td> <td>817/1136 (71.9%)</td> </tr> </tbody> </table> <p data-bbox="651 568 884 1809">As noted above, the % receiving a Welsh First Language assessment at the end of the key stages and the % attaining the expected levels/grades are good. There remains, however, the need to continue to attempt to improve and raise standards in Welsh and in this context, every secondary school will be expected to use the language cohorts to plan linguistically for using the Welsh language as a learning medium. It is also anticipated that collaboration between primary and secondary schools in terms of ensuring a mutual understanding of levels/assessments and preparing profiles for accreditations will help in this aspect.</p>	% of KS3 pupils attaining level 5+ for teacher assessments in Welsh								2007	2008	2009	2010	2011	2012	2013	% level 5+	890/1159 (76.8%)	857/1150 (74.5%)	885/1135 (78.0%)	808/1054 (76.7%)	984/1185 (83.0%)	996/1154 (86.3%)	987/1095 (90.1%)	% of KS4 pupils attaining grades A*-C in Welsh GCSE								2007	2008	2009	2010	2011	2012	2013	% A*-C	798/1107 (72.1%)	829/1117 (74.2%)	803/1119 (71.8%)	777/1147 (67.7%)	808/1117 (72.3%)	752/1017 (73.9%)	817/1136 (71.9%)	
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<p data-bbox="927 1832 1177 2051">Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p data-bbox="927 568 1126 1809">A working group for 'Promoting the Welsh Language in Gwynedd' was established under the chairmanship of the Head of Education following language impact findings in some Gwynedd primary schools. It includes representation from the primary schools, the Council, the Education Department and others. Methods were discussed of attempting to promote the Welsh language outside the walls of the classroom. The 'Ffactor C' conference was held in June 2011 and a schools' Language Charter was launched at the conference.</p> <p data-bbox="1166 568 1366 1809">By means of the Language Charter, it is ensured that every layer of the school's community, i.e. pupils, parents, governors – are accountable/active when promoting a healthy attitude towards/increasing the social use of the Welsh language. Specific targets are set for the requirements of the Charter's bronze award which ensure that definite guidance and strategy are prepared in order to increase the use of Welsh in every school in accordance with the linguistic situation/vision of every individual community. It is ensured, by means of the targets</p>																																															

	<p>set, that procedures to reward/encourage children to use the Welsh language socially, in the classroom and on the playground, have been established, e.g. the visual targets of 'Steps to the Summit' which set out clear steps on how to increase the use of the Welsh language, etc.</p> <p>One target for the silver award has been denoted in each section, and it is required that each school attains those targets. Every school has received guidance and a disc which contains appropriate resources to implement these targets. Furthermore, each school sets its own vision for the requirements of the silver award.</p> <p>As a result of this:</p> <ul style="list-style-type: none"> • Language Charter Professional Learning Communities have been established in order to collaborate on projects to raise an awareness of and promote the Welsh language on a catchment area basis • the child has a strong voice in the process of promoting the social use of Welsh, e.g. members of the School Council act on ideas to influence the wider community to use the Welsh language • activities are conducted which place a focus on raising the profile and value of Welsh in schools • the aim is to change attitudes/maintain healthy attitudes towards the language with every school responsible for preparing a pamphlet and presentation which convey the message of the benefits of speaking Welsh and the advantage of being bilingual. Every school has received a pamphlet, presentation and guidance on how to address parents on the educational, economic and cultural advantages of being bilingually proficient • good practices are shared. Instruction on playground games is ensured for every school in Gwynedd. <p>In terms of the secondary sector, the Working Group to Increase the Social Use of the Welsh Language in the Secondary Sector was established in September 2013. The working group focuses on developing and establishing a follow-up to the Gwynedd Primary Schools' Language Charter in the secondary sector. The young people themselves will play a key role in the development of the scheme. The principal aim of the project is to discover or form practical solutions to increase the social use of the Welsh language among young people in the secondary schools of Gwynedd.</p>	
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	<p>It is also anticipated that support networks and professional learning communities will be formed and used in the same way as with the Primary Language Charter in order to collaborate on projects to raise an awareness of and promote the Welsh language on a catchment area basis.</p> <p>It is also anticipated that any scheme will aim to change attitudes/maintain healthy attitudes towards the language and bilingualism. It is possible that every school (as in the case of the Primary Charter) will be responsible for preparing a pamphlet and presentation which conveys the message of the benefits of speaking Welsh and the advantages of being bilingual, to children and parents. Provide a presentation/address parents on the educational, economic and cultural advantages of their children being bilingually proficient.</p> <p>In terms of supporting schools to plan for the informal use of Welsh and to gauge the impact of their schemes, the Authority will:</p> <ul style="list-style-type: none"> • provide guidance/share resources that support the targets of the Language Charter by means of conferences, e-mails, CDs, etc. • communicate, provide guidance and set clear expectations of the targets that need to be set for the Charter through the 'implementation programme' format. Share good practices which exist from 'school to school'. Ensure regular communication via e-mail/Twitter/Facebook, etc. • Exemplify the evidence and methods of gauging impact that every school need to present by preparing and sharing an information book (measure outcomes) • Collaborate on/jointly plan with schools ideas/activities that place a focus on raising the profile and value of the Welsh language, e.g. invite 'celebrities' to schools in order to generate an interest and inspire the children. Conduct a Welsh fair, 'Cymru Cwl' weeks, etc. • Equip schools to speak to parents about the advantages of Welsh by preparing leaflets and presentations for them. • Collaborate closely with Welsh for Adults in order to ensure support and encourage parents to attend lessons and to learn Welsh in schools. Structure activities so that 'learners' and pupils practise using Welsh together. Share the process and templates used among pilot schools with the rest of the schools in Gwynedd. • Share resources that support the targets of the Language Charter by means of conferences, e-mails, CDs, etc. 	
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	<ul style="list-style-type: none"> Communicate, provide guidance and set clear expectations in terms of the expected aims. Share good practices, exemplify the evidence needed through letter and 'implementation programme' format. Exemplify the type of evidence that gauges impact/progress, e.g. questionnaires prior to/after an activity, a record of progress on visual targets, a record of the School Council's vision, etc. Equip schools to speak to parents about the advantages of the Welsh language by preparing leaflets and presentations for them. Collaborate closely with Welsh for Adults in order to ensure support and encourage parents to attend lessons and learn Welsh in schools. Structure activities so that 'learners' and pupils practise using Welsh together. (Pilot scheme.) <p>In terms of ensuring that schools adopt a whole-school attitude to plan for the informal use of Welsh in Welsh and bilingual schools:</p> <ul style="list-style-type: none"> the requirements of the bronze and silver awards of the Language Charter ensure that every member of the school community is active and accountable to the aim of increasing the social use of Welsh. every school is responsible for drawing up an 'implementation programme' based on its language background and individual vision. There are targets in each section of the Language Charter to which everyone has to attain. Each school will be accredited by external validators. The Government's Guidance on Developing Informal Welsh in the Secondary Sector will inform Gwynedd's scheme. 																																		
<p>Improve provision and standards of Welsh Second Language</p>	<p>The tables below show the number of pupils assessed in Welsh as a Second Language at the end of KS2 and KS3.</p> <table border="1" data-bbox="1098 629 1161 1809"> <tr> <td>KS2</td> <td>2007</td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>L4+</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/4</td> <td>0/3</td> <td>0/1</td> </tr> </table> <table border="1" data-bbox="1187 629 1273 1809"> <tr> <td>KS3</td> <td>2007</td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>L5+</td> <td>72/213 (33.8%)</td> <td>160/295 (54.2%)</td> <td>187/293 (63.8%)</td> <td>136/238 (57.1%)</td> <td>139/246 (56.5%)</td> <td>127/191 (66.5%)</td> <td>180/236 (76.3%)</td> </tr> </table> <p>A second language pilot was not implemented in Gwynedd schools.</p>	KS2	2007	2008	2009	2010	2011	2012	2013	L4+	0/0	0/0	0/0	0/0	0/4	0/3	0/1	KS3	2007	2008	2009	2010	2011	2012	2013	L5+	72/213 (33.8%)	160/295 (54.2%)	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)	180/236 (76.3%)		
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	<p>The table below denotes the % of pupils at the end of KS4 attaining grades A*-C in Welsh Second Language GCSE (full course).</p> <table border="1" data-bbox="300 629 384 1809"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>A*-C</td> <td>163/208 (78.4%)</td> <td>213/268 (79.5%)</td> <td>179/215 (83.3%)</td> <td>200/255 (78.4%)</td> <td>195/237 (82.3%)</td> <td>159/195 (81.5%)</td> <td>183/210 (87.1%)</td> </tr> </tbody> </table> <p>Schools in Gwynedd do not offer the Welsh Second Language course (short course).</p>		2007	2008	2009	2010	2011	2012	2013	A*-C	163/208 (78.4%)	213/268 (79.5%)	179/215 (83.3%)	200/255 (78.4%)	195/237 (82.3%)	159/195 (81.5%)	183/210 (87.1%)				
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<p>Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p>See the above comments in relation to promoting social use of the Welsh language.</p>																				
<p>Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p>The table below shows the number of Welsh and Welsh Second Language GCSE candidates who go on to study at Advanced Level. This data does not refer to those pupils who attend Coleg Meirion Dwyfor.</p> <table border="1" data-bbox="967 1070 1126 1809"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>First Language</td> <td>67/259 (25.9%)</td> <td>63/269 (23.4%)</td> <td>52/279 (18.6%)</td> <td>41/255 (16.1%)</td> <td></td> </tr> <tr> <td>Second Language</td> <td>2/39 (5.1%)</td> <td>6/46 (13%)</td> <td>1/58 (1.7%)</td> <td>3/61 (4.9%)</td> <td></td> </tr> </tbody> </table> <p>Continue to work with Welsh departments in an attempt to encourage pupils to continue with Welsh to Advanced level after they have succeeded at GCSE. Attempt to stress the advantages of Welsh as an Advanced Level subject and a subject to be studied further, as well as attempt to make the subject appealing and relevant to pupils – through diverse learning and teaching methods and effective use of relevant resources.</p>		2009	2010	2011	2012	2013	First Language	67/259 (25.9%)	63/269 (23.4%)	52/279 (18.6%)	41/255 (16.1%)		Second Language	2/39 (5.1%)	6/46 (13%)	1/58 (1.7%)	3/61 (4.9%)			
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Outcome 6: Welsh-medium provision for learners Additional Learning Needs			
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress
<p>Improve Welsh-medium learning provision (ALN) for additional needs</p>	<p>Every pupil with additional learning needs receives access to Welsh-medium services.</p> <p>The impact of restructuring services in particular fields (Cognition and Learning, Language Problems) ensures that children with ALN attain their targets and have full access to Welsh-medium services.</p> <p>The Authority is in the process of designing a new purpose-built school for children with special educational needs. The new school will ensure a special education of the best quality with the potential of becoming a centre of bilingual excellence to respond to the needs of pupils across the authority and beyond.</p> <p>Discussions have begun between the Education Department and Social Services in relation to presenting a policy/protocol to the Corporate Parent Panel to ensure better access to Welsh-medium education for children in care who are situated outside Gwynedd.</p> <p>The County's SEN services are provided mainly through the Special Educational Needs Joint-committee [SENJC], a joint arrangement with Anglesey County Council. SENJC staff include specialist teachers, educational psychologists, statements co-ordinator and administrative/clerical staff. As a result of this, pupils and their parents have access to a totally bilingual service and the entire process of drawing up a Statement of SEN, including the documentation, is offered to parents/guardians in Welsh or in English.</p>		

	<p>There is full compliance with the SEN Code of Practice for Wales. It is ensured that there is equality in terms of language provision in every service and the parents' language of choice is identified early in the process of dealing with a child who has SEN. Assessments are conducted in the parents' chosen language and steps are taken to ensure that everyone involved in the process is informed of the child's language needs. There is also compliance with the requirements in terms of providing individual education plans bilingually and all correspondence and written material is provided either bilingually or in Welsh. Welsh-medium or bilingual resources are provided for pupils.</p> <p>A Welsh-medium and bilingual provision is available for the entire range and diversity of SEN. A bilingual education psychology service is provided for special and mainstream schools. One difficulty that arises is ensuring an adequate supply of bilingual educational psychologists.</p> <p>Learning support assistants are expected to be bilingual. Most of the training they receive is also bilingual.</p> <p>The Authority has a service level agreement with SNAP. At liaison meetings with them, it is ensured that they are aware of the requirements in terms of the Welsh language.</p>		
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Outcome 7: Workforce planning and Continuous Professional Development			
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress
Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education	<p>Despite the fact that there is no definite figure available, the Education Authority is not aware of any:</p> <ul style="list-style-type: none"> - primary posts requiring the ability to teach through the medium of Welsh - secondary posts requiring the ability to teach through the medium of Welsh - secondary posts to teach Welsh Second Language - classroom/learning assistant posts to work through the medium of Welsh <p>that were vacant at the beginning of September 2013.</p> <p>Arrangements for bilingual training of a good quality are available to Authority staff and the services provided are totally bilingual.</p> <p>When advertising posts, the Authority states that it is a requirement that post holders are able to communicate through the medium of Welsh and English to the level appropriate for the post.</p> <p>Staff are encouraged to develop their linguistic skills and are released, if necessary, to learn or polish their skills. The Council provides for staff training at several levels.</p> <p>Education Department Officers offer managerial and personnel advice and support to schools' governing bodies. The Governor training programme addresses staffing issues as well as the general role and responsibilities of governors.</p>		
Improve practitioners'	An Education Quality Improvement Officer (Management and Monitoring of Grants) was appointed in order to ensure that the		

<p>linguistic skills.</p> <p>Improve practitioners' methodological skills</p>	<p>Authority and schools put the Welsh in Education Grant to effective use to support activities that contribute to the objectives of the Welsh-medium Education Strategy.</p> <p>A survey of the Welsh language skills of teaching staff was conducted during 2013. The intention of the survey was to gather information in order to improve planning and target training programmes and support to the future. Through the cross-authority strategic group which is led by the Head of Education, it is intended to analyse the results of this survey in order to identify training needs and plan a programme of Continuing Professional Development (training and mentoring, raising standards of literacy, Welsh Government Welsh-language Sabbaticals Scheme courses).</p> <p>At present, language training is available for all teachers/assistants and the option of more intensive language courses is also offered on an annual basis. It is anticipated that this will happen in the form of Professional Learning Communities and will be an area for collaboration as part of the 'School to School' support scheme in future.</p> <p>School teachers in the areas requiring further development are targeted by collaborating as part of the 'School to School' support scheme and by conducting professional learning communities to promote the development of the Welsh language, which address the development of teaching skills/methodology, and focus also on aspects of subjects across the curriculum.</p> <p>In addition, every effort is made to encourage more teachers and classroom assistants to take advantage of the opportunities available to polish Welsh language communication skills, e.g. the Sabbaticals Scheme: Canolfan Bedwyr and Adult Education Centre, Bangor University.</p>	
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	<p>Work started on establishing a comprehensive programme of training for the entire primary workforce in order to assist schools to be able to implement the requirements of the Language Charter. Successful pilot schemes have been held, and work will proceed this year in every primary school in Gwynedd. A working group has been created to start on the work of establishing the same principles in the secondary sector.</p>		
<p>Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p>	<p>Professional Learning Communities, together with collaborating as part of the 'School to School' support scheme, take place in schools and are promoting the use of Welsh.</p> <p>Every System Leader and Senior System Leader working in Gwynedd undertake their duties bilingually and are totally fluent in Welsh and English (both in writing and orally).</p>		

Section 3: Commentary and further notes

Appendix 1: Promoting wider use of the Welsh language

The purpose of this Appendix is to submit some proposals in response to one of the Council's principal priorities, i.e. the promotion of the Welsh language. The Gwynedd Language Strategy recognizes the influence of education together with informal opportunities for children and young people to use the Welsh language as a social medium so that they develop confidence to use the Welsh language and foster positive attitudes towards the language outside of formal education situations.

The proposals below are submitted and are intended for further discussion with HUMANIAITH and the county's schools with the aim of developing and implementing schemes to have a positive influence on attitudes towards and use of the Welsh language among children and young people during the period in which this Strategic Plan is implemented.

General

A leaflet promoting the advantages of a Welsh/bilingual education.

Draw up a Language Charter for every school in Gwynedd.

Foundation Phase

Develop and implement a scheme to reward the use of the Welsh language as part of a wider agenda to promote positive behaviour.

Collaborate with the Welsh for Adults Centres to promote Family Fun/Welsh for the Family courses which target the parents of Foundation Phase children.

Primary

Denote the responsibility on every School Council to promote the use of Welsh.

Establish Language Champions or a scheme similar to 'Playground Buddies'.

Develop a programme of guest speakers from a Welsh-speaking and Welsh background to visit primary school pupils in order to increase the status and distinction accorded to, as well as pride in, the Welsh language and identity among children and young people.

Secondary

Denote the responsibility on every School Council to promote the use of Welsh.

Establish Language Champions.

Develop a programme of guest speakers from a Welsh-speaking and Welsh background to visit secondary school pupils in order to increase the status and distinction accorded to, as well as pride in, the Welsh language and identity among children and young people.

Workforce

Language Awareness Training.

Training to improve the language skills of schools' ancillary staff.

Conduct training for the workforce in order to ensure their understanding of the benefits of language acquisition and appropriate and sensitive methods of promoting the use of Welsh among children and young people.

Governors

Encourage Governors to designate a member to be responsible for promoting the use of Welsh at the school.

Appendix 2: Number and percentage of pupils attending non-maintained Welsh-medium settings and funded non-maintained Welsh-medium settings which provide the Foundation Phase who transfer to Welsh-medium/bilingual schools (please note if information is unobtainable)

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Name of funded non-maintained Welsh medium setting (Cylch Meithrin)	Number of places available provided by the setting	Number of children attending	Percentage of pupils transferring to Welsh-medium or bilingual schools
	Penrhosgarnedd	24		88%
Cylch Cae Top		46		95%
	Bethel	19		100%
	Cefnfaes	20		100%
	Bontnewydd	24		100%
	Caban Cegin	24		100%
	Carmel	12		100%
	Coed Mawr	24		100%
	Deiniolen	20		100%
	Gerlan	12		100%
	Hirael	16		100%
	Llanberis a Nant Peris	17		100%
	Llanllechid	16		100%
	Llanllyfni	16		100%
	Llanrug	20		100%
	Dinas, Llanwnda	12		100%
	Maesincla	52		100%
	Mynydd Llandygai	12		100%
	Penygroes	18		100%
	Rhostryfan	26		100%
	Y Gelli	24		100%

	Seiont a Pheblig	52			100%
	Talybont a Llandygai	18			100%
	Talysarn	12			100%
	Tregarth	24			100%
	Twthill	20			100%
	Waunfawr	18			100%
	Y Felinheli	20			100%
	Y Garnedd	40			100%
	Y Groeslon	24			100%
Aberdaron		15			100%
	Abererch	16			100%
	Beddgelert	10			100%
	Brynaerau	12			100%
Bryncroes		20			100%
	Chwilog	24			100%
	Cricieth	16			100%
Edern		12			100%
	Garndolbenmaen	16			100%
	Llanbedrog	16			100%
	Llanengan	16			100%
Llanystumdwy		12			100%
	Morfa Nefyn	20			100%
	Nefyn	16			100%
	Pentreuchaf	15			100%
	Porthmadog	16			100%
	Pwllheli	16			100%
	Y Ffor	24			100%

	Gorlan Fach	16			100%
	Yr Eifl	20			100%
	Blaenau Ffestiniog	20			100%
	Craig Y Deryn				100%
	Corris	18			100%
	Dolybont	20			100%
	Dolgellau	26			100%
	Ffestiniog	16			100%
	Gellilydan	12			100%
	Harlech	24			100%
	Llanbedr	20			100%
	Llanuwchllyn	24			100%
	Maesywaen	25			100%
	Penrhyndeudraeth				100%
	Sarnau a Llandderfel	24			100%
	Talsarnau	16			100%
	Trawsfynydd	20			100%
	Tywyn	26			100%
	Y Bala	28			100%
	Y Bermo	16			100%
	Y Gromlech	24			100%

Appendix 3: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh-medium/bilingual schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools

The plan notes that every pupil transfers to a bilingual secondary school.

Appendix 4: Attainment and performance in Welsh Second Language

Year: 2013

Key Stage 2

	Number of pupils		Percentage of pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2				

	2011	2012	2013
%Lefel 4+	0/4 (0%)	0/3 (0%)	0/1 (0%)

Key Stage 3

	Number of pupils		Percentage of pupils	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3				

	2009	2010	2011	2012	2013
%Lefel 5+	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)	180/236 (76.3%)

Appendix 5

The following information does not need to be included in a separate appendix or table but should be included to support the text in Outcome 5:

- the results of assessments and/or external examinations of pupils following the programme of study for Welsh at Key Stages 2, 3 and 4;
- the results of assessments and/or external examinations of pupils following the programme of study for Welsh Second Language at Key Stages 2, 3 and 4;
- the numbers and percentages of pupils:
 - entered for an external examination in Welsh Second Language, by course type; and
 - not entered for an external examination in Welsh Second Language

Appendix 6: LANGUAGE POLICY IMPLEMENTATION

The purpose of this section is to present a summary of the expectations placed on headteachers and their schools in relation to implementing the Language Policy.

Every Headteacher, in consultation with his/her staff and Governing Body, is expected to review the school's Language Policy on a regular basis.

It is the responsibility of the Headteacher to ensure the success of the Language Policy at his/her school; the Headteacher is expected to provide firm guidance in order to establish a thorough understanding of the policy's aim and to ensure that the efforts of class teachers are reinforced by ensuring an appropriate Welsh and Welsh language ethos at the school.

The Language Policy defines pupils' linguistic development in Welsh and in English as they work towards the aim of bilingualism.

COHORT	Definition of pupil type according to his/her linguistic ability.
A	Pupils with parallel age-related competence in Welsh and English.
B	Pupils with appropriate competence in Welsh but who need to reinforce some aspects of their linguistic skills in English.
C1	Pupils with appropriate competence in English but who need to reinforce some aspects of their linguistic skills in Welsh.
C2	Pupils with appropriate competence in English but who do not have the appropriate age-related skills in Welsh.

CH	Pupils without appropriate age-related skills in either language.
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Every school should carefully plan to develop every pupil's bilingualism through purposeful linguistic planning.

GENERAL OBJECTIVES

The aim of the Language Policy is to ensure that all the county's pupils possess the appropriate linguistic skills in Welsh and in English. The expectation is the same for every school.

A suitable provision must be ensured so as to allow every pupil to develop proficiently bilingually. Within this context, there is a need to continue to nurture the skills of those pupils who are Welsh-speakers, and to introduce the Welsh language to those who are learners.

Every educational establishment in the county is expected to reflect and reinforce the Language Policy in its administration, its social life and pastoral arrangements as well as in its curricular provision.

Although bilingualism is the general aim of the Policy, the balance is tipped in favour of the Welsh language. This is especially true in the early years in order to establish firm foundations for further development. In the other Key Stages, a specific strategy is required in order to develop the pupil's grasp of Welsh.

SPECIFIC OBJECTIVES

PRIMARY SCHOOLS

In the Early Years, it is necessary to establish a firm foundation in the Welsh language, ensuring that pupils from Anglicized areas are given the opportunity to learn Welsh as soon as possible. Within this context, there is a need to implement the content of the documents 'Establishing the Foundations of Bilingualism in the Early Years' and 'Planning Language Development in Anglicized Areas'. At KS1, the foundations laid in the nursery and reception stage should be built upon by continuing to develop the pupils' grasp of Welsh, and commencing the process of developing their skills in English. In practice, this implies that most schools will start introducing English formally in the final term at the end of KS1. The official language of assessment at the school at the end of the key stage will be Welsh.

At KS2, the pupils' grasp of Welsh should continue to be developed, whilst focusing on developing their skills in both languages. Pupils' progress in Welsh and English is assessed at the end of the key stage.

Every school should establish a system to track and measure the linguistic development of pupils according to Language Cohorts with the aim of ensuring that each one progresses towards Cohort A.

In addition, schools are expected to ensure that pupils who are Welsh learners at KS2 learn the Welsh language as soon as possible, either by attending a Language Centre or through an intensive provision at the school, so that they are able to follow the curriculum through the medium of Welsh/bilingually.

SECONDARY SCHOOLS

The expectation is the same for all secondary schools.

Every pupil who has attained level 3+ at the end of KS2 is expected to follow Welsh as a First Language in order to ensure appropriate progression and continuity. In addition, it is necessary to ensure that each pupil studies Welsh as a subject until the end of Y11 and is assessed in Welsh at the end of KS3 and sits appropriate external examinations at the end of KS4. The foundations laid in the primary sector must be built upon by ensuring that each pupil continues to develop skills in Welsh and English by using both languages as a medium of learning to various degrees. Within this context, it is necessary to use the information transferred about each pupil's language cohort by the Catchment Area Language Co-ordinators, for purposeful linguistic planning. In practice, it will be necessary to take the following steps.

In the case of pupils from cohorts A and B, a vast proportion of their curriculum will take place through the medium of Welsh. In practical terms, at least 70% of their curricular experiences will take place through the medium of Welsh.

In the case of learners who need to develop and reinforce their skills in Welsh [cohort C1] the curriculum will be planned in such a way as to allow them to practise and develop the Welsh language across the curriculum. In practical terms, at least 50% of their curricular experiences will take place through the medium of Welsh.

In the case of the minority of pupils who have appropriate skills in English but who do not possess the appropriate skills in Welsh [cohort C2], an emphasis will be placed on planning opportunities across the curriculum to develop their oral skills in Welsh. In such cases, at least 30% of their curricular experiences will take place through the medium of Welsh.

Every school should establish a system to track and measure the linguistic development of pupils according to Language Cohorts with the aim of ensuring that each one progresses towards Cohort A.

In addition, schools are expected to ensure that pupils who are Welsh learners in the early years of KS3 learn the Welsh language as soon as possible, either by attending a Language Centre or through an intensive provision at the school, so that they are able to follow elements of the curriculum through the medium of Welsh/bilingually.

MEETING:	LANGUAGE COMMITTEE
DATE:	JANUARY 15 2014
TITLE:	LANGUAGE COMPLAINTS
AUTHOR:	EQUALITY AND LANGUAGE OFFICER
PURPOSE OF REPORT:	PRESENT LATEST COMPLAINTS TO THE COMMITTEE

DATE	COMPLAINT	RESPONSE
October 2013	Complaint about electoral registration correspondence, with the English version most prominent as placed in the envelope	The Unit have responded to the complaint and contacted the complainant
November 2013	Complaint about pub licensing forms only being available in English- request for further information from the Welsh Language Commissioner	Contact the relevant Unit, who confirm that no current Welsh version is available. The Unit has already been in touch with the Government about this/ The matter referred to the language Commissioner, seeking further guidance
November 2013	Comments received from Menter Iaith Dyffryn Ogwen expressing concern over planning matters and the Welsh language and asking the Council to collect data and produce community planning strategies for the county's wards	The Regulatory Department providing a response outlining the statutory framework (note; a presentation on this was made to the Language Committee in October. The Menter invited to provide formal comments as part of the public consultation on the Draft Deposit Plan as part of the Joint Local Development Plan process
November 2013	Complaints over the use of 'Gaol Street' in a Flood Audit Report	Reminder to relevant Department that the Council's expectation is that Welsh versions of street names be used

DATE	COMPLAINT	RESPONSE
November 2013	Complaint about music lessons provided through schools- that some tutors' standard of Welsh is not high enough to ensure Welsh- medium lessons	The Department responding and acknowledging that it is difficult to recruit fully-fluent music experts, but emphasising the language support provided along with training on specialist terminology

DATE	COMPLAINT	RESPONSE