



# Complete Agenda

**Democratic Service**  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**LANGUAGE COMMITTEE**

Date and Time

**10.00 am, THURSDAY, 12TH NOVEMBER, 2020**

Location

**Virtual Meeting**

Contact Point

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(DISTRIBUTED 04/11/20)

# **LANGUAGE COMMITTEE**

## **MEMBERSHIP (15)**

### **Plaid Cymru (8)**

Councillors

Elwyn Edwards  
Aled Ll. Evans  
Elin Walker Jones  
Elfed Williams

Alan Jones Evans  
Judith Mary Humphreys  
Olaf Cai Larsen  
Charles Wyn Jones

### **Independent (5)**

Councillors

Elwyn Jones  
Kevin Morris Jones  
Eirwyn Williams

Eric M. Jones  
John Pughe Roberts

### **Llais Gwynedd (1)**

Councillor

Alwyn Gruffydd

### **Gwynedd United Independents (1)**

Vacant Seat - Gwynedd United Independents

### **Aelodau Ex-officio / Ex-officio Members**

Chair and Vice-Chair of the Council

### **Other Invited Member**

Councillor Nia Jeffreys, Cabinet Member Corporate Support - The Welsh Language

# **A G E N D A**

**1. ELECT CHAIR**

To elect a Chair for this committee for 2020/2021

**2. ELECT VICE CHAIR**

To elect a Vice chair for this committee for 2020/2021

**3. APOLOGIES**

To receive apologies for absence.

**4. DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest

**5. URGENT BUSINESS**

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

**6. MINUTES**

4 - 13

The Chairman shall propose that the minutes of the previous meeting of this committee held on the 16<sup>th</sup> of January 2020 be signed as a true record

**7. AN OVERVIEW OF THE IMPACT OF COVID 19 ON SERVICES AND ACTIVITIES HELD THROUGH THE MEDIUM OF WELSH** 14 - 23

To consider the report

**8. WELSH LANGUAGE STANDARDS AND THE COUNCIL'S WELSH LANGUAGE POLICY** 24 - 27

To consider the report

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## LANGUAGE COMMITTEE 16 JANUARY 2020

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**PRESENT:** Councillor Elin Walker Jones (Chair)  
Councillor Cai Larsen (Vice-chair).

**COUNCILLORS:** Elwyn Edwards, Alan Jones Evans, Aled Evans, Alwyn Gruffydd, Judith Humphreys, Elwyn Jones, Eric M. Jones, Kevin Morris Jones, Eirwyn Williams and Elfed Williams.

**OFFICERS:** Llywela Haf Owain (Senior Language and Scrutiny Adviser), Gwenllïan Mair Williams (Workplace Language Development Officer), Siôn Elwyn Hughes (Welsh Language Learning and Development Officer) and Eirian Roberts (Democratic Services Officer).

**OTHERS INVITED:** Councillor Nia Jeffreys (Cabinet Member for Corporate Support) and Edgar Wyn Owen (Council Chair).

**Present for item 5:**

Aled Roberts (Welsh Language Commissioner)  
Garem Jackson (Head of Education)  
Debbie A. W. Jones (Education Corporate Services Manager)  
Bet Huws (Gwynedd Language Development Officer - Meirionnydd)

**Present for item 6:**

Garem Jackson (Head of Education)  
Debbie A. W. Jones (Education Corporate Services Manager)

**Present for item 8:**

Sophie A. Hughes (Business Support Officer)

**Present for item 9:**

Sian Wyn Griffiths (Public Relations and Communications Manager)

**1. APOLOGIES**

Apologies were received from Councillor Charles Wyn Jones.

**2. DECLARATION OF PERSONAL INTEREST**

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

**3. URGENT ITEMS**

No urgent items were received.

**4. MINUTES**

The Chair signed the minutes of the previous meeting of this committee held on 7 November 2019 as a true record, subject to amending the second sentence of the penultimate paragraph under item 4 - Minutes (9 July 2019) to read as follows:

"Resolved that the letter\* sent should be reviewed at the next meeting."

*[\*a letter from the Workplace Language Development Officer to Grŵp Llandrillo Menai regarding engaging the interest and commitment of the Group's tutors in the conference organised for young people to discuss the value of the Welsh language as a skill for the workplace.]*

It was also asked where on the agenda the letter appeared. In response, the Chair confirmed that the letter had been sent, and should members wish to receive a copy, that this could be arranged. She was not aware that a reply to the letter had been received as yet.

With reference to item 5 of the minutes - Arfor Programme, the Chair noted that a letter had been sent to the Minister for International Relations and the Welsh Language, in accordance with the committee's request, asking for the Government's commitment to the scheme. An automatic reply to the letter had been received, but a full response had not been received thus far.

## **5. WELSH LANGUAGE COMMISSIONER**

Aled Roberts, the Welsh Language Commissioner was welcomed to the meeting to give members a presentation on his work.

The Commissioner gave an outline of what he regarded as the purpose of his role, focusing on his impressions of the Welsh language's situation across Wales. The following key points were highlighted during his presentation:

- That he was very keen to know what challenges faced this Council and to see what support his office could provide.
- That after embarking on his job in April 2019, he had travelled the length and breadth of Wales for six months in an attempt to fully comprehend the actual situation of the Welsh language, and that he had realised that the situation varied greatly from one part of Wales to another, with some parts making him feel hopeful and others dampening his spirits at times.
- That Gwynedd Council's internal Welsh-language administration and some of its policies were to be commended and that there was room perhaps to disseminate this good practice across Wales.
- Although the 2050 Welsh Language Strategy was the responsibility of the Welsh Government, that there was room for him too, as Commissioner, to ensure that the powers he possessed reinforced that strategy.
- That the priorities of the Office of the Commissioner in the first few years in terms of the standards and in terms of local authorities had been to ensure that documents and services were available bilingually, but nowadays local authorities were expected to self-regulate to some extent.
- That there were much more important standards than these regarding the future of the language, namely the standards involving the need for the Welsh Government and local government to assess the impact of various policies on the Welsh language and standards involving internal administration.

- That he was also very eager to do more work on promotion plans, as the only requirement on councils at present was that they prepare a plan every five years, and there was no reference to monitoring nor challenging those plans. Therefore, he wished the Office to consider the content of the Gwynedd Promotion Plan.
- That the duties of the Office were shared between regulatory responsibilities and promotion responsibilities. The act required that the Office accomplishes the regulatory responsibilities, but as those responsibilities increase, and resources diminish, it becomes increasingly difficult to undertake promotion work. Therefore, it had to be ensured somehow that resources are released internally to enable the Office to undertake more promotion work.
- Despite his agreement with every point in the Gwynedd Promotion Plan, that there was room to ask how successful the Council was in terms of its objective, e.g. in relation to the childcare sufficiency assessment, approximately 40% of placements were within bilingual situations, but there was no definition of 'bilingual situation'.
- That the situation of the Welsh language varied greatly across Gwynedd and that he had not realised before that some areas of the county were so Anglicised. He referred specifically to the excellent work being done by the head of Ysgol Bro Idris in developing a Welsh ethos at the school under very difficult circumstances.
- That the fact that children speak Welsh fluently by the time they start secondary education highlights the strength of the county's primary sector education policy, but there was room for the Council to consider its education policy in the secondary sector. There was also room to question what was happening with regard to the transfer of language in the home as it appears that the school, and not the home, is now safeguarding the Welsh language. It was also important that children did not regard Welsh as only mattering in school.
- That the Welsh-language education provision could be confusing and inconsistent in some bilingual schools, with fewer pupils than should be the case sitting five or more GCSEs through the medium of Welsh.
- That the conversation was ongoing regarding post-16 provision. There was no Welsh-medium education within further education in the south east, and approximately 85% of the expenditure on the Welsh language in further education went to two colleges in Wales.
- That there was room to thank Gwynedd for the steps taken with regard to apprenticeships.
- That all strategies in relation to the language show that young people who had been in Welsh-language education do not continue to use the Welsh language after reaching 16 years of age, nor bring their children up in due course to speak the language naturally. This meant that millions had to be invested in introducing the language to the next generation of children in the schools and the situation was not sustainable. There was a need to ensure that the health authorities had strategies to introduce the language to young parents and there were responsibilities on local authorities to ensure that childcare was available locally in the Welsh language for those young parents. Also, the situation of the Welsh language had to be consolidated within the schools and ensure that this continues through to the secondary sector and on to post-16 education.
- That there was a responsibility on the Welsh Government and British Government to ensure work opportunities for young people in the north-west and that civil-service based salaries are paid in Gwynedd. It should also be borne in

mind that losing jobs in north Wales, especially in the north-west, has a greater impact due to the fragile nature of the economy.

- That Cymraeg 2050 did not define 'Welsh speaker', but that there was a more important second target, i.e. that we increase the percentage that uses Welsh on a daily basis from the current 10% to approximately 20% by 2050. There was much greater hope of hitting the target if the Welsh language stood its ground, or gained ground, in Gwynedd as there were many more opportunities to use the Welsh language daily in Gwynedd than in other places.
- That he did not wish to see Wales in the same situation as Ireland. The Irish language was Ireland's official first language, but of the 1.76m people who stated that they could speak the language (i.e. quite a similar percentage to the target of 1m Welsh speakers in Wales by 2050), only 56,000 said that they used the language on a daily basis. It is easy to think, that because the language has been accorded status for the first time, we are winning the battle, but the battle would be won in our homes, in workplaces and in colleges.
- That he was hopeful for the future and saw a change in relation to the standards, and nowadays, it was not possible for any council to challenge the Office of the Commissioner as to what they should be doing in relation to the Welsh language, because it was now legislation. There was, however, a lot more promotion work to be done, and specifically to promote the use of the Welsh language.

Members were given an opportunity to ask questions and offer observations. During the discussion the following matters were raised:

- The Commissioner was thanked for providing the committee with a dose of reality, and the importance of increasing and improving what we had was emphasised.
- The hope was expressed that schools' categorisation would be realised.
- It was noted that it was not understood why we encourage our young people to attend colleges outside Wales, and why the Welsh Government pays to send them to those places.
- This Council, it was noted, was hopeful and ambitious for the language, and shared the Commissioner's vision in relation to promoting use of the language and good practice.
- It was asked how the Council could work with the Office of the Commissioner to ensure more opportunities for people to use Welsh in the field of technology.
- It was noted that the education sector had now become very important in producing Welsh speakers and that it was likely that a greater number of Welsh speakers was now being produced by the education system than in the home.
- It was noted that it appeared that the way of hitting the target of a million Welsh speakers by 2050 was by increasing the number of children in Welsh-language education throughout Wales, although it was acknowledged that this increase would be gradual.
- The demand for Welsh-language education in south-east Wales, it was noted, exceeded the provision, and it was asked to what extent it could be ensured that anyone who wished to receive Welsh-language education could have access to it within a reasonable distance.
- There was reference to Ysgol y Traeth, Barmouth as an example of a school that succeeded in accomplishing innovative work with the Welsh language in an area without a tradition of Welsh. It was noted that conditioning pupils and their parents to see the advantage of Welsh as a subject and medium in such areas was an uphill struggle.

- It was noted that the Welsh language was important as a qualification for careers in Gwynedd and was seen as a language of opportunity, but that more pressure needed to be brought to bear on other authorities across Wales to appoint bilingual staff.
- The 'Doctoriaid Yfory' (Tomorrow's Doctors) scheme is a very good way of breaking new ground, it was noted.
- It was noted that Ysgol Gynradd Rhiwlas continues to do good work in relation to the Welsh language, but that the children who transfer to Ysgol Friars soon forget their Welsh.
- The importance of ensuring that the Planning Department has regard for the influence of any development on the language was emphasised, irrespective of whether or not it is stipulated in the Development Plan.

In response to some of the above observations and questions, the Commissioner noted:

- That he had been partly responsible for drawing up the current policy to fund students, and that legal advice at the time stated that it was not possible to restrict admission to colleges in Wales.
- In terms of technology, that the responsibility had transferred from the Office of the Commissioner to the Government since September of last year, and that this was significant, as Government resources were much greater and they had greater influence in purchasing systems, etc. Representatives from the Office discussed problems raised by Gwynedd Council in relation to Welsh-language apps with the Government and it was important that the Council continued to refer practical problems of this type to the Office of the Commissioner so as to enable steps to be taken for them to be resolved.
- That meeting the demand for Welsh-language education depended on the Government's figures regarding the requirement for growth corresponding to actual demand. It was believed that there was enough slack within the system at present to ensure that this happened, but should the demand exceed what was planned by the Government and local government, an interesting discussion would ensue. This would not entail building new schools everywhere, but some schools would be called upon to change their language medium. It was also necessary to be realistic about the lack of planning over the last 10-15 years in terms of the number of Welsh-medium teachers needed to meet what we had at present, let alone growth.
- That the need was agreed to increase the opportunities available for young people to use the Welsh language in the workplace. An assessment was carried out of how many councils denoted jobs as Welsh essential ones and it was observed that the processes were comparatively elementary, with some tending to use Welsh essential solely within the Education Department, and others having no language requirements. It was further noted that the Government had established the Health Education and Improvement Wales body which did not come under the standards even, and the Health Board's 'Mwy na Geiriau/More than Words' project was not being monitored at all. It is acknowledged that the attempt to attract more Welsh-speaking doctors is commendable, however the Office receives more language complaints in relation to the health boards than in relation to local government. There was no lack of commitment to the Welsh language at a strategic level, rather a lack of implementation at grass roots level. Although councils led the way in terms of standards, they failed to provide Welsh-language services due to their failure to appoint Welsh speakers, and part of his work during the next six to seven years would be to endeavour to the best of his ability to complete the circle so that all the investment in education was not wasted.



- That the numbers sitting Welsh first language examinations at Ysgol Friars had risen. Schools marketed themselves on the basis of how many A\* - C grades their pupils were awarded, and it was natural for non-Welsh-speaking families to want their children to sit a Welsh second language examination as they would be more likely to get a good grade. Perhaps it was necessary to ensure that children who had received a Welsh-language primary education sat a Welsh first language examination, so that they were fluent in Welsh on leaving school. He added that there was no legislative basis to schools' categorisation. The provision could be confusing and inconsistent in some bilingual schools, with fewer taking subjects through the medium of Welsh than should be the case. He referred to a particular school outside of Gwynedd which fell into bilingual category 2A (which meant that 80% of the pupils should be receiving a Welsh-language education), noting that when he looked at the figures, he saw that only 37% of pupils sat examinations through the medium of Welsh in at least five of their subjects. When the school was asked about the situation, it was explained that excessively pushing the Welsh language meant that the school would lose children to a neighbouring school. The education consortia and Estyn also had a responsibility to draw attention to any problems in terms of schools' language category in comparison to what was happening in classes. The legal responsibility lay with the county councils, but very rarely did councils send people into schools to find out what was going on. In his opinion, if a school was a bilingual one, the child should be leaving school at the age of 16 able to speak Welsh, but as this did not happen, a discussion was needed about categorisation. It was not possible to have a compromise as happened in the past, as all that compromise did was to weaken the language's situation.
- In terms of planning, there was room for the Welsh Government to decide whether the new TAN 20 or the legislation was the way forward. Another conversation was to be had with the Planning Inspector as they moved to a situation where the Planning Inspectorate served Wales only. Perhaps the Welsh language had not been a strength in terms of their assessments under the system historically, but this was something that would have to be developed in moving forward. This was not a matter for the county councils, but there was a need to make sure that the entire planning system paid adequate attention to the Welsh language.

The Commissioner was thanked for his interesting and inspiring presentation and for responding to the members' questions and observations. The desire to invite him back to the committee to continue the discussion was expressed and good wishes were extended to him in his work.

In response, the Commissioner noted that he would be keen to return to the committee to discuss some of the practical problems, such as education and planning, as everyone was working towards the same aim.

The members were invited to contact the Office of the Commissioner if they had any further comments or questions.

In response to a further question by a member, the Commissioner confirmed that the Office did not have a role in relation to correct language in schools nor in relation to house and farm names, although it did have a responsibility for village and town names.

## **6. ANNUAL REVIEW REPORT OF THE WELSH IN EDUCATION STRATEGIC PLAN (WESP)**

Submitted - the report of the Education Corporate Services Manager inviting the committee to consider the content of the annual review report and offer observations.

Further to the content of the report and to the Welsh Language Commissioner's presentation (item 5 above), the Head of Education noted:

- That he agreed in full that the provision in schools in relation to category 2A had been a weakness in the past, but since the advent of the Secondary Sector Language Strategy in Gwynedd, the Authority now had a clear indication of the situation in every school. This information was vital in order to draw up a purposeful plan for all the different linguistic situations in each school in order to strengthen not only the social use element but also to influence the language curriculum.
- He could not overemphasise the extent to which the Department took pride in the fact that it could provide the entire range of services to the most vulnerable learners through the medium of Welsh (outcome 6) and that this was a credit to the staff and to the Council's vision and the investment made in this field.
- That the Minister for Education had congratulated Gwynedd on the way the Council had established a different education system in Dolgellau, which meant that the Welshness of the primary schools permeated Ysgol Bro Idris. He also noted that he wished to congratulate the Headteacher and staff and governors on their work in promoting, insisting and ensuring that the Welsh language holds its ground at the school.
- That the Headteacher of Ysgol Uwchradd Tywyn also had a strong vision. As with Bro Idris, Tywyn again was an uphill struggle in terms of having a positive influence in relation to the Welsh language, but the way in which the school had adopted the plan for the Secondary Sector Language Strategy had received national attention and provided a way forward for any other institution.
- That significant green shoots of change had also been witnessed at Ysgol Friars, with the number sitting Welsh First Language on the increase.
- That the percentage of children coming into the foundation phase from non-Welsh-speaking homes was on the increase. A decline in children's social skills was also a factor, with children starting the foundation phase without communication skills in any language, and the fact that almost all of them were assessed through the medium of Welsh at the end of year 2 was testament to the success of the foundation phase in Gwynedd.
- That it was believed that major steps forward were also being taken in the secondary sector as a result of the fact that Gwynedd had the first Secondary Sector Language Strategy in terms of promoting the Welsh language in Wales.
- That the success of the Primary Schools Welsh Language Charter had now spread throughout Wales as a result of Gwynedd primary schools' vision in adopting it in 2011.
- That Estyn was now, for the first time, measuring to what extent schools gauged children's informal use of Welsh, and that this stemmed directly from a meeting held in Carmarthen in 2013 where a copy of the Gwynedd Welsh Language Charter was presented to the then Chief Inspector of Schools.
- That he agreed with the Commissioner about the need to challenge a school's context in terms of bilingualism and that there was some way to go too in being

able to face up to and report on the reality in our schools, but the fact that this was being acknowledged was an important step forward.

Members were given an opportunity to ask questions and offer observations. During the discussion the following matters were raised:

- The fact that excellent work was taking place at Ysgol Bro Idris and also at Ysgol Uwchradd Tywyn was reiterated.
- It was noted that because of the perception that Ysgol Friars is an English school, children travelled there from areas such as Porthmadog, and more information was requested about the pilot scheme to develop the language skills of the workforce.
- It was noted, despite a number of children sitting Welsh first language GCSE, that much fewer followed other subjects through the medium of Welsh, and it was asked whether data was available on how well this group of children speak Welsh.

In response to some of the above observations and questions, the following was noted:

- That the pilot scheme to develop the language skills of the workforce at Ysgol Friars was funded through a grant awarded to the region and which was then allocated. This grant funding has been used over a period of time to employ a language tutor to work with some of the school's teachers, in order to develop their skills and confidence to use the Welsh language in class, and developing an element of Welsh within their educational resources too. Acquiring those skills would not be an overnight process and no specific target was set for that. However, the Department collaborated closely with the school and influenced where possible.
- That this was a very exciting time in Gwynedd within the context of the Welsh language, with the Welsh Language Charter having long been established, and the Secondary Sector Language Strategy having a greater influence on a cohort of children, both formally and informally, within the context of informal Welsh than ever before.
- That the Service also planned for the new curriculum as a consequence of Professor Donaldson's work, which would become increasingly important in the life of our schools.
- That a piece of work was commissioned to look at the post-16 provision in Gwynedd, focusing specifically on the sixth form element in Arfon, in order to discover whether there was a case for changing the current system. The Welsh-medium provision lay at the core of the brief for this work and the perception that post-16 education through the medium of Welsh was a hindrance to young people had to be done away with.
- As so much was happening in this field at present, it was decided to establish a Project Board around the Welsh language, and it was noted that the Department would be pleased to provide the committee with summary and timely reports on the work as a means of showing what the Department was doing in the field of Welsh in its entirety.
- That it was slightly premature to present data on the use of more informal language by those pupils sitting GCSEs, but it was hoped to see in due course that there was a link between those following a number of subjects through the

medium of Welsh and the use they made of Welsh. This was one reason why specific attention had to be given to the medium across the curriculum as this is what would provide learners with the skills and confidence to be able to use Welsh in a range of different situations, rather than Welsh solely as a subject.

The Chair suggested, as there were still quite a few questions and discussions, that the committee should scrutinise the report further. She thanked the Head of Education for suggesting that regular reports come back to the committee and suggested that a representative of the committee should sit on the Project Board around the Welsh language to scrutinise the plan because it was so comprehensive, and also to meet the need to support the Head of Education with the plan.

**RESOLVED to propose the Chair, Vice-chair and Councillor Alwyn Gruffydd for consideration by the Department to act as members of the Project Board in order to scrutinise the plan further.**

## **7. CABINET MEMBER REPORT**

Submitted - a report by the Cabinet Member providing an update on the key developments in the Welsh language field since the previous committee meeting.

As time did not allow giving full consideration to the report and that the Cabinet Member had to leave the meeting at this point, members were invited to get in touch regarding any questions about the report.

**RESOLVED to accept the report.**

## **8. MENTAL HEALTH AND THE WELSH LANGUAGE**

The Business Support Officer provided a presentation on the mental health provision through the medium of Welsh, arising from her research work for her master's degree.

The Chair thanked the officer for the presentation, emphasising that the conclusions of the research work prove the linguistic need for this provision.

**RESOLVED to agree with the conclusions of the research work and to invite the Business Support Officer to conduct a workshop on this subject with all Council members because the presentation contains such a wealth of information, information which is relevant to all, and because the officer had to rush through her presentation, time being so short.**

## **9. WORKING ARRANGEMENTS IN A BILINGUAL ENVIRONMENT - COMMUNITY RESOURCE TEAMS**

**RESOLVED to defer the item until the next meeting as time did not now allow the report to be given balanced consideration, and also because the report's author, namely the Health and Community Care Transformation Programme Leader (Gwynedd and Anglesey) was unable to attend this meeting.**

## **10. PRAISE AND COMPLAINTS REPORT**

Submitted - the Language Adviser's report presenting the latest information to the committee on complaints and examples of success in promoting the use of the Welsh language within Council services.

The Language Adviser explained that several of the complaints dated from a period before the last meeting, but that they were not reported on previously as they had not been resolved at the time.

A member noted that he welcomed receiving these complaints as they provided an indication of what was happening at grassroots level.

As time did not allow giving full consideration to the report, members were invited to get in touch regarding any questions.

**RESOLVED to accept the report.**

The meeting commenced at 10.00am and concluded at 1.00pm.

**CHAIR**

# Agenda Item 7

<b>MEETING:</b>	<b>LANGUAGE COMMITTEE</b>
<b>DATE:</b>	<b>November 2020</b>
<b>TITLE:</b>	<b>An overview of the impact of Covid 19 on services and activities held through the medium of Welsh</b>
<b>AUTHOR:</b>	<b>Senior Language and Scrutiny Advisor</b>
<b>PURPOSE OF THE REPORT</b>	<b>To provide information to Committee members about the impact of Covid-19 on Welsh-medium services and projects that promote the Welsh language.</b>

## **1. Background**

- 1.1. The purpose of this report is to summarise the opportunities and challenges that various departments have faced in relation to continuing to implement the language policy due to Covid-19, and to provide an update on various projects that have been delivered despite the situation, in order to promote and increase the use of the Welsh language in Gwynedd.

## **2. A survey of the impact of Covid-19 on the ability to continue to offer Welsh language services and to implement the language policy.**

- 2.1. To ascertain whether the Covid-19 crisis affected the Council's ability to continue to offer services in Welsh and to implement the Welsh language policy, a basic survey was sent to each department.
- 2.2. In general, everyone noted that the virus had not affected their ability to provide Welsh medium services, as they had adapted their methods of service provision, and had continued to offer Welsh language services. However, some noted that their staff missed the informal opportunities to converse in Welsh in the office, particularly those who did not have an opportunity to speak much Welsh outside the workplace.
- 2.3. It is obvious that the pandemic and the subsequent shift towards more online training provision has been positive, and had offered new opportunities for Gwynedd Council staff to learn and develop their Welsh. The crisis provided an opportunity to commission lessons that would not have been possible prior to the pandemic. For example, two cohorts of learners at two different levels received online lessons provided by North Welsh North West – lessons that had been very difficult to arrange face-to-face prior to the pandemic due to working patterns and the availability of tutors. The change to online learning has also assisted greater numbers of staff (especially staff working shifts) to attend Welsh lessons or training as it offers more flexibility and less travelling to a teaching location.

- 2.4. It was noted that the lack of informal contact between officers, such as in the office, on the corridor or in the kitchen, had possibly slowed the development of some individuals, as the same opportunities were not available at home to practice their Welsh skills. There is no evidence to support this, but our Welsh Buddy Scheme offers those informal opportunities for Welsh learners to maintain their momentum while working from home.
- 2.5. One concern highlighted in the survey was that it was not always possible for staff to contribute in Welsh in external virtual meetings organised by other organisations as they did not use technology that enabled the easy use of simultaneous translation services. All external organisations do not currently provide a simultaneous translation service for virtual meetings, and some are unwilling to use Zoom due to security concerns. As a Council we have worked with a number of partners to share our experiences of providing a simultaneous translation service virtually, to assist them to offer such a service.
- 2.6. During the months in question, extensive use was made of the Council's website, and it is pleasing to note that the use of the Welsh homepage was higher than the English page.

Welsh	English
January: 27,457	January: 19,781
May: 19,303	May: 18,122
September: 26,376	September: 23,166

- 2.7. The Welsh Language Commissioner made a request for information about the impact of Covid- 19 on the Council's ability to continue to offer services in Welsh and relevant information was submitted, based on our internal survey. A request was also received from Bangor University to encourage staff to complete a questionnaire about the influence of working from home on the Welsh language.

### **3. Update on the progress of projects that promote the Welsh language**

Work has continued on a number of projects that promote the Welsh language despite the crisis.

#### **3.1. Language Specifications**

Over the past few months, the Project Board has been meeting regularly and work has continued regardless of the crisis. During this period, we have:

- Commissioned online lessons for Access and Intermediate levels for two sets of learners in Byw'n lach between May and July, in order to help them achieve the Language Specification for their posts.
- There are currently two other ongoing commissions, which are available to all Council staff
- Assessments from Council staff are still being collected, consideration has been given to arrangements for assessing new staff, and work is ongoing to implement the next steps.
- Develop and publish a Language Skills system in collaboration with the IT Service, that retains a record of staff language skills, allows managers and staff to see the results of their self-assessments, and enables us to run reports to interpret the data and respond

appropriately, in addition to reporting in accordance with the Language Standards and internal procedures.

### **3.2. Arfor**

Although there were concerns at the beginning of the period that the county's Arfor plans would have to be postponed, the past months have in reality been extremely busy.

#### **3.2.1. *Enterprising Communities Challenge***

Grants had already been distributed to three projects: Partneriaeth Ogwen, Canolfan Henblas and Menter y Plu, with each of them having either continued with their plans or adapted them to face the challenges of the pandemic. The Canolfan Henblas project has been completed, and we will produce a story about it over the coming weeks.

#### **3.2.2. *Support for Enterprise***

Again, there was concern that a change of direction would be required with this grant, with the pressure to maintain businesses increasing, if not exceeding the need to provide a boost to new businesses during this period. However, it was confirmed that businesses such as Becws Islyn, that had already received offer letters, would continue with their plans. Applications are still being accepted, and work continues to discuss projects for establishing and extending businesses. We will release information about business success stories in Pen Llŷn that are linked to the ARFOR Programme and the LEADER Rural Programme over coming months.

The panel has met on four occasions since April to discuss applications, and it was decided to be more flexible with the type of applications that were accepted, to ensure that there were opportunities for people to establish businesses and gain full-time employment, in addition to expanding businesses to offer new employment opportunities. The number and quality of applications that have been received were very positive, and all the available grant funding has been allocated. We are eager to help more businesses to apply for additional funding from the Council to support the project and a bid has also been submitted to the Government for capital funding that will enable us to extend the fund.

Until the beginning of the lockdown period, the fund had received over a hundred initial enquiries, approximately 70 businesses had progressed to submitting a Declaration of Interest Form, 22 had applied and 19 had accepted an offer. This number has naturally increased by now, and we will provide a further update to the Committee at the beginning of the year.

#### **3.2.3. *Llwyddo'n Lleol 2050***

This plan has seen the greatest change over this period, but its success has been notable. The original intention was to provide opportunities for young people to become influencers and work in partnership with local companies. Due to the restrictions, the direction of this scheme had to be changed completely, and the scheme has been re-launched by Menter Môn, with an emphasis on offering a grant to motivate young people to create and implement business ideas. The young people have been sharing their stories on social media. There are plans in the pipeline to develop Llwyddo'n Lleol 2050 across the four ARFOR counties.



### 3.2.4. Ffiws

Although the space in Porthmadog had to close during the lockdown period, videos and workshops were shared over social media. When the space was re-opened, people were invited to attend one-to-one sessions. We are considering the idea of developing Ffiws space in other areas of Gwynedd over the next few months.

### 3.2.5. Cross-cutting Work

The ARFOR Strategic Plan Interim Report has been completed by Wavehill company, and the evaluation work will begin imminently. The work of responding to the interim report has already started. More details will be available in the new year. During the next few weeks we will launch the ARFOR Bwrlwm work, and will identify businesses that are role models in their use of the Welsh language, and how they can influence others.

## 3.3. Hunaniaith (Gwynedd's Language Initiative)

- 3.3.1. As a result of the pandemic, Hunaniaith officers have made huge adjustments in relation to the way they promote the Welsh language. As face-to-face working in the community is impossible, new skills have been learnt, and different methods of operating have been trialled. We developed our presence on social media, and online activities were provided for the first time through various platforms such as Facebook, Zoom, Microsoft Teams and Kahoot, and a new website was created. This meant that more activities than usual were held. During the past six months, 139 activities were held, which is a substantial increase compared to the previous two years.

	2018 – 2019 (12 months)	2019 – 2020 (12 months)	April – September 2020 (6 months)
<b>Total activities</b>	<b>74</b>	<b>88</b>	<b>141</b>

- 3.3.2. A variety of activities were provided for families, children and young people and adults, including learners. These included quizzes, a virtual pub, videos of scientific experiments for children to try at home, art workshops, song writing workshops, performances from artists, a digital pack to help voluntary groups hold virtual meetings, and joint lectures with local societies. A summary of the main projects can be found in **appendix 1**. Once again this year, freelance workers were commissioned to hold a number of activities to show the commercial opportunities that exist, and to ensure that activities such as these are sustainable in our communities in future.

### 3.3.3. Specific projects

One of Hunaniaith's pilot projects has been developed into a national Halloween competition for Mentrau Iaith Cymru. As part of the Halloween celebrations, attention has been drawn to Gwyn ap Nudd, a prominent figure in relation to the Day of the Dead in Celtic mythology, and a 3d skull decorating competition for children and young people has been held. A video, telling the story of Gwyn ap Nudd and Welsh traditional Halloween traditions, has been produced in conjunction with the storyteller Gwilym Morus-Baird, which can be seen on Hunaniaith's You Tube channel - <https://youtu.be/64bVHxY0-ck>. The project has received attention in the press and media.

- 3.3.4. A new family festival, Gŵyl Nantiaith, was held jointly with Canolfan Nant Gwrtheyrn at the end of October. The event was held over Facebook and Zoom, and broadcast through a specific channel on the new AMAM online platform that promotes Welsh events and events that promote the Welsh language. The event was very successful, with a number of attendees. We hope to hold the festival again in future.
- 3.3.5. We have also continued to provide support and advice to community groups and influence their use of the Welsh language. There was collaboration with the Facebook page **Wayne Keeps You Smiling (Bala)**, a campaign run by Wayne Evans and Ceri Owen to raise people's spirits and raise money for local good causes during the Coronavirus restrictions between March and July 2020. At the beginning of the lockdown period, one of Wayne's most popular activities was visiting families in Bala's housing estates dressed as Batman, while maintaining a safe distance. The communication on the page and in person was in English only, with "Batman" sharing birthday greetings etc. Wayne has lived in Bala throughout his life, and although he understands Welsh quite well, he is unwilling to speak it because of a lack of practice, that has subsequently led to a lack of confidence in using it.
- 3.3.6. Hunaniaith identified an opportunity to collaborate and also to reinvigorate and raise awareness of one of the town's most well-known legends, the story of Ceridwen. With Ceri dressed as Ceridwen, and Wayne as her husband, Tegid Foel, a week's activities and performances were arranged, tailored to be suitable for bilingual families and people of all ages: including visits, sketches on the Facebook page, colouring sheets and limerick competitions. Many followers heard Wayne speaking Welsh for the first time, and he received warm praise and support that has led to an increase in his use of the language and his confidence.
- 3.3.7. The Bangor language centre development officer collaborated with Menter Iaith Bangor to commission Learn Welsh North West to collaborate with six individuals who were part of a national pilot project to target reluctant Welsh speakers. Six online lessons were held by a Welsh Tutor, and they were set weekly homework tasks and information was shared about Welsh-medium community activities and events.
- 3.3.8. In spite of Covid-19 it is hoped that it will be possible to hold Ysgol Tryfan and the Urdd's Outdoor Project. This project has worked intensively with a small cohort of young people, to see whether it is possible to influence language patterns and habits through regular intervention and by raising awareness of local Welsh-medium employment opportunities. The project is led, under commission, by the Urdd's Outdoor Activity Service. It includes outdoor activities for 15 young people and introduces them to new activities, local history and geography as well as raising awareness about employment opportunities in a growth area locally, all through the medium of Welsh.
- 3.3.9. Hunaniaith also continues to collaborate with key partners such as the Youth Service, the Education Department, the Economy and Community Department, Cymraeg for Kids, Grŵp Llandrillo Menai, Menter Iaith Bangor, Theatr Derek Williams, Llŷn Maritime Museum, Menter Fachwen, Partneriaeth Ogwen, and the other language initiatives throughout Wales.

3.3.10. In March, Hunaniaith published a questionnaire to gauge the public's views about what should be done to promote and champion the Welsh language in the county, and what should be prioritised as part of the language initiative's future work programme. The consultation period ended at the end of June. The results showed that the majority of respondents believed that young people and learners should be prioritised.

Hunaniaith has also assisted the Government with a community survey to examine the impact of the Covid-19 restrictions on volunteering through the medium of Welsh and on community groups in Wales that promote and use the Welsh language.

**3.4. Interactive map of Welsh medium activities**

The language unit, in conjunction with the information technology team, has been collaborating on the development of an interactive map and live database on the Council's website to provide information about Welsh medium activities throughout the county. Anyone who provides activities through the medium of Welsh can register themselves.

**4. Recommendation**

Recommended that the committee accepts and notes the report.

# Hunaniaith Projects April –September 2020

Due to Covid-19, the nature of the work changed to include online activities, mainly using Facebook and Zoom. In addition to producing weekly items, such as **App of the Week, Account of the Week, *Gwennol o'r Gorffennol*** and relevant quizzes, the following activities were held to correspond with the work programme, and Hunaniaith's targets:

Project	Content
<p><b>Short Story Competition</b> for young people aged 11-16 from Gwynedd, with the title <b>YNYS (Island)</b>  <a href="#">Children and Young people</a></p>	<p>The competition was held in April for young people aged 11-16 years old in Gwynedd. <b>Bethan Gwanas</b> was the judge, and <b>Tudur Owen</b> recorded a reading of the winning story. It was advertised on Facebook, Twitter, Radio Cymru and by contacting all the Secondary School head teachers.</p> <p>31 entries were received, and all were given personal feedback from the judge. Tudur Owen's reading of the winning story by Lea Glyn Jones is on the Hunaniaith YouTube channel <a href="https://youtu.be/A5kgcAyF2UE">https://youtu.be/A5kgcAyF2UE</a></p>
<p><b>Digital Nature Board</b> on Hunaniaith's Facebook page  <a href="#">Family</a></p>	<p>A competition requesting photographs, names and some facts about a plant or animal to be found nearby.</p> <p>The task was to identify the Welsh name for the objects that were shared. A Wildlife Camera was awarded to a randomly chosen contributor.</p>
<p><b>Digital Death Cafe</b>  <a href="#">Community</a></p>	<p>As part of Dying Matters Awareness Week (May 11-17), <b>Caffi Angau</b> was supported to hold <b>three</b> Zoom sessions</p>
<p><b>Ceridwen Project: Y Bala</b> in conjunction with <b>Wayne Keeps You Smiling (Bala)</b> Facebook page.  <a href="#">Community</a></p>	<p>Since the Coronavirus restrictions started, Wayne Evans and Ceri Owen have provided entertainment on their Facebook page, in addition to visiting housing estates in Bala dressed as Batman, to raise people's spirits and raise money for local charities. In collaboration with Hunaniaith, the entertainment became an opportunity to reinvigorate one of the town's most well-known legends, namely the <b>Legend of Ceridwen</b>. With Ceri dressed as Ceridwen, and Wayne as her husband, Tegid Foel, a week-long campaign <b>18/05 – 25/05</b> of fun activities was held as they presented the story, visited the town's estates while keeping a safe distance, sharing pictures to be coloured and holding a limerick competition.</p> <p>The activities received an excellent response on the ground, as did the daily posts, with <b>4,317</b> reaches and <b>147</b> engagements, and <b>29</b> entries for the limerick competition.</p> <p>"It's wonderful how you are keeping spirits high... it's not easy for our communities, particularly families with children! Thank you so much xx "</p> <p>"Great to hear Wayne speaking Welsh...he's doing well!"</p> <p>"It's uplifting to see Bala's community spirit bringing something so valuable to life. This will be a special opportunity to entertain</p>

# Hunaniaith Projects April –September 2020

	children and families, and to provide them with a valuable lesson about their local mythology."
Activities in partnership with <b>Gwynedd Youth Service</b> <a href="#">Children and Young People</a>	<ul style="list-style-type: none"> <li>• <b>C'mon Midffild</b> Quiz</li> <li>• <b>Wales</b> Quiz</li> </ul>
<b>Science Workshops</b> with <b>Sbarduno</b> company <a href="#">Children and Young people</a>	<b>Sbarduno</b> company was commissioned to record <b>four</b> science workshops for transition age children. They were published on Hunaniaith's YouTube channel and shared on the Facebook page, with all Gwynedd's primary schools tagged. They have also been posted on the county's Education Hub.
<b>Community Translation Scheme</b> <a href="#">Community</a>	In June, <b>Hunaniaith's Community Translation Scheme</b> was launched in its new format. In light of the current situation, <b>Hunaniaith</b> is eager to support <b>remote Simultaneous Translation (ST)</b> for community groups / initiatives and charities in Gwynedd, that have not previously used ST. In agreement with <b>the Association of Welsh Translators and Interpreters</b> , the scheme will commit to using the service of translators who are registered with the Association, and are able to provide a remote service for meetings via Zoom, Skype, Teams etc. The groups / initiatives / charities, must initially follow checks by Hunaniaith, before contacting a translator directly to make arrangements, and Hunaniaith will then pay the translator directly for the service. The Scheme itself has existed for a number of years, and has enabled the Welsh language to maintain its position in a number of meetings across the county.
<b>Summer Conversation Group (Llanberis)</b> for learners with <b>Ann Bied</b> <a href="#">Community</a>	In response to a need that was recognised on <b>Grŵp Cymunedol Llanberis</b> Facebook page, a local freelance tutor was commissioned to hold an informal conversation practice and learning group over Zoom, during the summer weeks, in a series of <b>six</b> sessions for local people.
<b>Nonsense and Notes</b> with <b>Mair Tomos Ifans</b> <a href="#">Family</a>	<b>Mair Tomos Ifans</b> was commissioned to create a series of <b>ten</b> videos to present traditional songs suitable for 7-11 year old children (and adults) each week. The title of the series is <b>Nonsense and Notes</b> as the songs chosen have nonsensical words, or the language of the Fairies, according to some! They were published on Hunaniaith's YouTube channel and shared on the Facebook page
<b>Llawr Gwlad Lectures</b> <a href="#">Community</a>	A series of monthly lectures until the end of the year, by local historians, specialists in their field and scholars, to be broadcast live through Zoom on Facebook or through a shared link to Hunaniaith's YouTube Channel. To date sessions have been held by <b>Gareth Roberts</b> from <b>Menter Fachwen</b> and <b>Geraint Jones</b> from <b>Canolfan Hanes Uwchgwyrfai</b> .

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<p><b>Craft Workshops for the Family</b> with <b>Lora Morgan</b> Family</p>	<p><b>Lora Morgan</b> as commissioned to hold <b>four</b> craft workshops over Zoom for KS2 age children and their adults, on a weekly basis throughout July. These sessions were restricted to Gwynedd residents.</p>
<p><b>Art Workshops</b> with <b>Tess Urbanska Evans</b> Children and Young people</p>	<p><b>Tess Urbanska Evans</b> was commissioned to create <b>four</b> art workshops on video, to be shown weekly throughout August. Tess based the workshops on creating attractive objects made from materials that were readily-available at home or easily found nearby.</p>
<p>Coordinate, support and maintain <b>the national initiatives run by Mentrau Iaith Cymru</b> :</p> <ul style="list-style-type: none"> <li>• <b>Tafarn y Clo</b> Community</li> <li>• <b>Ras yr Iaith</b> Family</li> <li>• <b>Scarecrow Competition</b> The Family</li> <li>• <b>Clwb Theatr Cymru</b> with <b>Theatr Genedlaethol Cymru</b> Children and Young People</li> </ul>	<p><b>Tafarn y Clo (Lock Inn):</b> This is a touring, virtual public house that visited <b>the Mentrau Iaith (Language Initiatives)</b> across Wales throughout the summer. It was Hunaniaith's turn on <b>15 July</b> between <b>8 and 10</b> p.m. An evening of live entertainment was provided, including a comedy room with <b>Dilwyn Morgan</b>, a learners' snug with <b>Martyn Croydon</b>, light-hearted poetry with <b>Osian Bonc</b> and a musical set by <b>Bwncath</b>...in addition to a host of quizzes and competitions.</p> <p><b>Clwb Theatr Cymru:</b> <b>Four</b> national sessions on Zoom during August, promoted and coordinated in Gwynedd by Hunaniaith. Hunaniaith also undertook monitoring work by attending the sessions, and by maintaining regular contact with the children's parents.</p>
<p><b>Song Writing Workshops</b> with <b>Branwen Haf</b> and <b>Osian Huw</b> Children and Young People</p>	<p><b>Two</b> sessions for the KS2 and KS3 age group held over Zoom for children and young people in the Penllyn area, in conjunction with <b>Theatr Derek Williams</b> and local schools.</p>
<p><b>Walking Tours in partnership</b> with <b>Clwb Mynydda Cymru</b> Community</p>	<p>Publication of the interpretation of <b>seven</b> tours arranged by Clwb Mynydda Cymru during 2019 on Hunaniaith's digital platforms with the Club's collaboration.</p>
<p><b>Paned a Sgwrs</b> with <b>Welsh Learners in Dwyfor.</b> Community</p>	<p>Dwyfor's Language Development Officer attends this weekly activity though Skype. It is coordinated by the Welsh Learners Tutor Organiser (Dwyfor) with a Hunaniaith officer leading the hour-long conversation with three to four Welsh learners, in a sub-group.</p>
<p><b>Walks for Learners</b> with <b>Gareth Roberts (Menter Fachwen)</b> jointly with <b>Llŷn Maritime Museum.</b> Community</p>	<p>Walks organised during September: in Dwyfor and Arfon in conjunction with Learn Welsh North Wales</p>

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<b>Community Activities Safety Pack</b> <a href="#">Community</a>	A pack was produced, including relevant posters designed by <b>Charlie Britton</b> , guidelines, and protocol details for this period; to be shared among the county's community initiatives and parish councils.
<b>Hunaniaith's Website</b> <a href="#">Community</a>	Collaboration with <b>Meirion Macintyre Huws</b> to create a new website to be launched in September.

# Agenda Item 8

<b>MEETING:</b>	<b>LANGUAGE COMMITTEE</b>
<b>DATE:</b>	<b>12 November 2020</b>
<b>TITLE:</b>	<b>Welsh Language Standards and the Council's Welsh Language Policy</b>
<b>AUTHOR:</b>	<b>Gwenllian Mair Williams</b> <b>Language Advisor</b>
<b>PURPOSE OF THE REPORT</b>	A brief report is submitted on the developments over the past six months in regards to the Welsh Language Standards and the Council's Language Policy, including the Annual Report on the Standards, the Commissioner's annual Assurance Report and an update on the intention to review the language policy.  Formal approval is also required for the Annual Report on the Standards

## **Background**

This report is submitted to provide a brief update on work that has been going on over the past few months in respect of the Language Standards and our reporting duties.

Overall, we continue to succeed in complying with the requirements of the Standards, but there are some areas of concern that arise frequently, and certain themes are prevalent in the annual reports, which provides the basis for actions that we can take over the coming months.

We have been proactive in liaising with the Commissioner during the past year, to discuss some issues of importance and concern, such as the barriers we face when commissioning external systems and apps. By having an open conversation, we hope to be able to develop a mutual understanding of what is possible to achieve, and to also receive support from the Commissioner's office to influence external bodies that are sometimes unaware of the status of the language and the Standards' requirements in Wales.

### **1. Annual Report on the Standards**



1.1 In accordance with the requirements of the Language Standards, imposed on the Council under Section 44 of the Welsh Language Measure (Wales) 2011, the Council is required to produce and publish an annual report by **30 June** every year, demonstrating how we have ensured compliance with the standards that were imposed on the Council.

1.2 We are required to report a number of things, including the results of any language skills assessments undertaken, the number of posts advertised where Welsh language skills were required, the number of Welsh-medium training events that have been offered to staff, and the number of complaints received by the organisation against the Standards.

1.3 It is also an opportunity to highlight any developments and examples of good practice in implementing the Standards and ensuring Welsh-medium services for the residents of the county.

1.4 The Language Committee is asked to formally approve this report and identify any matters on which they would like further information or discussion.

1.5 The full report can be viewed through this link:

<https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Language-policy/Gwynedd-Council-Welsh-Language-Standards-Annual-Report-2019-2020.pdf>

1.6 The following is a summary of the main points of the report:

- **Challenges:**

One of the greatest challenges we face is how we adapt to using more technology and to ensure not only the language choice and proactive offer, but how we can encourage the residents to use the Welsh language with our services.

- **Developing fields:**

We reported on developmental work in the following fields:

- **Develop a better understanding of people's habits**
- **Use of technology and on-line services**
- **Assessing the impact**
- **Language specifications – mapping the language levels of posts and staff skills**

- **Skills Report:**

A general picture was provided of the Council's situation in terms of the language skills of its staff. As the Committee will be aware, considerable work has been completed in this area with the Language Specifications project, and for the first time we reported by using the data which is gathered on the new Specifications system.

The overall picture for the year looked like this:

Number of staff members (number of people on the Council's payroll), excluding school staff	<b>3,677</b>
Number of staff members assessed thus far	<b>3034</b>
Number who reach the requirements of the post from those assessed	<b>2765 (91.1%)</b>
Number who do not reach the requirements of the post	<b>269 (8.9%)</b>
Number of staff members assessed to have no Welsh language skills (all Council departments)	4

## 2. The Language Commissioner's Assurance Report 2019-20 – Closing the Gap

2.1 Every year, the Welsh Language Commissioner publishes a report which is the result of research, observation and the questioning of focus groups by the officers, who then report their findings on organisations' success in implementing and complying with the Standards.

2.2 The Commissioner will draw conclusions about successes or failures to comply with the Standards based on several things:

- i) The findings of the Commissioner after monitoring complaints and specific cases of non-compliance.
- ii) Opinion surveys and engagement with the public in focus groups
- iii) Observation work, interviews and requests for information and evidence on specific subjects with organisations

2.3 The report does not specifically refer to individual organisations - apart from when it refers to good practices - but rather, it offers an overall picture of how organisations are performing in terms of implementing the standards and what needs to be improved.

2.4 By now, it is clear that certain themes come up consistently in the Commissioner's reports, which forces us to think hard about whether we are doing all we can, and all that we should be doing, in some areas. For example, encouraging people to use the Welsh-medium services is a constant theme by the Commissioner, as well as internal monitoring arrangements and the importance of the standards relating to measuring impact, and how we consider the impact of the Council's decisions on the Welsh language in our communities.

2.5 The Commissioner's assurance report for 2019/20, entitled **Closing the Gap**, was launched in September. The report offers an analysis of organisations' overall performance under four headings: **Provision and promotion of services; Arrangements for compliance; the workforce's capacity; and promoting the Welsh language**. We see that a lot of emphasis is placed on the need to act in two particular areas over the coming months, namely, how organisations attempt to:

- Assess Impact, and;
- Create a shift in the language choice of service users

2.6 The report also referred to the **Promotion Strategies**, noting that it is not clear to the Commissioner how many new activities are being undertaken as a direct result of the promotion strategies - these are activities that are beyond the Council's daily services and which are specifically targeted at promoting the use of the Welsh language. There was also criticism that organisations do not appear to allocate sufficient funding and resources to implementing these strategies and schemes. There was a clear message that organisations must give this careful consideration as they review their strategies for 2021-22 (at a later date for Gwynedd).

### **3. Reviewing the Language Policy**

3.1 Earlier this year, we started looking at possible revisions to the language policy. This step was taken as there was a feeling that there had been major changes in the way that the Council provides services since the current Policy was drawn up in response to the implementation of the Welsh Language Standards. There was a feeling that some parts of the Policy are not firm and clear enough and that it does not cover all the situations that services deal with from day to day. There are no specific clauses, for example, that cover the use of the Welsh language in the Council's IT systems.

3.2 Some changes are therefore proposed as a way of providing clarity on matters where complaints have been received, or where we realise that there is a lack of clarity which leads to inconsistency.

3.3 The changes proposed have been split into two categories -

**Administrative changes;** meaning minor changes to revise the wording, in order to make requirements clearer, or adding clauses that reflect areas of action that are not covered at present, and which do not entail any major change in terms of the operational principle.

**Major / principle changes;** which means that we need further discussions and agreement on how we operate in some contexts. These include areas that are not necessarily covered by the Standards, or where there are opportunities for us as a Council to set new principles, and to ensure that the Council is taking every opportunity to promote the Welsh language.

3.4 We will be submit an item on possible revisions to the Policy at the next meeting of the Language Committee.

### **4. What is sought by the Committee?**

Members of the Committee are asked to consider the contents of this report, and offer any relevant observations or recommendations for prioritising work.