**Welsh Government**

Consultation – summary of responses

# Consultation on a Welsh Government draft strategy: a million Welsh speakers by 2050

Date of issue: January 2017

# Consultation on a Welsh Government draft strategy: a million Welsh speakers by 2050

| | |
|---|---|
| **Audience** | Welsh Government groups; public bodies in Wales; third sector bodies in Wales; private sector companies in Wales; education organisations in Wales; organisations who work to promote the use of the Welsh language; organisations who work with families, children and young people, and communities; and other interested parties. |
| **Overview** | This document summarises the responses received to the Welsh Government draft strategy: a million Welsh speakers by 2050 consultation. The consultation was held between 1 August and 31 October 2016. |
| **Action required** | None – for information only. |
| **Further information** | Enquiries about this document should be directed to:<br>Welsh Language Unit<br>Welsh Language Division<br>Welsh Government<br>Cathays Park<br>Cardiff<br>CF10 3NQ<br><br>e-mail:<br>UnedIaithGymraegWelshLanguageUnit@wales.gsi.gov.uk<br>Tel: 0300 060 4400 |
| **Additional copies** | This document can be accessed from the Welsh Government's website at https://consultations.gov.wales/consultations/welsh-language-strategy |
| **Related documents** | *Consultation on a Welsh Government draft strategy: a million Welsh speakers by 2050* (2016) |

# Contents

# Introduction

## Background

Section 78(1) of the Government of Wales Act 2006 places a duty on Welsh Ministers to adopt a strategy showing how they intend to promote and facilitate the use of the Welsh language. A living language: a language for living was therefore published, a strategy that came into force from 1 April 2012. A living language: a language for living will be in operation until 31 March 2017. Section 78(5) of the Act places a statutory duty on Welsh Ministers to consult on their strategy. A public consultation was duly launched on our new and highly ambitious vision of a million Welsh speakers by 2050, by the Minister for Lifelong Learning and Welsh Language at the National Eisteddfod this year.

The consultation period began on 1 August and came to an end on 31 October.

We acknowledged the scale of the Wales-wide challenge that was set in the draft strategy. It was noted that, based on the census, some 438,000 new Welsh speakers were needed by 2050. The draft strategy recognised, therefore, that a different way of working was needed in order to realise the vision.

Unlike previous Welsh Government strategies, the draft strategy acknowledged that language planning was a long-term discipline. The draft strategy explained the areas where action would be needed in the long term in order to reach the target. The objectives were therefore set under the six following development areas:
> 1: Planning and Language Policy
> 2: Normalisation
> 3: Education
> 4: People
> 5: Support
> 6: Rights

Whilst recognising the need to plan and take action in the long term in order to fulfil our aim, the draft strategy also recognised the need to act in the short term. Potential areas for work were therefore outlined for the first five years of the draft strategy, and the areas that needed priority in the short term were consulted upon.

## Engagement

In the Minister's foreword to the consultation document, the Minister noted the importance of ownership of the challenge among all those involved with the draft strategy. He also signalled his desire for the entire nation to be part of the discussion in steering and informing the final strategy.

As well as publishing an official consultation document that asked specific questions (further details on this are provided at page 5 of this document), a host of different methods were used for consultation in an attempt to draw responses from a variety of audiences. This will help us to inform the final strategy. More detail on the methods used is given below.

## Engagement with children and young people

An infographic and animated video were developed on the content of the draft strategy, as well as a resource pack in order to help and stimulate children and young people to respond. We contacted government grant partners and organisations that represent children and young people to raise awareness of the consultation process. The Minister for Lifelong Learning and Welsh Language also held a session with children and young people at the National Eisteddfod this year, including a discussion on the draft strategy.

## Easy read version

In order to ensure the contribution of individuals with learning disabilities to the consultation process, we developed an easy read version of the consultation document. Two focus groups were organised in conjunction with Learning Disability Wales and Carmarthenshire People First. These groups were asked specific questions for consideration as part of the consultation and the group's comments were mainstreamed into the summary of responses contained in this document.

## Meetings with partners/stakeholders

In addition to the events discussed beyond this paragraph, during the consultation period the draft strategy was discussed in events and meetings with individuals across Wales with the Minister for Lifelong Learning and Welsh Language and his officials. We are grateful for the responses and comments received during these meetings as part of the consultation process and comments made in these meetings were considered as part of the summary of responses in this document.

## SaysomethinginWelsh

As so many are learning Welsh outside the classroom, through working with SaysomethinginWelsh, we held a discussion on their online forum to gather comments on the draft strategy. The main themes of the discussions have been included in the summary of responses in this document.

## #Cymraeg2050 – a million speakers conference

As part of the consultation, we have looked beyond Wales to learn lessons from the Basque Country and Canada. We held an international conference, '#Cymraeg2050 – a million speakers' in the Wales Millennium Centre on 4th October.

As well as promoting the event generally on social media accounts across the government, invitations were sent to the organisations in Annex 2 of this report.

85 people attended the conference. However, Welsh Government social media accounts were used to allow everyone across Wales and beyond to take part in the event.

Questions were asked online during the conference and for a period following the conference by means of a Doopoll electronic questionnaire, as a way of engaging the public in the consultation. This system enabled us to ask questions, giving the public a choice of answers (contributors were not able to construct their own answers) and a choice of points on a scale.

Although Doopoll has been an accessible and useful means of giving people a taste of people's attitudes towards questions and statements, it did not allow people to provide their own answers. Neither did it allow us to assess the demographics of those who had taken part. In addition, it is possible that the results of the polls were influenced by the demographic profile of those who attended the conference. We do not, therefore, claim any scientific basis to the data gathered. However, Annex 3 does contain a summary of the questionnaire results.

## Focus groups: Ti a Fi groups

The draft strategy confirms the importance of increasing the rate at which the Welsh language is transmitted within families and the importance of increasing the numbers within Welsh-medium education. To this end, a specific effort has been made, as part of the consultation process, to gather the views of parents/carers.

We held four focus groups in conjunction with Mudiad Meithrin. The four groups were held in Ti a Fi Hermon, Cyncoed, Seiont and Peblig (Caernarfon) and St Asaph. The responses in Hermon, Cyncoed and St Asaph were based on one-to-one conversations with parents and a discussion group was held in Caernarfon.

Across the four sessions, 26 individuals took part by answering questions. Of those 26, 14 contributed in Welsh and 12 in English. Attendees were asked specific questions and their comments gathered. The questions asked, along with an overview of the responses are recorded in Annex 4.

# Summary of responses

We asked 13 specific questions in our official consultation document. The majority of respondents used the official response form or the electronic version. Some bodies sent responses independently without using the form. Those responses were added to the others to create the summary below. An overview of the main themes arising in the comments and the results[1] of the questions asked are also noted below. In developing the final strategy, we will consider all the consultation responses in their entirety.

Where contributions were provided in Welsh by respondents, these have been translated into English and are marked by an asterisk (*).

Question 1: Do you agree with the approach of creating a long-term strategy for the Welsh language?

| Total | Agree | Disagree | Neither agree nor disagree |
|---|---|---|---|
| 238 | 178 (74.8%) | 44 (18.5%) | 16 (6.7%) |
| **Main themes of comments** | | | |

**Main themes of comments**

The majority of respondents agreed with the long-term nature of the draft strategy.

> 'Placing policy and language planning activities within a framework for change which spans a generation – and beyond the political electoral cycle – is to be supported'*
>
> - Language Planning Wales

At the same time, several responses considered the practicality of meeting the strategy target of a million Welsh speakers. The measure of the challenge set for the Government in the draft strategy was recognised, but generally the challenge was welcomed. The focus of several responses was the strategic element of the draft strategy, and the need to highlight the link between the draft strategy and one of the well-being goals of the Well-being of Future Generations (Wales) Act 2015.

Whilst welcoming the challenge, a number of respondents emphasised the importance of early and intensive action in the short term in order to establish the foundations for the increase in the number of Welsh speakers to materialise in the long term.

A number of respondents warned that the vision of a million Welsh speakers, whilst recognising the importance of the education system, should not be at the expense of efforts to promote and maintain the use of Welsh among those who already speak Welsh. Some felt the draft strategy did not adequately address this aspect of language planning.

Some felt the geographical aspect of language planning was not adequately considered in the draft strategy, with some noting the challenges in the high-density areas of Welsh speakers were different to the challenges in the lower-density areas, and that the strategy needed to recognise and embrace that.

---

[1] To facilitate the presentation of the data, percentages have been recorded to one decimal place. As a result, the results do not necessarily add up to 100%.

However, not all who responded to this question supported our vision or the draft strategy. Some comments expressed concern in relation to teaching Welsh to non-Welsh speakers as well as concerns regarding spending on the Welsh language during an economically difficult time when public spending is curtailed.

Question 2: Apart from a million Welsh speakers by 2050, there are no specific targets associated with this draft strategy as it stands. In your opinion, are there any targets or milestones that should be used to map the journey and measure our progress towards a million speakers?

| Total | Yes | No | Not sure |
|-------|-----|-----|----------|
| 235 | 154 (65.5%) | 54 (23%) | 27 (11.5%) |

**Main themes of comments**

In response to this question, the majority were of the opinion that extra targets and milestones were needed within the draft strategy as well as the main target of a million Welsh speakers by 2050. However, some said they did not believe targets and milestones should be set.

Among the reasons noted in favour of targets was to ensure progress could be monitored and scrutinised in implementing the final strategy.

Recommendations were made in terms of potential targets and milestones to be included in the strategy to map the journey towards a million Welsh speakers, e.g. targets in relation to the education sector workforce, the public sector workforce, fluency levels, use of Welsh at work, regional models, Welsh-medium further and higher education courses and the extent of the Welsh-medium statutory education provision.

Question 3: Do you broadly agree with the six areas of development outlined in the strategy – Planning, Normalisation, Education, People, Support and Rights?

| Total | Agree | Disagree | Neither agree nor disagree |
|-------|-------|----------|----------------------------|
| 231 | 142 (61.5%) | 58 (25.1%) | 31 (13.4%) |

**Main themes of comments**

The responses to this question were varied. Although a high percentage of people noted that they agreed with the areas outlined (as above), a number of comments expressed a desire to see the government use the strategic areas included in the current strategy, A living language: A language for living.

> 'For the sake of consistency and possibly reporting on progress, I wonder why the development areas in Iaith Fyw: Iaith Byw weren't also appropriate for this strategy: i.e. The Family, Children and Young People, The Community, The Workplace, Welsh Language Services, Infrastructure. As the field of language planning and policy is still a relatively new one, it is important to establish consistency so that policy planners are able to

familiarise themselves with the headings, and the requirements associated with them. The table at the beginning of the document "Iaith fyw:Iaith byw - Bwrw Ymlaen" is useful – 1. Language Acquisition (education, language transmission) 2. Language Use (children and young people, the community, the workplace, Welsh language Services) 3. Infrastructure (including the economy)'.*

- Ceredigion County Council

A number of respondents were of the opinion that the areas in the draft strategy were confusing and too open-ended, and others noted that they were not sure what the conceptual basis was for choosing these areas of development, in terms of language planning.

'The nature of the development areas which form the structure of the strategy, and which will direct activities in future, should be re-examined. There isn't enough clarity around the way the areas in the consultation document are conceptualised, and consequently there is considerable ambiguity concerning what kind of activity is relevant to these areas'.*

- Centre for Welsh Politics and Society, Aberystwyth University

A number of comments also recommend including additional strategic areas in the final strategy to address other areas such as further education, leadership, the economy, town and country planning etc.

Question 4: How can you contribute to achieving the strategy's vision?

**Main themes of comments**

Most of those who responded to this question were positive. Personal and corporate commitments were made by individuals and organisations across Wales from a wide spectrum of different sectors identifying potential work areas on which they are focussing, and can focus, during the lifetime of the final strategy to work towards a million Welsh speakers.

## Development area 1: Planning and language policy

Question 5: Are there any other objectives or actions that should be included in this document in order to improve planning in relation to the Welsh language?

| Total | Yes | No | Not sure |
|-------|-----|-----|----------|
| 214 | 119 (55.6%) | 44 (20.6%) | 51 (23.8%) |

**Main themes of comments**

Responses expressed support to the objective within the draft strategy to increase the number across the education sector workforce with Welsh-language skills. As well as comments about increasing the number of teaching staff with Welsh-language skills, some highlighted the need to plan for and train an adequate supply of supplementary staff with Welsh-language skills (such as assessors). Among the responses, some specifically highlighted the early years workforce.

> 'PACEY Cymru would like to see all early years and childcare practitioners be offered and encouraged to access basic Welsh training, tailored to their need.'
>
> - PACEY Cymru

As well as planning for the education sector workforce and increasing the number, comments were made in relation to the care sector workforce. The Welsh language was referred to as a skill, and the need to consider that skill on an equal footing with other skills in assessing and providing care services was discussed.

In their responses, a number of references were made to normalising and incorporating the Welsh language within planning. UCAC noted that specific structures needed to be created in order to improve understanding of the basics of language planning among large public sector bodies and the business world. UCAC also discussed the importance of developing leaders among important and influential groups – in their case, governors. The importance of developing leadership in order to implement the draft strategy was also clear in the Care Council for Wales' response:

> 'We would recommend the inclusion of leadership as an additional area, or aligned to people/rights.'

In answering this question, a number of respondents referred to the importance of the economy in attempting to achieve the draft strategy's objectives. The importance of engaging with businesses was emphasised, and Awr Cymru suggested making the economy a specific development area.

> 'The document makes no reference to the fundamental role of the economy in maintaining language viability, nor to population migration – whether in-migration or out-migration – and its influence on the vitality of the Welsh language.'*
>
> - Language Planning Wales

# Development area 2: Normalisation

Question 6: In your opinion, how else can we engender goodwill towards the Welsh language in order to further normalise it?

Question 7: What else is needed to convert positive attitudes towards the language into speakers?

As questions 6 and 7 deal with the same development area, we have dealt with both questions as one for the purposes of this report.

---

**Main themes of comments**

Several respondents disputed the term 'normalisation' in the draft strategy:

> 'I do not particularly like the term 'Normalisation' as it suggests that speaking Welsh is currently abnormal. I do not consider myself to be abnormal'
> - Kenneth Jones

As well as the appropriateness of the term itself, some noted that the use of Welsh should not be considered as a stand-alone element. It was suggested, rather, that the use of Welsh should be considered generally in the draft strategy within each development area.

In the responses to these questions, factors were discussed that affect the choices of people in terms of whether they use the Welsh language or not. The need to work towards making it usual to hear and use Welsh in all aspects of life was given considerable attention.

The way services are provided by public bodies was therefore considered. The importance of being proactive in this context, as well as what should be done to create and foster a bilingual environment and ethos was discussed. The role of Welsh across several sectors and the importance of increasing the visibility of Welsh generally and in the business and tourist world specifically, with a view to its normalisation, was discussed.

Normalisation was also discussed from a psychological perspective, and the effects various environments have on the language choice of people. Several respondents suggested areas for consideration in terms of research to understand the factors that influence people's decisions in choosing to speak one language over another.

In relation to the use of Welsh, some emphasised the final strategy needed to adequately consider raising awareness of the language and the corresponding culture and history within the final strategy. One respondent said:

> '...training events were given which consisted of an introduction to Welsh history, culture and language. This had a positive effect on attendees who hitherto were ignorant of the status of Welsh and its culture and their goodwill towards Welsh was engendered. It is for our public bodies to train their staff to create positive attitudes'.

As well as the above, responses recognised the role of marketing and promotion in communicating the advantages of the Welsh language and bilingualism in Wales. To this end, Dyfodol i'r Iaith noted:

> 'Gaining the support of the people of Wales to the effort to revive the Welsh language is absolutely necessary. To this end, a wide-ranging and multifaceted programme is needed to educate the population about the advantages of bilingualism and the importance of the Welsh language to the nation's development'.*

The importance of targeting various ethnic communities as well as people with different needs was also discussed by some.

# Development area 3: Education

Question 8: Are there any other objectives or actions that should be included in this document in order to increase the number of people who learn Welsh?

| Total | Yes | No | Not sure |
|---|---|---|---|
| 210 | 120 (57.1%) | 38 (18.1%) | 52 (24.8%) |

**Main themes of comments**

In responding to this question, there was a considerable focus on ensuring local authorities respond to the demand for Welsh-medium education in their areas. However, some felt responding to the demand alone was not enough to increase the number who learn Welsh:

> 'we need to create demand for Welsh-medium education instead of only responding to the demand'*
>
> > - Carmarthenshire County Council

Some highlighted the importance of including all schools in Wales in the attempt to increase the number of those learning Welsh. Action to increase co-operation between Welsh-medium schools and English-medium schools was discussed, along with the process of recategorisation of schools. Looking at the structure of schools, the need to give adequate attention to provision for specific groups was also discussed, such as latecomers and those with additional learning needs.

Beyond the structure of education provision, the role of the national curriculum in increasing the number who learn Welsh was discussed.  The introduction of a language continuum for all schools in Wales was referred to, along with ensuring a Welsh perspective to other elements of the curriculum, drawing attention to the culture and history of Wales and to the Welsh language.

> 'Provide more Education on the history of our language & heritage – show why it is important that we retain and grow the language as part of our culture'
>
> > - Jeremy Randles

A large number of the comments made identified the need to develop the Welsh-medium provision beyond the statutory stage in further education and higher education to increase the opportunities available for people to continue with their education through the medium of Welsh. Comments also considered how to attract people to Welsh-medium courses in further and higher education, along with the work that should be done to ensure a clear route for students through the education system into jobs where Welsh-language skills are needed in the workplace.

Respondents also discussed methods adults use to learn Welsh. Some noted Welsh-medium schools should provide opportunities for adults and their children to

learn Welsh at their school:

> 'We agree that Welsh speaking homes have a great impact on the use of Welsh. Every effort should be made to support parents who wish to learn Welsh eg by provision for adult learning at local Welsh medium schools'.
> - Woking Welsh Society

## Development area 4: People

Question 9: Are there any other objectives or actions that should be included in this document in order to increase the number of people who use Welsh?

| Total | Yes | No | Not sure |
|---|---|---|---|
| 203 | 93 (45.8%) | 53 (26.1%) | 57 (28.1%) |

**Main themes of comments**

Whilst there is general support for the focus on people in the draft document, a few respondents felt the People area was trying to accomplish too much, for example:

> 'While the principle of creating development areas is to be welcomed, the areas suggested in the document are too open-ended. For instance, the "People" section in the present document encompasses areas as wide-ranging as language acquisition through the statutory education system and lifelong learning, language transmission in the family, and opportunities to use the language in the community, and by doing so attempts to deal with too many issues'.*
> -Mudiadau Iaith Cymru

This was reflected by several respondents, with a number also feeling that Planning and Language Policy was also too openended, and that the content overlapped too much with other areas of the document. Some were of the opinion that there was ambiguity in this section when speakers were referred to and when users were referred to.

**The meaning of community**
The statement "Improve our understanding of the local factors which affect the Welsh language, and of the discussions about how the definition of "community" is evolving, and plan accordingly" which appeared in the draft document evoked quite a response. Although there was general agreement that the discussion regarding the relationship between the Welsh language and different kinds of communities needs to be widened, and recognition that communities and the definition of them constantly evolve, a number of the responses emphasised the importance of continuing to focus on the community in the geographical sense of the word:

> 'Regarding the meaning of community, yes, we must look wider than the traditional definition. We must include networks of interest and digital networks, work-based communities – as well as geographical communities (villages/towns/cities).'*
> - UCAC

'Whilst we do not disagree with the analysis about new forms of community, "geography" is still a key driver of social interaction.
Within geographical communities decisions about what types of development, their scale and location can have an important influence on language maintenance and acquisition, and this again reinforces the need for stronger links between socio-language planning and spatial planning'.

- RTPI Wales

'We feel that the concept of community remains valid in rural areas, and that we must continue or strengthen the work of supporting these communities from a linguistic perspective.  However it is also true that the idea of community is different in more populous areas but that, in both types of community, dynamic and decisive support and development is needed to stabilise and increase the use of Welsh.'*

- Carmarthenshire County Council

'We recognise that what is considered a 'community' has now changed, expanded, and is a difficult concept to define, but care must be taken not to depreciate the value and significance of the 'geographical' community which brings people together through the medium of Welsh. This is where the foundations of Welsh speakers' identity and values are set and community leaders nurtured. This is where Welsh speakers can gain the skills to offer contemporary and attractive activities and events which make Welsh a norm in an agreeable informal context.  In other words, to live mainly through the medium of Welsh'.*

- Gwynedd Council

Some respondents felt that creating Areas of Linguistic Significance are a natural extension of the importance of geographical communities.

Others also saw the development of new kinds of community as an opportunity for the language:

'Although there are significant numbers [of Welsh speakers in populous areas] it is a challenge for the language to establish itself in physical communities.  How can technology offer a solution? According to OFCOM's most recent report, two of every three people in Wales own a smartphone. We need to research and invest in digital technology in order to create a digital virtual community which can highlight the Welsh language in these communities and create opportunities for people to develop social networks digitally and on the ground.'*

- Awr Cymru

**Language transmission**
Respondents expressed considerable support to increasing Welsh-language transmission rates within families, and in the process, increase the use of Welsh. Some referred to families using more than one language and the importance of ensuring they were aware of the benefits of bilingualism:

'Parents in mixed-language homes will need to be convinced that they have everything to gain and nothing to lose from having the Welsh speaking parent

using Welsh exclusively with the child / children.'*

                                                    - Dyfodol i'r Iaith

Some noted that greater effort and focus was needed in response to the challenge of increasing language transmission rates within families.

Others highlighted the need to look at methods of supporting parents who don't speak Welsh but whose children go to Welsh-medium education to support and participate in their children's education.

> 'Policies which support non Welsh speaking parents in Welsh medium schools are essential. Many parents feel isolated from their children's school life as there is not enough support for them as non Welsh speakers, and their experiences are what will shape their friends and family in choosing schools later on'.
>
>                                      - Aspiration Training

> 'Support for non-Welsh speaking parents in terms of 'work / home learning, help their children with reading, etc. are all important. There must be a large investment in the support here and think very creatively about technology in this respect. The words 'see for themselves the importance of Welsh' in the strategy are crucial'.
>
>                            - Caerphilly County Borough Council

## Social changes
A number were of the opinion that the consultation document did not give adequate consideration to the great social changes that are afoot, and their effect on the Welsh language. These changes include migration within Wales (eg from rural areas to urban areas), the number of Welsh speakers who leave Wales every year, immigrants to Wales from elsewhere in Britain, and immigrants to Wales from beyond Britain. Several respondents were eager to see latecomers being given every opportunity and encouragement to learn Welsh:

> 'The document does not give enough attention to integrating people moving to Wales, nor to explaining local culture and customs to encourage people to learn and become a part of the community, especially in rural areas. .. We should move to a situation where anyone moving to Wales has easy access to Welsh-medium education, and that this is the default so that they are given every opportunity to become bilingual'.*
>
>                               - Carmarthenshire County Council

## Places to use Welsh
In relation to increasing the use of Welsh, there was support for maintaining bodies and organisations that provide opportunities for people to use the language. Some noted that the current provision of Welsh centres should be widened to more communities in Wales. It was clear that a number wanted to see the number of these "safe" locations increase, and that the workplace was another essential location in this respect:

> 'People of usual working age spend a third of their lives in the workplace, therefore the workplace is an invaluable opportunity to influence their ability to speak and use Welsh.....'*

- Menter a Busnes

'Organisations need help to use Welsh naturally in the workplace and improve the confidence of staff members who are less confident in their Welsh language skills'.*
- Partneriaeth Ogwen

'Our social networks have changed, with people living and working in different places and socialising in scattered networks....it is much easier for purposive planning to affect the language decisions of a Welsh speaker in the workplace than to affect the language choices involved in that same individual's social life'.*
- Osian Elias

As in all areas, the importance of finance and resources were highlighted time after time to support any action in this area.

## Development area 5: Support

Question 10: Are there any other objectives or actions that should be included in this document in order to improve the infrastructure that helps people to use Welsh?

| Total | Yes | No | Not sure |
|-------|-----|-----|----------|
| 199 | 96 (48.2%) | 54 (27.1%) | 49 (24.6%) |
| **Main themes of comments** | | | |

In response to this question, attention was given in a number of answers to the need to ensure the provision of bilingual resources for the education sector. Attention was given to the process of commissioning and developing Welsh-medium resources, noting the need to pay attention to the timing of the publication of the resources, to ensure sufficient time for the preparation of qualifications and courses which will accompany the resources, and also to ensure that the resources are published in both Welsh and English at the same time.

'Assumption of parity of release for educational resources in both languages'
- Coedffranc Community Council

Another theme which became clear in the responses was the need to give attention to language fundamentals. Some responses discussed completing work to standardise Welsh-language grammar and vocabulary. This theme arose in the context of alleged problems which can occur when people with different dialects communicate. In addition, some respondents noted that the draft strategy did not sufficiently highlight the importance of compiling dictionaries and developing Welsh-language terminology. It was also mentioned that there was a need to ensure permanent funding for Geiriadur Prifysgol Cymru to undertake this work.

'As long as the Welsh language develops, its development will need to be recorded by permanently employed workers'.*
- Bruce Griffiths

Several respondents to the consultation addressed the role of technology in achieving the aims of the draft strategy. The increasing role of technology in people's lives was discussed, and the corresponding need to ensure the presence of the Welsh language in this field. Caerphilly County Borough Council noted that there was an urgent need to establish a Language Technology Board to tackle the challenges in this field. When dealing with the question of technology and the Welsh language, attention was also given to the international digital economy and the potential for Wales as a bilingual country to take advantage of that economy, as well as the possible benefits of technology to the Welsh language:

> 'Wales in is an unique position within the United Kingdom to offer services and develop new businesses in this space as it has a large, genuinely bilingual workforce. By highlighting a workforce which has the ability to work in English and "A N Other language" the incentive to learn and use the language from day to day will become increasingly attractive, with the additional advantage of a significant increase in digital services and content in the Welsh language'.*
>
> - Awr Cymru

Another clear theme amongst the responses was the importance of the media in achieving the aims of the draft strategy, and the joint relationship between the vitality of the media in a specific language and the language itself. However, attention was also drawn to developments in this field with regard to how people engage with the media.

## Development area 6: Rights

Question 11: Are there any other objectives or actions that should be included in this document in order to improve the rights of Welsh speakers?

| Total | Yes | No | Not sure |
|-------|-----|-----|----------|
| 207 | 70 (33.8%) | 93 (44.9%) | 44 (21.3%) |

**Main themes of comments**

It became obvious from reading the responses, especially those which were submitted in English, that not everyone was completely supportive of the idea of "improving rights" in relation to the Welsh language. A perception amongst these responses was that any measure to strengthen the rights of Welsh speakers was an automatic step against the rights of English speakers, and that the idea of a "right" in itself was too strong. Some preferred the idea of "freedom to use the Welsh language":

> 'The Welsh Language (Wales) Measure does not reference rights, more the 'freedom to use'. If we realise the normalisation of the Welsh language, rights will follow suit'.
>
> - Colleges Wales

In several cases, Welsh speakers also thought that the legal foundation was in place and action now needed to be taken to ensure that people took advantage of it by using the Welsh language.

'The Welsh language has official status, legislation is in place which gives Welsh speakers the right to Welsh language services, we have a Welsh Language Commissioner to oversee the implementation of these rights. There is also a statutory basis for planning Welsh-medium education provision, and "a thriving Welsh language" has been included in one of the national well-being goals. We now need to build on these foundations'.

- Qualifications Wales

However, this was not a unanimous opinion, with a number of respondents noting the need to strengthen and expand the scope of the measure and the obligations in some vital sectors.

(i) Establish general rights to use the Welsh language to ensure that bodies continually improve their service provision, deal with the inevitable weak points in the wake of the Welsh Language Standards, and ensure that people's rights to use Welsh are intelligible

(ii) Extend the Measure to the remainder of the private sector in order to normalise and strengthen the use of Welsh in every part of life

* naming on the face of the Measure banks, supermarkets, retailers and companies with a turnover higher than a set figure as short term priorities

* establishing a power and duty on the face of the Measure to add all private sector bodies as categories of person which can be added to Schedule 8 of the legislation*

- Cymdeithas yr Iaith Gymraeg

In this context, some respondents discussed the positive aspects of the Welsh Language Standards regime, whilst others gave attention to the regime's negative aspects. Several comments discussed the regime's processes, alongside the inadequacies of the regime in terms of giving rights to use Welsh in vital sectors, such as banking.

'The Welsh language standards, although praiseworthy in some cases, are too narrow and take too long to implement – they must be strengthened in everyday areas like banks, leisure centres etc'.*

- Tudur Williams

The need to speed up and simplify the process of introducing the new standards was also noted:

'The process for implementing the Welsh Language (Wales) Measure seems to have become somewhat cumbersome, resulting in a delay to its roll-out .... If anything can be done to make this process simpler, it would be welcomed'.

- Construction Industry Training Board

Another matter which was the subject of discussion was the balance between regulation and promotion, with a number of respondents feeling that the system of standards was negative in nature:

> 'Regulating for success not for describing failure'.*
>
>                                        - Rhian Huws Williams

It was therefore interesting to see in some of the responses which reached the Welsh Government near to the closing date, a positive response to the announcement that funding had been set aside to establish an "Agency" to promote the Welsh language (this funding was announced on 18 October).

A few respondents also mentioned the importance of taking full advantage of every piece of legislation concerning the Welsh language, and ensuring that the final strategy did not omit these important elements. For example:

> 'We would also welcome more attention to the importance of ensuring the status of the language through the Well-being of Future Generations Act'.*
>
>                                        - Mentrau Iaith Cymru

## Priorities

Question 12: The Welsh Government will publish a series of detailed policies in specific policy areas during the strategy's lifespan. Which policies do you think we should prioritise for publication during the first five years of the strategy?

**Main themes of comments**

By far the largest number of responses to this question prioritised developing the field of education in order to accomplish the aims of the draft strategy. In the range of responses which prioritised education, there were references to the need to thoroughly develop the education sector, from the Early Years provision, Welsh-language provision in primary and secondary schools, up to further and higher education as well as lifelong learning and immersion courses. In addition, there was recognition of the need to develop the current provision in the field of vocational education, as well as the need to increase the provision of Welsh-medium apprenticeships.

> 'The Association would suggest that education and learning opportunities is a key area along with normalisation of the Welsh language'.
>
>                                        - Welsh Local Government
>                                        Association

In addition, many of the responses agreed with the emphasis in the draft strategy on developing the education sector workforce to increase the number of teachers with Welsh-language skills by training more Welsh-speaking teachers, and by building on the skills of the current workforce. Many respondents to the consultation from the education sector in particular were in agreement with this. In this regard, the following recommendation was received from Colleges Wales:

> 'Make the changes to ITE, PGCE course content and introduce Welsh language as a compulsory part of the course'

Commissioning and developing Welsh-medium educational resources was prioritised by some respondents to further support the Welsh-medium education

infrastructure.

In addition to considerations regarding infrastructure and educational provision, several respondents discussed the curriculum in the context of teaching Welsh in English-medium schools and the importance of creating a linguistic continuum. Furthermore, it was noted that families needed to be supported by promoting the advantages of Welsh-medium education to parents, and by supporting non-Welsh-speaking parents who are learning the language and/or those who have children in Welsh-medium education.

A few respondents asserted that there should be a move towards Welsh-language only schools, instead of bilingual schools. In addition, some respondents noted that there should be a study of linguistic progression, researching the reasons behind pupils leaving Welsh-medium streams.

The use of the Welsh language was prioritised by a number of respondents. Usage was discussed in terms of increasing the use of Welsh in the community, in the home, within families, between young people and pupils in schools, in the workplace and within public bodies.

> 'A language use policy which encourages speakers to take pride in their ability to speak Welsh, whether they are learners or fluent speakers. Ensuring that the benefits of Welsh and advantages of learning and using the language are at the heart of any policies addressing the economy and the main business of the Assembly'.*
> - National Centre for Learning Welsh

Considerable attention was given by some respondents from a wide cross-section of groups to the need to develop the role of the Welsh language in technology as a priority. The current inability to use Welsh in some technological spheres was discussed, and the need to undertake work in this field. In addition, there was a reference to the need to:

> 'improve the visibility of the Welsh language on electronic devices'.*
> - University of Wales Trinity St David

A considerable number of respondents noted the field of teaching Welsh as their priority, including observations on the provision itself and the need to market that provision appropriately. Attention was also given by a number of respondents to the need to focus on teaching Welsh in the workplace and more generally, to develop the use of the Welsh language in workplaces. Respondents discussed the need to ensure that workforce planning takes place within institutions, as well as raising language awareness. At the same time, some respondents mentioned developing the use of the Welsh language in the workplace.

> 'Prestige should be attached to the Welsh language as a skill which feeds into the economy, and plans should be introduced which enable workplaces to recognise the need to develop linguistic skills, providing encouragement and support for staff to learn or develop their language skills. It is important that the area of learning Welsh receives full backing to support this agenda, and we believe that 'Welsh in the workplace' needs to be a cornerstone of provision in future'.*

In the context of legislation, some respondents prioritised promoting the current rights which people have to use the Welsh language, while others believed that the rights which are currently available to people should be strengthened. In addition, there were references to the well-being goal 'A Wales of vibrant culture and thriving Welsh language' within the Well-being of Future Generations (Wales) Act 2015, and the importance of acting on this legislation as a priority.

Planning policy was prioritised by some respondents with references to Technical Advice Note 20[2]. On the same theme, there were references to Wylfa Newydd and the effect of the project on the Welsh language, and the need to consider the Welsh language as a part of economic development. Others noted that there was a need to prioritise economic development to execute the strategy and protect traditional strongholds of the Welsh language.

In response to the question, some respondents prioritised normalising the use of the Welsh language and undertaking a marketing campaign to promote the Welsh language and language transmission within families. In addition, some responses were noted which gave priority to developing health and care services in Welsh, as well as the provision of Welsh-medium childcare.

## Other observations

Question 13: We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

**Main themes of comments**

Amongst the responses to this question, the subject which was most often noted by respondents was the cost/investment which would be connected to implementing the draft strategy in its current form. A few responses noted that the draft strategy had not stated the cost of implementing the strategy, while others noted that investment and sufficient funding would be needed to ensure that the objectives and targets would be met. 3 of the Local Authorities who responded to the consultation noted that it would be necessary to finance the implementation of the strategy. An anonymous respondent noted:

> 'To reach a million speakers by 2050, investment and resources are needed, at a local and national level'.*

One of the other main themes of the responses was the need to consider the linguistic profile of different areas of Wales. As well as this, several respondents noted that specific work was needed in particular geographical areas, taking into consideration the unique demographic situation in some areas. While some respondents noted the need to focus on areas with a high percentage of Welsh speakers, the responses were not unanimous. Menter Iaith Maelor noted:

> 'Unless enough attention is paid to these areas in the east of the country, the

---

[2] http://gov.wales/topics/planning/policy/tans/planning-and-the-welsh-language/?skip=1&lang=en

Welsh language will lose ground, with the decline moving towards the stronger areas and eating into them in the long run'.*

Amongst the main themes in the responses to this question, a number of respondents discussed the need to give sufficient attention to people's use of Welsh in the final strategy, as compared to numbers of Welsh speakers. There was discussion about increasing the use of Welsh amongst learners, students and socially throughout aspects of culture and in everyday life. One response claimed that the use of Welsh should be increased, since this would increase the figures for linguistic progression and therefore contribute towards the target of a million Welsh speakers by 2050.

As well as the above, attention was given to the field of teaching Welsh. A number of responses noted that there was a need to strengthen the support which is available to people who are learning Welsh. Amongst the responses, it was mentioned twice that fluent Welsh speakers should be educated regarding the best way to assist learners. In addition, there was mention of the need to extend the provision for people to learn Welsh in workplaces. On a different track, one response noted that research should be carried out as to the reasons why non-Welsh speakers decide not to learn and use the Welsh language.

Another theme which motivated a considerable response to this question was education. Responses were received which dealt with the curriculum, together with the need to expand the current provision of Welsh-medium education throughout the system.

In addition to the above, the value which is given to Welsh as a skill was discussed in a number of responses and the discourse which surrounds the Welsh language. One response [Survey Monkey] noted:

> 'We need to move away from the image of Welsh as the language of school and chapel, and emphasise that it is a modern community language, with economic value and of genuine power'.*

# Conclusion

The Welsh Government is grateful to everyone who has taken the time to respond to this consultation and assist the government in its aim of creating a million Welsh speakers. Responses to the consultation will be considered seriously when drafting the final strategy. A number of responses included detailed observations and practical recommendations to support the Welsh language which will be useful when we implement the strategy in due course, and as we develop policies and plans to support the strategy.

# Annex 1: List of respondents

## 1: Responses on the consultation's official template

**Bodies and individuals from the education and childcare sector**
Alun Davies – Ysgol Gyfun Gymraeg Glantaf
Andrea Folland – CITB Cymru
Angharad Starr – Mudiad Meithrin
Christine James – The Learned Society of Wales
Claire Protheroe – PACEY Cymru
Claire Roberts – CollegesWales
Clare Grist – WEA YMCA CC Cymru
Coleg Cymraeg Cenedlaethol
David Hytch – Ysgol Maes Garmon Chair of Governors
Estyn
Grŵp Llandrillo Menai
Gwilym Dyfri Jones – University of Wales Trinity Saint David
Huw Lewis, Elin Royles a Catrin Edwards – Centre for Welsh Politics and Society
Hywel White – City & Guilds
Iwan Davies – Swansea University
J Kemp – Ysgol Uwchradd Fitzalan
Jane Alexander – Wales Pre-school Providers Association
Jeff Williams-Jones – Nant Gwrtheyn
John Graystone – Agored Cymru
Lisa Lloyd – Aspiration Training
Lisa McDougall – Qualifications Wales
Governors Wales
NASUWT Cymru, The Teachers' Union
University of South Wales
Rebecca Williams – UCAC
Rob Williams – NAHT Cymru
Ryan Evans – National Training Federation for Wales
Sandra Welsby – NDNA Cymru

**Health and care sector bodies**
2 anonymous responses were received
Claire Fauve – Local Public Health Team Abertawe Bro Morgannwg University Health Board
Welsh Language Team – Betsi Cadwaladr University Health Board
Sarah McCarty – Care Council for Wales

**Welsh Language Associations**
Dathlu'r Gymraeg
Efa Gruffydd Jones – National Centre for Learning Welsh
Elin Maher – Menter Iaith Casnewydd
Gill Stephen – Menter Iaith Sir y Fflint a Menter Iaith Maelor
Glenys Craig – Woking Welsh Society
Ioan Talfryn – Popeth Cymraeg
Lynsey Thomas – Menter Iaith Ceredigion
Marilyn Davies – Y Glannau
Meirion Davies – Menter Iaith Conwy

Mike Farnworth – Liverpool Welsh Language Group
Owain Gruffydd – Menter Bro Dinefwr
Ruth Williams – Menter Iaith Ddinbych

**Local government**
2 anonymous responses were received
Welsh Local Government Association
The City of Cardiff Council
Delyth Wynne Jones – Conwy Education Department
Diane Evans - Adran Addysg Conwy
Einir Wyn – Llanengan Community Council
Ellen Ap Gwynn – Ceredigion County Council
Fiona Mocko – Flintshire County Council
Huw Isaac – Vale of Glamorgan Council
Huw Owen – Merthyr Tydfil County Borough Council
Llio Elgar – Newport City Council
Mair Stephens – Carmarthenshire County Council
Nan Jones – Conwy Education Department
Sian Vaughan – Conwy Education Department

**Other**
6 anonymous responses were received
Alun Jones – Menter a Busnes
Andrew Hawke
Ann Keane
Bruce Griffiths
Charles Dillon – Dictionary of the Irish Language, Royal Irish Academy
Flintshire Youth Forum
Geoffrey Osborne-Taylor
Gethin Rhys – Cytûn – Churches Together in Wales
Gwyn Hopkins
Jeremy Randles
Keith Ingram
Kenneth Jones
Lorna Pike – Faclair na Gáidhilg
Phillip Evans
Rhian Huws Williams
RTPI Cymru
Tudur Williams

## 2: Responses via Survey Monkey

87 anonymous responses were received
Alwyn Lloyd
Andrea Lee
Anthony Cusack
Anthony Pritchard
Bethan Price – Menter Brycheiniog a Maesyfed
Buddug A Hughes
Catrin Jones
Catrin Roberts – Ysgol Dyffryn
Chris Waite

Dafydd Eveleigh
David Stanley Williams
Dawn Lloyd
Edward Thomas
Elan
Emma Sandrey
Frank Bradfield – County Councillor and Governor of Ysgol y Gogarth
Jack Nighte
Jacques Potic – Glasnost.Org.UK
James Sibley
Jane Morgan
Jason Burton
Jen Llywelyn
Joel Carre
John Howard Jones
John Les Thomas
Katherine Dulson
Kenneth Vernon Williams
Lucina
Martin Davis
Michaela Beddows
Naomi Price
Owen McArdle
Paul Kindred
Philip Barker
Pol Wong
Rhys Ap Dafydd
R W Ebley
Sally Spillane
Samuel Dunt
Sarah Jones – Bridgend County Borough Council
Shan Morgaine
Simon R. P. Treloar
Sion Jobbins
Sue Stanford
Susan Berry
Tegwen Morris – Merched y Wawr
Thomas Hopkins-Rees
Thomas Shaw
Victoria Byrne – Ysgol Bryn Alyn
Vynor Hill

## 3: Freehand responses

Antur Waunfawr
Awr Cymru
Brian Clark
Brian Williams
Hywel Dda University Health Board
Chris Brown
RCN Cymru
Welsh Language Commissioner

Caerphilly County Borough Council
Cymdeithas Cyfieithwyr Cymru (the Association of Welsh translators and interpreters)
Cymdeithas yr Iaith Gymraeg
Cymdeithas Ysgolion Dros Addysg Gymraeg
Councillor Derek Cundy – Cyngor Sir Gâr
Vale of Glamorgan council
Rhondda Cynon Taf County Borough Council
Higher Education Funding Council for Wales
Coedffranc Community Council
Gwynedd Council
Isle of Anglesey County Council
Porthmadog Town Council
Education Workforce Council
Language Planning Wales
Dyfodol i'r Iaith
Geiriadur Prifysgol Cymru
National Offender Management Service in Wales
Gwyneth Price
Huw Alun Roberts
Huw Davies
Huw Onllwyn Jones
Huw Roberts
Jay Watts
Jess Rees
LinguaNi
Marie-Clare Hunter
Menter Bro Ogwr
Menter Caerffili
Mentrau Iaith Cymru
National Trust
Nesta Davies
Neville Morris Pughe
Osian Harri Elias
Partneriaeth Ogwen Cyf.
Peter Christopher
Bangor University
Parents for Welsh Medium Education
Rob Evans
Terry Owen
TJ Williams
National Union of Students Wales
Urdd Gobaith Cymru

# Annex 2: Institutions which received a direct invitation to attend the #Cymraeg2050 – a million speakers conference

- Welsh Language Partnership Council
- Welsh Language Commissioner
- Chief Executives of Local Authorities
- Directors of Local Authorities with responsibility for education
- Welsh Books Council
- Sport Wales
- Welsh Arts Council
- Natural Resources Wales
- Care Council for Wales
- National Museum Wales
- National Library of Wales
- Urdd
- National Eisteddfod
- National Centre for Learning Welsh
- Young Farmers Clubs Wales
- Merched y Wawr
- Mudiad Meithrin
- Welsh Rugby Union
- FA Wales
- Welsh Water

- British Gas
- BT Wales
- CBI
- FSB
- Swyddle
- Barclays
- TSB Bank
- Wales Council for Voluntary Action
- S4C
- BBC Wales
- ITV Wales
- Golwg 360
- Literature Wales
- Colleges Wales
- Cardiff University
- Aberystwyth University
- Bangor University
- Swansea University
- Coleg Cymraeg Cenedlaethol
- Cymdeithas yr Iaith Gymraeg
- Dyfodol i'r Iaith
- Parents for Welsh-Medium Education

# Annex 3: Summary of responses from the doopoll questionnaire at the #Cymraeg 2050 – a million speakers conference

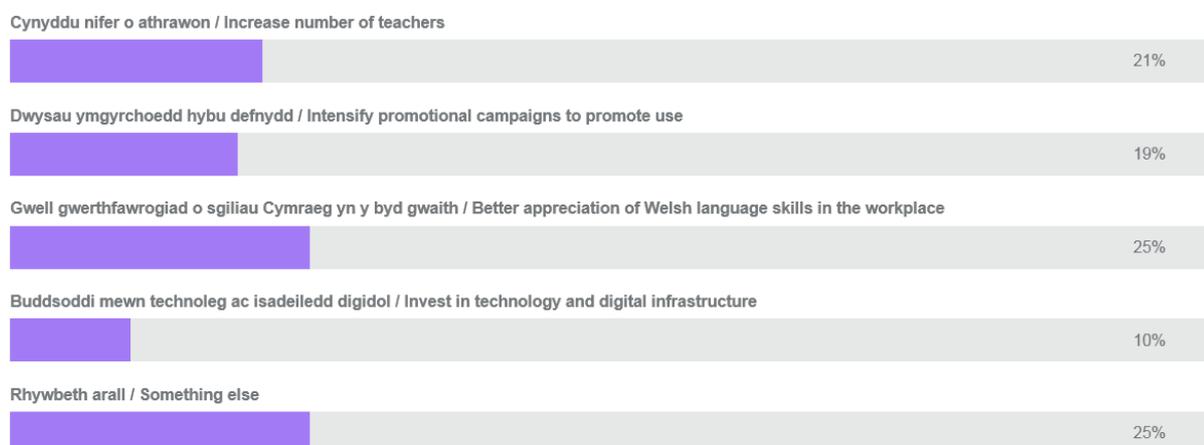For further information on this response method, see page 3 of the report.

Question 1: A million Welsh speakers by 2050 – is it possible?
Respondents were asked to decide on this question by placing their answer on a scale. On one side of the scale was 'No', on the other, 'Yes'. 607 responses to the poll were received. The graph below shows the average of the answers which were received.

← NAC YDY / NO                                                                YDY / YES →

69%

Question 2: If we had to do one thing first on the road to a million Welsh speakers, what should that be?
This question was provided with multiple-choice answers. There was no opportunity for respondents to add answers, or their reason for answering in a specific way. However, it was possible to choose 'Something else' as an answer. 592 people responded to this question. The graph below shows the results.

Cynyddu nifer o athrawon / Increase number of teachers

21%

Dwysau ymgyrchoedd hybu defnydd / Intensify promotional campaigns to promote use

19%

Gwell gwerthfawrogiad o sgiliau Cymraeg yn y byd gwaith / Better appreciation of Welsh language skills in the workplace

25%

Buddsoddi mewn technoleg ac isadeiledd digidol / Invest in technology and digital infrastructure

10%

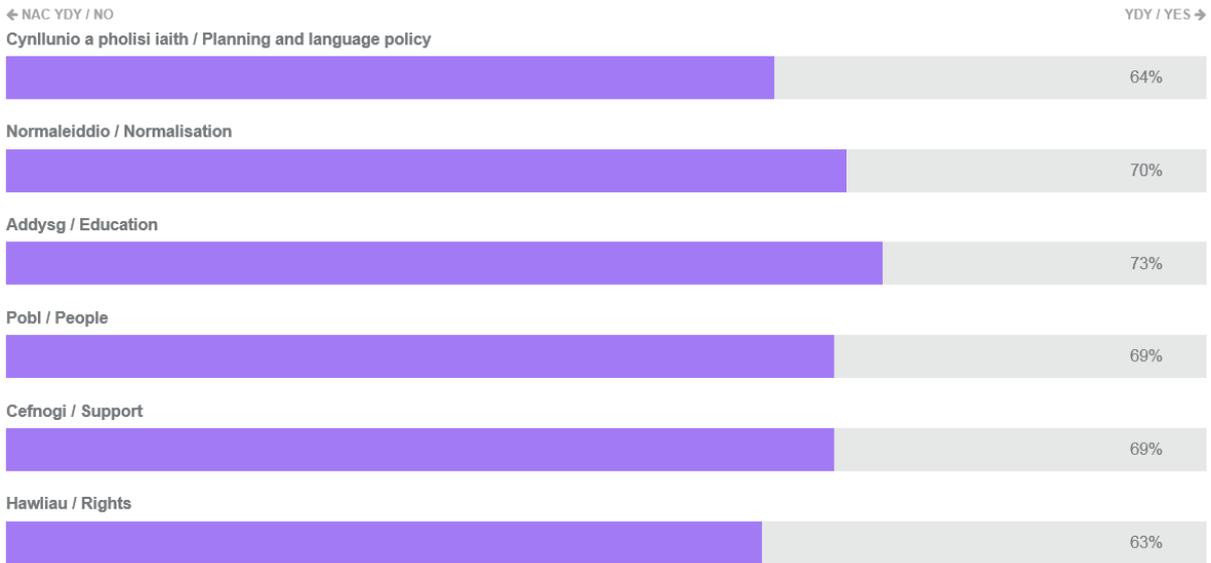Rhywbeth arall / Something else

25%

Question 3: How important are the below for supporting the Welsh language?
Poll respondents were asked to place regulation and promotion on a scale, with 'Not important' on one side, and 'Very important' on the other. 590 responses to the question were received and the graph below shows the average result amongst those people who answered the question.

← DDIM YN BWYSIG / NOT IMPORTANT                        PWYSIG IAWN / VERY IMPORTANT →
Rheoleiddio / Regulation

67%

Hyrwyddo / Promotion

86%

Question 4: Do the development areas outlined in the draft strategy focus on the correct themes?

In this question, the six areas of development which are included in the draft strategy were given to the respondents. Then, the respondents were asked to note their answer on a scale for each of the individual areas of development, with 'Yes' on one side of the scale, and 'No' on the other. The graph below shows an average of the answers from the 535 respondents.

← NAC YDY / NO                                                                    YDY / YES →

**Cynllunio a pholisi iaith / Planning and language policy**

64%

**Normaleiddio / Normalisation**

70%

**Addysg / Education**

73%

**Pobl / People**

69%

**Cefnogi / Support**

69%

**Hawliau / Rights**

63%

Question 5: Do you think there's a need to persuade all people in Wales that they are already on a 'bilingual journey'?
This question was provided with multiple-choice answers. There was no opportunity for respondents to add answers or their reason for answering in a specific way. However, it was possible to choose 'Something else' as an answer. 532 people responded to this question. The graph below shows the average results of the poll.

**Ydw / Yes**

74%

**Nac ydw / No**

13%

**Ddim yn siŵr / Don't know**

13%
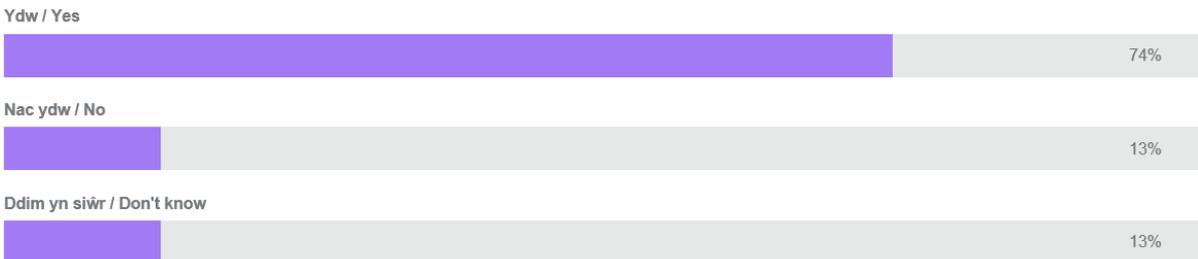
# Annex 4: Overview of responses from Ti a Fi focus groups

For further information on this response method, see page 4 of the report.

---

**Question 1: How important is the Welsh language and being Welsh to you?**

A large number of contributors to the sessions thought that the Welsh language and Welshness were either very important or quite important. One contributor noted that he saw the language as less important than he had at one time, and uncertainty was noted by other contributors.

One contributor noted than the Welsh language can open doors for their child, and two contributors recorded that they believed that culture was important.

---

**Question 2: What do you think of the government's vision to create a million Welsh speakers by 2050?**

The majority agreed with the Welsh Government's vision in the draft strategy to create a million Welsh speakers. However, doubts were noted amongst some of the contributors to the sessions concerning the feasibility of the target. In addition, one contributor noted that motivating people to use Welsh and choose Welsh-medium education can be a problem. One contributor added that people lack confidence to speak Welsh.

---

**Question 3: How confident do you feel to use the Welsh language socially?**

This question received a mixed response with some noting that they were confident while others noted that they were not confident to speak Welsh. In addition, some noted that their confidence depended on the person they were speaking with and also the situation.

It was recorded that some respondents use Welsh when they are in Welsh-speaking groups. One contributor noted that there were not enough groups of this kind.

---

**Question 4: Are there enough opportunities to use the language?**

When comparing the answers received for this question from contributors, a difference was found in the answers from those people who live in areas with a high percentage of Welsh speakers (Seiont and Peblig, and Hermon), compared to those from areas with a lower percentage (Cardiff and St Asaph). Among those who answered the question, almost everyone from Seiont and Peblig and Hermon noted that there were enough opportunities to speak Welsh. Conversely, in the Cyncoed and St Asaph sessions, people noted that there was a lack of opportunities to use the Welsh language, especially in everyday life outside of recreational groups which were organised through the medium of Welsh.

Some noted that more Welsh lessons for parents were needed, as well as more activities for children through the medium of Welsh. One contributor remarked that the Welsh language needed to be promoted amongst large institutions.

**Question 5: How can we make Welsh a more natural part of everyday life?**

Lots of respondents believed that there was a need to increase people's use of the Welsh language and encourage more people to use the language, especially outside of school.

Some noted that there was a need to increase use of the language by encouraging people to begin conversations in Welsh. Similarly, some respondents registered support for the use of badges to allow recognition of Welsh speakers in businesses and public services.

One contributor asked whether the language needed to be made a more natural part of everyday life.

**Question 6: How do we encourage more people to pass Welsh on to their children?**

It was noted that several contributors had mentioned the importance of parents receiving information about bilingualism amongst children. One contributor mentioned that it would be desirable to see more information about this in hospitals and maternity services. Some noted that play sessions and Welsh-medium schools were important in this sense, and that there was a need to ensure a welcome for all, no matter which language they spoke.

**Question 7: How do you think we can grow Welsh-medium education?**

Among the main themes of the responses, a number of contributors noted that there was a need to expand the present Welsh-medium provision in nurseries and schools. One contributor mentioned that the Welsh language should be present in all schools, instead of in separate streams. In addition, there was support for getting rid of Welsh Second Language, and for teaching more Welsh in schools.

**Question 8: Do you agree with our aim to increase the amount of Welsh-medium places in schools, colleges and universities?**

The response of contributors to the sessions was almost unanimous in answering this question. With the exception of one contributor, everyone agreed that it was important to expand the provision of Welsh-medium education to meet the demand.

When discussing higher education, one parent noted that there was less choice to study in Welsh at the moment, and it was noted that another contributor had mentioned the need to develop Welsh-medium textbooks.

**Question 9: How do we ensure the Welsh language is the default and natural language for people to speak in the workplace, with friends and in the community?**

A few contributors noted that it was not possible to achieve this and one noted concerns about the cost which could be connected to this. However, most people contributed ideas about how to ensure that Welsh was the natural language. Amongst the ideas were:
- increasing people's confidence to speak Welsh

- publicly raising the profile of the Welsh language and ensuring that the language is visible
- ensuring the use of the Welsh language
- encouragement from employers to persuade those who can speak Welsh to do so.

**Question 10: How do you feel about the role of the Welsh language in technology and the media?**

Amongst the responses from the contributors, it was noted that there was a need to build upon the present provision of Welsh-language material in the media. In addition, it was recorded that a number of contributors had noted insufficient use of Welsh in technological fields, and that the present provision of Welsh-language apps and digital games should be expanded.

Some respondents noted that they either did not have the confidence to use Welsh or that they simply did not choose to use Welsh on social media.

**Question 11: Any other comments?**

One respondent noted that there was a sense of being fortunate to live in a Welsh-speaking area, since using Welsh in urban areas can cause problems. In addition, one contributor noted that it was easier to have discussions with doctors in Welsh.