

# {Local Action}

A Framework to facilitate micro language planning among Welsh neighbourhoods.



Llywodraeth Cymru  
Welsh Government



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# {Introduction}

Language has a social purpose. It's a social product. Every society replicates and uses its own language or languages for specific purposes.

In general, language needs to be used in as many social domains as possible in order to flourish or survive. The wider, the more frequent and more specialist use that is made of it, the more prestige and status it is given – and more use is made of it as a result of this. Prestige, status and use gives language power. That power is mostly associated with the political and economic influence and power of its speakers as a social group.

It is known that the use made of the Welsh language has been restricted over the centuries with regard to the British state. Welsh speakers were a language group without any powers throughout the centuries. Welsh lost its status and prestige in society's public domains – commerce, public administration and Law. However, it has managed to survive over the centuries to this day as the language of the home, the language of the local neighbourhood, the language of the arts and the language of religion – especially in the northern and western areas of Wales.

Historically, therefore, neighbourhood domains have been the strongholds of the Welsh language. By now, the demographic changes of the past half century have led to more English speakers coming to live in the areas which were once the traditional territory of the Welsh language throughout the centuries. Religion has also faced a decline and new and more convenient ways of travelling and communicating have transformed our lives.

Those Welsh neighbourhoods, therefore, have faced a continuous challenge over the past decade to ensure that Welsh can still be used as their main language in their day to day lives – within the family, their network of friends, with neighbours, when using local services, in the operations of voluntary organisations and publicly within the neighbourhood in general. There is a clear irony in the fact that the Welsh language is once again facing a genuine challenge in those neighbourhood domains that has sustained it for so long, at the exact time that it has regained status, prestige and use within the public domains.

How can we, therefore, face the challenge? The Welsh Government, many public bodies, Welsh local authorities and voluntary organisations work tirelessly for the Welsh language on a national, regional and county level in

many fields. This has increased the status of the Welsh language, its prestige and the public use that can be made of it year after year. But those national, regional and county initiatives can't often reach the heart of local neighbourhoods.

By now, it is generally acknowledged that language planners need to encourage action on the most local level possible. The term used is "micro language planning". 'Community development' is another. Whichever conceptual model is used, it appears that the sustainability of the Welsh language on neighbourhood level is, to a large extent, in the hands of the local operators and 'champions'. National, regional and county agencies can assist, and they can create some conditions and offer resources from time to time. The future of our Welsh neighbourhoods, however, are in their own hands, to a very large extent – as ever. This pack is a tool to assist them in facing that challenge.



# {The aim and objectives}

## 2.1 Aim

The aim of this resources pack, therefore, is to assist local groups to identify development needs and action in favour of the Welsh language within their local neighbourhood.

In implementing the pack and its processes, it is hoped that co-ordinated activity can be encouraged within Welsh neighbourhoods in order to try to set the best possible social conditions for the Welsh language to flourish on a local level.

The intention is to build upon neighbourhoods' ability to identify and address current language challenges on a local level, by providing a resource pack and a clear and appropriate approach.

To use the jargon of our time, the general aim is to ensure the sustainability of our Welsh neighbourhoods in times of change.

## 2.2 Objectives

In order to address this challenge, this pack facilitates the process, which includes the following actions, offering practical advice and information along the way:

- **Establish a local action group** – guidance on how to establish a group of individuals and encourage them to address the work.
- **Carry out research that is relevant to the nature of the neighbourhood** – guidance on the collection of information regarding the social characteristics and aspects of the neighbourhood and how to obtain the information.
- **Carry out an assessment of the use made locally of the Welsh language** – there is a framework to facilitate the measuring of the viability of the Welsh language locally in terms of its visual status, the spoken use of the Welsh language and the value of the Welsh language for local residents.

- **Identify action** – suggestions on how to identify tasks that need to be achieved and prioritised.
- **Allocate resources and determine responsibilities** – a simple tool is offered in order to plan to realise the aspirations noted.
- **Implement the plan** – start to turn the ideas and intentions into reality.
- **Monitor and evaluate progress** – suggestions that can be implemented are included in order to ensure that the process works and that it is possible to build upon it in the future.

It can be seen, therefore, that this pack contains completely practical objectives. It is a work pack. A pack to motivate change and prosperity.

## 2.3 Overview of the framework

The pack can be divided into three parts:

- **Operational Guidelines** – which explain the process and offers advice on collecting useful background information.
- **The Assessment Framework** – which includes three elements for three stages of the process.
- **The Electronic Record/Entry** – to note the data and evaluate progress in due course.

### 2.3.1 Operational Guidelines

The Operational Guidelines explain the development stages of the process, as well as providing useful advice on the successful implementation of the Framework.

In Chapter 5.0 there is advice on collecting useful background information and forming a Background Profile as a basis for the work:

- a) A profile of the local community
- b) Policies and strategies
- c) Sound local knowledge

### 2.3.2 The Assessment Framework

The framework is essentially a simple one. It is structured according to themes, which include most of the social characteristics and activities relevant to the viability of the Welsh language.

- Social and Cultural Vitality
- Language Transfer and the Early Years
- Formal and Informal Education
- Demography of the Welsh Language
- The Economy, Services and Infrastructure

There are three sheets for each theme:

- **Mapping Sheet** – this takes stock of the status of the Welsh language and its use in the area.
- **Evaluation Sheet** – this asks for more details regarding social behaviour in the neighbourhood.
- **Action Sheet** – this provides an opportunity to note ideas and specific tasks.

### 2.3.3 The Electronic Record

This is a MS Excel document which provides a common method of recording information about the process as it progresses together with recording progress and success in due course.

The Electronic Record will assist you to record your data on a local level and will be of assistance when centrally sorting and collating information from each area in a consistent way.

# { Defining Neighbourhood }

Some of you may have noticed that the word ‘community’ has not been used in this text thus far. This is intentional. ‘Neighbourhood’ is the term used. Let us explain.

Recent commentators have drawn attention to the fact that ‘community’ is used in relation to many various meanings by now – and this is true of the word cymuned in Welsh as well. For example, it is used for the administrative units that form electoral wards – our Community Council territories. It can be used to refer to a small village or a wide area, depending on the context. It is used as a general term for ‘the public’ by administrators who like to “consult the community”. The Community Health Councils is a formal example of this. It can mean a group that has a common leisure interest (community of interest). There are ethnic communities that live around the country or a religious community that lives secludedly in a specific monastery. It has become a very common term in terms of its use and wide in its meaning.

## People in relation to each other

In relation to micro language planning or Welsh medium community development, we maintain that the term neighbourhood can better serve us, as it brings to mind many useful meanings - meanings that are related to our cultural characteristics. Neighbourhood, in the first instance, suggests people who live together as neighbours, who are interdependent on each other, who share the same history, the same culture and the same experiences. In its warmth and intimacy, it suggests local, our domestic lives, the human aspect of our being.

Central to the term, and very importantly, is the relationship between people. That is the essence. Therefore, a neighbourhood is a network of people. People who live together, who work together and who co-operate with each other as a cultural entity in a specific area. Significantly, that area is defined by them - not by other people.

## Neighbourhood boundaries

A neighbourhood doesn’t necessarily follow the administrator’s boundaries. It can cross the boundaries of communities, wards and counties. It often follows the local geography, travel patterns or common economic history. The boundaries can be vague or completely known. Often, a neighbourhood has a historical identity that is recognised by the residents – an identity that stimulates an attachment towards it and a feeling of pride in the area. A neighbourhood can live in one specific village, in a cluster of villages in a rural area, in a valley, suburb or wide area. A neighbourhood can be an area. An area can include many neighbourhoods. Pivotal – as noted above – a neighbourhood defines itself. It is an internal definition, not a definition set from outside. A neighbourhood knows where its boundaries are. It is what it is and acknowledging and celebrating the prime identity and confidence is key to this process.

## Individuals and social networks

Is everyone who lives within a specific area, therefore, part of a neighbourhood? Well yes - if they so wish.

It should be remembered, however, that we are talking about Welsh neighbourhoods here. One key factor which defines that neighbourhood, therefore, is that Welsh is the language that members of the neighbourhood use with each other. Usually in a Welsh neighbourhood, by definition, Welsh is historically the language that has been mainly used in the neighbourhood for day to day social purposes for centuries. However, in more anglicised areas, the use of the Welsh language could have grown in the area recently – as a result of Welsh-medium education and/or an influx of Welsh speakers, creating a new neighbourhood of Welsh speakers which didn’t exist before.

It must be borne in mind that neighbourhoods are not uniform. Each neighbourhood has its own characteristics, its own merits and its own challenges. The nature and structure of neighbourhoods are not all the same. Essentially, a neighbourhood is a network



of networks like every social entity. Individuals can be involved with these networks to very different extents. Indeed, there will be some individuals – both Welsh and English speakers – that aren't involved with the local neighbourhood networks at all. That must be accepted. That is their right and their choice. Travel, work and communication patterns have changed so much that the social circle of so many people has extended beyond their local area and in some cases fights against their desire to be involved with their neighbours. Nearly everyone within the neighbourhood is probably a member of wider networks as well as the local neighbourhood networks.

### Involvement, commitment and trust

Accepting that travel, work and communication patterns have changed substantially in the past decade – and that demographic changes have loosened adherence to geographical location – it must be acknowledged that the heart of our historical Welsh neighbourhoods continue to be a strong social context in many places, through local family, neighbourly and social ties. Part of belonging to a Welsh neighbourhood, therefore, is this exact element of belonging, of identity, of having a link to others and identifying with them. This can still be significant even when individuals move away from the local area for a while.

Being part of a Welsh neighbourhood entails an element of commitment to linguistic and cultural heritage together with an acknowledgement of common interests. It involves bearing a weight of responsibility for that heritage and those interests. It involves trusting others who share those values – people who want to see their Welsh neighbourhood (whether historical or new) continuing and flourishing in the future.

### Non-Welsh speaking Neighbours

Although it sounds like a paradox, it must be remembered that you don't have to be able to speak Welsh to be part of a Welsh neighbourhood. You may have moved into the area as a non-Welsh speaker, you may have married a local Welsh speaker, you may have been born into a local non-Welsh speaking family. If you see the value of the Welsh language, and support the efforts to respect and use the language, if you support or participate in local Welsh activities – you are part of the Welsh neighbourhood. Funnily enough, there are no linguistic exclusions on membership of Welsh neighbourhoods. The key features are the involvement, the commitment and the trust.

### Neighbourhood, language and bilingualism

By now, to various extents, Welsh individuals and networks live alongside English individuals and networks. On an individual and family level, more often than not, practical understanding is reached regarding language use based on the values and practices of individuals. The most formal is the social contact, however, (whether it be a voluntary organisation, local service or various public meetings) this is when bilingualism becomes evident as a matter of potential tension.

Two of the challenges of the process are: first of all, ensuring that the Welsh language is given the status, prestige and use in the local bilingual public domain without being overlooked at the expense of the common majority language, namely English. The other challenge is to maintain and develop those public domains where Welsh is the only language used, whilst at the same time, reaching out to and including individuals who don't understand or speak Welsh, when appropriate and opportune. Maintaining the integrity of Welsh-only domains in an increasingly bilingual context is a significant challenge.

### Creating a society – creating change, creating anew

Social structures are created and recreated anew. This is done by establishing specific social practices – including the use of language. Therefore, social changes are unavoidable. The feat is to deal with the changes whilst safeguarding values and interests. In relation to the Welsh language, due to its powerless situation along the centuries, Welsh speakers have tended to behave conservatively, defensively, if not reactively at times, seeing change as an enemy. In the current situation, we must view change as a friend.

The task is to create change. Create social changes in favour of the Welsh language. If we want to see our Welsh neighbourhoods continue into the next generations, we must create them anew. This is the challenge of this process.



# {Establishing an Action Group}

The Action Group is at the heart of this process. Establishing the Action Group is the start of the process. Members of the Action Group will own the process from then on.

## Who is the Action Group?

The Action Group is a group of individuals from the neighbourhood. No specific speciality is required to be a member of the Action Group – only a fairly good recognition of the local Welsh neighbourhood and a desire to see it flourish.

They could know each other well, be acquaintances or strangers. The important thing is that they develop trust in each other as they proceed to form a robust team with an agreed vision and specific aims.

Questioning individuals who represent various networks and activities in the neighbourhood regarding becoming members of the Action Group could be an useful step, but that is not essential. The aim is not to establish a group that's completely representational of the area. The aim is to gather together individuals who have a bit of vision. The core features are vision, enthusiasm, ambition and the determination to succeed. Usually, those individuals

already partake in a leading role in the neighbourhood anyway, and are likely to bring their neighbourhood contacts with them.

Although the aim is not to form a completely representational group, it would be worth ensuring that any local social and geographical characteristics are considered when inviting members of the Action Group to come together. As the Group starts to undertake the work, it may become evident that local specialist information needs to be sought – a teacher, youth worker, business person, community councillor – or have a link with an organisation, network or specific age group. Other people could be drawn into the discussion as required as the needs become evident.

## How many members?

There is no steadfast rule regarding how many people should be on the Action Group. Enough people are required to ensure that the discussion is meaningful, but without establishing a group that's too big, where it isn't possible to reach agreement or share the responsibility. Ideally, a group of between 6 and 8 members would probably be sufficient in order to facilitate the process.

The important thing is that everyone shares the vision, the concern and the ambition for the future of their local Welsh neighbourhood.

## Where should the meetings be held?

It doesn't really matter where the Action Group meets either. A group could be convened at the home of one of the members. Maybe a more neutral location in a pub, village hall, primary school or vestry would be more suitable. The locations might become more formal as the discussions become more detailed – who knows? The important thing is to ensure that the meeting place is somewhere comfortable for all the members.

## More committees?

The process requires commitment by members of the Action Group to discuss the future of the Welsh neighbourhood. It is accepted that trying to invite a busy individual to 'another meeting' could be problematic – due to commitments to other local committees or lack of interest in committees in the first instance.

To facilitate this it is suggested that the expectations should be clear at the beginning, namely, that you ask for their attendance:

- at a limited number of meetings – up to 6, for example,
- that there must be a clear and appropriate focus to those meetings,
- that the meetings won't last more than an hour and a half,
- that the aim of the exercise is to reach practical conclusions and outcomes – the Action Plan.

The Action Group will be a 'start and finish' group at this first stage. Membership of the group could be revisited following the preparation of the local Action Plan.



## Questions, discussions and finding answers

The aim of the process is to motivate members of the Action Group to take a fresh look at the situation of the Welsh language in their area and identify those things that need to be done to strengthen the situation in the future.

This requires them to ask questions of each other and themselves regarding the situation. Questioning is at the heart of the process. Just like young children start to constantly ask ‘Why?’ when they start to experience life’s little mysteries – this should be the members of the Action Group’s mode of thinking as well. They shouldn’t take things for granted. They should try to understand why things are as they are. What affects different situations and trends? They should ask themselves how to best influence the situation in order to change things.

In the end, it will be the residents of the area – members of the neighbourhood – who will have the solutions to the emerging challenges. External agencies don’t have a magic wand. The answers will undoubtedly come from the discussions of the Group itself.

## Reaching out

Although the Action Group is all important, members of the Action Group ultimately won’t be the only ones involved in this process. There will be a need to reach out in many ways when starting to implement the tasks. For example:

- Consultation with specific groups – from time to time, there may be a need to consult with specific groups in the area, e.g. a specific voluntary organisation or age group to obtain opinions or perspectives.
- Public meetings – in order to give the neighbourhood an opportunity to voice an opinion regarding the Action Plan or speak out on a significant matter or issue in due course.
- Reach out meetings – in order to explain the intentions and ambition to specific groups to increase support and be inclusive.

After the core group has established itself and is comfortable working together in Welsh (it could be a new experience for some people) it will be possible to invite non-Welsh speakers to join the Group, and that this would be desirable – ensuring that principles and techniques have been established to ensure that Welsh will continue to be the main language used by the Group for discussions.

The Action Group could therefore be considered as an informal hub for a group of groups – a loose link between local networks – a link that can bring focus, purpose and direction to the local language discussion.

## Role of the Facilitator

It would be all the better if the Action Group was fairly informal. There is no need for it to elect officers in the traditional way. (Although it could be possible to do this in due course in order to implement the Action Plan, should the group wish to do so of course).

However, appointing a facilitator would be a wise idea. The facilitator would be responsible for:

- Clarifying the vision and the intention
- Explaining the Assessment Framework process
- Co-ordinating the process of gathering information for the Background Profile
- Stimulating coherent and meaningful discussion based on the Framework
- Keeping appropriate records of the discussion – that could be in any suitable format, not necessarily as committee minutes
- Monitoring the action
- Facilitating the appraisal session
- Ensuring progression

Some of the above duties can be shared out to others, of course, but the Facilitator will be responsible for ensuring that they are completed.

It is possible that the Facilitator will be an officer from a local language initiative. Although, in the same way, it could be another member of the local Action Group.

It could be advantageous for the Facilitator to have some experience of facilitating group discussions, but the Framework itself is a fairly good basis to set the direction for the discussion. For the inexperienced, a useful guide on how to facilitate Action Groups is available by Euros Lewis in ‘Llawlyfr y Pwerdai: Cymunedau Cymraeg Cynaliadwy’ published in 2009 through Theatr Felin-Fach Community Education Service, Ceredigion County Council.



# { Gathering background information }

## 5.1 Creating a profile of the local community

Creating a profile of the community or local communities is an important first step. It doesn't matter how well we think we know our local area, there is something new to be learnt or a different angle is revealed to us as a result of creating a community profile and discussing those bare facts with others.

Statistics regarding the social characteristics of the UK's communities are gathered every ten years by the Census. This information is analysed and published by the Office for National Statistics (ONS). It is possible to access a wealth of information from them online by visiting the local statistics website for the ONS ([www.neighbourhood.statistics.gov.uk](http://www.neighbourhood.statistics.gov.uk)).

The ONS sets out the information on an electoral ward, local authority and Wales basis, and information is available regarding each tier, usually in parallel. Statistics regarding your area can be obtained by entering your postcode and following the options. The first step, therefore, would be to ensure that you know exactly where the boundaries of the local electoral wards are. Maps are available on the above web pages, to assist you, which are very useful. If you're still in a quandary, officers from your County Council's planning department or local Community Council clerk can assist you further.

As noted earlier – beware of getting mixed up between the boundaries of the neighbourhood studied by you and the administrative boundaries. They don't necessarily have to share the same boundaries.

It is also worth noting the boundaries of nearby communities and electoral wards – for two reasons. First of all, as already noted, your neighbourhood could spill over these administrative boundaries. Secondly, having a comparative picture of your neighbourhood or community side by side with adjoining communities would be advantageous. For example, there may be differences in the age or employment profiles, which could be significant.

There are tens of data sets on the neighbourhood statistics website. In order to create a basic community profile, it is suggested that research could be made to find factual information regarding the following characteristics:

- The profile of the population in terms of number, gender and age.
- The population's Welsh language skills
- Nationality/Place of birth
- Employment/Self-employment/Unemployment
- The local Housing Stock



You may come across other interesting facts that are relevant to your neighbourhood, on the website. Browse.

In terms of your neighbourhood's deprivation and disadvantage, e.g. income level and access to services, etc, you can access statistics for each electoral ward by following the links from the Welsh Government's Welsh Index of Multiple Deprivation website,

(<http://wales.gov.uk/topics/statistics/theme/wimd/wimd2011/?skip=1&lang=en>)

Another set of interesting statistics would be statistics regarding language transfer. This won't be available directly from the ONS. The best thing for this is to contact the Twf scheme ([twfgweinyddol@iaith.eu](mailto:twfgweinyddol@iaith.eu)) and the scheme's staff will be able to send the information to you.

Whilst quantitative evidence such as the ONS statistics can be very revealing, qualitative evidence can also be valuable. When browsing through the statistics, therefore, it is important that members of the Action Group moderate the factual information with their local knowledge and understanding of the social situation within the community.



## 5.2 The Policy Background

For better or worse, the context of our daily lives is influenced by public policies – whether on a county, regional, national or international level.

When planning on a neighbourhood level, it is useful to be aware of which policies can affect our efforts and what exactly these policies say about the Welsh language.

Raking through policy documents, taking relevant pieces, clauses and quotes regarding the Welsh language could be a useful initial task for the member(s) of the Action Group. This evidence could then be kept on file, in order to refer to evidence in due course when relevant and opportune.

Some of the documents that the group could consider going through are listed below:

- European Charter for Regional or Minority Language (<http://www.byig-wlb.org.uk/english/publications/publications/180.pdf>).
- Welsh Language Measure 2011.
- The Welsh Government's Language Strategy 2012 and its predecessor, 'A Living Language: A Language for Living – Strategy for the Welsh Language (consultation document)' (December 2010).

- The Welsh-medium Education Strategy, Welsh Assembly Government (April 2010).
- The Local Authority's Language Strategy (if available).
- The Local Authority/Local Services Board's Community Strategy.
- The Local Authority's Language Scheme.
- The Local Health Board's Language Scheme.
- The Local Education Authority's Education Language Scheme/Strategy.
- The Local Authority's Local Development Plan (land use planning).
- The Local Authority's economic development scheme.

These documents should give you and others confidence of the positive public policies in favour of the Welsh language (and other minority languages). They should also inform you of policy and action strengths and weaknesses on a county and regional level. This could be a strong tool in some circumstances.

## 5.3 Sound local information

Before you start carrying out your local assessment, it would be worth taking another step in order to gather sound information about the Welsh language in your area. This information is only available by you locally. It's just a matter of gathering it from your recognition of the area and your local connections. Once again, the task is to create a file or portfolio of useful information. You may think that you have good knowledge of your area, but remember, others will have more information about a few aspects or might know about aspects of the neighbourhood that you're not even aware of. That is the importance of the discussions.

It would be a good idea to gather information about some of the aspects listed below. Using a flip-chart to record information would also be useful. You can carry out this task at the first meeting of the Action Group.

5.3.1 Language profile of local establishments/ organisations – list all the area's organisations and establishments, forming an opinion regarding their use of the Welsh language. Does the organisation or the establishment hold its events and activities in Welsh only, in English only, or bilingually? If bilingual – to what extent?

5.3.2 Local events calendar - most areas have an informal calendar of events that take place more or less the same time every year. List those significant events, in chronological order. Are there events that need to be changed or revised? Is there a need to start new events? Are there gaps in the year that offer new opportunities?

5.3.3 The Early Years provision – You may already know of an Early Years provision in your area – Cylchoedd Meithrin and Ti a Fi, PPA groups, child care services and the local school(s) admission provision. If you are unsure, a good idea would be to contact the county Development Officer of Mudiad Meithrin.

5.3.4 Local education – one would hope that members of the Action Group will be aware of which primary schools serve the area. However, don't take things for granted. Parents choose to travel with their children to schools outside their areas and neighbourhoods these days, for various reasons. It would be worth considering exactly which schools the children of the area attend – and from where the children who attend the local school or schools come from.

It is natural for us to take establishments which we are very familiar with, for granted. It might be worth asking the Headteacher for some background information about the school, in terms of:

- the school's language policy,
- the language of the school's activities,
- the pupils' language skills, and
- the linguistic background of the children's families.

The Headteachers should have all the information in a prospectus or in reports to governors and the local authority.

Similarly, it would be interesting to know about the attendance patterns and linguistic position in relation to young people's secondary education in the area.

5.3.5 Welsh for Adults – are there Welsh for Adults classes in your area? If yes, do you know the nature of the local provision? What level is offered and how many attend? Are specific classes for parents (Cymraeg i'r Teulu/Welsh for the Family) or new parents (Cymraeg o'r Crud/2 Languages from Day 1) offered locally?

5.3.6 Local businesses – what use is made of the Welsh language in local businesses, in particular businesses in the service sector – shops, traders, public houses, restaurants, Post Office, etc? Would a mini desk-top survey be informative?

5.3.7 Local facilities – what facilities are available locally for public use – halls, schools, vestries, community centres, etc? What use is made of the Welsh language there? Is the Welsh language visible? Are they considered to be centres that are open to all or are there significant linguistic trends?

5.3.8 Current affairs – are there local issues that are relevant to the Welsh language? It could be a planning issue, economic issue, health and social services issue, lack of local facilities or an issue regarding education or youth work? Consider it.

## 5.4 Creating a Background Profile

You will obviously have to do some homework in order to gather some of the above information:

- the local statistical profile
- the policy background
- a few aspects of local information

Officers of the local language initiative might be able to assist you. You may wish to allocate specific research tasks to members of the Action Group. It doesn't really matter who gathers the information, of course, only that it gets done.

After obtaining the statistical profile of the area, gathering together the relevant policy statements and confirming sound local information, you should have a fairly comprehensive picture of the nature and character of your area and your neighbourhood. Keep everything in an appropriate file in order to keep your Background Profile organised.

It is essential that the Background Profile is presented to the other members of the Group after it has been gathered together. It is suggested that doing this, together with holding a discussion about the local situation, should be one of the group's first tasks. However, the way in which this is done is important. It is suggested that to present

the complete Background Profile and expect the Action Group to digest it in one session would be too much. Therefore, it is suggested that you should prepare a brief summary of the main descriptive facts and significant statistics in order to prompt a discussion, keeping the complete file nearby in order to refer to it from time to time to reinforce an enquiry or discussion.

You may feel that gathering together the Background Profile is onerous, but it is an integral part of the process and it will prove its worth at the beginning and end of the process in terms of:

- creating a complete picture of the area,
- throwing new light on aspects of the local demography,
- a means of guiding discussion and encouraging ideas to be implemented,
- being a basis for further action, and
- being evidence to form arguments, plans and financial bids in due course.

Right. There we are. That is the research. We are now ready to carry out the assessment.



# {Using the Framework}

## 6.1 Overview

### 6.1.1 Themes

The Framework is divided into five themes:

- **Social and Cultural Vitality**
- **Language Transfer and the Early Years**
- **Formal and Informal Education**
- **Demography of the Welsh language**
- **The Economy, Services and Infrastructure**

Between them, the themes touch nearly every aspect of life in the neighbourhood. After completing everything, you will have a fairly good picture of the local position and what needs to be done from then on to promote the Welsh language and its use.

There is no need to address all the themes at the same time. Take one theme at a time. You may find yourselves discussing two themes on one evening, and spending many evenings on another theme. There are no strict time rules in this process apart from rules set by the Group itself. The important thing is to work through the characteristics in a meaningful way, asking yourselves honest and thorough questions about the local situation. Discussion is the key to it all.

### 6.1.2 Stages

There are three stages to discussing the theme thoroughly.

- **mapping**
- **evaluating, and**
- **implementing.**

Work on the three stages, one theme at a time. There are simple sheets in the pack to help facilitate the discussion stage by stage.

The aim of these stages is to break down the process theme by theme. There is a specific purpose for each stage:

- Mapping: taking stock of the situation characteristic by characteristic
- Evaluating: deciding whether or not there is a need to take action on a specific aspect
- Implementing: deciding which tasks need to be implemented

## 6.2 Getting Started

As already noted, the main aim of the assessment is to prompt discussion. Prompt a discussion that will lead you to identify tasks – tasks that will need to be prioritised in due course.

The Background Profile, which you will have created, will be the backdrop to the discussion. Aspects of that profile will be useful for you as you start to map the situation. Keep the Background Profile close at hand.

### 6.2.1 Mapping Sheet

The aim of the mapping exercise is to assist you to check and describe the current situation.

Having looked at different features of the neighbourhood, a pivotal question to ask is: are these features robust enough, common enough, rich enough, lively enough, and energetic enough? Adequacy, therefore, is the key to this mapping.

There are columns on the right hand side of the table that are coloured green, yellow, red and grey. These are the meanings of the columns:

Green column: Adequate

Yellow column: Inadequate

Red column: No provision

Grey column: No information

Simply tick (✓) the box opposite the feature.

Y Fframwaith {1} Mapio

{Agwedd 1: Bwrlwm Cymdeithasol a Diwylliannol: (a) Taflen fapio}

	Elfennau		Nodweddion
1.1	Ystod y cyfleoedd	1.1.1	Oes digon o amrywiaeth o gyfleoedd creadigol a chymdeithasol cy o berthyn i gymdogaeth fywiog? <ul style="list-style-type: none"><li>• Plant</li><li>• Pobl ifanc</li><li>• Oedolion</li><li>• Teuluoedd</li><li>• Henoed</li></ul>
		1.1.2	I ba raddau ceir presenoldeb mudiadau a sefydliadau Cymraeg traddo diwylliannol a chreadigol? <ul style="list-style-type: none"><li>• Cylch Ti a Fi</li><li>• Cylch Mudiad Meithrin</li><li>• Adran yr Urdd</li><li>• Aelwyd yr Urdd</li><li>• Clwb Ffermwyr Ifanc</li><li>• Merched y Wawr</li><li>• Capeli ac Eglwysi Cymraeg</li><li>• Ysgol(ion) Sul Cymraeg</li><li>• Papur bro – a gohebwy'r lleol</li><li>• Eisteddfod leol</li><li>• Cymdeithasau diwylliadol</li></ul>
		1.1.3	I ba raddau mae rhwydweithiau eraill yn rhoi statws uchel i'r Gymraeg a'i de <ul style="list-style-type: none"><li>• Cymdeithas(au) Rhieni ac Athrawon</li><li>• Cyrff Llywodraethol Ysgolion</li><li>• Cynghorau Tref a Chymuned</li><li>• Pwyllgorau neuaddau pentref a lles cymunedol</li><li>• Clybiau chwaraeon</li><li>• Clybiau hamdden/diddordeb</li><li>• Sioeau amaethyddol</li><li>• Dosbarthiadau nos</li></ul>

The aim of the evaluation exercise is to determine whether or not there is a need to take action on a specific aspect.

There are columns on the right hand side of the table that are once again coloured green, yellow, red and grey. This time, these are the meanings of the columns:

Yellow column: Fragile/some positive aspects = need to promote and support

Grey column: n/a

The third sheet – the Action Sheet – is different to the other two. It is a planning sheet. A tool to assist you to plan actions or tasks.

Now, there is a need to decide which tasks need to be addressed.

- **Action/Activity:** Describe the nature of the task that needs to be implemented.
- **Desirable Outcomes:** Note what you would like to see as a result of the activity. What will have changed as a result of the task.
- **Responsibility:** Note who will be responsible for ensuring that the task will be completed – it could be an individual, individuals or a team.
- **Partners:** Are there local or county organisations or agencies that could be of assistance?

- When you start to plan your tasks and activities, remember the SMART rule. Effective activities must have the following features:

- **Timed** – able to achieve the min good time

If you combine the five Action Sheets, you will have an Action Plan for your Action Group to get to grips with. All you now have to do is review your ideas, prioritise tasks and go for it!

Once you confirm the membership of the Action Group for the next phase – the operational phase – proceed. The real work is about to start. Good luck.

[illegible]

Y Fframwaith {2} Cloriannu	
{ Agwedd 1: Bwrllwm Cymdeithasol a Diwylliannol: (b) Taflen gloriannu	
Elfennau	Nodweddion
1.1	Ystod y cyfleoedd
1.1.1	I ba raddau mae angen cynyddu'r amrywiaeth o gyfleoedd ardal sy'n cynnal y profiad o berthyn i gymdogaeth ffrwythlon?
1.1.2	I ba raddau mae angen cynyddu neu gryfhau'r mudau a'r rhwydweithiau diwylliannol a chreadigol.
1.1.3	I ba raddau mae angen annog rhwydweithiau eraill i ymgyhoeddwr?
1.1.4	I ba raddau mae'r Gymraeg yn cael ei defnyddio fel iaith ardal?
1.1.5	I ba raddau mae angen annog gweithgareddau eraill i ymgyhoeddwr, i roi statws i'r Gymraeg a'i defnyddio?
1.2	Arweinwyr cymunedol a throsoglwyddo gwerthoedd
1.2.1	I ba raddau mae arweinyddion Cymraeg eu hiaith yn wneud y canlynol? <ul style="list-style-type: none"> <li>Plant a phobl ifanc</li> <li>Chwaraeon</li> <li>Diwylliannol/diddordebau</li> <li>Crefyddol</li> </ul>
1.2.2	I ba raddau mae arweinyddion cymunedol newydd yn cael eu hyrwyddu rhwydweithiau Cymraeg?
1.2.3	Yn gyffredinol, i ba raddau y credwch fod pobl leol yn cymhellu i ymgyhoeddwr?
1.2.4	Yn gyffredinol, i ba raddau y credwch bod angen grymusu'r iaith i ddefnyddio a hyrwyddo'r Gymraeg?

# { Inclusive action }

## Including non-Welsh speakers

The purpose of this exercise, of course, is to promote the Welsh language, and empower the local Welsh neighbourhood. The activities must focus on local Welsh-speakers – their families, their organisations and their interests. That is the whole purpose.

However, this doesn't mean that neighbours and local residents who are non-Welsh speakers should be excluded from the activities. Everyone must be included – to appropriate extents – in the Group's activities:

- The support of local non-Welsh speaking residents is important.
- There is a need to explain and educate newcomers about the significance of the Welsh language.
- There is a need to ensure opportunities for learners to improve and practice their Welsh skills.
- There is a need to empower local Welsh organisations to be able to accept learners.
- There is a need for occasions where the local Welsh neighbourhood can reach out to non-Welsh speakers on their own terms and give them an opportunity to appreciate the primal culture.

From time to time there will be a reason to speak to representatives of English organisations in order to build alliances. There may be a reason to consult locally on a whole community level, and that must be done bilingually. Also, from time to time, there may be a need to commit partners to specific tasks – local organisations and county and regional agencies.

An attempt should be made to include everyone who will be of benefit and assistance to the success of the activities and the vision.

## The Welsh language, Equality and Equal Opportunities

When promoting the Welsh language, it is possible that some people who oppose will try to claim that promoting the Welsh language is tantamount to disrupting their right to equal opportunity as English speakers. Similarly, some Welsh-speakers may claim that some current situations affect their rights to equal opportunities as Welsh speakers as well. That, very often, is part of the tension of a bilingual situation.

The purpose of this exercise is not to add to language tensions – but to alleviate them. Here are, therefore, some basic principles, on how to cope with such assertions. How about two definitions first of all?

- Equality: the basic principle that everyone, from whatever background or social characteristics, are equal to each other.
- Equal opportunity: the right not to have others discriminate against you on the basis of personal or social characteristics in relation to applying for a job or receiving a service.

Neither concept undermines the right of a Welsh neighbourhood to use Welsh as a primary language (and the only language).

The social historical context must be acknowledged in relation to this:

- Welsh is the traditional and primary language for a vast number of Welsh neighbourhoods to this day.
- The Welsh language is an integral part of its historical territory.
- English has been presented to Wales as the language of power, status and prestige for so long, that the shadow of this continues to be on our language and social practices to this day.
- The Welsh language was excluded from public domains until fairly recently.
- One of the tasks which the Action Group faces on a local level, therefore, is to balance the historical scales in favour of the Welsh language in the public domain – together with strengthening it in the traditional neighbourhood.

An underpinning principle, in an ideal world, is the right that anyone has to use whichever language they wish in their day to day lives. One of the Welsh Government's aims is to create a bilingual Wales where everyone can live their lives through the medium of Welsh, English, or both languages, as they choose.

It is worth noting the difference here, however, between the public domain on the one hand and the private and neighbourhood domain on the other.

The use of language in the private and neighbourhood domains depend on the individuals' values and practices. Friends and neighbours can use whichever language they wish with each other. That is part of everyone's general human rights. Socialising with others in informal groups and voluntary organisations also follows the same principle – the right to socialise in the language of your choice. This allows groups and societies to meet in Welsh only settings, in English only or bilingually, as members wish.

Things change, however, when moving to the public domain. In the public domain, both languages should receive the due respect and status and arrangements should be in place to allow members of the public to use the language of their choice publicly. Usually, individuals are not restricted from using English – everyone understands them. Historically, however, Welsh speakers have been restricted, due to the low historical status of the Welsh language and the fact that some members of the public didn't understand Welsh. One had to turn to English. This should not be true these days. Therefore, the task in terms of equal opportunities, is to facilitate

the inability of those individuals who don't understand Welsh to follow what is being said publicly, in order to protect the rights of Welsh speakers to use the language of their choice in all aspects of their lives.

Developing strategies to do this in a convenient and unoffending way – by means of simultaneous translation facilities, language buddies, explanatory sheets, etc – will be one of the main challenges of the process. Effective means of including non-Welsh speaking individuals and Welsh learners in appropriate activities as the Action Plan proceeds will have to be carefully considered. It is likely that efforts to linguistically and culturally connect and integrate will be part of that Action Plan.

It is also likely that the lack of confidence and unfamiliarity of some Welsh speakers with such transition methods could also lead to challenges. You must be prepared to deal with that as well, and support them to alleviate their historical concerns.

The key word, therefore, is to be inclusive. The aim of the plan is to promote inclusiveness without being at the expense of the Welsh language and local Welsh speakers.

# {Monitoring and evaluation}

## 8.1 The Planning Cycle

This process is based on the classic four point Planning Cycle:

- Research
- Planning
- Action
- Review

**Research:** These are the first steps as described above, namely creating the Background Profile – the statistical profile, the policy profile and your profile of the local position.

**Planning:** This is the Assessment itself – mapping and balancing the situation based on the Framework together with planning practical tasks to be achieved.

**Action:** This is the period of setting out – turning intentions into reality.

**Review:** This is the period of measuring the effectiveness and efficiency of the action after a period of time. How are things going?

## 8.2 Review

The period of Review is essential to ensure effective monitoring and evaluation of your plan.

### Monitoring

Monitoring is the process of keeping a consistent and continuous eye on what is going on:

- Are the tasks being achieved?
- Do they follow the set timetable?
- Are the appropriate resources in place?
- Have any difficulties or obstacles arisen?
- Have any risks come up which have wider implications?
- Is there a need to revise or change the task or timetable?

You can do this in regular meetings of the Action Group, receiving information from those individuals who are responsible for implementing specific tasks and negotiating the next steps?



## Evaluation

Evaluation is the process of measuring the whole project at a timely opportunity – at the end of the year, for example:

- Was what was intended achieved?
- How successful were the individual tasks?
- How successful was the process and arrangements?
- What lessons were learnt during this period?
- What were the outcomes? What were the changes?

You may want to revise or improve your action in one way or another for the next period, based on the evaluation. It may be timely for you to start building on some of the tasks accomplished during the year or look anew at other tasks.

This calls you to revisit the Background Profile, and update it and return to the Planning Cycle.

## 8.3 The Electronic Record

There is a file in MS Excel format, which includes versions of the Mapping Table and Evaluation Table, as part of this pack. A copy of the file is available on the memory stick provided with the pack.

The intention of this file is twofold:

- providing you with a resource to record your Assessment electronically in a way which you can treat analytically, by marking the boxes with 1 instead of a tick; and
- facilitating the process of gathering comparative data on a county, regional or national scale.

It is possible that your local language initiative or other agent will ask you for a copy of the Electronic Record in order to create a regional and national database that can be the basis of further research and action. It is trusted that you will co-operate with the language initiative or other eligible agencies in this regard.

Good luck with implementing the Framework. We trust that it will be a useful tool for you to empower and strengthen our Welsh neighbourhoods by taking action on a local level.

{ Aspect 1: Social and Cultural Vitality: (a) Mapping sheet }

Adequate Inadequate None N/A

	Elements		Features				
1.1	Range of opportunities	1.1.1	Is there a wide enough range of Welsh-medium creative and social opportunities in the area which sustain the experience of belonging to a lively neighbourhood?				
			• Children				
			• Young people				
			• Adults				
			• Families				
			• Elderly				
		1.1.2	To what extent are traditional Welsh-medium organisations and establishments which support cultural and creative networks present in the area?				
			• Cylch Ti a Fi				
			• Cylch Meithrin				
			• Adran yr Urdd				
			• Aelwyd yr Urdd				
			• Clwb Ffermwyr Ifanc				
			• Merched y Wawr				
			• Welsh Chapels and Churches				
			• Welsh Sunday School(s)				
			• Local paper - and local correspondents				
			• Local Eisteddfod				
			• Cultural societies				
		1.1.3	To what extent do other networks give the Welsh language a high status and use it?				
			• Parent and Teachers Association(s)				
			• Schools Governing Bodies				
			• Town and Community Councils				
			• Village hall and community wellbeing committees				
			• Sports clubs				
			• Leisure/interest clubs				
			• Agricultural shows				
			• Evening classes				

{ Aspect 1: Social and Cultural Vitality: (b) Evaluation sheet }

Prosperous Fragile Deficient N/A

	Elements		Features				
1.1	Range of opportunities	1.1.1	To what extent is there a need to increase the variety of Welsh-medium creative and social opportunities in the area which sustain the experience of belonging to a lively neighbourhood?				
		1.1.2	To what extent is there a need to increase or strengthen the traditional Welsh-medium organisations and establishments which support cultural and creative networks in the area?				
		1.1.3	To what extent is there a need to encourage other networks to give the Welsh language a high status and to use it?				
		1.1.4	To what extent is the Welsh language used as the natural language of meetings and public activities in the area?				
		1.1.5	To what extent is there a need to encourage other activities in the area, which respond to new interests and social change, to give the Welsh language status and to use it?				
1.2	Community leaders and transfer of values	1.2.1	To what extent are Welsh speaking leaders active in all aspects of life and work in the community?				
			• Children and young people				
			• Sport				
			• Cultural/interests				
			• Religious				
		1.2.2	To what extent are new community leaders identified and encouraged to contribute to the continuity of the Welsh networks?				
		1.2.3	In general, to what extent do you believe that local people take action to ensure the interest of the Welsh language in their community?				
		1.2.4	In general, to what extent do you believe that there is a need to empower local people in relation to their values, their knowledge, their skills and their confidence to use and promote the Welsh language?				

{ Aspect 1: Social and Cultural Vitality: (c) Action sheet }

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

{ Aspect 2: Language Transfer and the Early Years: (a) Mapping sheet }

Adequate Inadequate None N/A

	Elements		Features				
2.1	Language transfer at home	2.1.1	What is the scale of the language transfer rate in the area?				
		2.1.2	Is there a Twf Scheme operational in the area – either through the Twf Field Officer or local midwives and health visitors promoting the advantages of introducing the Welsh language from birth?				
		2.1.3	Are there enough support activities for parents in the area or within reach? e.g. Amser Twf, Welsh for the Family, Cymraeg o'r Crud, or the local midwife's ante-natal or post-natal groups				
		2.1.4	Are enough suitable activities for young families held in the area?				
2.2	The Early Years Provision	2.2.1	To what extent are the following early years services available in Welsh for residents of the area?				
			• The local school/schools' nursery provision				
			• Cylch Meithrin				
			• Cylch Ti a Fi				
			• Private nurseries				
			• Childminders				
			• Integrated centre				

{ Notes }

{ Aspect 2: Education and the Early Years: (b) Evaluation sheet }

Prosperous Fragile Deficient N/A

	Elements		Features				
2.1	Language transfer at home	2.1.1	To what extent do families manage to transfer the language in the home?				
		2.1.2	To what extent is support available for parents to speak Welsh with their children at home?				
		2.1.3	To what extent are there suitable opportunities for young families to use Welsh within the neighbourhood?				
		2.1.4	To what extent do the local schools support parents to use Welsh with their children?				
2.2	The Early Years Provision	2.2.1	To what extent are there opportunities for every child to receive early years services and experiences through the medium of Welsh?				
		2.2.2	Are there enough Welsh-medium care and childcare services available for families in the area?				

{ Notes }

{ Aspect 2: Education and the Early Years: (c) Action sheet }

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

{ Aspect 3: Formal and Informal Education: (a) Mapping Sheet }

Adequate Inadequate None N/A

	Elements		Features				
3.1	Access to Welsh-medium education	3.1.1	To what extent do children under 12 in the area have access to Welsh-medium education?				
		3.1.2	To what extent do the parents of children under 12 in the area choose Welsh-medium education for their children?				
		3.1.3	To what extent do young people under 16 in the area have access to Welsh-medium education?				
		3.1.4	To what extent do young people under 16 in the area and their parents, choose Welsh-medium education?				
		3.1.5	To what extent do young people under 19 in the area have access to Welsh-medium education?				
		3.1.6	To what extent do young people under 19 in the area choose Welsh-medium education?				
3.2	Primary School(s)	3.2.1	To what extent are the local schools:				
			• the subject of local pride and respect?				
			• using the Welsh language as the main language of education and communication?				
			• encouraging an awareness of belonging and responsibility towards the neighbourhood and the Welsh language among pupils?				
			• offering a range of Welsh-medium extra-curricular opportunities on a regular basis?				
			• promoting the culture and values of the Welsh neighbourhood, by holding cultural events, e.g. eisteddfodau, concerts, celebratory events, services, etc?				
			• managing to maintain the Welsh language as the language of the yard?				
3.3	Secondary School(s)	3.3.1	To what extent are the area's secondary school(s) promoting the Welsh language as a key skill in the world of work by preparing young people for a bilingual word of work?				
		3.3.2	To what extent do the area's secondary schools offer a range of Welsh-medium extra-curricular opportunities on a regular basis?				
		3.3.3	To what extent do the area's secondary schools manage to sustain Welsh as the language on the school yard?				
3.4	Informal Education	3.4.1	To what extent is there a wide provision of community and cultural education which promotes ownership and local participation through the Young Farmers Club, Aelwydydd, choirs, drama societies, etc?				
		3.4.2	To what extent is there a Welsh-medium evening classes provision in the area?				

{ Aspect 3: Formal and Informal Education: (b) Evaluation sheet }

Prosperous Fragile Deficient N/A

	Elements		Features				
3.1	Formal Education	3.1.1	To what extent is there a need to develop and strengthen the progression in Welsh-medium education from one Key Stage to another?				
		3.1.2	To what extent is there a need to encourage children and parents to take up the opportunities that are available to receive Welsh-medium education?				
		3.1.3	To what extent is there a need to encourage schools in the area to develop and promote a Welsh ethos and culture within the school's daily life and activities?				
3.2	Informal Education	3.2.1	To what extent is there a need to develop and extend the informal community education provision in the area?				

{ Notes }

{ Aspect 3: Formal and Informal Education: (c) Action sheet }

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

{ Aspect 4: Demography of the Welsh language: (a) Mapping sheet }

Adequate Inadequate None N/A

	Elements		Features				
4.1	Demography	4.1.1	What is the percentage of Welsh speakers in the area?				
		4.1.2	What is the percentage of the local population born in Wales?				
4.2	Integrating immigrants	4.2.1	To what extent have activities and resources been established within the local Welsh networks to educate and raise the awareness of immigrants of the area's cultural and linguistic background?				
		4.2.2	To what extent are the area's Welsh networks confident and able enough to accept learners without changing their language medium? e.g. by using simultaneous translation equipment, appointing language buddies, distributing bilingual explanatory sheets to learners.				
		4.2.3	To what extent can the families who move into the area use the Language Centre service for newcomers?				
4.3	Welsh for Adults	4.3.1	To what extent are learners able to access Welsh for Adults classes?				
		4.3.2	Is there enough variety of classes for learners locally in terms of nature and level?				
		4.3.3	Are there enough opportunities locally for learners to practice and use their Welsh?				
4.4	Easing emigration	4.4.1	To what extent is there enough rented housing or affordable housing for sale for local young people?				
		4.4.2	To what extent are there appealing and lively social networks and opportunities for young people within reach in the area?				
		4.4.3	To what extent is there sufficient range of work opportunities within convenient distance to the local area?				

{ Notes }

{ Aspect 4: Demography of the Welsh language: (b) Evaluation sheet }

Prosperous Fragile Deficient N/A

	Elements		Features				
4.1	Demography	4.1.1	To what extent do the local housing policies and the local housing market manage to sustain the local demography in favour of the Welsh language?				
4.2	Immigration	4.2.1	To what extent is there a need to develop locally appropriate strategies to integrate immigrants to the Welsh neighbourhood?				
4.3	Welsh for Adults	4.3.1	To what extent is there a need to develop a range of opportunities for Welsh learners in the area – in terms of lessons and opportunities to practice?				
4.4	Easing emigration	4.4.1	To what extent is there a need to plan to ease emigration from the area in terms of ensuring affordable housing, work opportunities and social opportunities?				

{ Notes }

{ Aspect 4: Demography of the Welsh language: (c) Action sheet }

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

{ Aspect 5: The Economy, Services and Infrastructure: (a) Mapping sheet }

Adequate Inadequate None N/A

	Elements		Features				
5.1	Housing and planning	5.1.1	Is the local housing stock varied enough for the needs of the area?				
		5.1.2	Are local planning policies robust enough in favour of the Welsh language?				
		5.1.3	Is the local Community Council awake enough to the needs of the Welsh language within a land use planning context?				
5.2	Local businesses	5.2.1	Is there enough variety of businesses offering services to the local neighbourhood? e.g. shop, pub, garage, Post Office, etc.				
		5.2.2	Is the Welsh language used visibly enough within the area's businesses?				
		5.2.3	Is sufficient value placed on the Welsh language (including bilingual skills for the work) by the area's businesses?				
		5.2.4	Does a sufficient proportion of staff in local businesses speak Welsh in order to provide a service to the neighbourhood?				
		5.2.5	Do local people support local businesses enough?				
		5.2.6	Do Welsh speakers establish and support their own businesses and offer work opportunities locally?				
		5.2.7	Are new initiatives established locally with the Welsh language at the heart of every aspect?				
5.3	Social Facilities	5.3.1	Are there enough suitable social facilities for the needs of the neighbourhood?				
		5.3.2	Are the buildings available comfortable and attractive enough for current requirements?				
		5.3.3	Is the Welsh language given sufficient status within local public facilities?				
		5.3.4	Are there enough leisure and sports facilities within convenient reach?				
5.4	Public services	5.4.1	To what extent are local health and care services provided through the medium of Welsh? e.g. home help, area nurses.				
		5.4.2	To what extent does the local surgery provide Welsh-medium services?				

5.5	Technological developments	5.5.1	Is broad band operational in the area and is the speed appropriate?				
		5.5.2	Do local Welsh organisations recognise the potential of the Web and use it?				
		5.5.3	Do local websites reflect the cultural and linguistic nature of the neighbourhood?				
		5.5.4	Do local businesses use the Welsh language on the Web for advertising and marketing?				
		5.5.5	Are local Welsh speakers familiar with Welsh software and do they use it at home and at work?				
5.6	The Environment	5.6.1	Is there a feeling of pride and respect towards the local environment and sufficient efforts to safeguard it, enhance it and celebrate it?				
		5.6.2	Is there a feeling of pride in the local natural and cultural heritage?				
5.7	Local ability	5.7.1	To what extent are members of the neighbourhood knowledgeable enough in terms of key community development areas such as language planning, leadership, entrepreneurship, organisation, safeguarding children, etc?				
		5.7.2	To what extent does the neighbourhood posses the knowledge and skills to develop new social enterprises and find the funding to sustain them?				

{ Notes }

{ Aspect 5: The Economy, Services and Infrastructure: (b) Evaluation sheet }

Prosperous Fragile Deficient N/A

	Elements		Features				
5.1	Housing and planning	5.1.1	Are there any basic weaknesses in the local housing situation that require action to be taken?				
		5.1.2	Is there an issue or emergency arising at present that you should raise awareness about?				
5.2	Local businesses	5.2.1	Is there a need to improve local services and businesses for the community?				
		5.2.2	Is there a need to raise the value and status of the Welsh language within local businesses and the use made of the language?				
		5.2.3	Is there a need to improve employment opportunities for Welsh speakers in the area?				
5.3	Social Facilities	5.3.1	Is there a need to improve the neighbourhood's social facilities or create new facilities?				
		5.3.2	Is there a need to raise the status of the Welsh language within local public facilities and the use made of the language?				
5.4	Public services	5.4.1	Is there a need to improve the Welsh language provision in relation to health and care?				
5.5	Technological developments	5.5.1	Is there a need to improve the broadband access locally?				
		5.5.2	Is there a need to raise the awareness and ability of Welsh individuals, organisations and businesses regarding the possibilities of the Web and modern technology in relation to the Welsh language?				
5.6	The Environment	5.6.1	Is there a need to increase the neighbourhood's pride and respect towards the environment and natural and cultural heritage locally?				
5.7	Local ability	5.7.1	To what extent do members of the neighbourhood need education, training and support in aspects of community development?				

{ Notes }

{ Aspect 5: The Economy, Services and Infrastructure: (c) Action sheet }

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable

Action/Activity	Responsibility	Resources
Desirable Outcomes	Partners	Timetable