CYMRAEG

Llywodraeth Cymru
Welsh Government

Cymraeg 2050: A million Welsh speakers

Annual report 2020–21

Cymraeg 2050: A million Welsh speakers, Annual report 2020–21

Audience

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

Overview

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

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

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

Related documents

Welsh Language (Wales) Measure 2011; *Cymraeg 2050: A million Welsh speakers* (2017); *Cymraeg 2050: Work programme 2021 to 2026* (2021); *Technical report: Projection and trajectory for the number of Welsh speakers aged three and over, 2011 to 2050* (2017); *Welsh in education: Action plan 2017–21* (2017)

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Contents

Ministerial foreword **2**

Context – *Cymraeg 2050* **4**

Theme 1: Increasing the number of Welsh speakers **5**

Theme 2: Increasing the use of the Welsh language **37**

Theme 3: Creating favourable conditions – infrastructure and context **50**

Conclusion **68**

Ministerial Foreword

It gives me great pleasure to present my first annual report on our Welsh language strategy, *Cymraeg 2050: A million Welsh speakers* as Minister for Education and Welsh Language. This is the fourth report on our progress, and looks back at the 2020-21 financial year, the final year of our previous Government.

It's been a challenging year for us all. We've all had to adapt our lives – at home, at work and within our communities, due to COVID-19. It's also affected our normal data collection and publication arrangements, which is why our report is published later than usual this time.

Our response to the pandemic and its impact on the use of Welsh is central to our report this year. And the main elements of our *Cymraeg 2050* strategy remain clear, as we continue to work together widely to create a prosperous future for the Welsh language and an opportunity for as many people as possible across the country to enjoy learning and using our language more confidently than ever before.

From the early years, through the provision of statutory education, to post-compulsory education and Welsh for adults, as well as plans and projects to increase the use of our language across all age groups, our work and the work of our partners continued, although the pandemic, and indeed leaving the European Union, greatly affected the world around us.

Of course, our Welsh language projects, like most of the Government's work, have faced challenges due to COVID-19. And with each challenge came an opportunity to experiment and innovate, and to look at things in a different way. I am extremely proud to present the range and variety of work undertaken, not only by us here in the Welsh Government, but also by our partners, by groups and individuals across the country and throughout the year.

Both the Urdd and National Eisteddfodau were postponed, and instead, organisers gave us two festivals, which did so much to raise our spirits, Eisteddfod-T and Eisteddfod AmGen. These different festivals worked well, managing to attract new audiences and competitors.

Merched y Wawr and the Young Farmers worked tirelessly in their communities across Wales, and the Mentrau Iaith organised a vast array of online events and activities. The National Centre for Learning Welsh moved all learning online, and I was delighted to see more learners signing up for online taster courses during this period than in the previous three years combined.

I must thank our partners for all their work, their positive attitude, their willingness to adapt continually, and for their desire to continue to deliver, throughout the pandemic. We also continued with our own strategic policy work within Government during the year, as we:

- Consulted and then published a final policy on Welsh Language Transmission and Use in Families[1].
- Consulted on the national policy on Welsh Linguistic Infrastructure[2].
- Consulted on proposals to introduce new categories to describe schools according to their Welsh-medium provision[3].
- Conducted a survey to look at how the pandemic affected our Welsh language community groups and organisations[4].

However, some areas continue to encounter some difficulties, such as recruiting enough staff to teach through the medium of Welsh and ensuring that our young people remain confident to use their Welsh once they leave compulsory education.

The pandemic, and indeed leaving the European Union, demonstrated the fragility of our economy and housing stock in areas of Wales with a high proportion of Welsh speakers. And we're actively responding to these challenges, working together across Government, with our partners and communities the length and breadth of our country.

Of course, the context of our work has had to change since the launch of *Cymraeg 2050* in 2017, and I'm very pleased to be leading our journey towards the million. The hard work and innovation shown by everyone is clear throughout the report, and our new Work Programme, published in July 2021, is a key part of our effort to meet the national well-being goal of seeing our language thrive.

We'll be studying the 2021 Census results later this year, and will adjust our targets and ways of working as needed.

Our vision remains inclusive and outward-looking. We want to create bilingual citizens, confident to use Welsh across their everyday lives. Put simply, we want everyone in Wales to feel that the language *belongs* to us all.

1 March 2022

Jeremy Miles MS

Minister for Education and Welsh Language

[1] WG36969 (gov.wales)
[2] National policy on Welsh linguistic infrastructure | GOV.WALES
[3] School categories according to Welsh-medium provision | GOV.WALES
[4] The effects of COVID-19 on Welsh language community groups: survey results | GOV.WALES

Context – Cymraeg 2050

Cymraeg 2050: A million Welsh speakers is our Welsh language strategy, which has two main targets**:**

- The number of Welsh speakers to reach 1 million by 2050.
- The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10% (in 2013-15) to 20% by 2050.

At the end of each financial year, Welsh Ministers (under Section 78 of the Government of Wales Act 2006) must publish a report outlining progress on our language strategy during the financial year.

This document reports on the 2020-21financial year, and includes details of our progress under the three themes of the *Cymraeg 2050* strategy:

1. Increasing the number of Welsh speakers
2. Increasing the use of Welsh
3. Creating favourable conditions – infrastructure and context

Our first Work Programme for 2017-21 focused on laying foundations in the initial years. Laying firm foundations at the start of the period is necessary so we can to take further action to deliver our strategy.

COVID-19 struck in the middle of the final year of our "laying foundations" phase, and therefore, our 2021-26 Work Programme recognises the challenges that COVID-19 and indeed leaving the European Union have created in fulfilling *Cymraeg 2050*. These events have affected the implementation our strategy, but, there are encouraging signs and we have included these in our second *Cymraeg 2050* Work Programme.

By keeping an eye on the context and on the need to refine our policies, as well as responding proactively to changes, we will ensure that we remain focused on our vision to double the daily use of our language and reach a million Welsh speakers by 2050.

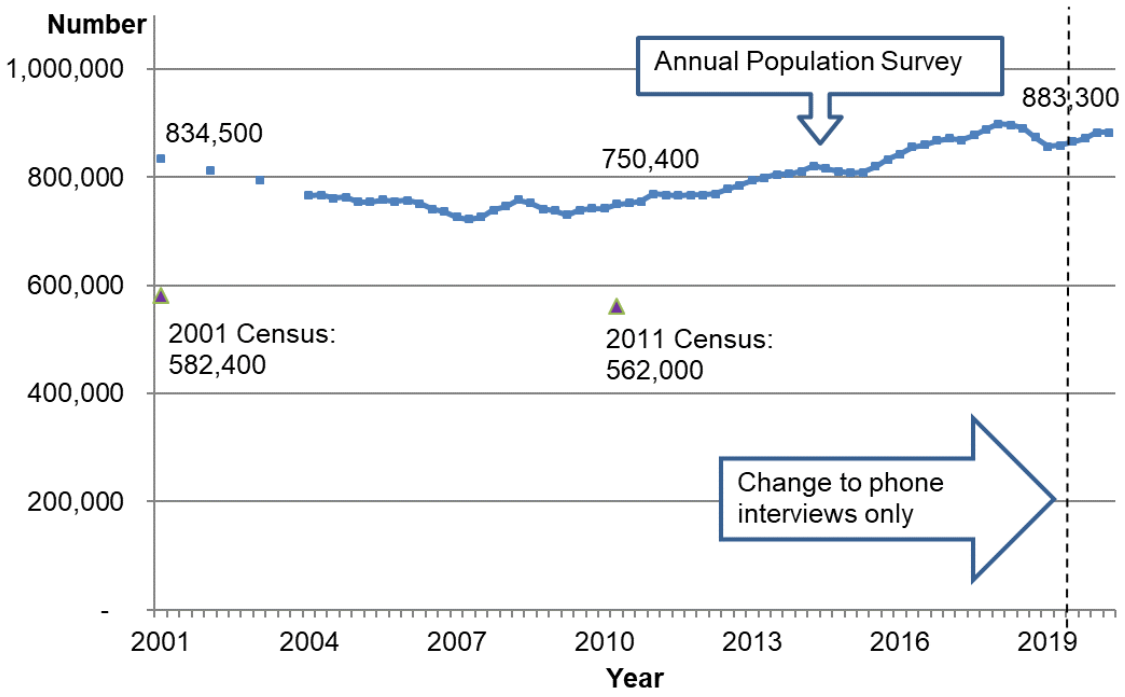
Theme 1: Increasing the number of Welsh speakers

The current situation – how many people can speak Welsh?

The Census is the source we use to monitor progress towards our target of a million Welsh speakers. The 2011 Census stated that 562,000 people aged three or older could speak Welsh, or 19.0% of the population. The Office for National Statistics (ONS) held the 2021 Census in March 2021. The ONS expect to publish all 2021 Census results between spring 2022 and spring 2023. Once published, we will be analysing the results in detail and will update the trajectory to reach the million published as part of the *Cymraeg 2050* strategy, reviewing our priorities as required.

As the Census is only held every 10 years, we use the ONS Annual Population Survey to monitor the number of Welsh speakers more regularly.

Chart 1: Number of people aged three and over able to speak Welsh, from 2001 to March 2021



Source: Annual Population Survey and census of population

According to the Annual Population Survey, 883,300 people, or 29.1% of the population aged three and over were able to speak Welsh in the year ending 31 March 2021.[5]

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

[5] The latest figures are available here: Welsh language data from the Annual Population Survey | GOV.WALES

The Annual Population Survey figures vary a little from year to year, but we see that the number of Welsh speakers has been gradually increasing each year since March 2010, following a gradual fall from 2001 to 2007. The number of those reported as able to speak Welsh fell between December 2018 and March 2020, before increasing again thereafter. However, we must, treat this increase cautiously as the way the survey was conducted had to be changed from mid-March 2020 onwards due to COVID-19.

1. Language transmission in the family

National policy on Welsh Language Transmission and Use in Families

Between February and September 2020, we held a public consultation on our draft policy on Welsh Language Transmission and Use in Families. We published our final policy on 26 January 2021. The policy is based on our *Cymraeg 2050* commitment, the findings of academic research commissioned by us in the area of Welsh language transmission (2017), and an evaluation of the Cymraeg for Kids programme (February 2019), along with the consultation responses.

Our policy aim is to help families who have some Welsh, however rarely they speak it, to use whatever Welsh they have with their children. Our work will help to boost people's confidence, especially if they haven't used their Welsh since their school days, to encourage them to speak our language with their children.

The policy updates our approach to language transmission and outlines our work programme for the next ten years. Our experience of working in the field, our conversations with partner organisations, as well as the consultation (which included detailed conversations with parents) again reinforces the need to pay particular attention to:

- Supporting and encouraging use of Welsh within families where not everybody speaks Welsh.
- Supporting Welsh-speaking families to speak Welsh with their children.
- Inspiring children and young people to speak Welsh with their children in the future.

Our policy builds on the good work of Twf, Cymraeg for Kids[6], and other work done on transmission here in Wales.

Cymraeg for Kids is a Welsh Government national scheme supporting parents to use the language with their children and to choose Welsh

[6] Cymraeg for kids | GOV.WALES

language childcare and education; through a series of free sessions for parents and their children.

Cymraeg for Kids continued during 2020-21, although the face-to-face support sessions stopped at the start of the first lockdown. Despite the pandemic, nearly 4,000 live support sessions were delivered to over 7,000 parents and 4,000 children, as well as over 3,700 recorded support sessions, through an online support model. The digital provision developed during the pandemic continues to be an important part of the support now offered through the programme.

Language Transmission Data

According to the 2011 Census, 82% of children aged 3-4 in couple households where two adults spoke Welsh could speak Welsh. The proportion of children aged 3-4 that could speak Welsh in couple households where one adult spoke Welsh was 45%. Helping more parents and carers to share our language with their children is one of our main priorities in our *Cymraeg 2050* strategy.

The 2021 Census results will provide an update on this transmission data. More recent data is available from the 2019-20 Language Use Survey, showing where speakers mainly started to learn Welsh. According to this data:

- 43% started learning Welsh at home as young children. There was considerable variation in terms of when Welsh speakers began to learn to speak the language by age, with those aged 3 to 15 much less likely than those aged 65 or over to have started learning Welsh at home as young children.
- 31% of Welsh speakers aged 3 to 15 learned to speak the language at home as young children, compared to 69% of Welsh speakers aged 65 or over.

The Language Use Survey also showed that those who started learning Welsh at home as young children are much more likely to speak our language every day, and much more likely to be fluent compared to those who started learning Welsh at school, as an adult, or elsewhere.

A Statistical Bulletin[7], published on 28 April 2020, presented the results of the 2018-19 National Survey for Wales in terms of where and when people had learnt Welsh.

Key findings included:

- 75% of those who learned Welsh at home described themselves as fluent speakers, compared to 6% of those who learned Welsh in secondary school.

[7] Statistical Bulletin: National Survey for Wales: results viewer | GOV.WALES

- 82% of Welsh-speaking children in households where both parents could speak Welsh had learned to speak Welsh at home as a young child.
- Where parents had learned Welsh at home as young children, 82% of their children had also learned Welsh at home.

2. The early years

Our aim is to expand Welsh-medium provision in the early years as an access point to Welsh-medium education. This includes supporting work to create 150 new Cylchoedd Meithrin (Welsh-medium nursery groups) by 2027-28. As part of this target, 43 new Cylchoedd Meithrin had been established by 2021, which is more than the target of 40 set.

During 2020-21, Mudiad Meithrin has successfully established new Cylchoedd Meithrin in areas with a lack of Welsh-medium early years provision. Another 12 groups will be established during 2021-22. This forms part of a wider target to open 60 settings over the next five years.

As well as the traditional model of the Cylch Meithrin, Cylchoedd have been established in English-medium day nurseries, and Cylchoedd were established where English-medium playgroup provision also existed. The nature of some of these new groups allows Cylch Meithrin sessions to be offered in English-medium day nurseries, with staff supported through Mudiad Meithrin's language immersion training programme, 'Croesi'r Bont'[8].

Work continues to support the development of Welsh-medium and bilingual capacity across the childcare sector, with the support offered to members by Cwlwm[9] (a consortium of five establishments in the areas of childcare and play) encouraging service expansion and self-sufficiency.

Mudiad Meithrin has continued to work with authorities and local providers to improve early years Welsh-medium provision. This helps to facilitate progression between Welsh language Cylchoedd Meithrin and Welsh-medium statutory education, through Welsh in Education Strategic Plans (WESPs). Mudiad Meithrin has gathered comprehensive information on the number of children attending Cylchoedd Meithrin and their journey to statutory education, sharing this with local authorities to support their planning processes.

The number of children attending Cylchoedd Meithrin, and the percentage of those who then move on to Welsh-medium education, has increased overall

[8] Croesi'r Bont - Meithrin
[9] CWLWM

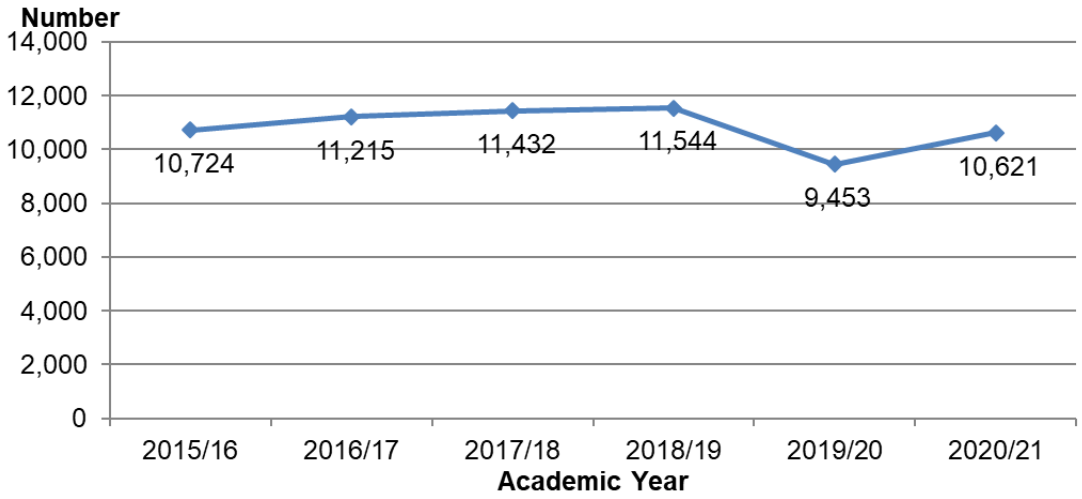
since 2005. Numbers on both counts decreased in 2019-20, but the latest figures for 2020-21 show an increase (see charts 2a and 2b below).

We believe that the pandemic impacted this reduction during 2019-20, as a number of Cylchoedd Meithrin were closed during the first lockdown between March 2020 and the end of the summer term. Therefore, a number of children failed to start at the Cylch during this period, and this also affected the ability to track the number of children transferring to Welsh-medium education.

Although the Cylchoedd closed due to COVID-19 restrictions, it is encouraging to note that all have since reopened and therefore the infrastructure is robust to rebuild back over the next five years.

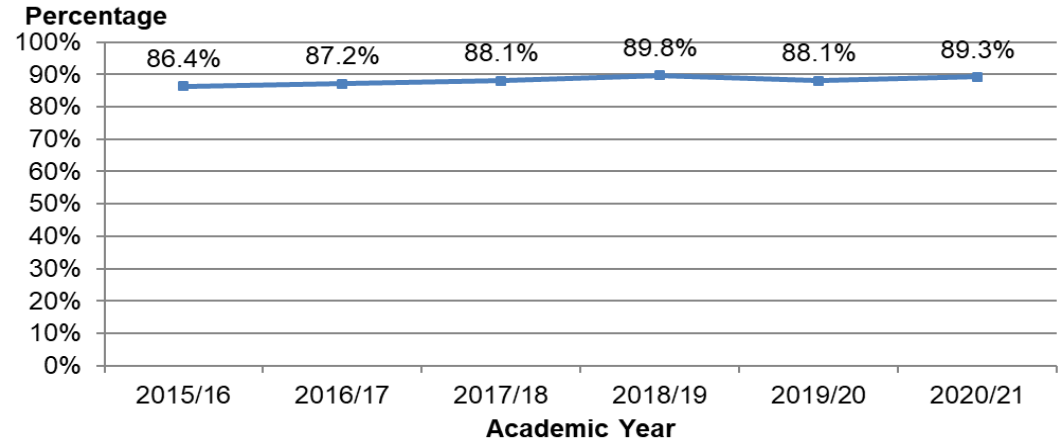
Looking at the wider context, we must note that the number of children in the general population has been decreasing in recent years.

Chart 2a: Number of children who have attended a Cylch Meithrin



Source: Mudiad Meithrin data

Chart 2b: Percentage of children who move on to Welsh-medium primary schools



Source: Mudiad Meithrin data

The Childcare Offer[10] was postponed for new entrants between April and September 2020 due to childcare settings having to close during the pandemic, but the Offer for applications reopened in summer 2020. In March 2021, just over 14,000 children were accessing the Childcare Offer, with around 33% doing so in Welsh-medium or bilingual settings.

Due to the pandemic, generally, between March and June 2020, childcare services were limited to children of critical workers and vulnerable children. From the end of June 2020, as COVID-19 restrictions eased, childcare providers began to increase their provision again.

The *Coronavirus Childcare Assistance Scheme* ran from April to August 2020, funding care for children of critical workers and vulnerable children. This included Welsh-medium provision.

At the end of March 2020, we began working with Care Inspectorate Wales, the Cwlwm consortium, and other key stakeholders to try to understand the impact of COVID-19 on the Welsh-medium and bilingual childcare sector. This work will continue to ensure that the support offered continues to respond to the particular challenges of this sector.

An *Evaluation of the Coronavirus Childcare Assistance Scheme*[11] found that Welsh-medium provision reduced during COVID-19 restrictions, with a high proportion of Welsh-medium sessional provision remaining closed, often because of not being able to access their usual premises. Where the public health situation allowed, we moved quickly to reopen childcare, providing guidance on how settings could keep children and staff safe, to mitigate any disproportionate impact on some parts of the sector, including Welsh-medium provision. Eligible children were also able to access the Childcare Offer again from the start of the autumn term, 2020.

The report published in January 2021, *Parent beliefs, behaviours and barriers: childcare and early education*[12] (a qualitative study of beliefs, behaviours and barriers affecting parental decisions in terms of childcare and early education) found an unmet demand for Welsh-medium early education and childcare in some parts of Wales.

This work identified the level of demand among families for the Welsh-medium and bilingual services of the Offer. As a result, local authorities considered how to improve sustainability and growth in the sector. Work was then undertaken to raise parents' awareness of the language options available when choosing childcare.

Local authorities have continued to receive funding as part of our Children and Communities grant to help them increase the provision of Welsh-medium childcare in their areas. During 2020-21, we provided additional funding of £1.2m to the Cwlwm consortium and £5.3m to local authorities to help ensure services remain and are

[10] Childcare Offer for Wales | Help With Childcare Costs Wales | GOV.WALES

[11] Evaluation of the Coronavirus Childcare Assistance Scheme | GOV.WALES
[12] Parent beliefs, behaviours and barriers: childcare and early education | GOV.WALES

sustainable in the future. This included funding to support a Welsh-medium workforce and ensure that Welsh-medium childcare places were available.

Work has continued to support childcare providers to strengthen and expand their Welsh-medium services. Through our work with Mudiad Meithrin, we have:

- Met the target of establishing 40 new Cylchoedd in areas of need across Wales over the last three years.
- Offered training to over 2,700 practitioners and volunteers from Cylchoedd Meithrin across Wales through the Continuous Professional Development programme, 'Academi'.
- Offered apprenticeships in childcare to 60 individuals through the Mudiad Meithrin and Urdd Gobaith Cymru apprenticeship scheme.
- Continued to support parents and their young children through the Cymraeg for Kids programme despite the pandemic.
- Strengthened the link between the Mudiad and local authorities because of the new requirements of Welsh in Education Strategic Plans.
- Continued to work with other providers and partners to increase the proportion of children moving on from early years provision to Welsh-medium schools.
- Extended the reach of the 'Croesi'r Bont' training programme, which focuses on language acquisition and immersion and equipping practitioners with specialist skills for use with children from non-Welsh-speaking homes.

Working with the Cwlwm consortium over the past year, practitioners in childcare settings were able to develop their Welsh language skills at work, through the National Centre for Learning Welsh's 'Camau' programme. Over 650 practitioners have had training tailored to the needs of the childcare and play sector.

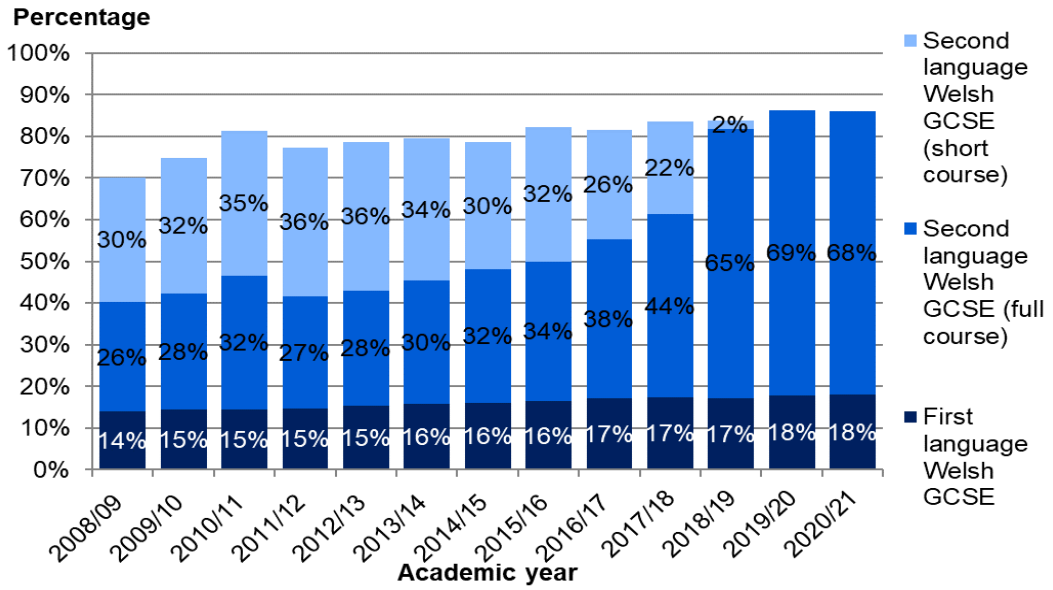
3. Statutory education

The *Welsh in education: Action plan 2017-21*[13] was published in December 2017. The plan, that continued during this reporting period, sets out how the education system will contribute to our aim of increasing the number of confident Welsh speakers. However, we must recognise the significant challenges facing the education sector during lockdown, and it has not been possible to continue with some aspects of the plan as a result.

Our *Cymraeg 2050* strategy sets targets for education, and *Welsh in education: Action plan 2017-21* uses indicators to monitor our progress against those targets. We report on our progress against both the targets and the indicators in this section.

[13] Welsh in education: action plan 2017 to 2021 | GOV.WALES

Chart 3: Percentage of Year 11 learners registered for GCSE Welsh (first language and second language)



Source: Welsh Examinations Database (WED) and Pupil Level Annual School Census (PLASC)

Note: From 2015/16, the cohort is based on pupils in Year 11. Up to 2014/15, the cohort is based on pupils aged 15 at the start of the academic year.
GCSE Welsh Second Language was revised and first taught in its new form in September 2017, replacing the full and short GCSE courses that existed, explaining some of the increase in Welsh second language seen in the data.

One of *Cymraeg 2050*'s main targets is to increase the percentage of learners able to speak Welsh, with a target of 70% of learners leaving school able to speak Welsh by 2050. According to the 2011 Census, 33% of 16-17 year olds were able to speak Welsh – this is therefore our baseline.

We have seen an increase in the percentage of learners sitting the Welsh first language and second language (full course) GCSE since 2008/09, as shown in Chart 3.

Chart 3 shows that 86% of Year 11 learners were registered to sit a GCSE in Welsh as a first or second language in 2020/21. This has increased over the past decade from 70% in 2008/09.

The chart also shows a decline in the percentage sitting the second language short course between 2012/13 and 2017/18. This was discontinued in September 2018, and since then there has been a significant increase in the percentage registering to sit a Welsh second language GCSE (full course). (The 2% that registered for the Welsh second language GCSE via the short course during 2018/19 had sat the exam at the end of Year 10 the previous year).

Curriculum and Assessment (Wales) Act 2021

The purpose of the Curriculum and Assessment (Wales) Act 2021[14] is to establish a legislative framework to support the delivery of the Curriculum for Wales. In the Act, the Welsh language is a compulsory curriculum area for children and young people aged 3-16. Welsh Ministers are required to issue a Progression Code setting out the way in which progression must be reflected in an adopted curriculum.

In January 2021, the then Minister for Education outlined that the Welsh Government intends to work with stakeholders to develop a Framework to support the learning and teaching of Welsh in English-medium schools and settings, to the Children, Young People and Education Committee.

A group of practitioners has been actively completing mapping work based on the Literacy Framework, the Curriculum for Wales descriptions of learning for Welsh in English-medium schools and settings, and the CEFR (Common European Framework of Reference for Languages).

The Welsh Language Framework for English-medium schools and settings will be available as non-statutory guidance, and will be published alongside the Curriculum for Wales cross-curricular skills frameworks[15]. This will provide an additional basis for schools seeking support to introduce Welsh as part of the Curriculum for Wales, without hindering the ability and creativity of other teachers. We will consult on the draft framework in 2022.

Welsh within the new curriculum

We published a draft of the curriculum in April 2019 so that stakeholders could provide their feedback. The curriculum was then refined between September and December 2019, and the final version, Curriculum for Wales was published in January 2020.

Welsh is now a part of the new curriculum's Languages, Literacy and Communication Area of Learning and Experience. Welsh will continue to be a mandatory subject for all 3-16 year old learners, with flexibility for schools to decide the best way of ensuring the progress of learners in Welsh.

Progress in each Area of Learning and Experience is based on the concept of a learning continuum. In terms of Welsh, this means that each pupil develops from having little or no language, towards being a confident and successful learner and speaker.

During 2021, the first National Network Conversations on the Curriculum for Wales were held. These conversations involved practitioners from all parts of Wales, and took account of the support and resources needed to deliver the curriculum. As we move towards implementing the Curriculum for Wales, we will discuss support at Area of Learning and Experience level. This will include conversations on the Welsh

[14] Curriculum and Assessment (Wales) Act | GOV.WALES
[15] Curriculum for Wales: overview | GOV.WALES

language in the curriculum so that expertise and learning can be shared and the priorities needed to support the profession can be identified.

Qualifications Wales, as part of Qualified for the Future, consulted on a range of proposals for new Welsh language qualifications to support the Curriculum for Wales.

In February 2022, Qualifications Wales announced that changes will be made to Welsh language qualifications to help more learners become confident Welsh speakers.

The regulator has been reviewing the qualifications available at GCSE level for learners studying Welsh. Following that review, it has recommended a trio of qualifications which will be available for 2025.

The changes are:

- Welsh Language and Welsh Literature will be combined into one GCSE for pupils in Welsh-medium and bilingual schools.
- GCSE Welsh Second Language will be discontinued, and a new GCSE in Welsh will be created for learners in English-medium settings.
- A new additional qualification for pupils in English-medium settings who are ready to progress further in their Welsh language skills.

Welsh in Education Strategic Plans (WESPS)

The Welsh in Education Strategic Plans (Wales) Regulations 2019[16] came into force on 1 January 2020, together with guidance to support local authorities in their preparations on 27 January 2021.

The Welsh in Education Strategic Plans (Wales) (Amendment) (Coronavirus) Regulations 2020[17] came into force on 1 December 2020 and made changes that have led to the start date of the next WESP round being moved from 1 September 2021 to September 2022.

The regulations require local authorities to plan growth in their Welsh-medium education provision over a 10-year period, based on a target calculated by the Welsh Government to support our *Cymraeg 2050* targets.

Local authorities submitted their first ten year Plans to Welsh Ministers on 31 January 2022. We will assess the draft plans between February and May, and keep in touch with authorities during the refinement process before giving approval. The aim is for the Plans to be operational by the start of the next academic year, in September 2022.
Another change introduced in the regulations is the emphasis on strengthening partnerships. This acknowledges that WESP plans cannot be implemented without local and regional support or expertise. Guidelines on co-operation and implementation will be introduced through local authorities' Welsh Education Planning

[16] Welsh in Education Strategic Plans Regulations
[17] Welsh in Education Strategic Plans Regulations

Forums to make the ultimate use of local resources and expertise.

School categorisation

On 14 December 2020, we launched a consultation on proposals to introduce new categories to describe schools according to their Welsh language provision. We did this on the basis of a recommendation by the WESP Advisory Board, established in response to the Rapid Review of Welsh in Education Strategic Plans 2017.[18]

We have commissioned a review on the current system of categorisation, to propose options on how to strengthen existing arrangements, so that more schools are supported to move along the continuum by increasing their provision of Welsh. The consultation ended on 26 March 2021.

The main principles of the new policy are to simplify categorisation arrangements so that parents / carers can make informed decisions about their children's education according to language medium, and not step back in terms of the focus on increasing the percentage of learners who expand their learning experiences through the medium of Welsh. The long-term aim of this work is to create more speakers who use Welsh every day, in line with our *Cymraeg 2050* ambition.

Capital funding

The provision of capital funding is an effective way of helping to create the demand for Welsh-medium education, through ambitious planning and the setting of achievable targets, making the most of existing resources.

£30 million was allocated for capital projects to promote the growth in Welsh-medium education provision in 2018 through the establishment of a Welsh-medium Capital Grant. During the first round, 46 applications were received across 20 local authorities.

A number of different projects were approved across Wales during the first round (2018). The projects range from expanding provision, in schools for example, to opening new schools or immersion centres:

- New Welsh-medium primary schools established in Monmouthshire, Merthyr Tydfil and Torfaen (linked to a secondary school).
- Current Welsh-medium primary provision in Wrexham, Flintshire, Cardiff, Neath Port Talbot, and Caerphilly expanded to cope with demand in those counties.
- Welsh-medium childcare provided in Rhondda Cynon Taf, Bridgend and Conwy, to support early language acquisition and attract more learners to the Welsh-medium sector.
- An innovative Welsh language centre linked to childcare provision and support for Welsh second language learners opened in Denbighshire; and support provided to centres to support latecomers in Gwynedd and Carmarthenshire.

[18] Review of Welsh in education strategic plans for 2017 to 2020: final report | GOV.WALES

The capital projects that have been approved in principle will make a substantial contribution to Welsh-medium education across Wales, promoting our language locally.

The pandemic and Brexit have had some impact on the ability to deliver projects, with completion dates for some moved further into 2022. The vast majority of the projects are underway.

8 of the 46 projects have already been completed:

1. Carmarthen	Welsh Language Centre – Ysgol Maes y Gwendraeth
2. Cardiff	Ysgol y Wern
3. Denbighshire	Welsh Language Centre – Ysgol Glan Clwyd
4. Neath Port Talbot	YGG Tyle'r Ynn
5. Neath Port Talbot	YGG Cwmllynfell
6. Rhondda Cynon Taff	YGG Llantrisant
7. The Urdd	Glan-llyn Isa
8. Wrexham	Ysgol Bro Alun

As the first round of applications far exceeded the funding available, it iss clear that there is an unmet demand for capital investment within the sector. A second round of capital funding was announced in March 2021 and applications are currently being considered.

During 2019, capital funding was allocated to the Urdd, and as a result, its camp centres have been renovated and upgraded. The project's aim is to improve the facilities and resources available at the centres to create a safe environment to innovate and provide a wealth of activities and experiences for learners outside the traditional classroom, in an environment where Welsh is a living language.

The renovation and development of the Glan-llyn camp centre was completed in October 2020. Glan-llyn Isa (providing the Urdd's first self-catering accommodation) opened in spring 2021. Small groups can now enjoy all the activities of the camp in a contemporary atmosphere.

Work on Llangrannog's Calon y Gwersyll project to modernise a large part of the camp centre has begun since January 2020 and is likely to be completed in March 2022.

Work on the third element of the project, the development of the Glan-llyn water training centre, has now received planning permission. This work began in February 2022 and is expected to finish by March 2023.

Proportion of learners in Welsh-medium education

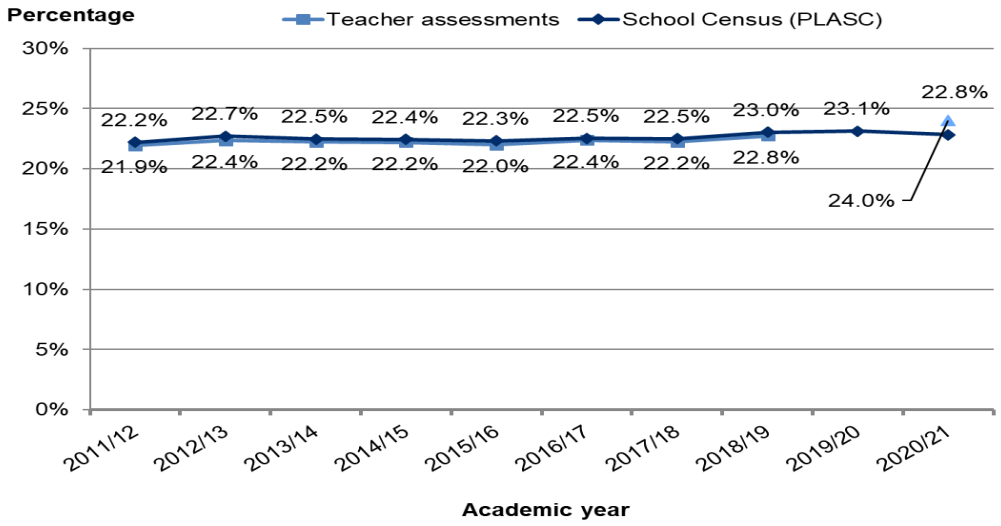
One of the targets of *Cymraeg 2050* is to increase the proportion of learners in Welsh-medium education from 22% of Year 2 learners in 2015-16 to 24% by 2021 so that we are on track to reach 40% by 2050. In the past, we have used teacher assessments to report on the percentage of Year 2 learners assessed as Welsh first language learners.

The statistics in the assessments are used both within and outside Welsh Government to monitor educational trends and as a starting point for further analysis of the baseline data.

Following the Welsh Government's decision to close schools on 20 March 2020, the National Data Collection for 2020, was cancelled, as institutions were not expected to submit any data collected as statutory data in the usual way due to the pandemic.

We recognise that closing schools impacted the annual data flow, and in this report we have used the percentage of learners who learn Welsh as a first language, based on the Pupil Level Annual School Census in order to get a broad picture of the situation in the absence of the usual data. Charts 4a and 4b include both sources to show how closely the data aligns, and to show our progress against this target.

Chart 4a: Percentage of Year 2 pupils (7 years old) assessed in Welsh as a first language or who learn Welsh as a first language



Source: Pupil Level Annual School Census (PLASC) and National Data Collection of teacher assessments

According to the School Census, 22.8% of Year 2 learners learned Welsh as a first language during academic year 2020/21. This percentage has remained fairly consistent, varying between 22% and 23% since 2011/12.

As set out in Chart 4a, the target was to increase the percentage of seven-year-olds in Welsh-medium education from 22% to 24% by 2021. There are encouraging signs in younger cohorts, where 23.8% of Reception class children (usually five-year-olds) were taught in Welsh in 2020/21, although we have not met the 24% target by 2021.

Since the introduction of *Cymraeg 2050*, our work to increase the number of learners in Welsh-medium education has changed gear, and early indications are

positive. Although the chart does not show a substantial increase in the percentage of Year 2 learners (seven-year-olds) learning Welsh as a first language, over the past eight years, there has been a substantial increase in numbers.

In 2011/12, there were 7,200 seven-year-old learners learning Welsh as a first language, with 7,700 by 2020/21. The 500 extra children constitute over 16 new classes of 30 children. This increase has not been reflected in the percentages as there has also been an overall increase in the total number of Year 2 learners (aged seven) over recent years (although there has been a slight decrease in the total number of Year 2 learners over the last two years).

Chart 4b: Number and percentage of pupils studying Welsh as a first language in Nursery, Reception, Year 1 and Year 2 (2012-2021)

	Nursery		Reception Class		Year 1		Year 2	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2011/12	7,510	21.1%	8,160	23.8%	7,670	23.1%	7,300	22.2%
2012/13	7,010	20.1%	8,290	23.3%	7,830	23.0%	7,550	22.7%
2013/14	7,460	20.6%	7,980	23.0%	8,100	22.8%	7,650	22.5%
2014/15	7,540	20.6%	8,250	23.3%	7,860	22.7%	7,990	22.4%
2015/16	7,630	20.9%	8,290	23.0%	8,110	23.0%	7,760	22.3%
2016/17	7,650	21.4%	8,330	23.5%	8,120	22.6%	7,950	22.5%
2017/18	7,630	21.6%	7,970	23.2%	8,300	23.3%	8,100	22.5%
2018/19	7,720	22.0%	7,790	23.1%	8,060	23.4%	8,190	23.0%
2019/20	7,880	22.9%	7,900	23.5%	7,850	23.3%	7,970	23.1%
2020/21	8,580	23.0%	7,900	23.8%	7,900	23.4%	7,700	22.8%

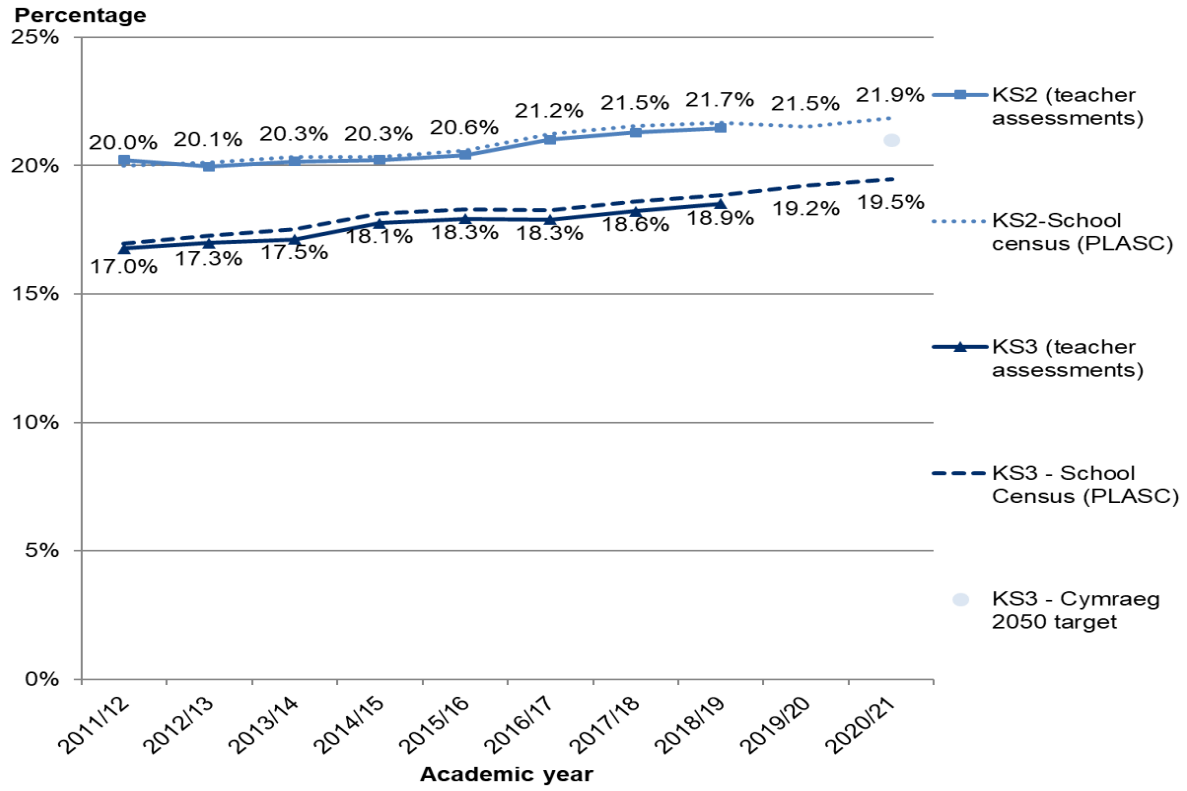
Source: Pupil Level Annual School Census (PLASC)

Note: schools do not have to report on the number of pupils studying Welsh under the age of five on 31 August at the beginning of each academic year. This means that the information is not complete for nursery and reception class pupils.

The increase between 2019/20 and 2020/21 for nursery class numbers is mainly due to a decision to delay the census date. The date was postponed (usually the second Tuesday of January) to April. Nearly 5,300 pupils attended nursery classes between 13 January 2021 and 20 April 2021. These pupils would not normally be included in the census numbers during January.

Another of the targets in the *Welsh in education* action plan is to increase the proportion of Year 9 learners (14-year-olds) assessed in Welsh (first language) from 17.9% in 2016/17 to 21% by 2021. Again, as teacher assessments are not available for the end of Key Stage 2 (end of primary school) or for the end of Key Stage 3 (Year 9 of secondary school), we have used the percentage of learners assessed in Welsh as a first language, using Pupil Level Annual School Census (PLASC) data). As with Charts 4a and 4b, Chart 5 also includes both sources side by side to show how closely they align.

Chart 5: Percentage of learners at end of Key Stages 2 and 3 assessed in Welsh as a first language or who learn Welsh as a first language, according to academic year

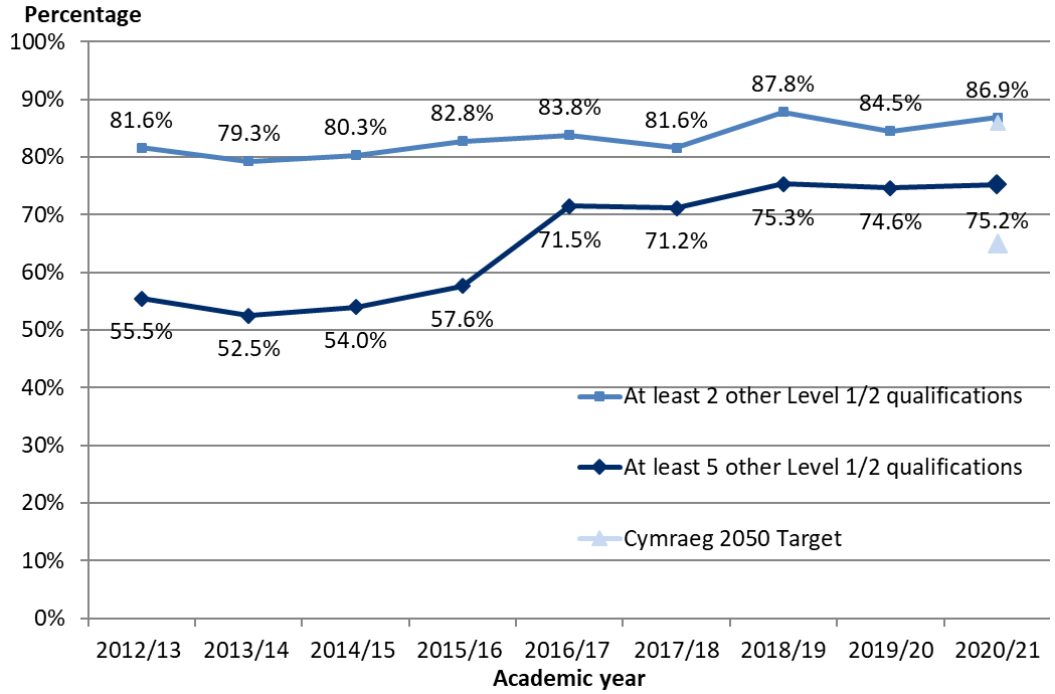


Source: Pupil Level Annual School Census (PLASC) and National Data Collection of teacher assessments

Chart 5 shows that, according to the School Census during the 2020/21 academic year, 21.9% of learners at the end of primary school and 19.5% of Year 9 learners in secondary schools learn Welsh as a first language. These percentages have increased slightly since 2012. But the percentage learning Welsh as a first language in Key Stage 3 continues to be lower than the percentage in Key Stage 2 three years previously (for example, comparing Key Stage 2 in 2017/18 with Key Stage 3 in 2020/21).

However, local authorities are expected to continue to improve linguistic progression between primary and secondary to ensure that our learners continue to develop their language skills on transition to secondary education, and that the number of learners switching to follow the Welsh second language route at Key Stage 3 is reduced. As part of the new curriculum, a new continuum for languages will be developed, to include the Welsh language, and all learners will follow the same route for learning Welsh. Therefore, in future, schools will be expected to ensure that learners continue to develop their Welsh language skills as they move along the continuum.

Chart 6: Percentage of pupils registered for the Welsh first language GCSE who are registered for at least two or five other Level 1/2 qualifications through the medium of Welsh



Source: Welsh Examinations Database (WED) and Pupil Level Annual School Census (PLASC)

Note: Following the cancellation of public examinations, all qualifications (which would normally have been taken as examinations) were awarded in the 2020/21 summer term on the basis of an assessed grades model set by individual centres. That is, pupils' grades and qualifications were determined by schools and colleges. They were awarded based on assessments of learners' work, using a range of evidence such as non-exam assessments, mock examinations and classroom work.

Pupils awarded a qualification before the 2020 summer exam series will have grades achieved through a written exam, not a grade awarded to them by a centre.

Chart 6 shows that 86.9% of learners registered for the Welsh first language GCSE in 2020/21 were also registered for at least two other qualifications through the medium of Welsh. There has been a steady increase since 2013/14, and the target of 86% was achieved by 2021.

75.2% of learners registered for the Welsh first language GCSE in 2020/21 were also registered for at least five other qualifications through the medium of Welsh. This figure has increased substantially since 2015/16, and has long since reached the target of 65% by 2021.

E-sgol

The e-sgol project is based on the Scottish e-sgoil. It is a blended learning initiative that provides online teaching and learning opportunities using direct,

real-time and interactive approaches. Using the range of equipment and services available through Hwb, it has allowed students from different schools to access electronic teaching opportunities by qualified and experienced teachers.

The e-sgol project was piloted in Ceredigion during 2018/19. The pilot was expanded during the second year (2019/20) to include provision in schools in Powys and Carmarthenshire. Provision was expanded again during 2020/21 with almost 300 pupils using e-sgol compared to 121 in 2019/20.

During the pandemic, e-sgol became a vehicle for offering additional lessons to pupils, to reinforce and strengthen their understanding of their work. The first Carlam Cymru session was held to offer a wide range of subjects to GCSE, AS and A level – with almost 3,000 attending the sessions. The provision is going from strength to strength and the intention is to continue to expand further so that more pupils can benefit from this technology

Welsh in Education Strategic Plans

We continue to work to increase the number of learners in Welsh-medium education. We published the final guidance for categorising schools according to Welsh-medium provision on 16 December 2021, based on detailed research and consultation with a wide range of relevant stakeholders across Wales.

The publication of the new guidance for categorising schools according to Welsh-medium provision is only the first step. We will work closely with local authorities and schools over the next period to encourage and support them to increase Welsh-medium provision in schools across Wales.

During the WESP Advisory Board's discussions, attention was given to the need to increase the proportion of Welsh-medium teaching and learning in schools. New regulations for WESPs set out new, more ambitious arrangements for local authorities to follow. In order for some counties to meet their WESP targets, they will need to consider increasing the proportion of learning and teaching that takes place through the medium of Welsh in some schools.

The Advisory Board recommended that we should work towards establishing a clearer picture of the number of teachers who are able to teach through the medium of Welsh, setting specific and ambitious targets for providers of initial training in terms of recruiting Welsh-speaking trainees.

The need to plan more purposefully alongside Higher Education institutions, local education consortia and local authorities was also identified. Work is being done to co-operate with relevant Government departments to attract teachers, improve teacher skills and offer support, and to plan the workforce with the aim of moving towards the targets. (See Chart 10 and full details of the work taking place in this area below).

Given our expectation for local authorities to adopt 10-year targets, this means that we will be able to see each authority's exact contribution to our *Cymraeg 2050* targets.

Provision for latecomers

Provision of late immersion opportunities in the primary and secondary sectors continues to be noted within local authority WESPs. The aim is to reinforce and expand the opportunities for Welsh-medium education among learners, in primary and secondary schools, by providing a specific provision for latecomers.

Through the new WESP regulations, developing the provision and offering immersion opportunities is given greater prominence at county and national level. There are now 19 immersion centres and 3 secondary centres across 10 counties in Wales, with counties providing late immersion support for learners of a range of ages. We have continued to work in partnership with local authorities to strengthen provision for latecomers, monitoring the field in the context of COVID-19 as the number of latecomers and demand for late immersion support increases.

Increasing late immersion provision is one of the objectives in the Government's new Programme for Government for the sixth Senedd term, and work is already underway to increase provision across Wales.

Promoting Welsh education

We have continued to develop our campaigns to support the pathway to Welsh-medium education during 2020-21.

We have worked closely with local authorities to improve the information provided to parents and prospective parents. Communications and marketing sub-committees, established by some local authorities, have helped to improve this information and ensure it is delivered across the work of the local authority, as well as other partners locally and nationally.

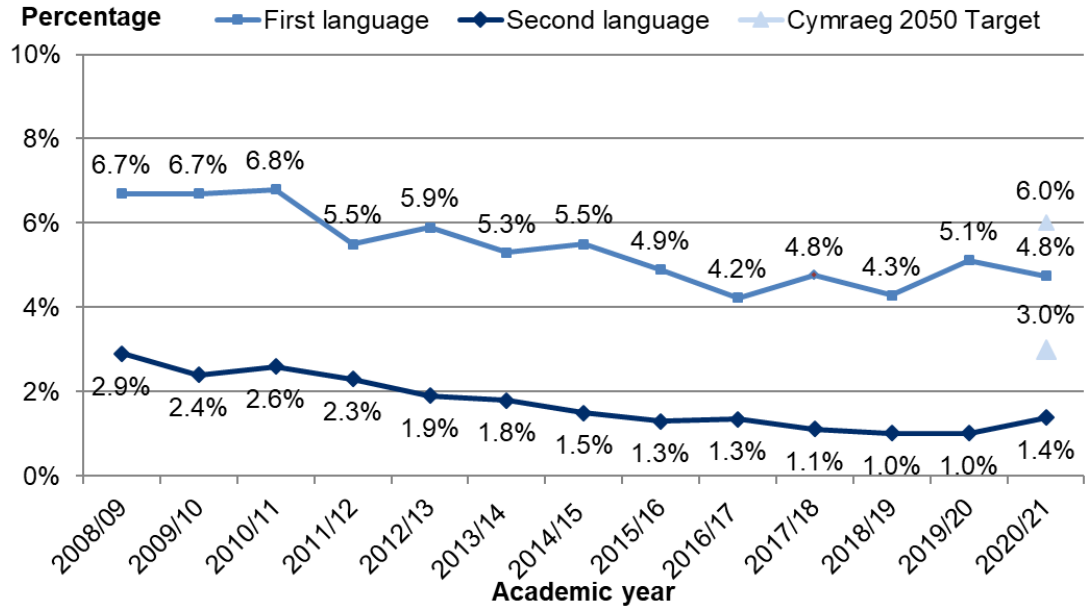
4. Post-compulsory education

According to the 2011 Census results, the number of Welsh speakers drops substantially after 16 years old. A range of complex social factors influence young people, including post-16 training and study opportunities, social activities (including social media), the language of the home and employment opportunities.

We must ensure that there are plenty of opportunities for young people to speak Welsh. Reducing this post-16 drop a little would help us reach a million speakers sooner.

We also want to see more students with higher language skills in Welsh. This is another target in our *Welsh in education: Action plan 2017 – 2021*. This is monitored by looking at how many learners have enrolled to take Welsh at A-level as a percentage of those enrolled to take Welsh at GCSE level two years previously.

Chart 7a: A-level Welsh course enrolments as a percentage of GCSE Welsh course enrolments two years previously – first and second language



Source: Pupil Level Annual School Census (PLASC)

Note: Following the cancellation of public examinations, all qualifications (which would normally have been taken as examinations) were awarded in the 2020/21 summer term on the basis of an assessed grades model set by individual centres. That is, pupils' grades and qualifications were determined by schools and colleges. They were awarded based on assessments of learners' work, using a range of evidence such as non-exam assessments, mock examinations and classroom work.

Pupils awarded a qualification before the 2020 summer exam series will have grades achieved through a written exam, not a grade awarded to them by a centre.

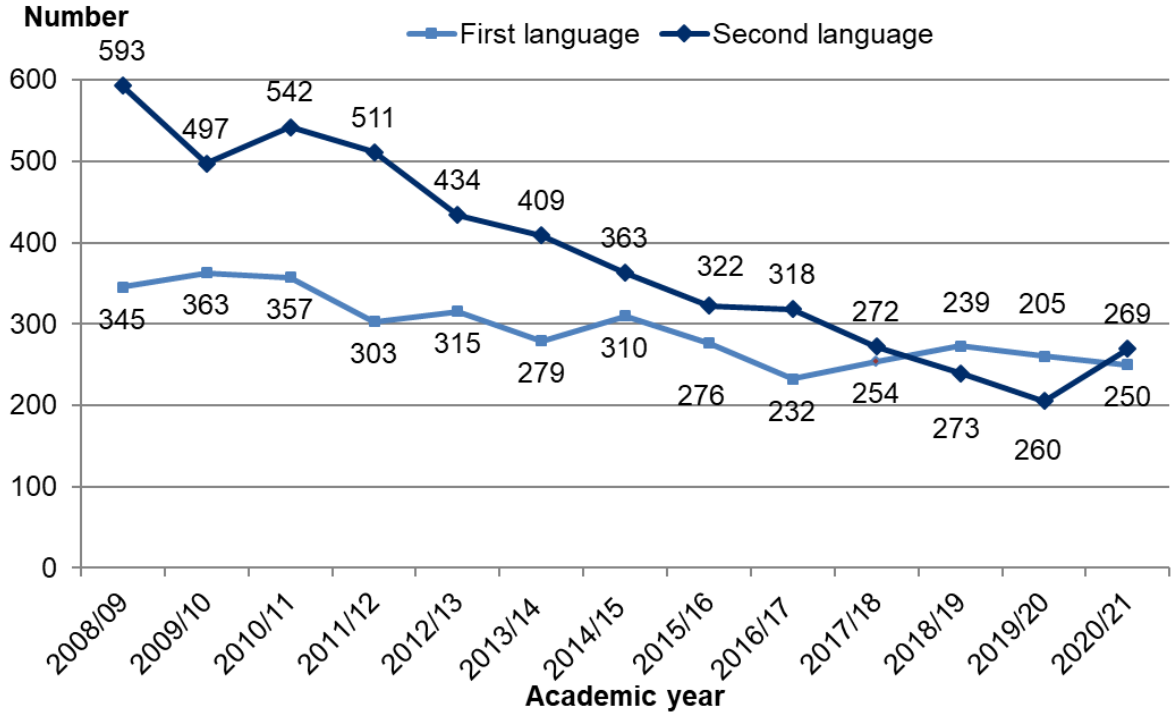
Chart 7a above shows the progression of learners moving from GCSE to A level. By academic year 2020/21, 4.8% of learners registered for first language Welsh GCSE[19] were registered for first language Welsh A-level, and 1.4% of learners registered for second language Welsh GCSE were registered for second language Welsh A-level.

The percentage of those who enrolled to take Welsh at GCSE, who enrol to study Welsh at A-level (both as a first and second language) has fallen over the decade. One of the reasons for the decrease is the increase in the percentage taking Welsh at GCSE two years previously (as seen in Chart 3). Chart 3 shows that 86% of Year 11 learners had registered to sit a GCSE in Welsh as a first or second language in 2020/21. This has increased over the past decade from 70% in 2008/09. However, further work is needed to ensure that pupils follow the correct GCSE route.

[19] For this reporting year's data, we continue to use the term 'second language' when discussing English-medium schools' provision.

Chart 7b below shows the same information as in Chart 7a, using only the numbers registered for A-level Welsh, rather than the percentage registered based on numbers registered for GCSE two years previously.

Chart 7b: Number of A-level Welsh enrolments, first and second language



Source: Pupil Level Annual School Census (PLASC)

As seen in Chart 7b, it appears that the percentage increase in those sitting GCSE Welsh (see Chart 3) is not transferring to the number taking Welsh at A-level. The 86% of Year 11 learners referred to in Chart 3 (registered to sit GCSE Welsh first or second language in 2020/21) have not yet started studying A levels. We will have to wait for the 2021/22 and 2022/23 collection data to show the true position in the numbers transferring from GCSE to A level.

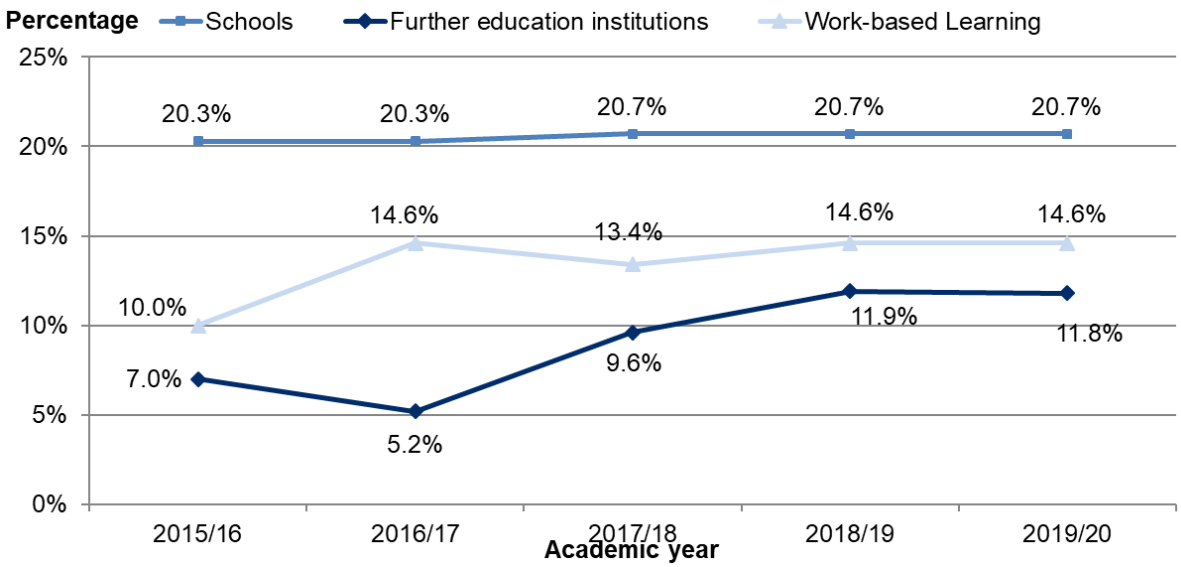
Welsh in education: Action plan 2017-2021 contains a specific objective to increase the numbers sitting Welsh at A-level. A stakeholder group, including the Coleg Cymraeg Cenedlaethol, Qualifications Wales, WJEC, Welsh departments within universities, the Urdd, regional education consortia and teachers, is taking the work forward. The aim is to facilitate the use of Welsh across the curriculum so that learners have additional opportunities to become more bilingual.

During the 2020/21 academic year, we awarded £145,000 to support this work. Some aspects of the scheme were delayed, such as running mentoring sessions with learners and promotion work in schools, due to the pandemic. Nevertheless, 33 schools and colleges received a grant of up to £2,000 each

to support activities to improve the experience of Welsh language study, and to support the cost of maintaining provision in settings where the numbers studying the subject were low. Four universities have also received funding to develop provision providing undergraduate students with classroom experience. This is currently being piloted in 2021/22.

We are also eager to see an increase in the Welsh-medium and bilingual provision in further education. Chart 8 shows this increase according to provider type.

Chart 8: Percentage of educational activities held in Welsh or bilingually according to type of provider



Source: Lifelong Learning Wales Record (LLWR)

Notes:
(a) Counts only include activities undertaken by learners aged 19 or under at 31 August of the academic year.
(b) Counts exclude Welsh language qualifications e.g. Welsh GCSE, Welsh A level, Welsh for Adults.
(c) Counts exclude Higher Education level learning aims.
(d) From 2014/15 onwards, the definition of Welsh medium on the LLWR has changed to be dependent on the language of assessment of the learning activity.
- Welsh Medium learning activities are those where all assessments are completed in Welsh.
- Bilingual learning activities are those where at least 50 per cent of all assessments are completed in Welsh.
- Some Bilingual Learning activities are those where the learning is bilingual, but the assessments are mostly or entirely completed in English.
- This differs to the definition of medium used in previous years, that only considered the language of the learning itself.
(e) The above change in the definition of medium does not apply to data for school sixth forms.
(f) For work based learning, the type of provider is determined based on the lead provider delivering the learning. This differs to the consortium member basis used in statistics published elsewhere.

Note: If two further education institutions had recorded data accurately in 2016/17, the percentage would have been 7.6%, rather than 5.2% as appears in the chart.

As seen in Chart 8, the percentage of learning activities held in Welsh or

bilingually in schools, further education institutions and training providers has gradually grown over the last five years, stabilising in 2019/20. The latest data available at the time of publication of this report has been used, as it has not been possible to report on a full academic year.

We have corrected the data for the 2018/19 academic year (for sixth form and work-based learning), having identified learning activities that should not have originally been included (points (a) to (f) above). We will include a further update in our next *Cymraeg 2050* annual report.

Since the publication (in December 2018) of the Coleg Cymraeg Cenedlaethol's *Further Education and Apprenticeship Welsh-medium Action Plan*[20], the Coleg has set up strategic projects with six additional colleges in 2020/21. These projects focused on the priority areas of Health and Care; Early Years Care; and Public Services, to establish a robust infrastructure for provision and to increase the number of learners studying through the medium of Welsh and bilingually.

Consequently, additional tutors were employed, subject groups were established across the colleges, classroom resources were developed and good practice was shared between the institutions. This work began in 2019/20 and we hope to see the outcome of this early work reflected in the data for 2021/22 when learners have completed two years of post-16 education and training.

£119,000 was used to develop and translate extensive, high quality resources in Welsh, including:

- Public Services – 60 units adapted from Blended Learning Consortium (BLC) units
- Health and Care / Childcare – 15 BLC units
- Animal Care – 63 units adapted
- Prentis-iaith 2 at understanding level along with the development of Prentis-iaith 1 in Public Services.

Ensuring that appropriate resources are available to accompany Welsh-medium qualifications is key to the growth of Welsh-medium and bilingual provision.

Prentis-iaith, an interactive resource in the apprenticeship sector, has been particularly successful in improving understanding of bilingualism and the importance of customer service amongst apprentices who have no or very few skills in Welsh. A number of apprenticeship providers have already incorporated Prentis-iaith into their induction programmes. There is a clear demand for additional levels to further increase the skills of apprentices.

The Coleg's Ambassadors programme for the post-16 sector has been extended. 36 of the 42 ambassadors appointed were based at the colleges

[20] Cymraeg 2050 (colegcymraeg.ac.uk)

and the other 6 supported training providers to build learners' confidence in Welsh, and had opportunities to chat and understand the importance of speaking the language, particularly in the workplace.

Training for tutors is key in expanding provision. Over 1,000 tutors were trained across 12 further education colleges and 22 post-16 training institutions.

Since August 2020, Sgiliaith has run a mentoring programme supporting tutors on the Postgraduate Certificate of Education, Work Welsh, and TAQA (a training, assessment and quality assurance qualification) programmes. In the eight months to the end of March 2021, 32 members of staff were supported to become more confident in Welsh, enabling them to use their Welsh in their everyday work.

During 2020-21, the Urdd established an Essential Skills Hub to support apprentices to successfully complete their training through the medium of Welsh. 64 learners completed their basic skills in numeracy, communication and Level 2 digital literacy, with 159 learners completing the Urdd apprenticeships (Levels 1, 2 and 3) in Leading Activities, Sports Development and Outdoor Programmes. Their provision was extended to Early Years Care, in partnership with Mudiad Meithrin, to meet the increasing demand for bilingual staff to work in Cylchoedd Meithrin and selected posts to a Level 3 qualification in the field.

Higher education

The Coleg Cymraeg Cenedlaethol now supports universities to develop modules and courses through grants in conjunction with the institutions, rather than funding lecturer posts that embed the provision as an integral part of the offer.

Since the Coleg was established in 2011, Welsh-medium provision has been available in 29 of the main subject groups. This is an increase of 17 areas over the last decade. New provision in Engineering has been seen at Bangor University, in Physics at Aberystwyth University and in Policing Studies at the University of South Wales as a result of Subject Grants.

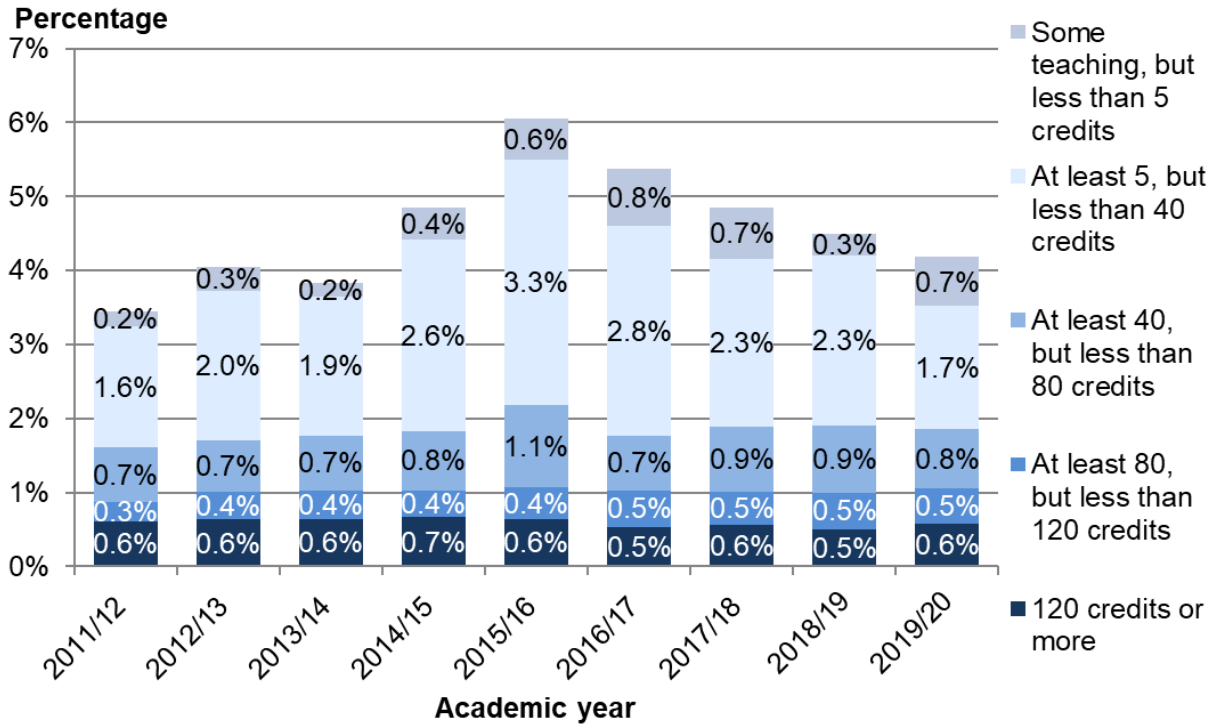
Following the award of 7 Seed Grants, new provision in Midwifery has been developed at Bangor University, in Paramedic Sciences at Swansea University and in Veterinary Science at Aberystwyth University.

There was an increase of 45% in the number of staff who can teach through the medium of Welsh between 2011/12 and 2019/20. The lecturers are supported through a monthly academic staff training programme which includes face-to-face training, distance learning and workshops.

Scholarships are offered for undergraduates and postgraduates to study higher education courses and modules through the medium of Welsh. The Coleg increased the number of incentive scholarships available to

undergraduates in 2020/21 to 500, to meet the challenges of COVID-19. Students have to study at least 40 credits a year through the medium of Welsh. 473 incentive scholarships were awarded, 18 medicine scholarships, and 20 main scholarships where all learning is through the medium of Welsh.#

Chart 9: Percentage of students registered at Welsh universities using Welsh in their education



Source: Higher Education Statistics Agency (HESA) Student Record

Of the 4,740 students who studied at least five credits in Welsh in 2019/20, 2,510 studied at least 40 credits in Welsh – an increase of 100 enrolments since 2017/18.

1,415 of the students studied at least 80 credits in Welsh in 2019/20 – this is an increase of 75 enrolments since 2018-19. Also, 780 students studied 120 credits in Welsh in 2019/20. This was during a period when 3,055 fewer students followed some of their studies through the medium of Welsh in comparison with 2018/19.

Although there was a decrease of 305 students in the number following some of their studies through the medium of Welsh in comparison with 2018/19, we only saw a fall in number amongst those studying fewer than five credits.

Learning Welsh

The National Centre for Learning Welsh (the Centre) was established in 2015 to coordinate provision and provide direction to the Learning Welsh domain. Its aim is to create new Welsh speakers, confident in using their new skills, and contributing to achieving our ambition of a million Welsh speakers by 2050.

The Centre and the regional providers responded quickly and effectively, moving to virtual learning and ensuring that people continued to have opportunities to learn Welsh throughout 2020/21, when the Centre's face-to-face provision came to an abrupt end due to COVID-19 in March 2020. The Centre also moved quickly to launch a new blended learning course, combining independent learning with online sessions with tutors. In May 2020, around 800 new learners started this course in 89 virtual classes.

Over 1,000 people took part in the Centre's daily "Welsh at home" sessions on *Facebook* on a regular basis, during the first lockdown in April 2020. The Centre also set up an expert group to share good practice in the new approaches to learning, and released digital resources earlier than expected so that providers and learners could use them during the pandemic period. It also developed a formal partnership with *Say Something in Welsh* to share resources, expertise, and make it easier for learners to move from one provider to another.

Estyn inspected the Centre in January 2021, and the report was published in March 2021. Some of the main conclusions were that the Centre had a clear vision, and that it contributed effectively to the Welsh Government's aim of reaching a million Welsh speakers by 2050. Estyn noted that the Centre had developed into a national, influential voice for the sector, and had succeeded in creating a wide range of strategic partnerships with national organisations to extend the formal and informal learning offer.

On 31 March 2021, the Centre published a complete data set for the 2019/20 academic year[21]. The data shows that the Centre had 17,505 unique learners during the 2019/20 academic year, an increase of 32% in comparison to 2018/19.

The data also shows:

- That the Centre provided 30,115 learning activities during 2019/20.
- That 68% of learners were at Entry level (this is the introductory level for beginners).
- That 11% were at Foundation level and 19% at Intermediate or Advanced levels (including Proficiency level).
- That 86% of learners were between the ages of 16 and 64.

We will include a further update in our next *Cymraeg 2050* annual report.

[21] Learn Welsh Statistics 2019-2020 | Learn Welsh

5. The education workforce, resources and qualifications

The Early Years Workforce

Academi's continuous professional development programme has offered training to over 2,700 members of staff and volunteers from Cylchoedd Meithrin the length and breadth of Wales during 2020-21.

60 individuals have also started their apprenticeship in childcare through the Mudiad Meithrin and Urdd apprenticeship scheme.

We have continued to develop the 'Croesi'r Bont' programme, introducing Welsh language immersion methodologies to practitioners in the Cylchoedd Meithrin.

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

Teachers

Primary teachers

There is a slight shortfall in the number of Welsh-medium primary teachers recruited against our *Cymraeg 2050* targets for increasing the Welsh-medium workforce by 2021. This is important because there is a link between the target for teacher recruitment and the target for the number of learners in Welsh-medium education outlined in *Cymraeg 2050*. To address this, our work on the Welsh in Education Strategic Plans (Wales) Regulations 2019 has strengthened the requirement for local authorities to identify how many teachers they need in order to provide Welsh-medium education, as part of their WESP.

There were 2,871 Welsh-medium primary teachers in the 2020/21 academic year compared with the target in *Cymraeg 2050* for 2021 of 3,100, which is a shortfall of 229 (7%).

If similar numbers apply for the Welsh-medium primary Initial Teacher Education (ITE) in 2020/21 (145 in 2019/20), there will be a shortfall of approximately 84 (3%) primary teachers against the target by 2021, excluding staff turnover.

Secondary teachers

The recruitment of secondary teachers has been more challenging. In 2020/21 there were 2,395 secondary teachers teaching in Welsh compared with the target for 2021 of 2,800, which is a shortfall of 405 (14%).

If similar numbers apply for Welsh-medium secondary ITE in 2020/21 (90 in 2019/20), there will be a shortfall of about 315 (11%) against the 2021 target, excluding staff turnover.

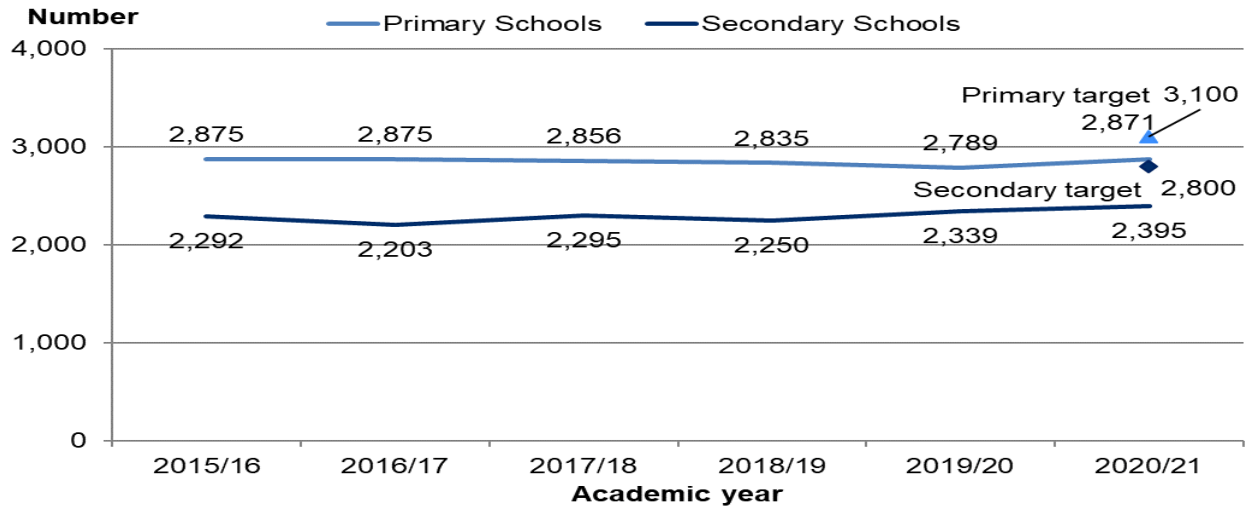
As outlined in Chart 7b, *Welsh in education: Action plan 2017-21* includes

targets and actions to increase the number of learners studying Welsh at A-level (as a first or second language), as one way of ensuring an adequate supply of secondary teachers who can teach Welsh in the future. We are working with stakeholders to encourage more learners to study Welsh A-level to increase the number that continue to study Welsh at undergraduate level who can then progress into initial teacher education.

Recruiting Welsh-medium teachers plays a key part of our goal of a million Welsh speakers by 2050. We provide substantial financial incentives to attract Welsh-medium teachers through our *Iaith Athrawon Yfory* scheme (see below), which complements our targeted marketing campaigns to attract new Welsh-medium teachers. During 2020/21, the transition plan was undertaken to provide support and opportunities for Welsh-medium primary teachers to move into teaching in secondary schools. 10 started the scheme in September 2020.

The latest UCAS figures (as of August 2020) show a 19% increase in the number of student applications for teacher training places. This is encouraging, as we would then also expect a rise in the number of people training to become teachers who will be able to teach through the medium of Welsh.

Chart 10: The number of teachers who are able to teach through the medium of Welsh



Source: School Workforce Annual Census

Chart 10 shows that the number of primary teachers (light blue) able to teach through the medium of Welsh is more or less the same as in 2015/16, while the number of secondary school teachers (dark blue) has increased slightly over the same period.

School Workforce Annual Census

Preparatory work for an Annual Census of the School Workforce took place in 2018/19, so we could learn more about the Welsh language skills of the education workforce.

The second School Workforce Annual Census (SWAC) was carried out in November 2020, and included questions on the workforce's Welsh language skills and their ability to teach through the medium of Welsh.

We publish the data collected from the census on our website[22] annually, and it includes an analysis of the information gathered about the Welsh language ability of the workforce and the medium of teaching.

Along with information provided by local authorities in their Welsh in Education Strategic Plans, 21st century schools' business plans and school organisation proposals, this information will provide a more detailed and complete picture of the progress made towards achieving our *Cymraeg 2050* targets. It will help us to improve future workforce planning.

Iaith Athrawon Yfory

The Iaith Athrawon Yfory ITE incentive scheme, launched in September 2018, is available to eligible student teachers studying to teach through the medium of Welsh. The amounts available under the scheme are:

- £2,500 on the award of Qualified Teacher Status (QTS) following the completion of an accredited secondary postgraduate ITE programme.
- £2,500 on the successful completion of induction at a maintained Welsh-medium or bilingual secondary school or teaching Welsh in any maintained secondary setting in Wales.

This gives £5,000 in total and is in addition to other incentives available to eligible new Welsh and Welsh-medium teachers.

Training programmes and initial teacher education

The Initial Teacher Education (ITE) programmes continue to provide opportunities for all trainees to develop their Welsh language skills as part of the course. The ITE partnerships all offer at least 25 hours of Welsh language training and support to build confidence in teaching through the medium of Welsh, in line with common framework levels.

During 2020/21, the Coleg Cymraeg Cenedlaethol piloted new arrangements to moderate the ITE providers' use of the framework, to ensure that levels are set consistently across Wales. The arrangements will continue in 2021/22, and some lessons have been learned from the pilot process.

Recruitment and marketing

In September 2019, ITE Partnerships have to work towards ensuring that 30%

[22] School Workforce Census results: as at November 2020 (revised) | GOV.WALES

of those recruited follow courses that prepare them to teach through the medium of Welsh.

The latest data shows that:

- 1,080 students started ITE courses in 2019/20; 615 on primary school courses and 465 on secondary school courses.
- There has been an increase in the number of first year ITE students in Wales able to teach in Welsh following a decrease over the previous five years. The figure in 2019/20 was 235, representing 22% of the total number of first year ITE students in Wales.
- Science, English and Mathematics are the most common subjects for students starting secondary school ITE courses.
- Just over 8 in 10 new ITE students training in Wales lived in Wales before starting their degree.

We have marketing campaigns that specifically target Welsh-speaking ITE students, as well as more general teacher training recruitment programmes.

We continue to work closely with ITE Partnerships and other stakeholders to develop more sustainable recruitment strategies aimed at increasing the levels of Welsh-medium recruitment.

We will include a further update in our next *Cymraeg 2050* annual report.

Welsh Language Sabbatical Scheme

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

The Welsh in a Year courses were adapted so that they could be offered online (with a few face-to-face sessions when restrictions allowed), in direct response to the pandemic. During the 2020/21 academic year, 51 participants, attended four Welsh in a Year courses provided at three settings across Wales.

With fewer courses provided than usual, more flexible models of the Scheme were developed so that the Welsh language needs of the education workforce in Wales can continue to be met. In addition, in conjunction with the National Centre for Learning Welsh, a tailored Entry level self-learning course has been developed for teachers.

The evaluation of the Sabbaticals Scheme[23] was published in March 2021. The report contained a number of recommendations for the Welsh Government to address in partnership with course providers, regional consortia and local authorities. We will respond to the recommendations when planning future provision.

[23] Evaluation of the Welsh Language Sabbatical Scheme for education practitioners: summary | GOV.WALES

Work with the regional consortia

In the 2020-21 financial year, the regional consortia were awarded £2,700,000 from the Raising School Standards budget specifically to support the provision of Welsh and Welsh-medium training and professional development.

The regional consortia support schools and practitioners to prepare to introduce the new curriculum, and in particular to teach Welsh as part of the Languages, Literacy and Communication Area of Learning and Experience. The regions provide a wide range of learning and professional support, including:

- Welsh language skills and teaching methodology to strengthen every aspect of the teaching of Welsh as a subject, using Welsh across the curriculum and the informal use of Welsh in schools.
- Developing practitioners' skills to improve the way the curriculum is taught through the medium of Welsh.
- Developing leadership to ensure that leaders are equipped to plan for and develop Welsh strategically across their schools and to develop a Welsh ethos in schools.
- Regional planning of the workforce, using data from the School Workforce Annual Census in order to improve practitioners' language skills and their ability to teach Welsh or through the medium of Welsh and to promote career opportunities in this sector.

The regional consortia established joint arrangements to develop digital resources for the teaching of Welsh and other subjects through the medium of Welsh, during the pandemic. Learners were able to continue to develop their skills while away from school.

Funding was also provided through the Education Improvement Grant. Local authorities have used this funding to support elements of Welsh in Education Strategic Plans, e.g. funding for immersion centres.

The post-16 workforce

During the 2020-21 financial year, we continued to fund Sgiliaith to give practical support regarding using Welsh and teaching bilingually to tutors at further education colleges and work-based learning providers. We have done this in order to improve provision for students completing their education through the medium of Welsh or bilingually.

So that students can undertake more of their education bilingually, the National Centre for Learning Welsh runs the Work Welsh programme at the further education colleges in order to develop tutors' language skills. During the 2020/21 academic year, 305 employees from eight universities followed the 'Learning' course, as well as 305 employees from ten further education colleges. The Coleg Cymraeg Cenedlaethol now manages the Intensive Learning Plan, which co-ordinates the Work Welsh programme's work across the further and higher education sectors.

During 2019/20, about 9,500 learning activities were provided, with 7,000 of these being online training and 2,500 being face-to-face training. Also, 1,258 employers enrolled for online Work Welsh courses, while 28 employers took advantage of the Intensive Learning training and 98 benefitted from the residential training available.

Educational resources

The commissioning of resources focused on making resources available digitally, and on providing free resources to schools to support distance learning, during the pandemic.

Working with various public and third sector organisations, the creative sector and publishers, a range of resources became available digitally. S4C's programmes were released on the Hwb S4C Channel to support the learning and teaching of Welsh (e.g. Fflic a Fflac), health and well-being (e.g. Shwshaswyn) along with factual programmes (Cyfres y beirdd) and films (Patagonia). 132 Oxford Reading Scheme books and 65 titles from the Prosiect X reading scheme were released digitally on Hwb, available free of charge to parents and schools. Additional funding has been given to suppliers to convert resources into e-books for inclusion on Ffolio, the Books Council's new e-book platform.

Through the Welsh Books Council, various schemes were funded to provide necessary books for schools. The Gold List Scheme provided a stock of Welsh reading books from the Foundation Phase up to Year 9, to stimulate interest among young readers in reading for pleasure in Welsh. A Good Health Scheme was funded to ensure that a range of bilingual books are available free of charge to schools in Wales to support the health and wellbeing of children.

The Books Council received funding from the Government to work with the Reading Agency to ensure that the titles on the Reading Well list – books for children to help with mental health – are available in Welsh. Following this, the Government ensured that copies of the 22 Welsh titles and 15 English titles were sent to all primary schools in Wales. The books provide information and advice on how to deal with issues such as understanding and managing feelings, dealing with difficult times and specific health conditions.

In addition, new sets of books from Wales, in both Welsh and English, were provided to libraries in Wales. These are novels, Welsh language learning books and titles on Wales and Welsh history published in 2020. This ensured that sufficient additional resources were available from libraries to meet the new requirements of their users through programmes such as 'Click and Collect’. This was also a way of supporting publishers, bookshops and the Books Council's Distribution Centre, as the pandemic had affected the sale of new titles.

Since the Education Minister held a summit in 2017, a group of stakeholders has proposed a way forward in establishing an infrastructure for the provision of resources bilingually at the same time in the future. The new infrastructure was

not introduced during the year due to other priorities during the pandemic, but the recommendation continued to be further developed and the necessary legal advice and governance procured.

Urdd Gobaith Cymru has been awarded a grant to create an educational resource platform to coincide with the Urdd's centenary celebrations in 2022.

Over 30 new titles were published in 2020-21 through a grant provided to the Welsh Joint Education Committee (WJEC) to provide Welsh language versions of textbooks, to support GCSE, AS and A-level qualifications.

We continue to work with the Coleg Cymraeg Cenedlaethol to identify the need for bilingual digital resources for post-16 students in health and care, childcare, agriculture, and public services to use in blended learning provision. We are also working closely with the Coleg Cymraeg Cenedlaethol to identify resources to support apprenticeships.

Several Welsh language resources for people with additional learning needs were funded during the year. A Welsh version of a touch type programme used by blind or visually impaired children has been commissioned, and a grant allocated to RNIB Cymru to create a new Welsh Braille reading scheme, as well as updating the unified Welsh Braille course for people who wish to learn to write Welsh Braille or who want to become transcribers.

Theme 2: Increasing the use of the Welsh language

Increasing the number of Welsh speakers is one of our two main targets in *Cymraeg 2050.* Getting more people to use Welsh is also crucially important, and this is our strategy's second main target. We believe that the Welsh language belongs to everyone, and we want everyone, whatever their level of Welsh, to feel confident using our language every day. And we create opportunities to make this happen.

The current situation – how many people can speak Welsh?

We want to increase the percentage of those aged three and over who speak Welsh every day, and can speak more than just a few words of our language, to 11% by 2021 (and 20% by 2050).

This target is also one of the national indicators set out in the Well-being of Future Generations (Wales) Act 2015.[24]

Seven well-being goals exist to improve the social, economic, environmental and cultural well-being of Wales and are covered by law under the Well-being of Future Generations (Wales) Act 2015. An annual report, providing an insight into the state of the country and progress made against the seven well-being goals through the 46 national indicators, must be published every year.

It is very difficult to measure language use. One approach is occasional language use surveys. Work on a new Language Use Survey began in July 2019, with the intention for it to continue until the end of March 2021. However, due to COVID-19, the survey was suspended in March 2020.

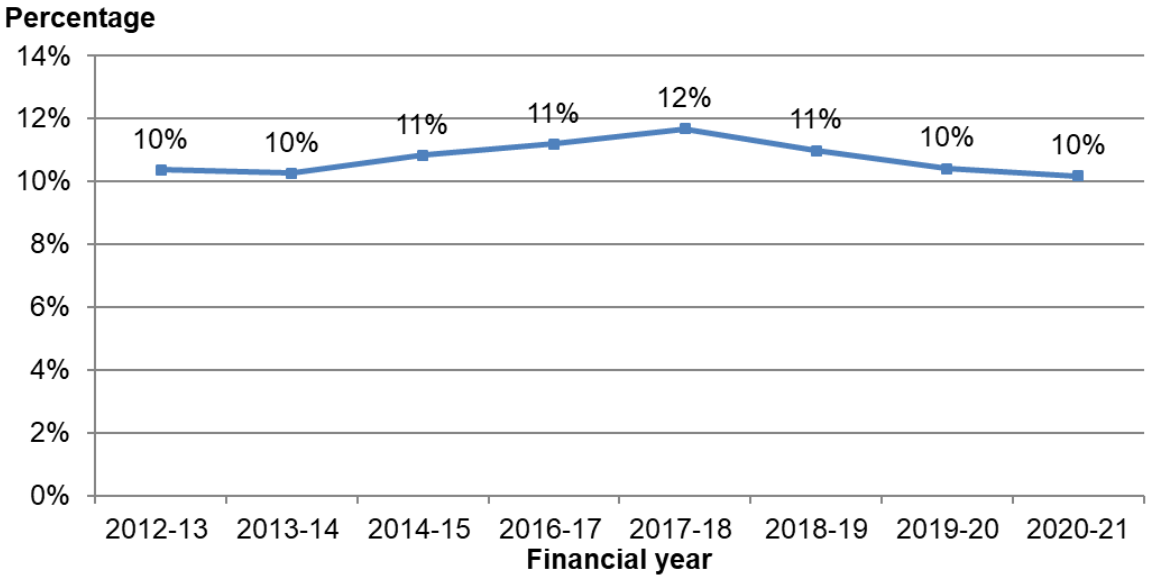
We published the initial findings in September 2021[25], reporting on how often Welsh speakers speak the language, their ability in the language and when they started learning to speak Welsh under *Goal 6: A Wales of vibrant culture and thriving Welsh language.* It also includes data for the national indicator on language use.

The 2019-20 Language Use Survey shows that the percentage of the population aged three or over who spoke Welsh every day and can speak more than just a few words is 10%, the same percentage seen in the 2013-15 Language Use Survey.

Although language use surveys are used to monitor progress towards this target, we also use the results of the National Survey for Wales for adults (aged 16 or over) for more regular results.

[24] https://www.futuregenerations.wales/wp-content/uploads/2017/01/wfg-essentials-guide-cy.pdf
[25] https://gov.wales/wellbeing-wales-2021

Chart 11: The percentage of people aged 16 years or over who speak Welsh daily and can speak more than just a few words of Welsh according to the National Survey



Source: National Survey for Wales

According to the National Survey for Wales, the percentage of people aged 16 or over who speak Welsh every day and who can speak more than just a few words of Welsh has remained quite stable over the past six years, similar to the findings of the language use survey. In 2020-21, the percentage stood at 10%. Over half (56%) of Welsh speakers spoke the language daily in 2019-20 (regardless of their fluency levels) compared to 53% according to the 2013-15 Language Use Survey, although there was no increase in the national indicator on language use between the 2013-15 and 2019-20 Surveys, when looking at Welsh speakers only (rather than the population as a whole). Almost one in five also spoke the language weekly (19%, exactly the same percentage as in 2013-15). These percentages varied by age, and were highest for those aged 3 to 15, and lowest for those aged 16 to 29.

We will publish the remainder of the findings of the 2019-20 Language Use Survey in separate statistical bulletins, by theme, combining National Survey for Wales 2019-20 data where relevant.

Language use in the community

We have published the findings of a survey[26] looking at how the pandemic affected Welsh-speaking community groups and organisations. We conducted an online survey between 14 September and 9 October 2020. We asked known groups to complete the survey, which gathered evidence on how the groups had operated before the pandemic, whether they had been able to operate since the

[26] https://gov.wales/effects-covid-19-welsh-language-community-groups-survey-results

start of the first lockdown in March 2020 and what their expectations were for the future. The survey received 1,092 responses.

Twenty per cent of the responding groups had been able to adapt their activities in order to operate in some way since the start of lockdown in March.

The other 80% may have kept in touch with their group but had not continued to operate. Of these:

- 93% stated that the reason for not operating was that it was '*not practical to continue under COVID-19 restrictions and regulations*'.
- 28% reported that their members felt '*afraid or unsafe*'. Social groups and community partnerships, religious groups and Merched y Wawr branches were the most likely to state this as the reason for not operating.

For all activities usually carried out by community groups prior to the pandemic, over two thirds (68%) had not taken place at all since the start of lockdown:

- Organised trips, festivals / eisteddfodau, fundraising campaigns, performances and musical rehearsals were the activities most likely not to have taken place.
- Learning activities (for example, activities for children or those learning Welsh) were those most likely to have taken place online (31% conducted online) and volunteering in the community had often been adapted but not conducted online (usually held outdoors).
- Community groups with paid organisers, were more likely to have operated successfully compared to groups that relied solely on volunteers.

More information on this work here, see Social Use of Welsh

Language use at school – The Welsh Language Charter

- The Welsh Language Charter is our programme operating in schools to create the bilingual citizens of the future, who will:
- Be intuitive, natural, comfortable and confident Welsh speakers.
- Choose to use Welsh.
- Speak Welsh with each other whether they come from Welsh-speaking homes or not.
- Be confident using their Welsh and have a positive attitude towards our language.

Four different schemes are part of the Charter:

- Welsh Language Charter for Welsh-medium primary school pupils.
- Secondary Welsh Language Charter for Welsh-medium secondary school pupils.
- Cymraeg Campus for English-medium primary schools.
- Cymraeg Bob Dydd for English-medium secondary schools.

We fund the Urdd to provide Cymraeg Bob Dydd to English-medium secondary schools. The other three schemes are delivered by the regional education consortia or individual counties.

During the reporting year, over 8,500 copies of the second Seren a Sbarc book were distributed free of charge to all primary schools in Wales in October. Published in collaboration with National Museum Wales, the book follows the trials and tribulations of Seren and Sbarc on a trip through Welsh history. The third book in the series is due to be published shortly.

6. The workplace

One of the aims of Cymraeg 2050 is to increase Welsh language use in the workplace, as "*the workplace is central to our day-to-day lives ... [and] provides opportunities to use, practise and learn Welsh.”*

Work Welsh

The National Centre for Learning Welsh's Work Welsh programme provides courses ranging from online self-study taster courses to intensive residential courses. As well as increasing the number of Welsh speakers and Welsh language use, Work Welsh also allows organisations to provide better Welsh language services to their users.

2020/21 was a successful year for the programme, despite the pandemic. We attracted 135 new employers to take advantage of Work Welsh courses – a record number in one year. 11,371 employees completed online self-study taster courses under the programme, with 496 completing intensive courses.

The sectoral courses proved popular once again during 2020/21, with 567 employees taking part in the courses for the Further and Higher Education sectors, 134 in the programme for local authorities, 336 in the programme for the health sector and 268 in the specific programme for early years care workers.

Welsh language use in the Welsh Government

Our own strategy for Welsh language use in the organisation, '*Cymraeg. It belongs to us all'* [27], was launched in April 2020. It sets the goal for us to be a truly bilingual organisation by 2050. This means that all staff working for the Welsh Government would be able to understand Welsh, which, in turn, would enable staff to work in Welsh on a day-to-day basis. That would lead to a significant increase in the use of our language.

We know that the link between language and work is an important one. Surveys[28] show that the use of Welsh in the workplace is significant, with people

[27] https://gov.wales/cymraeg-it-belongs-to-us-all-html
[28] https://gov.wales/where-and-when-people-learn-speak-welsh-national-survey-wales-april-2018-march-2019

in employment more likely to use Welsh on a day-to-day basis. The language is a vocational skill that should be better recognised and utilised. This all influences people's decisions to actively learn Welsh, and parents' decisions to send their children to Welsh-medium schools.

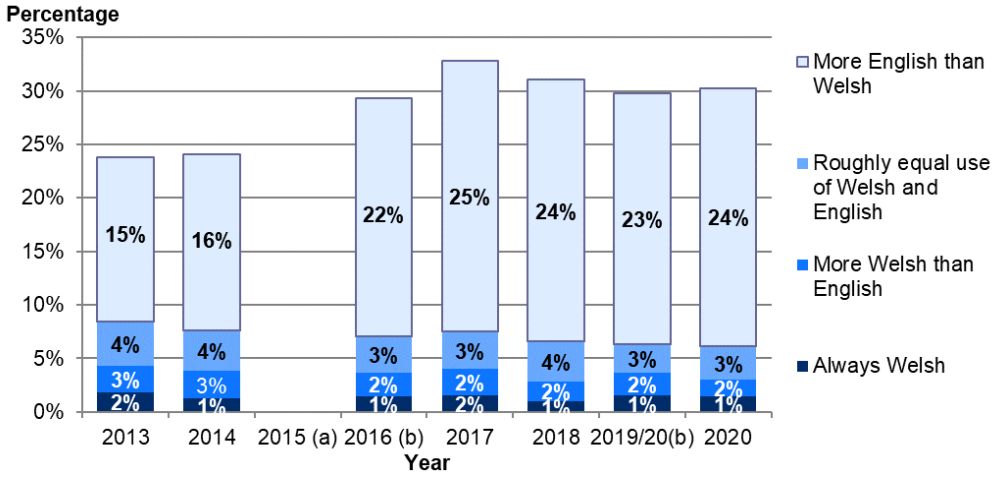
Our aim is that we should gradually become an organisation where it is normal practice to use Welsh and English in a natural and interchangeable way.

Considerable work has been done to embed the objectives and principles of the strategy within our organisation during the first full year of delivering the '*Cymraeg. It belongs to us all'* strategy. Initially, we focused on the principles underpinning the first phase of our strategy between 2020 and 2025:

- Leadership: we are developing our leaders' understanding of the personal leadership expected of them in terms of promoting the Welsh language in their teams, encouraging their staff to learn, develop and use Welsh, and making sure they understand their role in mainstreaming the language into their work.
- Learning: we continue to invest in developing the skills of our staff and offering new and improved opportunities to acquire the language (such as self-directed courses, intensive courses and different methodologies) as well as introducing the requirement for all new staff members to have courtesy Welsh.
- Recruitment: we are considering how we can place a better emphasis on Welsh language skills when recruiting.
- Technology: we are reviewing our technology provision for staff in order to offer Welsh language settings by default to our Welsh speakers.
- We are in the process of implementing pilot programmes to increase the use of Welsh between colleagues in the workplace.

We looked at good practice in other organisations, to improve our understanding of how we can lead the way through our use of Welsh when developing our strategy. We created a case study for the Welsh Language Commissioner's website during the year, so that other organisations understand how they can help achieve our *Cymraeg 2050* target of doubling the percentage of the population who speak Welsh on a daily basis.

Chart 12: The percentage of the Welsh Government's workforce who use Welsh to do their work, by frequency of use



Source: People Survey (Welsh Government) and Civil Service People Surveys (UK Cabinet Office)

(a) The survey was not carried out in 2015. In 2016, the "More English than Welsh" category was divided into three further categories which are "more English than Welsh but speaking Welsh daily, weekly, or less often than weekly".
(b) The results shown for 2016 and 2019/20 have been taken from the People Survey conducted by the Welsh Government in January 2016 and March 2020 (taking into account the year from April 2019 to March 2020). The other results have been taken from the Civil Service People Surveys (usually conducted by the UK Cabinet Office in October). To a large extent, the same questionnaire was used for both surveys and was conducted in the same way. However, as the People Survey 2020 was conducted in March 2020, the response rate was slightly lower than in previous years. This is likely to be due to COVID-19.

Chart 12 data shows that 30% of the Welsh Government workforce have Welsh language skills. In this context, our aim for the language within the organisation is that all our staff will be able to understand Welsh by 2050. Staff will be able to work in Welsh on a day-to-day basis, with a significant increase in the use of our language as a result.

By building on the infrastructure laid during the first year of our scheme, we will gradually introduce a basic "courtesy" level for language skills. A basic induction course on the language will help new staff to reach the basic 'courtesy' level in Welsh. This is intended to be the starting point for a process of continuous improvement in relation to Welsh language skills – a process supported by training and other development opportunities.

Welsh Language Awareness Courses

This scheme was launched for our staff in October 2020. Participants found out more about the Welsh language and '*Cymraeg. It belongs to us all*', the Welsh Government's strategy in relation to the internal use of the Welsh language, through the pilot virtual session. The tutor could also ask probing questions and discuss participants' individual ideas, feelings and experiences regarding the Welsh language during the sessions.

The course will be offered routinely as part of our Welsh language course provision, following the successful pilot.

For the first time, specific Welsh induction sessions were held for the new cohort of Senior civil servants recruited to during the reporting period.

Weekly classes

We received 214 requests from staff to attend weekly Welsh classes for the 2020/21 academic year, which shows a 44% increase on last year's applications.

The 6 month *Say Something in Welsh* course was run for 59 members of staff during 2020-2021. Following a detailed evaluation, which included positive feedback from staff, the programme will now become a permanent part of the suite of learning opportunities available to our own staff.

7. Services

Welsh Language Standards Regulations

In March 2020, we published a consultation on draft regulations to make standards applicable to professional regulators in the health sector. We extended the consultation until October 2020 due to the pandemic. Although responses were analysed, we decided not to proceed with making the regulations during the last Senedd term.

We will implement standards for public transport, regulators in the health sector, public bodies that are currently outside the standards regime and water companies; and start the implementation of standards for housing associations, during this Senedd term.

ARFer

The ARFer project is experimenting with linguistic 'pledges' in order to change the use of Welsh in an organisation, and to help them to better deliver services.

The project is administered by Bangor University through a grant from the Welsh Government. Its purpose is to create a tool chest for other organisations to address interpersonal linguistic behaviour change in the workplace. We have extended the length of the contract so that it can look at how people's language practices at work have changed with so many people now working from home, due to COVID-19. We have been designing and preparing the tool chest and trialling it during 2021-22.

Improving our language's position in the workplace will also help to provide more and improved Welsh language services.

Leading in a Bilingual Nation

This pilot programme is facilitated by the Cadenza partnership, Academi Wales and Prosiect 2050 within the Welsh Government.

This is a 'language in leadership' programme. Attendees learn about the language's position, and reflect on their views and experiences of bilingualism. The programme addresses areas such as:

- Subconscious bias
- Language and power
- Language and culture
- Leaders' behaviours
- Vision and Values

This was initially a face-to-face programme, but due to the pandemic it is now being delivered electronically.

Helo Blod

Helo Blod helps individuals, businesses, charities and third sector organisations to use more Welsh by offering free translations up to 500 words a month, as well as a Welsh language text checking service. It also answers queries of all kinds by businesses about the language, provides 'Working Welsh' goods and signposts to sources of support in relevant organisations. Helo Blod is available by phone, via the website, e-mail and social media.

During 2020-21, Helo Blod's service:

- Received 2,208 requests for support and translation – 1,283 from
- businesses, 625 from charities and 300 from individuals.
- Translated 36,408 words from English to Welsh and checked 17,473
- Welsh words.
- Created 1,129 accounts for the service in the period – 612 from
- businesses, 209 from charities and 308 from individuals.
- 49 accounts were created by businesses and charities outside
- Wales.
- Cardiff (104) was the area with the largest number of new accounts created by businesses and charities, followed by Gwynedd (70).
- The food and drink sector (93) had the highest number of businesses creating accounts, with the creative culture (84) second, and tourism (72) and retail (70) also high.

Evaluation of 'More than just words'

More than just words[29], a strategic framework for promoting the Welsh language in Health, Social Services and Social Care, was published in 2016.

Its aim was to ensure that health organisations recognise language as an intrinsic part of care, and that services are offered in Welsh to everyone who needs them.

An independent evaluation[30] of the *More than just words* strategy was commissioned in October 2018, to assess progress and measure its impact in the National Health Service in Wales. The findings and results of the first phase of the evaluation, and the work undertaken during April 2019 – March 2020, are supported in a Theory of Change[31] Report published in April 2020. This informed the development of the evaluation framework for the next phase, which includes fieldwork to gather the voices and experiences of people, including patients (particularly the most vulnerable), their families and carers.

The original intention was to hold face-to-face meetings with patient groups and service providers, but this approach changed due to the ongoing COVID-19 situation.

Interviews were conducted virtually or by phone in line with the restrictions in place at the time. The evaluation and fieldwork restarted in August 2020. It was also decided that the fieldwork should consider the impact of COVID-19 on Welsh language services.

The main issues raised as the fieldwork progressed were:

- The importance of leadership.
- Service delivery / active offer is inconsistent across Wales.
- The need to increase the availability of Welsh courses in health and care.

The health and social care organisations continued to report on the implementation of *More than just words* during this period.

[29] https://gov.wales/sites/default/files/publications/2019-04/follow-on-strategic-framework-for-welsh-language-services-in-health-social-services-and-social-care-2016-2019.pdf
[30] https://gov.wales/evaluation-more-just-words-final-report
[31] https://gov.wales/evaluation-more-just-words-theory-change

8. Social use of Welsh

Establishing positive language use practices and providing formal and informal opportunities to use Welsh socially is crucial as we work towards the aim of doubling the use of our language. COVID-19 had an impact on the use of Welsh during 2020-21, and we have already summarised the findings of our survey on these impacts on our Welsh-speaking community groups above (see Language use in the Community). In June 2020 the Welsh Language Partnership Council established the 'Increasing the use of Welsh in the Community' sub-group, based on that survey. The sub-group held monthly meetings to discuss the pandemic's effect on Welsh language community groups, culminating in the publication of the report: *The effects of COVID-19 on Welsh language community groups*.

Based on this report, published on 10 December 2020, the sub-group published a series of recommendations[32] under the following headings:

Recommendation 1 – Re-establish Welsh language community groups
Recommendation 2 – Digital inclusion
Recommendation 3 – Sports clubs and arts / performance groups
Recommendation 4 – Micro language planning and the role of the Mentrau Iaith
Recommendation 5 – Project funding
Recommendation 6 – Intergenerational balance
Recommendation 7 – Social enterprises and co-operatives
Recommendation 8 – County Promotion Strategies
Recommendation 9 – Information sharing

Our aim in implementing these recommendations is to empower communities and secure the best possible value from resources, helping us to safeguard opportunities to use Welsh at community level in the future.

Encouraging positive language practices

During 2020-21, we allocated grants to our partners to promote the language at community and national level, that is – increasing language use. This funding allows our partners to develop and sustain a wide range of activities, including activities for children and young people, to create a bridge between formal education and the natural use of our language socially.

The work of the Urdd, the Young Farmers Clubs, the Mentrau Iaith and the National Eisteddfod all offer opportunities for young people aged 11-25 to use Welsh outside school.

We commissioned an evaluation of the Welsh Language Charter[33] and its associated programmes (Cymraeg Campus, secondary schools' Welsh Language Charter and Cymraeg Bob Dydd) to consider what works well and what needs to change in terms of developing language practices in the school. We published the final report in July

[32] https://gov.wales/written-statement-effect-covid-19-welsh-language-community-groups-recommendations-sub-group
[33] https://gov.wales/evaluation-welsh-language-charter

2020.

The report identifies the potential to strengthen the link between the aims of the Welsh Language Charter and the aims of Welsh Government funded organisations working to promote the use of Welsh in the community.

The findings also highlight the need to explore in greater depth the pathways between the activities of the Welsh Language Charter and their expected outcomes.

Grants

In 2020-21, grants of over £4m were allocated to Young Farmers Clubs in Wales, the Association of Welsh Eisteddfodau, the National Eisteddfod, Merched y Wawr, the Mentrau Iaith, the Urdd and the network of *papurau bro* to increase opportunities to use Welsh.

This was a difficult time for many of our partners as they lost income due to cancelling events because of the pandemic. However, they organised a range of online events and face-to-face activities as COVID-19 restrictions allowed. These organisations have been innovative during challenging times and have found new ways of working which will continue in the future.

- The Mentrau Iaith organised a total of 4,686 online activities, with 584,268 taking part, and 249 face-to-face events with 3,139 attending.
- Tafwyl, Menter Caerdydd's Welsh language festival, was held online and attracted audiences from around the world. Eight thousand people watched and listened from countries including the United States, Japan, the Netherlands, Spain and France.
- Around half of the *papurau bro* receiving grants were published digitally during lockdown, either through the Bro 360 project or independently.
- Merched y Wawr held 806 online activities, with 16,033 joining or participating, and 1,767 face-to-face events with 16,750 attending. Activities included setting up the ‘Ffoniwch Ffrind’ service to tackle isolation and teaching members how to use Zoom and WhatsApp in order to keep in touch during the pandemic.
- Urdd Gobaith Cymru had to postpone the 2020 Urdd Eisteddfod and hold an online equivalent, Eisteddfod T, in its place. As part of this festival, 7,000 competitors took part in traditional competitions such as choirs and singing *cerdd dant*, as well as a number of new competitions such as lip sync, imitation and sketches for the whole family. It was an opportunity to bring everyone together, be they experienced Eisteddfod goers or not, to enjoy our culture in a fun way.
- At the end of 2020, Urdd Gobaith Cymru also announced the postponement of the 2021 Urdd Eisteddfod until May 2022 to protect the health and well-being of members due to COVID-19. It plans to host the Urdd Eisteddfod in Denbighshire in 2022.
- For the same reason, the 2020 National Eisteddfod was postponed and replaced with Eisteddfod AmGen, broadcast across a number of digital, radio and television platforms. AmGen proved to be a great success – attracting new audiences from across the world, and allowed people from Wales and Britain who would not normally attend the Eisteddfod to experience Welsh culture. During the first week of August, the festival held over 450 sessions,

viewed almost 280,000 times on YouTube and Facebook, as well as on other digital platforms, radio and television.

- In January 2021, the Ceredigion National Eisteddfod was postponed for a further year until August 2022. The Llŷn and Eifionydd National Eisteddfod moves to August 2023, and the Rhondda Cynon Taf Eisteddfod will now be held in 2024.

New Welsh speakers

Working in partnership with the National Centre for Learning Welsh and partners in the community, we have been developing a national programme to support new Welsh speakers. Building on progress made during 2018/9, the 'Siarad' scheme continues to offer support to learners in all parts of Wales to use their Welsh with more confident speakers in an informal context.

The pairs are expected to spend at least 10 hours together using Welsh. The scheme was relaunched online in October 2020, due to difficulties of meeting face-to-face, By providing opportunities for informal conversations over the phone or on digital media platforms such as Skype, WhatsApp, FaceTime, Zoom and Messenger, the scheme develops learners' confidence.

Social media has helped to increase the use of Welsh in everyday life. Welsh Language Music Day was held for the sixth time on Friday 5 February 2021 and indeed for the seventh time on 4 February 2022. For the purpose of the reporting year covered by this annual report, we refer to Welsh Language Music Day 2021 here.

The Welsh Language Music Day national campaign introduces Welsh language music to a new audience, encouraging people to support the Welsh music scene, and taking advantage of the strength and diversity of Welsh music to introduce our language to a new audience in an appealing and social way. As part of the campaign, we are working in partnership with the National Centre for Learning Welsh, the BBC Horizons Project, EE, Pyst, S4C, Radio Cymru, the Forte project for future artists, the Mentrau Iaith and many more.
The campaign moved online in 2021, due to the pandemic, and as usual, it was a celebration of Welsh music, increasing the language’s visibility, interest in learning Welsh, changing people's perception of our language and providing opportunities for young people to use Welsh. The scheme moved to new ground this year, with 5,000 attending the digital festival with a reach of 260,108 video views.

Through media support, Welsh and English #hashtags were used 9,868 times on Twitter this year, up from 8,982 in 2020. Businesses across the UK, governing bodies, community groups, large businesses, expatriate Welsh communities and musical and cultural organisations all used the hashtags, creating and reinforcing social networks and ensuring social capital in Welsh.

Items were broadcast on BBC Radio 4 (the Today programme and Front Row), BBC Radio 5 Live (Chiles on Friday and the Elis James and John Robins show), BBC Radio Wales (several programmes), Radio Cymru and Radio Cymru 2 (several programmes including a Huw Stephens marathon for 11 hours!).

Articles were published in the '*i newspaper'*, a number of local papers including the *South Wales Guardian, Monmouthshire Free Press, North Wales Chronicle* and even an item in the *Illinois News Live.*

With 43 performers and partners, the festival brought people together, with 119 young people competing in a hip hop school to create a rap '*Beth mae'r iaith yn feddwl i ti a dy ardal*?' (‘What does the language mean to you and your area?’) with the winner shown on S4C’s Stwnsh Sadwrn.

Almost 2,000 attended the Mr Urdd disco on the Urdd's YouTube channel, and videos on our YouTube channel were viewed 19,800 times during the Welsh Language Music Day week.

Following the success of last year's scheme, Stiwdiobox has again received a Government grant for a "Platform" project helping young people take an interest in the Welsh-medium media and to learn recording, editing and publishing podcasts and radio programme skills.

The project combines these elements on a platform aimed at learners aged 7-11 with a short-term focus on Welsh Language Music Day and the requirements of the Welsh Language Charter. It aims to strengthen and reinforce young people's Welsh oral and written skills as they learn about multimedia skills. It will also link with the pupils' homes by providing a wide range of extra-curricular events that appeal to the whole family, for example, a family quiz to extend our language to the homes of young people across the country.

Theme 3: Creating favourable conditions – infrastructure and context

This theme supports the actions outlined in themes one and two, to increase the number of Welsh speakers and the use of Welsh, by creating suitable conditions and fostering an environment in which our language and speakers can flourish.

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

9. Community and economy

The Welsh Government's Economic Action Plan (EAP) sets out the reasons for regionalising economic development in Wales. We recognise the unique opportunities offered by each region, and seek to build on those opportunities to bring greater prosperity to all, while addressing the barriers.

Since the appointment of the Chief Regional Officers and their teams, we have sought to work more closely and effectively with our regional partners and stakeholders. This is bearing fruit, ensuring tangible differences for businesses and communities across Wales. As the voice of Government in the regions and the voice of regions in Government, our Chief Regional Officers and their teams inform and influence national policy and programmes. They also target support in the regions through regional capital stimulus funds.

Regional Economic Frameworks are an economic development model that places a greater focus on the regions. This allows the development of regions' strengths, supporting inclusive and sustainable economic growth, maximising opportunities to tackle regional and local inequality, and contributing to Wales' Well-being Goals.

We are continuing with the detailed development work, although the pandemic has impacted the development of the Regional Economic Frameworks.

Arfor

Since April 2019, the Arfor programme has provided the basis for a range of innovative projects in Ceredigion, Gwynedd, Carmarthenshire and Anglesey. It places the emphasis on developing the economic infrastructure as well as benefiting our language.

It has been possible to implement a number of schemes and pilot a number of interventions, despite the challenges of the pandemic, including the way in which the Llwyddo'n Lleol programme has worked to ensure that young people have the skills and confidence to start businesses in their communities. In Ceredigion, young people who had found it difficult to access capital to start a business showed considerable interest in business grant schemes. These were purely economic interventions, which helped local residents to remain in their communities and to continue to use Welsh on a daily basis.

The Arfor pilot ended in March 2021, and an independent evaluation will highlight what has worked well and lessons learnt. More detail will follow in the next Annual Report.

The Economy and Language Round Table has continued discussions – it includes representatives from local authorities in West Wales, as well as economic practitioners and experts. It has developed a number of recommendations for action, aiming to strengthen the rural economy and ensure that the Welsh language thrives.

Planning

We continue to collaborate with, influence and advise local planning authorities as they develop and review their Local Development Plans. These plans and the Strategic Development Plans undoubtedly have a key role to play in planning, and we want to support planning authorities to include language considerations.

The National Development Framework, *Future Wales: the national plan 2040*[34], was published in February 2021. The Plan sets the direction for development in Wales until 2040, influencing all levels of the planning system in Wales. It will support the production of Strategic and Local Development Plans by councils and national park authorities.

Local development planning is vital, particularly in the current context, and we are determined that all Strategic Development Plans should take account of our language.

Leaving the European Union

As the uncertainty surrounding leaving the European Union continues, it is difficult to design new structures, however the considerations of Welsh-speaking communities and the importance of maintaining such communities will be central to any new scheme.

In December 2020, the Minister for Environment, Energy and Rural Affairs published the Agriculture (Wales) White Paper [35], setting out proposals to replace the Basic Payment Scheme and other EU agri-environment schemes with a single direct support scheme for farming.

Our proposed Sustainable Farming Scheme will appropriately reward farmers for producing additional goods that are not for the market (improved soils, clean air, clean water, improved habitat condition, action to reduce global warming).

The Basic Payment Scheme was extended in 2021 to provide stability for farmers as we develop support and transition from the European Union to future domestic budgets. In addition, support schemes totalling £16.5m were available during 2020-21 to improve the technical, financial and environmental performance of farm businesses, and to enable the sector to plan and prepare for the future.

[34] https://gov.wales/future-wales-national-plan-2040
[35] https://gov.wales/written-statement-publication-agriculture-wales-white-paper

Affordability, Second Homes and the Welsh Language

We have seen growing concerns about how a high number of second homes can impact some of our communities, and particularly the long-term sustainability of the Welsh language heartlands, since the pandemic began. Between the devastating effects of COVID-19, our uncertainty regarding the full impact of leaving the European Union on our economy and the many challenges facing our communities, we are in unprecedented times. The issues associated with second homes are also complex and there is no single solution to the situation.

To find out more, the Coleg Cymraeg Cenedlaethol awarded a grant to Academi Hywel Teifi to scrutinise public policy on second homes in Wales and Cornwall. In March 2021 Dr Simon Brooks published his report *Second Homes: Developing New Policies in Wales*[36]. In light of the interest in this policy area, the Minister for Mental Health, Well-being and the Welsh Language asked whether the research could make policy recommendations.

Dr Brooks' report covers the findings of a report by the Gwynedd and Anglesey Joint Planning Committee on second homes, and this again strengthens our evidence base for this area.

Dr Brooks sets out the policy context for the discussion about second homes, highlighting that second homes and the associated issues are not a phenomenon affecting the whole of Wales. Following the publication of the report, a webinar was held to discuss the content with stakeholders.

Since then, we have held discussions on the findings, and work to analyse the challenges, which include issues relating to planning, tourism, taxation and the sustainability of our communities is ongoing. The report contains 12 recommendations.

The report also highlights the impact of second homes on the future of our Welsh-speaking communities. His final recommendation sets out the intention to establish a commission to look at the future of the Welsh language heartlands.

This report has been valuable as we develop our draft Welsh Language Community Housing Action Plan. We publically consulted upon the Plan and the consultation period came to a close at the end of February. The aim is to agree robust actions that can be taken in relation to other relevant work streams so that affordable homes are available to people in their communities, which will, in turn, support the prosperity of our language in those communities.

10. Culture and media

We know how important it is for cultural, arts and sports organisations in Wales to be able to access the support they need to showcase and increase the use of Welsh. Our culture is an integral part of our identity. Protecting this is even more important during these uncertain times.

[36] https://gov.wales/second-homes-developing-new-policies

All of our sponsored bodies in the culture and sport sector are committed to supporting our target to increase language use and reach a million Welsh speakers by 2050, and they are proactive in their response to the policy. Encouraging and supporting members of staff to learn and use Welsh is rooted in the operational culture of our sponsored bodies, and they have established good links with the National Centre for Learning Welsh.

The importance of our relationship with these organisations and partners is key to our legacy and well-being. We have continued to support schemes already in place and support the arts sector during the pandemic.

We want to see and hear our language being used more widely in popular culture in all its arts media and in literature, theatre, film and television. The use of Welsh by role models such as those involved in sports, musicians, actors and other prominent figures and organisations is a means of raising the status of Welsh as a living language.

Culture

The Cymru Wales Brand

The language is a central part of our Cymru Wales brand. Indeed, the language inspires core elements of the brand, for example, the font (which has won a gold award at the European Design Awards).

We will continue to encourage businesses to reflect the values of the brand in their work. In the tourism sector, this includes encouraging tourism businesses to ensure a strong sense of place in their provision, and the use of Welsh is central to this.

We have used our language extensively during the reporting year to promote Wales and to attract tourism and investment. We used Welsh in flagship campaigns to promote Wales around the world. In particular, through the St David's Day campaign, in showcasing the best of Wales to the world across social media as part of a digital festival, and as a central part of the campaign with the Football Association of Wales during the Euro 2020 tournament (held in 2021 due to the pandemic). We have also used Welsh as our main tourism campaign – Addo – to encourage people to be responsible while visiting Wales.

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

Sponsorship activity

We continue to aim to increase the use of the Welsh language, both at cultural events and in the everyday work of our cultural organisations.

Through our sponsorship activity, we are working together to ensure a more prominent place for our language in cultural activities of all kinds, including exploring the interrelationship between language and culture to develop events, products and activities celebrating and raising awareness of our unique Welsh culture.

Our Welsh Language and Culture policy officers continue to emphasise and promote the importance of the richness of Welsh-medium culture and indeed the importance of hearing Welsh in our sponsorship activity. A number of online learning opportunities and short language introduction courses from the National Centre for Learning Welsh tailored to specific and specialist areas are available and this has led to an increase in numbers learning and using Welsh.

Heritage

National Museum Wales

As well as continuing to hold language lessons for staff members, the Museum also offers formal and informal skills development opportunities in the workplace. They have expanded their informal provision for staff to build confidence and practise their language skills, through the introduction of a "Buddy Scheme", a mentoring system among the staff.

A great deal of development and planning work has been done during 2020-21 to ensure a truly bilingual experience for visitors. All of National Museum Wales' public programmes are now available bilingually, and all events, exhibitions, programmes for schools and other learners are delivered in English and Welsh.

The Museum created and delivered a blended learning programme for schools (face-to-face and digital) live from their museums, with staff leading the conversation, for schools across Wales, due to the pandemic. In line with the new curriculum for Wales, they have adopted the multilingual approach as a standard approach in developing the content of the sessions. They have also included Welsh in their workshops with English-medium schools as a way of normalising our language.

National Museum Wales has launched the "Amgueddfa Cymru Producers" programme as part of the work to create new opportunities for young people to develop skills and experience in the heritage and arts sector. It is an opportunity to experiment with new ways of developing digital content in Welsh, and aims to provide employment opportunities for young people aged 16-24 to experiment, create and innovate. The programme has a bilingual "Bloedd AC" account on Instagram, maintained by the young people.

The Amgueddfa Dros Nos / Museum Sleepover series was one of a number of innovative new schemes in bilingual design created. The series was successfully adapted to create rich experiences in Welsh for families to enjoy together. They also provide bilingual and Welsh-medium talks, tours and courses as well as bilingual seasonal events, festivals and celebrations.

Collaboration among heritage and cultural organisations is even more important this year, and another example of the innovation is the *Becoming Richard Burton* exhibition. The exhibition was transformed into a bilingual digital exhibition during the pandemic, as well as a physical exhibition when restrictions eased. A Joint Arts project was created with the Arts Council of Wales, in a creative response to the COVID-19 crisis.

As part of the collaboration, they worked with Cadw and the Royal Commission on the Ancient and Historical Monuments of Wales on the "Y Lle Hanes" partnership for Eisteddfod AmGen. Other highlights include the launch of *Objects of Comfort*, a new bilingual digital resource developed with the Alzheimer's Society specifically for use in care homes or care settings.

The bilingual digital art magazine, Cynfas, provides a platform for new and diverse voices to respond to National Museum Wales' art collections including Welsh contributors and guest editors who have worked with museum staff and their peers to push the boundaries of bilingual interpretation and design.

Royal Commission on the Ancient and Historical Monuments of Wales

The Royal Commission on the Ancient and Historical Monuments of Wales (RCAHMW) offers a range of services to individuals, groups and organisations interested in the history and built heritage of Wales.

During 2020-21, the Commission continued to support staff by holding Welsh language lessons online, including language awareness and pronunciation guidance for their staff. A weekly 'Sgwrs dros baned' (chat over coffee) session was set up to promote language use in an informal environment, due to interest in lessons, so learners can chat to more confident speakers.

Some of the highlights of the Commission's work during the reporting period include contributing to Eisteddfod AmGen by having a strong presence in "Y Lle Hanes", with exhibitions, children's activities and a series of short videos focusing on the work of the Commission, as well as a panel discussion exploring the future of places of worship.

The Commission also worked with S4C on the "Hewlfa Drysor" programme, contributing to all aspects of the project. The Commission continues to provide online enquiry services in Welsh and promotes the use of our language across the heritage sector.

One of these online services is the List of Historic Place Names in Wales[37], maintained on behalf of Welsh Ministers by RCAHMW. Launched in 2017, it has already doubled in size to include nearly 700,000 records. It records names, as well as alternative forms and spellings, for settlements, properties, roads, paths, rivers and countless other features used over the centuries.

This List is more than just a useful record of place names from the past, it is also an important resource for the future. One of its main objectives is to improve public awareness of the richness of historic place names in Wales and their importance as elements of our wider cultural heritage. As people's awareness of historic place names and their importance increases, they will undoubtedly value them to a greater extent, and continue to use them now and in the future.

The Welsh Government has also issued statutory guidance on the use of the list, for local authorities, national park authorities and Natural Resources Wales. Those public bodies should consider the list when considering naming and renaming

[37] https://historicplacenames.rcahmw.gov.uk/

properties and places in their care.

More recently, the Commission has convened a Task and Finish Group to assess the success of the List since its launch, and to consider how it could be improved. The Group will report in early 2022.

National Library of Wales

During 2020, the Library decided to review the National Broadcast Archive (NBA) project plans in light of emerging lessons from COVID-19 and in a bid to reduce future revenue costs. Major changes in the project include disposing of the majority of the physical archive (because of its poor condition) and to depend on digitised copies of the archive, and the creation of 'Clip Corners' in local archives across Wales, rather than four regional Clip Centres as originally planned. This will significantly increase local access to the NBA. The Library is planning a presence in the Wales Millennium Centre.

The National Library has also continued to increase the number of Welsh language materials available online during 2020-21.

During the reporting period, the Library has continued to provide language training for staff under the Work Welsh scheme.

The Library presented activities throughout the year as part of the Dydd Miwsig Cymru campaign in order to widen the appeal of their music collections. A successful campaign to collect posters and ephemera was delivered.

A programme of events were held as part of the Eisteddfod AmGen event following the postponement of the 2020 Eisteddfod.

The National Library secured additional funding from the Welsh Government at the start of 2020 to fund a new WikiAddysg project called WikiPic. This new project focuses on photographs.

Urdd Sport

The Urdd receives annual funding from Sport Wales, and aims to use the power of our language to engage children, young people and families and to get them actively involved in sport from one week to the next and then make it a lifelong habit.

Sport Wales increased its investment to support the Urdd's work during these challenging times. Additional funding came as part of the Sports Resilience Fund providing additional investment in the Urdd's 2020-21 funding. The £478,934 was used to help retain the capacity and capability to maintain provision through COVID-19 and to resume sporting opportunities when it was safe to do so.

The budget continues to develop opportunities for young people to take part in sports in Welsh across Wales. The scheme offers extensive opportunities for the foundation phase across a range of sports including football, rugby, netball, gymnastics and multi-skills, contributing to the holistic well-being of the children through the development of Physical Literacy.

The Urdd's 'Chwaraeon Bach' programme actively encourages families to take part in activities in a fun and creative environment, developing children's basic motor skills through play.

The Urdd also continues to run the national "Chwarae yn Gymraeg" scheme. The aim of the project is to engage with schools where Welsh is not the main language, using physical activity to promote occasional Welsh in the playground while providing training. The scheme is tailored for year 5 and 6 pupils.

Arts Council of Wales

During 2020-21, the Council gained the official recognition of the Welsh Language Commissioner's "Welsh Offer". The aim of the scheme is to ensure that there are small and consistent developments in Welsh language services. Promoting services to the public in turn provides a better service for users and increases the use of Welsh services.

Staff have developed and improved their language skills through the Arts Portfolio Department's Welsh lessons. They now work with the public, with a third of all the department's staff able to speak Welsh.

The Arts Council, Theatr Genedlaethol Cymru and the National Centre for Learning Welsh work in partnership to plan provision, which assists the Centre in planning and providing appropriate Working Welsh courses for arts freelancers.

Media

Welsh language broadcasting and media services continue to play an important role in achieving our aim of reaching a million Welsh speakers by 2050. We have continued to stress the importance of S4C and Radio Cymru's provision to the UK Government, Ofcom and the BBC and have worked with S4C and BBC Cymru to fulfil our aspirations for our language.

We have continued to raise a range of areas consistently with Ofcom over this period. This has included our engagement with Ofcom's *'Small Screen: Big Debate'* consultation on the future of public service broadcasting. Our response emphasised the vital role of effective broadcasting in sustaining and growing the Welsh language.

During the awarding or reviewing of radio station licences in Wales, we remind Ofcom and the UK Government that consideration should be given to the bilingual nature of Wales and the importance of our language. We ask them specify that a certain number of hours will be broadcast in Welsh in the contract, together with a statement about Welsh language web content, such as text, streams and video clips. This means that, when awarding and regulating services for Wales, language diversity should be set as a target, especially with regard to the Welsh language in services in Wales.

We support the publishing industry to ensure that a wide range of publications are available in Welsh in different formats, to meet demand from different audiences.

The Welsh Books Council

Our financial support via the Welsh Books Council ensured it was possible to continue to assist publishers to produce books and magazines for adults and children.

During 2020-21, over 200 Welsh books and e-books and 16 print and digital magazines for adults and children were published.

The Council were flexible in what they expected publishers to achieve due to the COVID-19 pandemig. Some were allowed to publish audiobooks and e-books of classics for the first time. Overall, once the industry got over the initial uncertainty, it was a very successful year for publishing.

A www.ffolio.cymru platform was developed specifically to promote and sell e-books from Wales during the pandemic. Responding directly to the crisis on the high street (allowing customers to send a proportion of the profits to their local shop) this also met the demand for learning-from-home resources for children and young people. It is now a grant condition that original Welsh books that receive support are published as e-books on *ffolio*.

We continue to fund Golwg360 through the Welsh Books Council. It had a monthly average of 180,000 web visits, over 900,000 Twitter impressions, and Facebook users numbered about 3,500. The tendering process was advertised in early 2021-22, following a further delay.

The implementation of the recommendations of Siwan Rosser's Report on children and young people's books continued. One of the main objectives was to increase the rate of original books published compared to adaptations. 56% of the total of books supported this year were original and 69% were story and picture books.

Diversity became an extremely important subject during this year and the Books Council responded in a variety of ways in terms of in-house training, changing grant conditions and undertaking a review of sponsored products. The report underlines the importance of having people from a variety of backgrounds writing about their own experiences, and recognises the particular challenge in developing Welsh-speaking writers from minority ethnic backgrounds.

Books for learners in the Amdani series continued to be published and these books and the National Centre for Learning Welsh textbooks proved to be bestsellers during lockdown.

Work to attract new publishers is ongoing. Broga have now published their first books and O'r Pedwar Gwynt is planning to venture into the field.

Information on new Welsh books was published in the form of a Yearbook and specific lists for each school during the year. Comprehensive packs of around 200 Welsh-language leisure reading books were distributed to all primary and secondary schools in Wales under #LlyfrDa as well as a list of titles to be shared among families.

Bilingual material for the Summer Reading Challenge campaigns was shared with libraries and schools, as well as supporting content for the Welsh language website.

For World Book Day, a new £1 Welsh book (including Braille format) was published.

Reading For Wales competitions were provided in digital form for Welsh-medium schools due to COVID-19 restrictions.

The Council worked with publishers in Wales to produce and distribute 21 children's books on mental health and well-being in print and digital form. Copies of the books were given to Welsh-medium primary schools across Wales and resources created to accompany the books as part of the project.

11. Wales and the wider world

We want to show the world that we are a multilingual country that encourages people from all over Wales and beyond to use Welsh. We celebrate the fact that people of all backgrounds speak our language, while recognising that more needs to be done to ensure that members of minority ethnic communities have a better opportunity to learn and use the language. We have been contributing to the Government's work on its new Race Equality Action Plan[38].

Responses to this consultation are currently under review. We will publish further details online in due course, and will include a further update in our next *Cymraeg 2050* annual report.

Refugees and asylum seekers

The National Centre for Learning Welsh developed resources to support the 'Croeso i bawb' (‘Welcome to all’) taster course, providing opportunities for refugees and asylum seekers to learn Welsh on specifically-tailored courses.

Work began before the emergence of COVID-19 but moving the face-to-face lessons online during the pandemic was quite a challenge, as some students had no access to a computer and the web. Funding was secured through a partnership with Red Cross Wales, to provide laptops to help some refugees and asylum seekers to continue to learn Welsh.

The Centre works in partnership with Adult Education Wales and others to run 'Croeso i Bawb' courses for students. At the Centre, a special fund was established to provide additional funding for 'Croeso i Bawb' courses.

London Welsh School

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

[38] https://gov.wales/race-equality-action-plan-anti-racist-wales

Patagonia

The Welsh Language Project continues to promote and develop the Welsh language in Patagonia. The British Council administers the project, in conjunction with the National Centre for Learning Welsh, the Urdd, the Wales-Argentina Society and the Welsh Government.

Three development officers went to Patagonia in February 2020, but shortly afterwards the Argentine Government introduced measures to limit the spread of COVID-19. This resulted in school closures and the prevention of face-to-face lessons for adults, as happened in Wales. Two of the officers returned to Wales by May, but the learning continued online.

The development officers have ensured that the lessons continue using interactive programmes such as Zoom and Skype. Two held lessons from Wales for pupils in Patagonia, and the other held lessons from Patagonia. It also became possible to offer training to other facilitators on how to deliver online lessons successfully.

COVID-19 has had a significant impact on the local community in Patagonia, but thanks to the ingenuity of the development officers in adapting lessons, innovating and engaging with the community online, a range of new ways of learning are now available to the people of Patagonia.

Families from non-Welsh speaking backgrounds have been involved with Welsh speakers across the region, as well as Welsh speakers in Wales and the rest of the world. In 2019, over 1,200 individuals attended Welsh courses in Patagonia. Moving lessons online due to the pandemic saw numbers increasing to 2,000, and this innovation will continue to be part of Patagonia's Welsh language learning offer in the future.

International links

Network to Promote Linguistic Diversity

The Network to Promote Linguistic Diversity (NPLD) is a Europe-wide network working in the field of language policy and planning on behalf of Constitutional, Regional and Small State Languages (CRSS) across Europe. The members of the NPLD include national and regional governments, as well as universities and associations. Wales was Vice Chair of the Network during the reporting period.

The main aim of the NPLD is to raise awareness at European level of the importance of linguistic diversity. Another aim is to facilitate the exchange of best practice among governments, policy makers, practitioners, researchers and experts from across Europe.

The Network met online during the reporting period to share good practice and experiences related to the challenges and opportunities presented by the pandemic.

British-Irish Council

We chair the British-Irish Council's Indigenous, Minority and Lesser-Used Languages working group. The situation of all the languages represented by the British-Irish Council (Welsh, Cornish, Scottish Gaelic, Scots, Manx, Ulster Scots, Irish, Guernésiais and Jèrriais) varies greatly but they also have a great deal in common. We have continued to use the forum to discuss and share good practice and expertise with people from different backgrounds.

The Council usually offers opportunities to travel across member states to learn and share good practice, but all travel ceased due to the pandemic. Instead, the Group met online and invited a series of guest speakers to stimulate discussions.

During the reporting year, the Group also published a series of useful resources on its website, promoting them on social media, to draw widespread attention to the languages during a period when an increasing number of people were choosing to learn languages online. The new resources created by the Group include:

Thematic vocabularies in all the Council's languages.
Infographic summarising the situation of all the languages.
A series of resources to support people to learn the languages.
An updated list of songs in all the languages on Spotify.

During the reporting year, the group also organised an e-webinar on languages and early years, held in June 2021 as part of preparations for the Council Summit in Wales in November 2022.

United Nations International Decade of Indigenous Languages 2022-32

During the reporting year, we contributed to the work of UNESCO in preparation for the United Nations International Decade of Indigenous Languages 2022-32. We look forward to continuing to raise the profile of our language and sharing good practice with others around the world as part of our commitment to being a "globally responsible nation”.

International events

Since the start of the pandemic, opportunities to promote and support the Welsh language at an international level have been more limited than previous years, not only because of the global constraints, but also because of having to redeploy staff resources within the Department for International Relations and Trade, here in Wales and also in our teams abroad.

However, digital work to promote Welsh language activities has continued. Here are some examples of events or resources promoted during 2020-21 on our social media channels:

- Welsh Language Music Day
- European Day of Languages
- Gŵyl 2021 Festival
- Eisteddfod AmGen
- AM app / website

Examples of work by our international teams promoting and supporting Welsh include:

Ireland

In March 2021, the First Minister launched a Shared Statement and Joint Action Plan with the Irish Government. Language is a key part of one of the six areas of co-operation within the Shared Statement and both Governments have committed to promote the use of Welsh and Irish languages.

The Urdd and TG Lurgan partnership has gone from strength to strength since its launch in January 2021. They released their first ever music video in both Welsh and Irish languages, 'Golau'n Dallu / Dallta as na Solise' is an adaption of the popular song 'Blinding Lights' by The Weeknd. Within a month of its release, the video had surpassed 100,000 views, and registration for the second co-production was opened.

North America

An online meeting between the Urdd and youth in Alabama took place to discuss the Welsh language and was also promoted on social media. WG connected the Urdd with the UAB Gospel choir, who released a joint online performance recording of a Welsh language gospel song.

FOCUS Wales at SXSW 2021 was held online and included some Welsh language artists. WG were going to sponsor the 2020 festival which was however cancelled.

The Welsh Government promoted the Welsh language film "The Feast" on social media on its release in March 2020 (an in-person screening was later held in November 2021 when it was safe to do so).

WG sponsored the North American Association online St David's Day celebrations – a celebration of all things Wales including Welsh language performances and competitions.

The North America team have used their online communications platform to promote the Urdd Peace and Goodwill message collaborating with various US based organisations and have also highlighted Welsh language stories in the US press, such as an Atlanta Review article on Welsh language poetry. They have also collaborated on St David's Day with the British Embassy in Washington DC and other Consulates to highlight Welsh language place names to promote the language to a wider network.

Urdd Message of Peace and Goodwill

Since 1922 the Urdd has sent a message on behalf of the young people of Wales to young people in the rest of the world, encouraging and inspiring humanitarian and international activity on 18 May.

The 2020 Urdd Message of Peace and Goodwill called on young people around the world to ensure that lessons learned from the COVID-19 crisis are not forgotten and

to guard against returning to some of the selfish, destructive ways of the past. The 55,000 members of the national movement called on the leaders of the G20 countries to lead the way in addressing those issues, and the Chief Executive wrote to the Prime Minister, the President of the USA, the Russian President and all other G20 leaders, on behalf of Urdd members.

The message reached over 37 million people worldwide, 9 million through Twitter, 5 million on Instagram and 100,000 on the Urdd's Facebook account. The message was broadcast in over forty languages and continues to go from strength to strength each year.

Major events

The pandemic affected our major events work substantially during 2020-21. As no public events were allowed due to the measures that came into force across the UK in March 2020, there have been restrictions on public audiences and therefore it was impossible to hold events supported by the usual Welsh Government event funding.

We launched a Cultural Recovery Fund, which provided financial support to eligible businesses from April 2020 to September 2021, as a response to the challenges facing the industry as a result of these necessary health measures.

The fund supported over 200 businesses in the events industry including the National Eisteddfod, Urdd and Tafwyl.

All funding recipients had to agree to the principles of a 'Cultural Contract' which included a commitment to promote and protect our vibrant culture, heritage and our language.

Tourism and marketing

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

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

Our campaigns during the recovery period following the pandemic will promote and celebrate our language and community tourism with a cultural focus where appropriate.

12. Digital technology

In December 2020, we published the *Welsh Language Technology Action Plan:*

progress report 2020[39]. The report details our progress in this area and this is summarised below.

The implementation of the Welsh Language Technology Action Plan work packages continues. By March 2021, we were in the process of implementing or had completed 22 of the total 27 work packages. Plans were in place to implement the others.

Bangor University has created acoustic and linguistic models to identify the 2,500 Welsh words and the 500 English words most often spoken in Welsh, to 'understand' spoken Welsh. This is a sound foundation to be able to transcribe Welsh.

Bangor University also improved and released a new version of the Hunspell Welsh word list, released a Neural Parts of Speech Tagger and new Text Handling Equipment. They made improvements and updates to Cysgliad and released it free of charge to everyone other than larger workplaces with more than ten staff. This was vitally important at a time when children were learning from home during lockdown. By the end of the reporting period, 6,198 people had downloaded the programme.

Cardiff University also developed cross-lingual word embeddings, improving the way computers are able to understand the meaning of Welsh text, thereby understanding the user's intention.

Developing and investing in IT

Our aim is to explore opportunities to invest, collaborate and share resources and techniques to support our technological infrastructure (computer-assisted translation, artificial intelligence (AI) technology, voice recognition etc.) so that Welsh can be used on electronic devices.

Work to assess how best to develop the linguistic and technological infrastructure of the Welsh language continued. There have been further developments in the world of computer-assisted translation, artificial intelligence and Welsh language speech recognition, in both the context of Bangor University's personal assistant Macsen and the work of our Translation Service.

Technology developments for social use

Coding clubs had to move online this year, supported by the Welsh Government's Code Cracking programme and its partners.

Welsh place names can be key in terms of prominent geographical features as we market Wales to tourists from around the world. In that context, we have been promoting the role of our language in technological developments such as online maps, continuing to fund work on the development of openstreetmap.cymru.

Wikipedia

We awarded the National Library of Wales a grant for a project called #Wicipics to

[39] https://gov.wales/sites/default/files/publications/2020-12/welsh-language-technology-action-plan-progress-report-2020.pdf

crowdfund open licence images of historic buildings in Wales. The pandemic affected the ability to achieve some of the targets e.g. community and school events. However, events were held online and remotely through crowdfunding tasks. Over 1,800 images were shared, and within a month, Wikipedia articles containing these images were viewed 68,000 times in eight languages.

13. Linguistic infrastructure

Cymraeg 2050 includes a commitment to continue to develop the linguistic infrastructure of our language to facilitate the journey to a million Welsh speakers and to increase language use.

‘Linguistic infrastructure' help us to use Welsh on a day-to-day basis: dictionaries, terminology resources, corpora, and research and standardisation work.

We directly fund a number of projects including Geiriadur Prifysgol Cymru (GPC) and Y Termiadur Addysg. A number of the other main resources also receive public funding through different agencies.

We launched a consultation on a draft policy for linguistic infrastructure in March 2021. That closed on 6 July 2021. We want to make it easier for people from all backgrounds to use Welsh – workplaces, schoolchildren, teachers, new speakers and confident speakers – by making sure they know how to find linguistic resources or sources. As such, the proposals in the consultation document pursued the idea of putting the user first and making it easy for people to use Welsh by creating a single website to find answers.

We published a summary of the consultation responses on 28 September 2021.

During the year, we established a panel to address orthographical issues, chaired by Dr Dylan Foster Evans of Cardiff University. By involving some of the main providers of infrastructure resources in the work, we hope it will be a step towards achieving greater consistency making it easier for people to use Welsh confidently.

We have also established a group to standardise equality terminology in the field of race and ethnicity, chaired by Professor Delyth Prys of Bangor University – this has been done in response to a gap in the provision of terminology in the field.

Over the next period, we will bring forward policy proposals for more effective co-ordination of the various elements and the provision of a better service for users.

Translation

We continue to support Cymdeithas Cyfieithwyr Cymru, the professional association that upholds, ensures and promotes professional translation standards by improving, increasing and developing translators’ skills and knowledge.

The association has been central to maintaining an e-community of translators, and advocating on their behalf, during a period when translators were going through difficult times. Members were regularly signposted to sources of information and contacts that may be useful to them, including information on the financial and

business support available, as well as the general information on the rules and regulations associated with a wide range of COVID-19 issues. It also highlighted information that would benefit the health and well-being of members.

14. Language planning

Effective language planning requires an understanding of the various circumstances in different parts of Wales and careful intervention planning.

Cymraeg 2050 Programme Board

Senior officials from across Government are members of the Cymraeg 2050 Programme Board. The Board scrutinises progress and offers advice, guidance and assurance in the implementation of *Cymraeg 2050*. During the year, the Board met each term to discuss issues such as mainstreaming the strategy across Government work, considering risks, good practice and issues arising that may affect *Cymraeg 2050*.

The Welsh Language Partnership Council

The Welsh Language Partnership Council was established under section 149 of the Welsh Language (Wales) Measure 2011. The Council has continued to meet at least once a term to provide advice to Welsh Ministers in relation to *Cymraeg 2050* – meetings moved online as a result of the pandemic. They advised the Minister on various issues affecting Welsh language policy, such as second homes and community use of our language.

Several sub-groups of the Partnership Council also worked throughout the year to support us, for example on the economy, education and community use of the Welsh language.

Working with local authorities

We continue to work closely with local authorities to support their efforts to build capacity to plan for the language, supporting them in the implementation and co-ordination of strategies for promoting the Welsh language, Welsh in Education Strategic Plans and their duties under the Well-being of Future Generations (Wales) Act 2015.

15. Evaluation and research

In July 2020, *Evaluation of the Welsh Language Charter and related programmes* (Supporting Language Practices Project, Cymraeg Campus, and Cymraeg Bob Dydd) was published. The report provides an assessment of the delivery of the individual programmes, along with recommendations about future developments to support the informal use of Welsh amongst school pupils.

In March 2021, we published *Evaluation of the Welsh Language Sabbatical Scheme for Education Practitioners*. This evaluation examines how, and to what extent, the Sabbatical Scheme contributes to a change in the way Welsh is taught and used as a

teaching medium in schools; it also assesses the contribution of the Sabbatical Scheme to Welsh language or Welsh-medium professional development provision for practitioners.

The process of developing a revised specification for the review began following the cancellation of the tendering process for a review of the Grants Scheme to Promote and Facilitate the Use of the Welsh Language in March 2020 due to COVID-19.

Research for two projects on immersion education took place:

- a mapping exercise of immersion education provision in Wales, and
- a rapid scoping review of the literature on immersion education and intensive language provision.

The process of building research capacity for the future continued by providing support for doctoral scholarships jointly funded by the Welsh Government and the Economic and Social Research Council (ESRC); four of these scholarships explore aspects of either Welsh or languages in education. Mainstreaming the Welsh language across the Government's research activity was further developed throughout the year.

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

We conducted a Welsh Language Use Survey between July 2019 and March 2020, and a selection of the main findings are included in this report. We will publish the rest of the findings about Welsh speakers' language use, including in the community and the workplace, during 2022.

We undertook a survey of the effects of the pandemic on Welsh language community groups, to establish the impact of the pandemic on Welsh language use in the community, We have included the main findings and the associated recommendations in the section discussing Theme 2 of *Cymraeg 2050* of this report.

We have also been publishing estimates of the population's ability in Welsh from the Office for National Statistics' Annual Population Survey on our website on a quarterly basis. It is important to note that the way the survey is administered had to change because of the pandemic, so this must be borne in mind when interpreting the data since March 2020.

Conclusion

The world around us has changed significantly due to the pandemic, and this report is an opportunity for us to refer to our own response and that of our partners to COVID-19 during the 2020-21 financial year. Much of the innovative work during the period has now become part of our day-to-day work.

The second Cymraeg 2050 Work Programme (for 2021-26), published since the end of the reporting period of this Annual Report, responds to the impact of COVID-19 and leaving the European Union on our lives. The programme also outlines our plans to continue to work to increase the number of Welsh speakers, language use and improve the infrastructure that underpins it all. As the results of Census 2021 are released in due course, we will review our plans and trajectory towards the million as required. But our aim remains unchanged – to work together to reach a million Welsh speakers and double the daily use of the Welsh language.